MINUTES OF THE COUNCIL ON TEACHER EDUCATION 10/12/2004
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The Council on Teacher Education met at 2:00 p.m. on Tuesday, October 12, 2004, in the Arcola/Tuscola Room.

Members present: Ms. Aldrich, Dr. Belleville, Dr. K. Bower, Dr. Campanis, Ms. Chuang, Dr. Edwards, Dr. Hooser, Dr. McNitt, Dr. Murray, Mr. Snyders, Dr. Wolf, and Dean Rohn

Guests present: Dr. Butt, Secondary Education and Foundations; Dr. Fewell, Secondary Education and Foundations; Dr. McGaughey, Biological Sciences; Ms. Reid, Early Childhood, Elementary and Middle Level Education; Dr. Titus, History; and Ms. Witsman, Academic Advising

Staff present: Dr. D. Bower, Dr. Herrington-Perry, Ms. B. Wilson

I.   **Minutes**
       The minutes from the September 28, 2004 meeting were approved as published.

II.   **Communications**
       None.

III.   **Informational Items**
       1.   North Central Report. There will be a presentation regarding the North Central Report at the next COTE meeting.

(Dr. Edwards entered the meeting at this point)

IV.   **Items to be added to the Agenda**
       Dr. Hooser moved and Dr. K. Bower seconded the motion to add the following item to the agenda. The motion passed unanimously.

       1.   **04-07, Revisions to the Social Science Major.**

V.   **Items to be Acted Upon**
       1.   **04-06, Unit Assessment System and Implementation.**

(Ms. Chuang entered the meeting at this point)

       Dr. Hooser presented a proposal for the implementation of the Unit Assessment Plan, including the use of an electronic portfolio through Live Text, and answered questions of the Council. The proposal includes a time frame of a test-run Spring 2005 with full implementation Fall 2005.

(Dr. Murray and Dr. K. Bower exited the meeting at this point)

       The motion passed with the following vote:

       Yes: Aldrich, Belleville, Campanis, Chuang, Edwards, Hooser, McNitt, Wolf
       Abstain: Snyders

       This item (see Attachment A) was approved.

(Dr. Wolf exited the meeting at this point)

V.   <u>**Executive Director's Report**</u>
1. Dean Rohn extended his thanks to the Unit Assessment System committee for their hard work. Their efforts are greatly appreciated.

The meeting adjourned at 3:00 p.m.   Bonnie Wilson, Recorder

Agenda:
North Central Report
04-07, Revision to Social Science Major

Unit Assessment System: Eastern Illinois University

Rationale:

Traditionally, Eastern Illinois University like other institutions across the nation, has measured teacher education candidates' performance by judging their progression through courses and field experiences. Faculty grade assignments, evaluate a student's performance in field experiences and after accruing a given number of hours and completing program requirements, the candidates are deemed eligible for graduation. However, grades alone are not communicable to state/national accrediting and program approval bodies or to the P-12 community in which our candidates seek teaching positions (NCATE, 2003).

Eastern Illinois University has been NCATE accredited since 1957 and has prided itself on the quality of teachers it produces for the state of Illinois as well as the nation at large. For our accreditation to continue we must evolve in how, as an institution we judge our candidates' readiness and ability to enter the teaching profession. To maintain our accreditation, we must move from judging inputs as measures of candidate effectiveness to judging a candidates knowledge, skills, and dispositions against a set of common standards. For institutions within Illinois, standards include Illinois Professional Teaching Standards, Illinois Language Arts Standards, Illinois Technology Standards, and Illinois Content Standards.

Unit Assessment System – The Framework:

The Unit Conceptual Framework of professional preparation programs is the result of a shared vision, involving faculty and administrators in professional education programs, representatives from the campus community at large, the P-12 public school sector, and the University Council on Teacher Education. The framework reflects the knowledge, skills, and dispositions of highly qualified teachers and provides teacher education candidates a foundation in curriculum planning, instructional design and implementation, and summative, formative, and reflective evaluation.

The Unit Standards encompass the Illinois Professional Teaching Standards (Illinois Special Education Standards for All Teachers are embedded), Illinois Content Area Standards, Illinois Language Arts Standards, and Illinois Technology Standards. These standards are organized and evaluated specific to the five knowledge and skill domains. In addition to Unit Standards, all program completers must meet specialty professional association standards (SPAS) of their major as well as Illinois Content Area Standards.

Like the Unit Conceptual Framework, the Unit Assessment System was designed with input from university faculty and administrators along with the P-12 learning community. The Unit Conceptual Framework as well as professional and Illinois Standards are at the core of an assessment system that continuously evaluates candidate performance using multiple measures at multiple points: Formal Application and Selection, University Approval to Take Teacher Education Courses, Formal University Admission to Teacher Education, Department/University Approval to Student Teach, and Completion and Follow-Up (See Unit Assessment Flowchart). Multiple performance assessments are used inclusive of product artifacts and field experience measures. Common performance assessments of all candidates include state test data (Illinois Basic Skills Test, Illinois Content Area Test, and Illinois Professional Teaching Standards Test), performance on the design of lesson plans/unit plans, content knowledge assessments that are specific to the major (includes a pre-student teaching field experience), a performance assessment that measures a candidate's impact on P-12 learners, and a student teaching evaluation. A common rubric will be used to evaluate candidates' performance on knowledge, skills, and dispositions.

Implementation:

Date of Initiation: In Fall 04, selective pilot data will be collected from each phase in the assessment system for the purpose of examining the functionality of the rubric. Faculty members representing various disciplines will be contacted via e-mail asking them to use the unit assessment rubric. In addition, P-12 teachers in public schools will also be provided an opportunity to use the Unit rubric. Comments will be solicited from those individuals using the rubric as to needed revisions and refinement to the rubric. Reliability and validity of the instrument will also be examined.

In the Spring 2005, pilot data will be collected. Data will be collected from each phase of the assessment system. Consequently, programs need to be prepared and have identified 1-2 content knowledge assessments that will be incorporated into the Unit Assessment System. August 2005 will be the date for full implementation of the Unit Assessment System for all candidates enrolled in teacher education programs.

Data Storage Procedures: The storage system to be used for the Unit Assessment data is Live Text. Live Text is a portfolio/data management system that allows for the entering, storage and aggregation of data. Reasons for selecting Live Text are as follows:

1. Given the large numbers of teacher education candidates at this institution, any other data storage choice will result in significant monetary cost to the university, faculty, and administrators.
2. Numerous institutions in the state are also using Live Text which will allow for portability of the candidate's work samples if the candidate should ever leave Eastern to attend another Illinois university.
3. Community colleges are also leaning toward Live Text which will allow for our community college transfers to have a seamless transition into our Unit Assessment System.

4. Electronic portfolios can serve as support materials for students seeking employment in the teaching field.

While the university will not accrue monetary cost for the use of Live Text, our teacher education candidates will accrue a $100.00 cost for using Live Text. Consequently, the teacher education candidates will own the license to Live Text not the university. The $100.00 charge will permit candidates to use Live Text throughout their college experience plus one year following their graduation. At the conclusion of the one year mark following graduation, candidates who wish to continue their use of Live Text will have to resubscribe. For those candidates who discontinue use of Live Text, they will be able to download and save all data entries prior to the end of their subscription period.

As pilot data will be collected in Spring 05, candidates participating in the pilot will need to have access to Live Text no later than March 1, 2005. Effective August 2005, all teacher education candidates at this institution will be required to have purchased a license to Live Text during the semester they are in their first professional education course.

Data Collection and Submission Procedures: Data will be collected from the following performance assessments deemed essential by SPAs and NCATE:

1. Illinois Basic Skills Test, Illinois Content Area Test, APT Test
2. Pre-student teaching evaluation (completed during ELE 2000/MLE 2000 or ELE 2321; SPE 3201 or SPE 3220; SED 2000; PED 1500; MUS 2440; CTE 2000)
3. Lesson plan/Unit plan (completed during departmental methods –for secondary education candidates completion will occur in SED 3330).
4. Impact of P-12 learners (completed during departmental methods, but for some secondary programs this assessment may be done in student teaching).
5. Content Knowledge Assessment(s) (1-2 performance assessments specific to the discipline will be submitted). Please note these assessments may be assessments that are already being used for the purpose of program assessment.
6. Student Teaching Evaluation
7. Graduate and Employer Follow-Up Surveys

All test score data and survey data will be housed in the College of Education and Professional Studies Dean's Office. Pre-student teaching evaluation, lesson plan/unit plan, impact on P-12 learners, content knowledge assessment(s), and the student teaching evaluation will be submitted by the teacher education candidates into Live Text during the semester that the performance assessment is required to be submitted.

 It is important to note that the performance assessment found in Live Text is the artifact from which the data is collected. Data will be acquired from a Unit rubric. If the faculty member evaluates the candidates' artifact in Live Text, the data will automatically be

entered and stored. However, if the faculty member decides to grade the artifact on paper, then the data will have to be entered into Live Text by the department. Regardless of how faculty members decide to go about evaluating the artifact, the candidates must still put the artifact into Live Text.

Training Needs: Faculty and students participating in the Unit Assessment System will require training in the use of Live Text. In response, Live Text has offered two free training sessions for faculty and one day of consultation at no cost. The purpose of the training is to establish a Unit Faculty Training Team with representatives across campus who would then serve as local trainers and contact people in respect to the use of Live Text. Representatives from Live Text will serve as an informational resource to members of the Unit Training Team at no cost to the institution. Once the training team has been developed, the team will then establish formal and informal mechanisms for faculty training. Formal training will begin in Fall 04.

Student training is also an issue. Given the number of candidates in teacher education, student training will need to take place in courses and in open lab times with a person available to answer and assist students. Sometimes the best way for training to occur is by mere exposure to Live Text at a time that is convenient for the person involved. To insure basic competence in the use of Live Text, we may want to consider making Live Text a component of the Technology Proficiency. Student training will begin Spring 05.

Communication Needs: Communication of the Unit Assessment has already begun. During Summer 04 and early Fall 04, meetings were set up with administrative councils inclusive of the Dean's Council and College Chairpersons across campus to present the Unit Assessment Framework and tentative ideas for implementation. Communication with faculty will begin Fall 04 via the Chair and Teacher Educators' forums, written correspondence being sent to department Chairpersons and faculty involved in teacher education. It is expected that programs share the written correspondence in advisement and transfer advisement sessions with students making them aware of the responsibility they have in the assessment process. Additionally, it is expected that course instructors also share the handout with students and discuss the performance assessments (as applicable) to be submitted as well as when and how assessments will be submitted.

Communication with candidates about their role in the Unit Assessment System is also critical. As stated earlier, candidates will be informed through written communication, advisement, and Admission to Teacher Education Meetings. Another communication need related to students deals with setting the expectation for candidates to meet standards. Communicating not only what is expected, but what will happen when the candidate fails to meet standards, will be the responsibility of all faculty members teaching professional education courses as well as departmental faculty teaching courses specific to teacher certification.

The Unit Assessment Committee recommends that the following statement be placed in syllabi of the following courses:

The statement reads, "Students who do not successfully complete the required performance assessments (*list specific performance assessments here*) will earn less than a "C" for the course."

Courses to be included:

      University Approval to Take Teacher Education Courses: ELE 2000/MLE 2000 or ELE 2321; SPE 3201 or SPE 3220; SED 2000; PED 1500; MUS 2440; CTE 2000

      Formal University Admission to Teacher Education: SED 3330/EDP 3331 or SED 3100; ELE 3000 or ELE 3250 or MLE 3110; SPE 4800/4820

      Department/University Approval to Student Teach: Departmental Methods courses

      Completion and Follow-Up: STG 4001

      For the candidate who does not meet standards on designated performance assessments, the candidate will have the option to redo the assessment. It is the department's prerogative to decide the number of resubmissions permitted as well as the impact a resubmission has on a candidate's grade. However, a candidate must meet standards to progress through the program of study.

Remediation opportunities must be provided to candidates who fail to meet standards and require resubmissions. For basic skill issues, a referral to the Writing Center, Reading Center, or Academic Support Services may serve as remediation. If the issue is a content/discipline specific or disposition issue, consultation with instructor and/or department Chairperson may serve as remediation. In cases where a candidate is advised to no longer continue in a teacher education program or the candidate no longer is seeking teacher certification, the candidate will be referred to the Counseling Center for career assistance.

University Admission to Teacher Education
(Teacher Certification Programs: Admission, Retention and Completion)

I.A.   **Formal Application for University Admission to Teacher Education**

All students interested in teacher education **must** attend the University Admission to Teacher Education meeting as announced in the Daily Eastern News. For students whose initial college entrance was at EIU, this meeting **must** be attended before completion of 29 semester hours; for transfer students and post-baccalaureate students, this **must** be done no later than 30 days after their initial enrollment at EIU. At this meeting formal application forms and important information will be provided.

I.B.   *Selection Process for Teacher Certification Programs*

To be selected, a student must:
a.   Submit a formal application for University Admission to Teacher Education
b.   Complete at least 29 semester hours
c.   Obtain and document passing scores on the Illinois Test of Basic Skills
d.   Establish a minimum cumulative GPA of 2.65/4.0. Post-baccalaureate certification candidates must have a cumulative undergraduate GPA of 2.65 or have completed a Master's Degree with a GPA of at least 3.00. Transfer students may use a transfer GPA for the purpose of selection if they complete I.Ba-c no later than 30 days after their initial enrollment at EIU.

I.C.   University Approval to Take Teacher Education Courses

Before a student can take SED 3330 or EDP 3331 or SED 3100 or SPE 3500 or ELE 3000 or ELE 3250
or MLE 3110 or SPE 4800/4820, s/he must:
a.   Apply (I.A) and be selected (I.B.)
b.   Submit a letter of intent to Office of the Dean, College of Education and Professional Studies
c.   Establish and maintain a cumulative EIU GPA of 2.65/4.0 (Post-Bac students are required to have an EIU GPA of 2.65 in undergraduate courses at EIU and 3.0 for courses #4750 and above taken at EIU).
d.   Complete Speech and Hearing Clearance. Phone 217/581-2712, Speech, Language, Hearing Clinic for appointment. ($5 fee)
e.   Document "C" or better in ENG 1001G, ENG 1002G, and SPC 1310G or their equivalents (totaling at least 9 semester hours)
f.   Document "C" or better in 3 semester hours of college level math
g.   Document "C" or better in ELE/MLE 2000 or ELE 2321; SPE 3201 or SPE 3220; SED 2000 or PED 1500 or MUS 2440 or CTE 2000 or CDS 3700
h.   Complete the first required Criminal Background Investigation ($15 fee)
i.   Document successful completion of the Technology Proficiency

II.A.   *Formal University Admission to Teacher Education Programs*

To be formally admitted to Teacher Education Programs students must meet the criteria in I.A. and I.B. and I.C. above and successfully complete SED 3330/EDP 3331 or SED 3100 or ELE 3000 or ELE 3250 or MLE 3110 or SPE 4800/4820 with a grade of "C" or better and positive practicum evaluations thus demonstrating the knowledge, skills and dispositions of one desiring to enter the teaching profession.

II.B.	*Sequence of Courses and Prerequisites to Student Teach*
	Consult catalog for a detailed list of required courses.

III.   Major Department & University Approval to Student Teach

Every student planning to student teach must formally apply at the Application to Student Teach Meeting (announced by the Office of Student Teaching). This Meeting is held during the Fall semester **preceding the academic year in which the student plans to student teach**. All application materials received at that meeting must be completed and turned in to the Office of Student Teaching, 2418 Buzzard Hall, by the announced deadline date. Failure to attend a meeting to apply to student teach or failure to complete the application materials by the deadline will result in a minimum of a one-year delay in student teaching.

Early each semester (excluding summer) the Office of the Dean, College of Education and Professional Studies will send a roster to each academic department identifying those individuals in their programs who have been granted University Approval to Take Teacher Education Courses, maintained a GPA of at least **2.65** and have applied to student teach the following semester. The major department will be asked to grant conditional (mid-term) departmental approval to students meeting the following conditions:

a.   Submit departmental approval application to **major** department following departmental timelines and criteria.
b.   Maintain a cumulative GPA of **2.65/4.0** or better
c.   Complete courses in major with a minimum GPA of **2.65**/4.0 (a program may require a higher GPA in the major)
d.   Obtain "C" or better in each professional education course completed
e.   Show evidence of recent participation in professional organizations, meetings and /or appropriate activities with youth ages 3-18
f.   Secondary certification candidates ONLY: Complete SED 2000 (or department equivalent), SED 3100 or SED 3330 and EDP 3325/3331 and Departmental Methods course
g.   Submit portfolio to major department (consult department for specifics)
h..   Check major department office for other program criteria
i.   Complete the second required Criminal Background Investigation ($15 fee)
j.   Pass the appropriate Illinois Certification subject-matter knowledge test(s) for the program(s) being completed.

At the close of the semester, each student's record will once again be reviewed by both the College of Education and Professional Studies and the student's major department for the purpose of granting final major department approval and university approval to student teach.

IV.   Program Completion (Graduation) and Entitlement for Illinois Certificate

a.   Complete the approved certification program and graduation requirements with a 2.65 cumulative GPA.
b.   Complete all professional education courses with a grade of "C" or better.
c.   Complete certification application that will be provided by your student teaching coordinator
d.   While not required for graduation or entitlement, students must pass the appropriate Illinois Certification Assessment of Professional Teaching test(s) that match(es) the certificate being sought in order to receive a certificate from the State of Illinois.

I. Formal Application and Selection for University Admission to Teacher Education	Tools/Assessments

Application and Selection Process
 	
  - **Attend an University Admission to Teacher Education Meeting**
  - **Submit formal application for University Admission to Teacher Education**
  - **Achieve minimum passing score on Illinois Basic Skills Test**
  - **Achieve minimum cumulative GPA of 2.65/4.0**
  - **Complete at least 29 semester hours of college coursework**
 	
Require the purchase of Live Text in the candidate's first professional education course (SED 2000, ELE 2000/MLE 2000 or ELE 2321, CTE 2000,PED 2000, and SPE 3201 or SPE 3220)
	Teacher Education Page
	College Transcripts
	Illinois Basic Skills Test

II. University Approval to Take Teacher Education Courses	Tools/Assessments

University Approval to Take Teacher Education Courses
  - **Notification of Selection**
  - **Letter of Intent**
  - **Maintain minimum cumulative GPA of 2.65/4.0**
  - **Speech & Hearing Clearance**
  - **"C" or better in 6 hours of written language**
  - **"C" or better in 3 hours of oral language**
  - **"C" or better in 3 hours of college level math**
  - **"C" or better in introductory professional education course**
  - **First Criminal Background Investigation**
  - **Successfully complete the Technology Proficiency**
 	
Successful completion of an observational field experience
	Teacher Education Page
	College Transcripts
	
	Pre-Student Teaching Evaluation

III. Formal University Admission to Teacher Education Programs	Tools/Assessments

1. Formal University Admission to Teacher Education
  Requirements in Phase I and II must be completed as well as:
 	
  - Successful completion of SED 3330/EDP3331 or SED 3100 or ELE 3000/3250 or MLE 3110 or SPE 4800/SPE4820 with a grade of "C" or better
  - Successful completion of pre-student teaching field experience that demonstrates the knowledge, skills, and dispositions of one desiring to enter the teaching profession.
 	
2. Demonstration of Content Knowledge, Skills, and Dispositions
	Teacher Education Page
	College Transcripts
	
	Illinois Basic Skills Test
	
	Content Knowledge Assessment (required of all candidates except those in secondary education programs)
	
	Lesson Plan/Unit Plan to be submitted by all secondary education candidates (other programs may opt to submit a lesson plan/unit plan in this phase)

IV. Department & University Approval to Student Teach	Tools/Assessments

1. Major Department & University Approval to Student Teach
   - Initiate and Complete Application to Student Teach
   - Successfully complete content courses required for major
   - Maintain minimum GPA of 2.65/4.0 in academic major
   - Maintain minimum cumulative GPA of 2.65/4.0
 	
   - Document participation in professional organization and/or volunteer work
 	
   - "C" or better in all professional education courses
   - Positive practicum evaluations in first methods course
   - Submit and have approved a departmental portfolio
   - Second Criminal Background Investigation
   - Achieve minimum passing score on Illinois Content Area Exams
 	
2. Demonstration of Content Knowledge, Skills, and Dispositions
 	
3. Impact on P-12 learners (requires a pre-post measure)
	Teacher Education Page
	College Transcripts
	
	Professional Organization Documentation
	
	Illinois Content Area Exams
	
	Content Knowledge Assessment (1 assessment required of all candidates except those candidates in secondary education programs who will submit 2 assessments)
	
	Performance assessment decided on by department and must be submitted prior to student teaching or during student teaching for all candidates

V. Completion and Follow-Up	Tools/Assessments
Impact on P-12 learners requires pre and post measure (if demonstrated in Admission & Retention Phase B then no further documentation is required here) **Successful completion of Student Teaching** **Achieve minimum passing score on Illinois Assessment of Professional Teaching Standards Exam** **Graduation/Program Completion** **Successful employment**	**Performance assessment decided on by department and must be submitted prior to student teaching or during student teaching for all candidates** **Student Teaching Evaluation** **Illinois Assessment of Professional Teaching Standards** **Surveys (Program Completer and Employer)**

Stages of Assessment	Assessments	Knowledge	Skills	Dispositions	Data Collection	Remediation
I. Formal Application and Selection for University to Teacher Education						
	Illinois Basic Skills Test	X			Dean's Office -College of Education - Data will then be shared with departments	Candidates who do not pass the test will be referred to the Writing Center, Reading Center, Academic Support Services dependent on area of deficiency.
	Minimum Cumulative GPA of 2.65	X				
II. University Approval to Take Teacher Education Courses						
	Minimum Cumulative GPA of 2.65	X			Teacher Education Page	
	"C" or better in 6 hours of written language	X			College Transcripts	Candidates who do not pass the courses will be referred to the Writing Center, Reading Center, Academic Support Services dependent on area of deficiency.
	"C" or better in 3 hours of oral language	X			College Transcripts	Candidates who do not pass the course will be referred to the Writing Center, Reading Center, Academic Support Services dependent on area of deficiency.
	"C" or better in 3 hours of college level math	X			College Transcripts	Candidates who do not pass the course will be referred to the Writing Center, Reading Center, Academic Support Services dependent on area of deficiency.
	Successfully complete Technology Proficiency	X	X		Teacher Education Page	
	Successful completion of an observational field experience	X	X	X	Students will submit field experience evaluation into Live Text. Faculty member will use Unit Rubric to evaluate. Data submitted by faculty member or department.	Candidates will meet and discuss with the faculty member areas of deficiency and steps needed for remediation

Stages of Assessment	Assessments	Knowledge	Skills	Dispositions	Data Collection	Remediation
III. Formal University Admission to Teacher Education Programs	Requirements of Stage I and Stage II as well as:					
	Lesson plan/Unit Plan (secondary education candidates required)	X	X		Students will submit lesson plans/unit plan into Live Text. Faculty member will use Unit Rubric to evaluate. Data submitted by faculty member or department	Candidates will meet and discuss with the faculty member areas of deficiency and steps needed for remediation
	Content Knowledge Assessment (required of all candidates except those in secondary education)	X	X		Program identified performance assessment. Student will submit assessment into Live Text. Faculty member will evaluate using Unit Rubric. Faculty member or department will submit data.	Candidates will meet and discuss with the faculty member areas of deficiency and steps needed for remediation
IV. Department/University Approval to Student Teach	Requirements of Stage I Stage II and Stage III as well as:					
	Content Knowledge Assessment (1 required of all candidates except those in secondary education who will submit 2)	X	X	X	Program identified performance assessment. Student will submit assessment into Live Text. Faculty member will evaluate using Unit Rubric. Faculty member or department will submit data.	Candidates will meet and discuss with the faculty member areas of deficiency and steps needed for remediation

Stages of Assessment	Assessments	Knowledge	Skills	Dispositions	Data Collection	Remediation
	Impact on P-12 Learning (submitted prior to student teaching or during student teaching)	X	X	X	Program identified performance assessment. Student will submit assessment into Live Text. Faculty member will evaluate using Unit Rubric. Faculty member or department will submit data.	Candidates will meet and discuss with the faculty member areas of deficiency and steps needed for remediation
	Lesson plan/Unit Plan (secondary education candidates excluded)	X	X		Students will submit lesson plans/unit plan into Live Text. Faculty member will use Unit Rubric to evaluate. Data submitted by faculty member or department	Candidates will meet and discuss with the faculty member areas of deficiency and steps needed for remediation
	Illinois Content Area Test	X			Dean's Office -College of Education - Data will then be shared with departments	Candidates will meet and discuss with department faculty/Chair areas of deficiency and steps needed for remediation
V. Completion and Follow-Up						
	Student Teaching Evaluation	X	X	X	Students will submit student teaching evaluation into Live Text. Faculty member will use Unit Rubric to evaluate. Data submitted by faculty member or department	Candidates will meet and discuss student teaching coordinator and cooperating teacher on areas of deficiency
	Impact on P-12 Learning (submitted prior to student teaching or during student teaching)	X	X	X	Program identified performance assessment. Student will submit assessment into Live Text. Faculty member will evaluate using Unit Rubric. Faculty member or department will submit data.	Candidates will meet and discuss with the faculty member areas of deficiency and steps needed for remediation

Stages of Assessment	Assessments	Knowledge	Skills	Dispositions	Data Collection	Remediation
	APT Test	X			Dean's Office -College of Education - Data will then be shared with departments	Candidates will meet and discuss with department faculty/Chair areas of deficiency and steps needed for remediation
	Graduate Surveys	X	X	X	Dean's Office -College of Education - Data will then be shared with departments	
	Employer Surveys	X	X	X	Dean's Office -College of Education - Data will then be shared with departments	