

EASTERN ILLINOIS UNIVERSITY

# PROPOSAL FOR UNIT ASSESSMENT SYSTEM

**Respectfully submitted by members of the  
Unit Assessment Committee**

**Lucy Campanis**

**Nan Carli**

**Alan Davis**

**Mary Greenlaw**

**Christy Hooser, Chairperson**

**Robin Murray**

**Chuck Titus**

**Mary Ellen Varble**



## **Proposed Unit Assessment System**

**NCATE requires that institutions seeking or continuing accreditation must have an assessment system in place that provides for on-going assessment of a candidate's performance. The system must be tied to our conceptual framework, professional and state standards, and have input from multiple stakeholders in its design, implementation, and evaluation. Additionally, data must be collected at multiple points using multiple measures and attention must be given to ensuring fairness, accuracy, and consistency of performance assessment procedures. Data is then used for the purpose of enhancing unit operations, program improvement, and candidate performance.**

**As many professional organizations are in cooperation with NCATE, the Task Force Program review has called for 5 assessments to be used by programs that will be incorporated into our Unit Assessment System.**

- 1. Licensure exams/test scores**
- 2. Lesson plans/unit plans**
- 3. Content knowledge assessment ( in the field that the candidate is being prepared) –**
- 4. Impact on P-12 learning**
- 5. Student Teaching Evaluation**

**\*\* Note Programs are not to use any more than 6-8 measures. The 5 listed above are part of the 6-8**

**The Unit Assessment Committee has attempted in its proposal to design an assessment system that fulfills the requirements of NCATE and our professional organizations. Attached you will find the framework for the system itself. The Committee would like your input on this document no later than April 16<sup>th</sup> to Doug Bower, Christy Hooser, Mary Greenlaw, Chuck Titus, Lucy Campanis, Alan Davis, and/or Robin Murray.**

### **Summary of the Phases**

#### **1. Entry Phase (Ex. ELE 2000, SED 2000, CTS 2000, SPE 3201)**

**Students would be introduced to the portfolio requirements in these courses. Individuals teaching these courses would make “portfolio requirements” a written component of their syllabus. Candidates enrolled in these courses would start on the development of their portfolio by completing a reflective activity.**

**Data to be collected: Artifact data will not be included at this point. Test data and information housed on the teacher education page will be reported.**

## **2. Admission and Retention**

### **Phase A (ex. SED 3330, SPE 4800, Block 1)**

**Demonstration of Content Knowledge, Skills, and Dispositions performance measure(s) will be placed into the portfolio by the candidate. The candidate will then reflect on how the artifact(s) meet(s) a minimum of 5 IPTS Standards.**

### **Phase B (ex. Departmental Methods)**

**By the end of Phase B, students must submit either a lesson plan or unit plan and pre-student teaching evaluation. The candidate will then reflect on how the artifacts address a minimum of 8 IPTS as well as Language Arts and Technology Standards.**

**Data to be collected: Portfolio evaluations at Phase A and Phase B, lesson plan/unit plan, pre-student teaching evaluation, and licensure exams.**

## **3. Completion and Follow-up**

**By the conclusion of this phase, candidates will place an artifact addressing impact on P-12 learners and their student teaching evaluation in their portfolio. Student will then be required to show via reflection that all standards have been met. Surveys will be used with program completers and employers.**

**Data to be collected: Portfolio evaluation, Impact P-12 learners, Student Teaching Evaluation, and follow-up survey data**