INTRODUCTION
Candidate outcomes assessment is conducted at three levels for all professional education preparation programs at the University of Illinois at Urbana-Champaign: (1) university-wide assessments, (2) common performance-based assessments developed by the professional education unit, and (3) program specific measures. This three-tiered system maximizes both coverage and flexibility.

The university routinely collects and/or reviews data from follow up surveys, national and state accreditation reports, evaluations of individual courses and faculty, and other sources. Follow up data encapsulate the findings from online and traditional surveys conducted to measure the opinions of graduating Illinois seniors. Aggregated data include campus-wide and college-wide perceptions of the undergraduate experience at Illinois. Other surveys aggregate information from graduates by curriculum about their career achievements in relationship to their educational program at Illinois. In addition, the university has been engaged in assessing students’ academic achievement since 1994. The Student Outcomes Assessment Committee has worked to assist all academic units in developing assessment plans for their majors and assessment measures for the broader, overarching campus-wide learning goals.

As the professional education unit at the University of Illinois at Urbana-Champaign (Illinois), the Council on Teacher Education (CoTE) has the responsibility for developing, maintaining, administering, and improving the unit assessment system. The Illinois Unit Assessment System is designed to ensure that candidates preparing to work as teachers, school leaders, and school service personnel know and can demonstrate the knowledge, skills, and dispositions needed for excellence in their respective professions. Candidates in the 32 professional education preparation programs at Illinois are expected to meet or exceed professional, state, and institutional standards.

As a research extensive institution, the University of Illinois seeks to appoint faculty who are leaders in their fields. Through their extensive and creative research faculty are encouraged to think outside of the norm and to create environments that encourage candidates to do the same. Thus, Illinois seeks to prepare candidates to be critical thinkers, change agents and leaders in teaching, administration, and the school service fields. Illinois faculty have extensive professional autonomy in designing creative research, evaluation, and assessment strategies and tools. Therefore, a variety of program-specific measures of candidate performance can exist within individual professional education programs. These measures augment and enrich the unit’s common assessments.
ASSESSMENT SYSTEM OVERVIEW & STRUCTURE

The Illinois Unit Assessment System is built around the four University of Illinois Common Assessment Plans (CAPs) for initial and advanced professional education preparation programs:

- For undergraduate programs leading to initial certification
- For graduate programs leading to initial certification
- For graduate programs leading to certification as school leaders or school service personnel
- For graduate programs leading to advanced teacher certification

The CAPs are structured around four assessment points throughout the candidates programs as well as a follow-up of program completers (Appendix A). The assessment points for all programs are 1) admission requirements; 2) continuation in professional education preparation programs, 3) admission to student teaching/internship/practicum, 4) recommendation for certification and, 5) follow-up of program completers.

Development and Revision

The development of the CAPs for undergraduate or graduate/initial certification and school leader/school service personnel programs and corresponding assessments under each point was a collaborative effort involving faculty, candidates, and public school personnel, with oversight by the CoTE. Faculty included those primarily engaged in instruction of content and methods, as well as faculty and University professionals responsible for the administration and implementation of clinical experiences within each program. Subsequently, the CAP for graduate advanced teacher certification programs was developed by CoTE staff and vetted by the CoTE Executive Committee (see Administration/Governance, page 3).

The assessments provide data about individual candidate knowledge, skills, dispositions, and impact on P-12 student learning in relationship to the candidate expectations described in the Conceptual Framework, as well as other institutional/agency and state standards. The assessment instruments were piloted and revised, and measures were taken to insure inter-rater reliability. Participants engaged in this effort included faculty, clinical experiences program coordinators, P-12 cooperating personnel, and candidates. The development process spanned 18 months. A nationally recognized evaluation expert served as a consultant to CoTE for the overall assessment process.

In 2008, a committee of faculty members from across programs was appointed to formally review and recommend revisions for all assessments. The work of that committee remains in progress.
Administration/Governance

The CoTE is responsible for monitoring the entire Illinois Unit Assessment System to ensure that all professional preparation candidates meet institutional expectations and state standards. The CoTE Executive Committee (representatives of the eight colleges and schools housing professional preparation programs, P-12 school personnel, and candidates) is the central policy-making body for all professional preparation programs.

The Executive Director of the CoTE is responsible for administration of the assessment system. The CoTE Executive Director assures that the appropriate data are collected, stored, appropriately aggregated, and periodically reported. The periodic, ad hoc reports are reviewed and discussed by the CoTE Executive Committee. Annual reports are also given to the Executive Officers of departments that host professional preparation programs, who bear responsibility to ensure that each program meets institutional and state standards and to provide oversight of the programs and their faculty. The programs are charged to review the periodic reports and data to make recommendations to improve the program. The review and recommendations of the programs are reported back to the CoTE Executive Director and Executive Committee.

In summary, the CoTE is responsible for formulating policy regarding assessment and revising the policy and common assessments of the overall Illinois Unit Assessment System.

Overview of Initial Teacher Education Programs’ Assessments

Appendix B presents the Overview of the Illinois Unit Assessment System Chart for initial teacher education programs. The chart is organized around the five assessment points previously identified. The performance-based assessments specifically developed for the Common Assessment Plans include: 1) the CoTE early field experiences evaluation form, 2) the CoTE student teaching evaluation form, and 3) the CoTE common professional portfolio assignment. These assessments will be described in greater detail in later subsections under knowledge, skills, dispositions, and impact on P-12 student learning. The chart identifies not only the data source but also who is responsible for the monitoring and evaluation of the assessments. In addition, the chart shows the alignment of institutional and state standards for each assessment.

Overview of Advanced Programs’ Assessments

Appendix C presents the Overview of the Illinois Unit Assessment System Chart for advanced professional education programs leading to certification as school leaders or school service personnel. The specific assessments developed for the advanced programs are parallel with those for the teacher education programs; however, appropriate modifications to reflect the advanced nature of these programs were made. These assessments will be described in greater detail in later subsections under knowledge, skills, dispositions, and impact on P-12 student learning. The chart identifies not only the data source but also who is responsible for the monitoring and evaluation of the assessments. In addition, the chart shows the alignment of institutional and state standards for each assessment.
Specific Unit Performance-based Assessments for Initial and Advanced Programs

Common measures are used by all professional education preparation programs at each assessment point to assess and monitor candidate knowledge, skills, dispositions and the candidate’s impact on P-12 learning. The tables on the following pages present a summary showing the candidate expectations from the Conceptual Framework, aligned with the elements of NCATE Standard 1 and the specific common assessment measures used to assess each.
<table>
<thead>
<tr>
<th><strong>NCATE Standard 1: Candidate Knowledge, Skills and Dispositions</strong></th>
<th><strong>Expectations for Teacher Candidates</strong></th>
<th><strong>Assessments</strong></th>
</tr>
</thead>
</table>
| 1a: Content Knowledge for Teacher Candidates | Demonstrate thorough knowledge of the subject matter. | • Content GPA  
• ICTS content test scores  
• Early Field Experience Evaluation items  
• Common Student Teaching Evaluation items  
• All Common Portfolio items related to IPTS Standard 1 |
| 1b: Pedagogical Content Knowledge for Teacher Candidates | Create and maintain positive and effective learning environments that recognize talents and needs of all students.  
Develop and deliver appropriate instruction that reflects the knowledge bases of subject matter content, pedagogy, and human growth and development. | • Content GPA  
• Professional GPA  
• Early Field Experience Evaluation items  
• Common Student Teaching Evaluation items  
• All Common Portfolio requirements related to IPTS Standards 1 and 4  
• ICTS Assessment of Professional Teaching |
| 1c: Professional & Pedagogical Knowledge & Skills for Teacher Candidates | Create and maintain positive and effective learning environments that recognize talents and needs of all students.  
Develop and deliver appropriate instruction that reflects the knowledge bases of subject matter content, pedagogy, and human growth and development.  
Engage in critical self-reflective techniques to improve teaching.  
Seek and participate in opportunities for continuing educational and professional growth.  
Locate, critically evaluate, and use appropriate media and resources to enhance curricula and instruction.  
Effectively communicate with students, parents, colleagues, and others to develop, support and enhance learning communities. | • Professional GPA  
• Early Field Experience Evaluation items  
• Common Student Teaching Evaluation items  
• All Common Portfolio requirements related to IPTS Standards 2, 3, 5-9  
• ICTS Assessment of Professional Teaching |
| 1d: Student Learning for Teacher Candidates | Assess student learning and use results of assessment to revise and improve teaching. | • Common Portfolio Part III  
• Early Field Experience Evaluation  
• Common Student Teaching Evaluation Part II  
• ICTS Assessment of Professional Teaching |
| 1g: Professional Dispositions for All Candidates | Display a disposition toward inquiry.  
Exhibit professional conduct and dispositions consistent with the commitment to ‘establish community in teaching and learning environments.’ | • Common Portfolio philosophy statement  
• Early Field Experience Evaluation items  
• Common Student Teaching Evaluation items |
<table>
<thead>
<tr>
<th>NCATE Standard 1: Candidate Knowledge, Skills and Dispositions</th>
<th>Expectations for School Leaders</th>
<th>Expectations for School Social Workers</th>
<th>Expectations for School Speech/Language Pathologists</th>
<th>Expectations for Directors of Special Education</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1e: Knowledge &amp; Skills for Other School Professionals</td>
<td>Demonstrate the ability to use technology and information systems to enrich school or district curriculum and instruction, monitor instructional practices and provide school personnel assistance needed for improvement. Demonstrate the knowledge and skills to manage the organization, operations and resources that promote a safe, efficient and effective learning environment. Demonstrates the ability to use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate and resolve conflicts in order to align resources with the school or district vision.</td>
<td>Demonstrate respect for diversity, skills to communicate effectively with members of diverse populations, colleagues, and community members. Understand how cultural beliefs and personal values affect the understanding of the role of the school social worker. Understand the reciprocal interactions between and among individuals and social systems within the public education system. Analyze and describe the impacts of the organization and financing of the public education system, legislation, regulations and court decisions on school social work practice, students, families, schools and communities. Evaluate the effectiveness of practice in school social work to appropriately fulfill the social worker role with children, families, communities and the public education system.</td>
<td>Effectively communicate with students, parents, colleagues, and others to support and enhance learning communities. Evaluate own performance and set personal objectives for improvement. Demonstrate knowledge of professional resources available for research and therapy applications. Demonstrate thorough content knowledge. Demonstrate competency in diagnostic evaluations, language, articulation, fluency and voice therapy, augmentative/alternative communication, and feeding techniques.</td>
<td>Demonstrate a thorough knowledge of federal and state statutes affecting the education of students with disabilities. Demonstrate a thorough knowledge of identification procedures, service delivery models, and assistive technology for students with disabilities. Demonstrate a thorough knowledge of school finance procedures, special education funding, and the ability to develop and manage a budget. Promote opportunities for continuing educational and professional growth for all personnel within their organization.</td>
<td>• Graduate GPA • ICTS content test scores • Internship evaluation items • All Common Portfolio items related to content knowledge standards • Other program-defined, performance-based assessments</td>
</tr>
<tr>
<td>If: Student Learning for Other School Professionals</td>
<td>Demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data-driven decision-making with attention to indicators of equity, effectiveness and efficiency. Engage in activities that facilitate the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community. Engage in activities to assess and apply strategies to promote and maintain a positive school or district culture, provide effective instructional programs and apply best practice(s) to student learning. Be able to identify, clarify and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations. Design comprehensive school or district level professional growth plans for school personnel consistent with the school or district vision. Demonstrate the ability to collaborate with families and community members, mobilize community resources and respond to diverse community needs.</td>
<td>Demonstrate respect for diversity, skills to communicate effectively with members of diverse populations, colleagues, and community members. Demonstrate knowledge and skills of advanced practice in school social work at the individual, group, family, organizational, and community levels. Create and maintain positive and effective learning environments that recognize the diverse talents and needs of all students. Develop and deliver appropriate intervention that reflects the knowledge of speech language disorders, intervention, and human growth and development. Monitor student performance and communicate progress to students, parents, and colleagues. Use assessment information to write measurable short term objectives and annual goals. Use assessment results to determine students’ present levels of performance.</td>
<td>Promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of educational excellence that is shared and supported by the school community. Promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. Promote the success of all students by advocating and nurturing a constantly improving learning environment and an instructional program based upon educationally sound principles of curriculum development and modifications, learning and teaching theory, and professional development. Promote the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, effective and least restrictive learning environment.</td>
<td>• Internship Evaluation items • All Common Portfolio requirements related to student learning • Other program-defined, performance-based assessments</td>
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<tr>
<td><strong>1g:</strong> Display a disposition toward inquiry.</td>
<td>Exhibit professional conduct and dispositions consistent with the commitment to ‘establish community in teaching and learning environments.’</td>
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Each of these common assessments is described in the following subsections.

- Internship Evaluation items
- All Common Portfolio requirements related to professional & pedagogical knowledge and skills
- Other program-defined, performance-based assessments
Knowledge
As expressed in the Conceptual Framework: Teaching and Learning in a Diverse Society, candidates in our initial teacher certification programs must have a deep knowledge of their subject matter, theories of learning and instruction, and the students and communities in which they practice. Multiple measures are used to assess candidates’ knowledge. These measures include traditional sources, such as GPAs, and passing of the state required tests, as well as performance-based assessments developed by the unit. We recognize that knowledge of content and knowledge of pedagogy can often be entwined and that our evaluation of candidates’ knowledge will include content knowledge as well as knowledge of pedagogy, learning theories, and instructional strategies.

Candidates in graduate programs leading to advanced teacher certification or certification as school leaders and school service personnel must also have a deep knowledge of their subject matter and a sound professional knowledge base to understand student learning, the context of schools, families and communities. Multiple measurements likewise are used for assessing candidates’ knowledge. These measures include traditional sources such as GPAs, passing of the state required tests, and performance-based assessments developed by the unit.

GPAs. Candidate knowledge in initial teacher education programs is assessed through monitoring required course completion, and GPA requirements in the content area, professional education courses, and overall. All undergraduate candidates must maintain a minimum Illinois and cumulative GPA of 2.5 (A = 4.0) as well as a content area and professional education minimum GPA of 2.5, with higher requirements as established by particular professional education programs. Graduate level candidates must maintain a minimum Illinois graduate GPA of 3.0.

Faculty in each program determined the specific courses that are included in the calculation of content and professional education GPAs. The minimum GPA requirement may be higher than the required CoTE minimum, following a policy established by the college housing the professional education program. Each professional undergraduate education program is responsible for specifying the courses that are entered into the university’s Degree Audit Record System (DARS) for computing the credit hour requirements, required course completion, and required GPAs. For graduate level candidates who are pursuing initial certification, CoTE staff calculates GPAs. At the end of each semester, CoTE checks all candidates’ GPAs and notifies candidates and the appropriate clinical experiences program coordinator if they fall below the required minimum.

GPA is an indirect measure of the candidates’ knowledge of the Illinois content area standards; however, the GPA is based on courses that have been aligned to meet appropriate standards and this alignment is documented through program matrices. All programs have developed course syllabi that articulate alignment of course expectations with professional, state, and institutional standards.

Candidates in graduate programs leading to advanced teacher certification or certification as school leaders and school service personnel must maintain a minimum Illinois graduate grade point average of 3.0 (A=4.0). As with the initial programs, the GPA is an indirect measure of the
candidates’ knowledge of the Illinois content area standards; however, the GPA is based on courses that have been aligned to meet appropriate standards, and this alignment is documented through program matrices. All advanced programs have developed course syllabi that articulate alignment of course expectations with professional, state, and institutional standards.

**Common Performance-based Assessments.** For candidates in initial programs, content knowledge is evaluated through three common performance based assessments: 1) the CoTE early field experience evaluation form, 2) CoTE student teaching evaluation form, and 3) CoTE common professional portfolio assignment. These are used to assess not only content knowledge, but also professional and pedagogical knowledge.

For candidates in advanced programs, content knowledge is evaluated through similar common performance-based assessments. These include the CoTE common professional portfolio and common elements for evaluations of clinical experiences/internships, as appropriate to the program.

The table below provides a brief definition/description of the three common assessments for initial and advanced programs.

<table>
<thead>
<tr>
<th>Name of the Common Assessment Instrument</th>
<th>Initial Programs Leading to Teacher Certification</th>
<th>Advanced Programs Leading to Certification as School Leaders and School Service Personnel</th>
<th>Brief Description of the Assessment</th>
</tr>
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<tr>
<td><strong>CoTE Early Field Experiences Evaluation Form</strong></td>
<td>X</td>
<td>X</td>
<td>Completed by the university supervisor, faculty, and/or cooperating personnel for each early field or clinical experience. Candidates are assessed on the ten expectations delineated in the UIUC Conceptual Framework.</td>
</tr>
<tr>
<td>This is an evaluation instrument used for formative and summative evaluation purposes.</td>
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</tr>
<tr>
<td><strong>CoTE Student Teaching Evaluation Form</strong></td>
<td>X</td>
<td>Equivalent Measures/Site Project Evaluation</td>
<td>This form is completed by cooperating personnel, the university supervisor and candidate at the midpoint and end of their experience. Candidates are assessed on the ten expectations delineated in the UIUC Conceptual Framework.</td>
</tr>
<tr>
<td>This is an evaluation instrument used for formative and summative evaluation purposes.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>CoTE Common Professional Portfolio</strong></td>
<td>X</td>
<td>X</td>
<td>Common requirements include: 1) a philosophy statement, 2) artifacts and reflective statements related to the institutional and state standards and, 3) impact on P-12 learning. Portfolios are scored by common professional portfolio scoring rubric.</td>
</tr>
<tr>
<td>This is a cumulative folio of candidates’ work samples and common unit evaluations.</td>
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</tbody>
</table>
For initial teacher certification programs, each of these three CoTE common required assessments contain specific items targeted to evaluate candidates’ content knowledge throughout their program. Likewise, for graduate programs leading to advanced teacher certification or certification as school leaders and school service personnel, the CoTE common required forms contain specific assessments targeted to evaluate professional knowledge. These common evaluation forms developed for each of these assessments allow faculty, university supervisors, and cooperating personnel to assess knowledge as demonstrated in candidate performance.

State Mandated Test. Content knowledge is also assessed through the ICTS Content Area Tests.

Skills
As expressed in the Conceptual Framework: Teaching and Learning in a Diverse Society, candidates in our initial teacher education programs must have the skills to foster the learning of students from diverse ethnic, cultural, and linguistic backgrounds; and also demonstrate a commitment to investigate, ponder and reflect on all aspects of education and learning.

In order to determine that our candidates have the ability to connect school, family, and community context to their instruction as it relates to real world situations, we use multiple assessments that allow us to assess candidates’ skills to modify instructional strategies to meet the need of all students. In addition, these multiple measurements allow for documentation of ways in which candidates meet professional, institutional, and state standards. These measures include traditional sources, such as GPAs, passing of the state required tests and performance based assessments developed by the unit.

Candidates in graduate programs leading to advanced teacher certification or certification as school leaders and school service personnel must know their students, families and communities. They need to have the skills to collect and analyze data related to their practice and support student learning through their professional services. The use of multiple measures allows for documentation of ways in which candidates meet professional, institutional and state standards.

GPAs. Professional and pedagogical knowledge and skills for initial teacher education candidates are assessed in several ways. One way is through candidates’ professional education GPA, which must be maintained at 2.5 or higher, as defined by their program. A portion of the candidates’ GPAs reflect their performance in clinical experiences as well as performance-based assignments and/or projects for the identified professional education sequence.

Candidates in graduate programs leading to advanced teacher certification or certification as school leaders and school service personnel must maintain a graduate GPA of 3.0 or higher. As with candidates in initial teacher education programs, a portion of the candidates’ GPAs reflect their performance in their clinical experiences/internship as well as performance based assignments and/or projects.

Common Performance –based Assessments. Another way that professional and pedagogical knowledge and skills are measured is through evaluation forms common to all programs, which
are administered at specific assessment points. For candidates in initial programs leading to teacher certification, the three assessments are the CoTE early field experience evaluation form, CoTE student teaching evaluation, and the CoTE common professional portfolio assignment. The criteria used in these evaluation forms are based on the candidate expectations of the Conceptual Framework: Teaching and Learning in a Diverse Society. These common evaluation forms allow for feedback and assessment of candidates by faculty, university supervisors, and cooperating personnel.

The CoTE early field experience evaluation is administered at the end of each early field experiences as part of the program continuation phase. (Program-developed formative evaluations are conducted at various points throughout the experiences). A satisfactory EFE evaluation is necessary for candidates to continue in the program. The CoTE common student teaching evaluation is administered at midterm and at the completion of student teaching. The student teaching evaluation is scored by the university supervisor and cooperating teachers using a common scoring rubric. The assessment evaluates the degree to which candidates meet expectations related to learning environments, content knowledge, instructional strategies, integration of instructional media and technology, communication skills, self-reflection and professional development, professional conduct and dispositions, assessment of student learning, and linking assessment to planning and instruction. A satisfactory evaluation in student teaching is required for a candidate to be recommended for certification.

Comparable common evaluation measures (except for the Early Field Experience assessment) have been developed for candidates in graduate programs leading to advanced teacher certification or certification as school leaders and school service personnel. In the case of the advanced programs, the instruments have been modified to address program-specific expectations. In addition, the common assessments and portfolio also evaluate how and to what extent candidates use research to improve practice.

Finally, skills are assessed for all candidates in initial and advanced programs through the CoTE common professional portfolio assignment. Although the common portfolio documents more than skills, skills are the primary focus of the portfolio. In the common portfolio, candidates in teacher education programs must include artifacts that demonstrate professional growth for the eleven Illinois Professional Teaching Standards, the three language arts standards, and the eight technology standards established for Illinois. Candidates in graduate programs leading to advanced teacher certification or certification as school leaders and school service personnel must include artifacts that demonstrate professional growth for the standards related to their fields. The common portfolios are scored by faculty, University supervisors, and/or cooperating personnel using a CoTE Common Professional Portfolio Scoring Rubric. A satisfactory rating on the rubric is required before a candidate may be recommended for certification.

**State Mandated Test.** Pedagogical knowledge, essential for instructional skills, is also assessed through the ICTS Assessment of Professional Teaching (APT).

**Dispositions for All Candidates**
The Conceptual Framework outlines the expected and required dispositions of all our candidates. The Common Assessment Plans allow the CoTE to assess candidate dispositions through the
common assessments. These evaluation forms allow for assessment and feedback of candidates by faculty, university supervisors, and cooperating personnel. The early field experiences and student teaching common evaluation forms allow for observation of how candidates demonstrate, implement, and recognize expected dispositions in the classroom. The requirements of the common portfolio include a philosophy statement in which candidates reflect on their role as a teacher, school leader, or school service personnel, as well as their view of education in the context of the Conceptual Framework. The scoring rubric for the common portfolio contains criteria related to the assessment of candidate dispositions. The portfolio allows for evaluation of candidates’ expected dispositions as they work with colleagues, families, and community.

**Impact on P-12 Learning**
Throughout our professional education preparation programs, candidates develop knowledge bases for analyzing student learning. Specifically, they learn to make appropriate adjustments to instruction, they monitor and assess student learning, and they demonstrate a positive effect on all student learning.

Candidates in initial teacher education programs are evaluated through assessment measures such as the Student Teaching Evaluation Form and common professional portfolio. Components of these evaluations are focused on judging the candidates’ ability to assess student learning as well as the ability to create positive learning environments. The common student teaching evaluation is scored based on direct and frequent observations of the candidates’ teaching in P-12 classrooms. The portfolios provide a permanent record of, for example, lesson plans, unit plans and/or student assessments to measure student progress and knowledge acquisition. Candidates may use pretest and post-tests or develop scoring rubrics for assessing student learning outcomes from these lesson plans and/or unit plans.

Through the portfolio assignment, candidates have the opportunity to demonstrate their ability to understand and assess student learning and adapt instruction as indicated by their assessment of students’ work. Candidates will have the opportunity to revise and refine portfolio documents based upon feedback from faculty and cooperating personnel. Candidates in initial teacher certification programs must include at least two P-12 work samples that demonstrate a positive impact on P-12 student learning and ways in which they have measured impact.

Candidates in graduate programs leading to advanced teacher certification or certification as school leaders and school service personnel must be able to demonstrate the ability to create and maintain positive environments, as appropriate to their professional responsibilities, which support student learning in educational settings. Through assessments such as the common professional portfolio and internships, candidates have the opportunity to demonstrate these abilities and receive a wide range of feedback from faculty, clinical experience program coordinators and appropriate school personnel. The portfolio also requires evidence that candidates understand the policy context in which they work.

Through the portfolio assignment, candidates in advanced programs have the opportunity to select artifacts that demonstrate their ability to analyze data related to student learning, apply strategies for improving student learning and within their particular fields and demonstrate that they understand and build upon the developmental level and cultural backgrounds of the students.
DATA COLLECTION, ANALYSIS AND EVALUATION

Developing and Maintaining the Unit Data Management System

Extensive effort over the past seven years has resulted in a CoTE database system that provides an efficient and secure means of collecting, maintaining and, analyzing data for the overall Illinois assessment system. To better integrate data, CoTE moved to a new database platform, Microsoft’s SQL Server (MSSQL Server), which allowed for the migration of existing CoTE databases, the ability to tie into and collect data from UIUC campus sources, collect data from external sources, and provide an effective and secure means to disseminate data. The new database platform enables more comprehensive data tracking to support candidate assessment. Secure portals enable candidates, cooperating teachers, program coordinators, and university supervisors access to both enter and retrieve candidate data. The database is also used to generate data needed to complete state and federal reports, as well as reports to individual professional preparation programs. The CoTE technology team provides on-going system maintenance and troubleshooting, and ensures data security following FERRPA guidelines for the entire CoTE database and internet website. As the databases mature, CoTE and program staff will be able to design self studies to address specific program improvement and accreditation issues.

Data Collection

At the first assessment point, which is admission to the professional education preparation program, background demographic information is collected and maintained. It includes gender, ethnicity, age, native language, and socioeconomic status. Information regarding candidates’ secondary school preparation includes high school name, geographic location, candidate’s high school GPA and rank, and standardized test scores (SAT and/or ACT scores).

At the other four assessment points, data are collected and maintained from corresponding assessments. These data are gathered from our candidates, faculty, university supervisors, clinical experience program coordinators, P-12 cooperating personnel and administrators, as well as from our graduates. GPA data and completed courses are gathered through University-maintained databases on a semester-by-semester basis. Data from the CoTE Common performance-based assessments are collected from clinical experiences program coordinators at scheduled assessment points and are submitted electronically to the CoTE secure database. To ensure that observations and evaluations are fair, accurate, and consistent, the unit will provide opportunities for the collection of inter-rater reliability on candidates’ performance in early field experiences and student teaching. In some cases, this will involve a comparison of scores between the University supervisor and P-12 cooperating teacher; in other instances, a second trained observer will be involved in the ratings. Also, the unit provides training to clinical experiences program coordinators, University supervisors, and cooperating teachers on how to score the common assessment forms and use the established common scoring rubric.

The state mandated test results are downloaded into the CoTE secure database from the National Testing Service six times per year.
The statewide Teacher Graduate Assessment (TGA) was implemented in the spring of 2005, and is administered annually to program graduates during the spring of their first year in a teaching position. A companion Education Administration Graduate Assessment (EAGA) was implemented in spring of 2008, and a survey of 5th year graduates in spring of 2009.

In addition, every year CoTE administers an online exit survey to all Illinois graduates who apply for certification at the end of the academic year. In 2008, CoTE also implemented an annual educational employment survey. In the fall of each year, CoTE surveys graduates from the previous year to gather additional data on employment or job search status, location, and salary information.

Also, all field experience placement data are entered each semester to track current field sites used, as well as to identify the diversity of these sites. The CoTE can track candidates to ensure that each candidate has the appropriate range and diversity of clinical experiences.

**Data Analysis and Evaluation**

Our database system allows the CoTE to regularly compile, summarize, and analyze data submitted for each candidate as well as for each program. Data analysis allows for comparison across programs. The database allows the production of descriptive data such as frequency counts, ranges, mean scores, and standard deviations. As part of the descriptive analyses, graphs and/or charts can be created from the data. Trends over time will be analyzed as appropriate for evaluation of the programs. The aggregated data are used by department heads and deans to assist in making meaningful decisions about candidates and the quality of their programs. For example, we are addressing the following sample questions in our data analysis and aggregation efforts:

1. What is the range and mean of GPAs of candidates in each professional education program? Are there significant differences across preparation programs? Do GPAs vary according to student demographic characteristics (e.g., ACT score, high school, ethnicity, etc)? How do teacher candidates’ GPAs compare with non-teaching majors?

2. What percentage of candidates pass the state tests? How does this compare across programs? Are there any particular subjects or test sub-areas that are problematic?

3. What is the progression of knowledge and skill development through the early field experiences and student teaching? Do students make significant progress from the midterm to the final student teaching evaluation? Do evaluation ratings differ between programs?
Candidate Remediation
Complaints and Grievances

Candidates who fall below expectations on corresponding assessment measures in the CAPs will be given opportunities to meet expected levels of performance. The remediation will vary according to the assessment measure. For example, candidates who generally fall below expected GPA levels may need to take additional coursework to raise their GPAs. As a whole, program faculty do not accept portfolio artifacts from candidates until they meet minimum expectations on the common professional portfolio scoring rubric.

Candidates who are not meeting expectations as shown on common evaluation forms for their clinical experiences will be assigned a professional growth plan. A professional growth plan is an individualized remediation plan that outlines areas of concern, states specific expectations, and explains outcome options. Candidates have the right to voice formal complaints and file grievances. The CoTE defines a complaint as an informal and oral allegation about the dissatisfaction of a candidate with some situation(s) or event(s). A grievance is a formal and written allegation of such action. The CoTE makes every effort to resolve candidate complaints before a formal grievance is filed.

Should a candidate decide to file a formal grievance, they may do so following the Grievance Policy and Procedures for Students Enrolled in Certification Programs Under the Purview of the Council on Teacher Education policy. These procedures are appropriate when the complaint or grievance concerns alleged violations of policies contained in the Code on Campus Affairs and Regulations Applying to All Students, or when the grievance procedures established by the college or department involved cannot be used. These complaint and grievance procedures apply to actions of faculty and staff on appointment with the CoTE, or designated and acting as academic advisors or supervisors of teacher education candidates. Should such a grievance be filed, records of formal complaints as well as documented resolutions are kept confidential and maintained in the office of the CoTE in secure files.

USE OF DATA FOR PROGRAM IMPROVEMENT

The data collected and analyzed within the Common Assessment Plans encompass a range of assessments selected to provide information not only about individual candidate performance, but also, collectively about the quality of our professional education preparation programs.

Annually, the CoTE prepares a report for each program regarding the status of the candidates enrolled in that program. This report includes candidate demographics and data on all of the common assessment instruments, including ICTS test scores. Programs receive results of these tests as well as graphs that compare program and statewide results by each sub-score area. We are developing a system whereby programs can receive continuous candidate feedback online.

Feedback from the TGA, EAGA, 5th year, annual candidate exit, and educational employment surveys is shared with our professional education preparation programs, CoTE Executive Committee, and deans and department executive officers whose units are responsible for the professional education preparation program. In addition, several Illinois professional education
programs collect their own follow-up data. Program faculty will review the assessment data aggregated by the CoTE as well as other evaluations of their programs. This information will provide a means to evaluate courses, programs, and clinical experiences.

The departments Executive Officers are then required to submit to the CoTE an annual report describing the program faculty’s review of the aggregated assessment data and its recommendations, as appropriate, for improving program quality. The Executive Director of the CoTE shares the information from the program reports and recommendations to the Council Executive committee members, who may make further recommendations for continuing program improvement. In addition, the CoTE uses these annual program reports as part of the information used to prepare the Unit’s annual report to ISBE. A data cycle diagram is presented in Appendix D. CoTE also maintains an annual calendar of data operations that identifies specific schedules for all data collection and reporting activities.

Another source of data for program improvement is the common evaluation of university supervisors. Supervisors serve as liaisons between the Illinois professional education preparation programs and cooperating schools; supervisors also provide support to and evaluation of our candidates. In addition to the above aggregated data, the CoTE collects feedback from the candidate and cooperating personnel on how university supervisors have functioned in their roles by means of the on-line University Supervisor Evaluation Form. The primary purpose of this feedback is to enhance the supervisors’ professional development so that they can provide the best learning opportunities for our candidates. Using a common evaluation form for all supervisors ensures that all programs have the same expectations for their supervisors as well providing the unit with evaluation data regarding the quality of supervision across all programs. Feedback obtained from the on-line University Supervisor Evaluation Form is shared with the clinical experiences program coordinators at the end of each semester. In turn, the clinical experiences program coordinators are expected to share and discuss this information with individual supervisors. Data collected from these evaluation forms provides useful information to enhance the preparation and training programs for all university supervisors.

**Conceptual Framework Evaluation**

CoTE provides for the systematic, continual assessment of the *Conceptual Framework: Teaching and Learning in a Diverse Society*. The purpose of the assessment is to review the framework in relationship to current research in the field and to any updated standards and assessments of the unit, the profession and/or the state.

The *Conceptual Framework Evaluation* is an on-line survey that is offered once every three years to deans, department heads, professional education faculty, Clinical Experiences Program Coordinators, CoTE Executive Committee members, Area of Specialization Committee members, P-12 school personnel, and professional education candidates. The survey uses Likert scale and open-ended comment boxes to gain individual’s feedback, including reflective comments on the Conceptual Framework. Data from the survey are compiled, analyzed, and then presented to the CoTE Executive Committee for their review. In addition, the conceptual framework document is reviewed and discussed annually by the CoTE Executive Committee to identify potential revision needs.
Appendix A

Common Assessment Plan for
Undergraduate Professional Education Programs Leading to Initial Certification

Common Assessment Plan for
Graduate Professional Education Programs Leading to Initial Certification

Common Assessment Plan for
Graduate Professional Education Programs Leading to Certification as School Leaders or School Service Personnel

Common Assessment Plan for
Graduate Professional Education Programs Leading to Advanced Teacher Certification
University of Illinois at Urbana-Champaign
Council on Teacher Education

Common Assessment Plan for Undergraduate
Professional Education Programs Leading to Initial Certification

Transition Point 1: Admission to an Undergraduate Professional Education Program

Requirements: All applicants must:
1. meet the admission requirements of the college and department offering the program;
2. have a minimum Urbana campus grade point average (GPA) of 2.5 (A=4.0)*;
3. have a minimum cumulative GPA of 2.5*;
4. pass the Illinois Certification Testing System (ICTS) test of Basic Skills.

Transition Point 2: Continuation in an Undergraduate Professional Education Program

Requirements: All candidates must:
1. maintain a minimum Urbana campus GPA of 2.5;
2. maintain a minimum cumulative GPA of 2.5;
3. maintain a minimum content area GPA of 2.5**;
4. maintain a minimum professional education GPA of 2.5**;
5. clear a criminal background check prior to participating in clinical experiences;
6. complete bloodborne pathogens training annually during clinical experiences;
7. satisfactorily complete all required early field experiences as documented by the CoTE EFE Evaluation Form and other program-defined, performance-based assessments;
8. be recommended for continuation in the program.

Transition Point 3: Admission to Student Teaching

Requirements: All candidates must:
1. have a minimum Urbana campus GPA of 2.5;
2. have a minimum cumulative GPA of 2.5;
3. have a minimum content area GPA of 2.5**;
4. have a minimum professional education GPA of 2.5**;
5. have completed at least 90 semester hours of credit;
6. have satisfactorily completed all required early field experiences (minimum 80 contact hours) as documented by the CoTE EFE Evaluation Form and other program-defined, performance-based assessments;
7. have passed the appropriate ICTS content test(s) if required by the program;
8. be recommended for a student teaching placement by the appropriate faculty area committee or designee.
Transition Point 4: Recommendation for Certification

Requirements: All candidates must:
1. have a minimum Urbana campus GPA of 2.5;
2. have a minimum cumulative GPA of 2.5;
3. have a minimum content area GPA of 2.5**;
4. have a minimum professional education GPA of 2.5**;
5. have satisfactorily completed student teaching as documented by the CoTE Common Student Teaching Evaluation Form and other program-defined, performance-based assessments;
6. have satisfactorily completed the CoTE Common Assessment Portfolio requirement;
7. be recommended for certification by the appropriate clinical experiences program coordinator;
8. be awarded a bachelor’s degree by the appropriate college;
9. be a U.S. citizen or legally present and authorized to work, of good character and in good health, and at least 19 years of age;
10. have passed the appropriate ICTS content test(s) if not required prior to student teaching;
11. have passed the ICTS Assessment of Professional Teaching test.

Transition Point 5: Follow-up of Program Completers

Data will be collected via the following:
1. Statewide Teacher Graduate Assessment(s);
2. exit surveys of Urbana candidates;
3. other follow-up instruments administered by the unit and/or programs.

05/09/2001 Approved by CoTE Executive Committee
01/25/2006 Revised by CoTE Executive Committee
University of Illinois at Urbana-Champaign
Council on Teacher Education

Common Assessment Plan for Graduate
Professional Education Programs Leading to Initial Certification

Transition Point 1: Admission to a Graduate Professional Education Program

Requirements: All applicants must:
1. meet the admission requirements of the graduate college and department offering the program;
2. pass the Illinois Certification Testing System (ICTS) test of Basic Skills.*

Transition Point 2: Continuation in a Graduate Professional Education Program

Requirements: All candidates must:
1. maintain a minimum Urbana campus graduate GPA of 3.0 (A=4.0);
2. maintain a minimum content area GPA of 2.5**;
3. maintain a minimum professional education GPA of 2.5**;
4. clear a criminal background check prior to participating in clinical experiences;
5. complete bloodborne pathogens training annually during clinical experiences;
6. satisfactorily complete all required early field experiences as documented by the CoTE EFE Evaluation Form and other program-defined, performance-based assessments;

Transition Point 3: Admission to Student Teaching

Requirements: All candidates must:
1. have a minimum Urbana campus graduate GPA of 3.0;
2. have a minimum content area GPA of 2.5**;
3. have a minimum professional education GPA of 2.5**;
4. have satisfactorily completed all required early field experiences (minimum 80 contact hours) as documented by the CoTE EFE Evaluation Form and other program-defined, performance-based assessments;
5. have passed the appropriate ICTS content test(s) if required by the program and not previously required for admission;
6. be recommended for a student teaching placement by the appropriate faculty area committee or designee.
Transition Point 4: Recommendation for Certification

Requirements: All candidates must:
1. have a minimum Urbana campus graduate GPA of 3.0;
2. have a minimum content area GPA of 2.5**;
3. have a minimum professional education GPA of 2.5**;
4. have satisfactorily completed student teaching as documented by the CoTE Common Student Teaching Evaluation Form and other program-defined, performance-based assessments;
5. have satisfactorily completed the CoTE Common Assessment Portfolio requirement;
6. be recommended for certification by the appropriate clinical experiences program coordinator;
7. be awarded a master’s degree, if required by the program;
8. be a U.S. citizen or legally present and authorized to work, of good character and in good health;
9. have passed the appropriate ICTS content test(s) if not passed for admission or student teaching;
10. have passed the appropriate ICTS Assessment of Professional Teaching test.

Transition Point 5: Follow-up of Program Completers

Data will be collected via the following:
1. Statewide Teacher Graduate Assessment(s);
2. exit surveys of Urbana candidates;
3. other follow-up instruments administered by the unit and/or programs.

05/09/2001 Approved by CoTE Executive Committee
01/25/2006 Revised by CoTE Executive Committee
Transition Point 1: Admission to a Graduate Professional Education Program

Requirement: All applicants must meet admission requirements of the Graduate College and the department offering the program.

Transition Point 2: Continuation in a Graduate Professional Education Program

Requirements: All candidates must:
1. maintain a minimum Urbana campus graduate GPA of 3.0 (A=4.0);
2. satisfactorily complete all requirements as documented by program-defined, performance-based assessments;

Transition Point 3: Admission to Internship/Clinical Experience

Requirements: All candidates must:
1. have a minimum Urbana campus graduate GPA of 3.0;
2. be cleared through a criminal background check prior to participating in clinical experiences;
3. complete bloodborne pathogens training annually during clinical experiences;
4. have satisfactorily completed all required pre-clinical experiences as documented by program-defined, performance-based assessments;
5. be recommended for an internship/clinical experience placement by the appropriate faculty area committee or designee.

Transition Point 4: Recommendation for Certification

Requirements: All candidates must:
1. have a minimum Urbana campus graduate GPA of 3.0;
2. have satisfactorily completed internship/clinical experience as documented by CoTE and other program-defined, performance-based assessments;
3. have satisfactorily completed the CoTE Common Assessment Portfolio requirement;
4. receive a recommendation for certification by the appropriate clinical experiences program coordinator;
5. be awarded a master’s or certificate of advanced study or equivalent;
6. be a U.S. citizen or legally present and authorized to work, of good character and in good health;
7. have passed the appropriate ICTS test(s).
Transition Point 5: Follow-up of Program Completers

Data will be collected via the following:

1. Statewide Educational Administration Graduate Assessment(s);
2. exit surveys of Urbana candidates;
3. other follow-up instruments administered by the unit and/or programs.

05/09/2001 Approved by CoTE Executive Committee
01/25/2006 Revised by CoTE Executive Committee
University of Illinois at Urbana-Champaign
Council on Teacher Education

Common Assessment Plan for Graduate Professional Education Programs Leading to Advanced Teacher Certification

Transition Point 1: Admission to a Graduate Professional Education Program

Requirement: All applicants must meet admission requirements of the Graduate College and the department offering the program.

Transition Point 2: Continuation in a Graduate Professional Education Program

Requirements: All candidates must:
1. maintain a minimum Urbana campus graduate GPA of 3.0 (A=4.0);
2. satisfactorily complete all requirements as documented by program-defined, performance-based assessments;

Transition Point 3: Admission to Practicum

Requirements: All candidates must:
1. have a minimum Urbana campus graduate GPA of 3.0;
2. be cleared through a criminal background check prior to participating in practicum;
3. complete bloodborne pathogens training;
4. have satisfactorily completed all required pre-clinical experiences as documented by program-defined, performance-based assessments;
5. be recommended for a practicum placement by the appropriate faculty area committee or designee.

Transition Point 4: Recommendation for Certification

Requirements: All candidates must:
1. have a minimum Urbana campus graduate GPA of 3.0;
2. have satisfactorily completed practicum as documented by CoTE and other program-defined, performance-based assessments;
3. have satisfactorily completed the CoTE Common Assessment Portfolio requirement;
4. receive a recommendation for certification by the appropriate clinical experiences program coordinator;
5. be awarded a master’s or certificate of advanced study or equivalent, if required by the program or by ISBE;
6. be a U.S. citizen or legally present and authorized to work, of good character and in good health;
7. have passed the appropriate ICTS test(s).

Transition Point 5: Follow-up of Program Completers

Data will be collected via the following:
1. Statewide Teacher Graduate Assessment(s);
2. exit surveys of Urbana candidates;
3. other follow-up instruments administered by the unit and/or programs.
Appendix B

Overview of the Unit’s Assessment System Chart
Common Requirements for all Illinois Initial Teacher Certification Programs
# University of Illinois at Urbana-Champaign (Illinois)
## Council on Teacher Education (CoTE)
### Overview of the Unit’s Assessment System Chart
#### Common Requirements for all Illinois Initial Teacher Certification Programs

**December 2009**

<table>
<thead>
<tr>
<th>Assessment Points/Assessments</th>
<th>Data Source</th>
<th>Data Acquisition</th>
<th>Responsible for Monitoring</th>
<th>Reporting</th>
<th>Institutional Standards Addressed</th>
<th>State Standards* Addressed</th>
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<tr>
<td><strong>I. Admission Requirements</strong></td>
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<td></td>
<td>IPTS</td>
<td>Tech</td>
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<td></td>
<td></td>
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<tr>
<td>• Minimum Illinois GPA of 2.5 (A=4.0)</td>
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<td></td>
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<td>X</td>
<td></td>
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</tr>
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<td><strong>II. Program Continuation Requirements</strong></td>
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<td></td>
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</tr>
<tr>
<td>• Maintain Minimum Illinois GPA of 2.5 (A=4.0)</td>
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<td></td>
<td></td>
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<td>X</td>
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<tr>
<td>• Maintain Minimum cumulative GPA of 2.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Maintain Minimum Content Area GPA of 2.5 or higher as defined by the program</td>
<td></td>
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<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• Maintain Minimum Professional Education GPA of 2.5 or higher as defined by the program</td>
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<td></td>
<td></td>
<td>X</td>
<td>X</td>
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<td>Institutional Standards Addressed</td>
<td>State Standards* Addressed</td>
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<td>Graduate:</td>
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<td>• Maintain Minimum Illinois Graduate GPA of 3.0</td>
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<tr>
<td>• Maintain Minimum Content Area GPA of 2.5 or higher as defined by the program</td>
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<tr>
<td>Maintain Minimum Professional Education GPA of 2.5 or higher as defined by the program</td>
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<td>Criminal Background Check</td>
<td>Illinois State Police</td>
<td>Download from ISP</td>
<td>CoTE</td>
<td>Candidates and programs are notified in the event of a hit</td>
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<td>Bloodborne Pathogens Training (BBP) (complete annually)</td>
<td>Candidates</td>
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<td>CoTE &amp; Clinical Experiences Program Coordinator</td>
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<tr>
<td>Completion of Early Field Experiences</td>
<td>EFE Assessment form completed by cooperating personnel, EFE course instructors, and/or CEPC</td>
<td>Upload to database via online EFE assessment form</td>
<td>CoTE &amp; Clinical Experiences Program Coordinator</td>
<td>Reported annually to programs</td>
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### III. Admission to Student Teaching

#### GPA Requirements

**Undergraduate:**
- Maintain Minimum Illinois GPA of 2.5 (A=4.0)
- Maintain Minimum cumulative GPA of 2.5
- Maintain Minimum Content Area GPA of 2.5 or higher as defined by the program
- Maintain Minimum Professional Education GPA of 2.5 or higher as defined by the program

**Graduate**
- Maintain Minimum Illinois Graduate GPA of 3.0 (A=4.0)
- Maintain Minimum Content Area GPA of 2.5 or higher
- Maintain Minimum Professional Education GPA of 2.5 or higher

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<tr>
<th>Assessment Points/Assessments</th>
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<th>Data Source</th>
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<td>CoTE provides reports to appropriate college or department and alerts candidates as necessary once per semester</td>
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<th>LA</th>
<th>CA</th>
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#### Credit Hour Requirements (complete 90 or more semester hours of credit)

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<th>Responsible for Monitoring</th>
<th>Reporting</th>
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<table>
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<th>State Standards* Addressed</th>
<th>IPS</th>
<th>Tech</th>
<th>LA</th>
<th>CA</th>
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#### Completion of a minimum of 80 clock hours Early Field Experiences

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<th>Assessment Points/Assessments</th>
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<th>Data Source</th>
<th>Responsible for Monitoring</th>
<th>Reporting</th>
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<tbody>
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<td>EFE Assessment form completed by cooperating personnel, EFE course instructors, and/or CEPC</td>
<td>EFE</td>
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<td>CoTE &amp; Clinical Experiences Program Coordinator</td>
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<table>
<thead>
<tr>
<th>State Standards* Addressed</th>
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<th>Tech</th>
<th>LA</th>
<th>CA</th>
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<td>Assessment Points/Assessments</td>
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</tr>
<tr>
<td>Pass appropriate ICTS content test(s) if required by program</td>
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<td>CoTE</td>
<td>CoTE reports data to college/dept.</td>
</tr>
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<td>Student Teaching Placement Recommendation</td>
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<td>Upload to database via online EFE assessment form</td>
<td>CoTE &amp; Clinical Experiences Program Coordinator</td>
<td>CoTE reports data to college/dept.</td>
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**IV. Recommendation for Certification**

GPA Requirements
- **Undergraduate:**
  - Maintain Minimum Illinois & cumulative GPA of 2.5 (A=4.0)
  - Maintain Minimum Illinois & cumulative GPA of 2.5
  - Maintain Minimum Content Area GPA of 2.5 or higher as defined by the program
  - Maintain Minimum Professional Education GPA of 2.5 or higher as defined by the program

- **Graduate:**
  - Maintain Minimum Illinois Graduate GPA of 3.0 (A=4.0)
  - Maintain Minimum Content Area GPA of 2.5 or higher as defined by the program
  - Maintain Minimum Professional Education GPA of 2.5 or higher as defined by the program

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Data Acquisition</th>
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<th>Reporting</th>
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<th>State Standards* Addressed</th>
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Revised 06/06; 12/09
State Standards*: IPTS=Illinois Professional Teaching Standards; Tech=Technology Standards for All Illinois Teachers; LA=Language Arts Standards for All Illinois Teachers; CA=Content Area Standards
Appendix C

Overview of the Unit’s Assessment System Chart
Common Requirements for all Illinois Advanced Certification Programs
### University of Illinois at Urbana-Champaign
Council on Teacher Education (CoTE)
Overview of the Unit’s Assessment System Chart
Common Requirements for All Illinois Graduate Certification Programs

#### June 2006

<table>
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<tr>
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<th>State Standards* Addressed</th>
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Revised 06/06; 12/09
State Standards*: ISLS=Illinois School Leader Standards; CA= Content Area Standards
Appendix D

Data Cycle Diagram
STATE & NATIONAL STANDARDS
Illinois Professional Teaching Standards
Core Language Arts Standards
Core Technology Standards
Content Area Standards

UNIVERSITY OF ILLINOIS
CONCEPTUAL FRAMEWORK
Candidate Expectations

U of I COMMON ASSESSMENT PLAN

Unit Level Assessments
GPAs
Certification Tests
Portfolio Assessments
EFE Evaluations
Student Teaching Evaluations
Candidate Exit Survey
Educational Employment Survey
Teacher Graduate Assessment
Ed. Administrator Graduate Assessment

Program-designed,
performance-based assessments

Do the data make sense?
What trends are indicated?
What strengths are indicated?
What concerns are indicated?
How well are candidate
expectations being met?
What changes should be
considered, if any?
What actions should be taken?

Provide feedback to ISBE and other agencies regarding efficacy of standards, reporting, program approval and accreditation processes.

REVIEW & USE
Programs review data, evaluate program performance and revise as indicated; provide documentation for accreditation evidence; provide feedback on assessments and on the conceptual framework in general to CoTE

INFORMAL EXCHANGE
Faculty-candidate
Candidate-faculty
P-12 Collaborators-faculty
P-12 Collaborators-CoTE

Ad Hoc Reports:
Exit Surveys
Supply & Demand
Supervisor Evaluations

DATA MONITORING AND REPORTING
Annual Certification Report
CAP Reports

Provide feedback to ISBE and other agencies regarding efficacy of standards, reporting, program approval and accreditation processes.

G:\Administration\CTE_Official_Documents\Conceptual Framework\Revised CF 2009\CF Revision07-09 Drafts\Final_Unit_Assessment_System draft 12-9-09.doc

2/9/2010