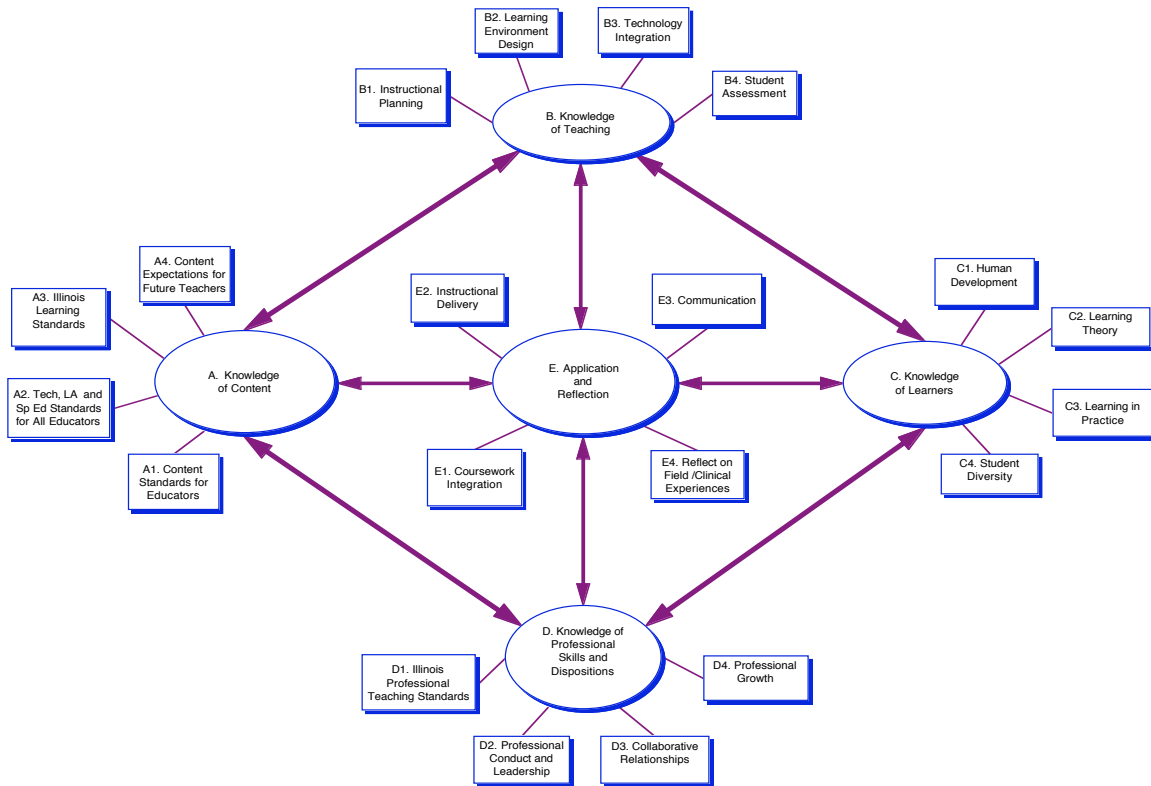


Teacher Education Program Assessment System



TEPAS is articulated with the Unit's standards, domains, and elements. The correspondence between the Unit's desired program outcomes and its assessment system make apparent the relationship between the Unit's outcomes and our expectations for our candidates and programs.

Development of the System

The Teacher Education Program Assessment System was developed over a period of three years beginning in the spring of 1999. UTEC's Assessment Working Group initiated the process by determining the Unit Standards and the domain and element statements that clarify each Standard. State of Illinois and national education agency and organization standards and expectations were embedded in the resulting Unit outcomes. Once the desired standards were established, the Working Group identified five common Teacher Education Program assessment points. The assessment points were Admission to Teacher Education, Admission to Student Teaching, Completion of Student Teaching, Completion of Program, and Follow-up of Graduates. The members then matched UTEC's assessments to the Unit's Standards, domains, elements, and assessment points. The resulting matrix became the framework for TEPAS (See *Appendix A: Outcomes, Assessments and Decision Points*).

Classifying Candidate Assessments

TEPAS includes thirty current and six proposed assessments arranged across the Unit's five assessment points. Table 1 identifies and describes the nine assessment classes.

Table 1
TEPAS Assessment Classes and Descriptions

Course Requirements	Data indicate whether candidates have successfully completed specific courses and course sequences (i.e., professional education course sequence).
Performance Requirements	Data indicate the level at which candidates have successfully demonstrated their knowledge, skills, and professional dispositions (i.e., candidate reflective papers).
Program Requirements	Data indicate whether candidates have successfully completed significant program segments (i.e., police background check).
Application Requirements	Data indicate whether candidates have successfully completed applications and application requirements for Teacher Education Program and Clinical Experience (i.e., student teaching application).
Field/Clinical Requirements	Data indicate whether candidates have successfully completed requirements and performance assessments during field and clinical experiences (i.e., TEP and clinical experience assessment).
Recommendation Requirements	Data indicate whether candidates have received recommendations from departments, faculty, and university officials to continue their program and possible professional licensure (i.e., Certification Office recommendation for licensure).
Examination Requirements	Data indicate whether candidates have passed required university and State of Illinois Examinations (i.e., State Certification Content Exam).
Grade Point Average Requirements	Data indicate whether candidates have achieved cumulative and major GPAs required by the major department and the Teacher Education Program.
Candidate Survey Results	Data indicate candidate satisfaction with their preparation and clinical experience during and following the Teacher Education Program (i.e., EBI Survey).

Each current and proposed assessment is placed within a class to indicate its assessment type and the nature of data it provides about our candidates. The Current and Proposed Unit Assessment Chart (see *Appendix B*) indicates how the Unit's assessments are categorized. Each assessment is individually described in *Appendix C: Current Unit Assessments* or in *Appendix D: Proposed Unit Assessments*.

Development, Implementation, and Evaluation Timelines

UTEC is committed to the establishment of an assessment system that addresses the needs of our candidates and our program and meets the expectations of the State of Illinois and the National Council for the Accreditation of Teacher Education (NCATE). To put that pledge into operation, UTEC's Teacher Education Program Assessment Committee developed three separate timelines for our current and proposed TEPAS assessments. The timelines identify when the proposed assessments were developed, when each will be implemented, and when each proposed assessment would be evaluated. The Unit's timelines also include other significant assessment-related events. The timelines guide UTEC in its assessment activities and hold the Unit accountable for fulfilling its TEPAS commitments (see *Appendix E: Assessment System Timelines*).

TEPAS: Collecting and Analyzing Candidate Data

Western's teacher candidate assessment data are collected from a variety of sources including:

- Faculty in the general education, major, and professional education programs;
- K-12 teachers, administrators, and school personnel at field and clinical sites;
- State agencies such as Illinois State Board of Education and Illinois State Police;
- University offices ranging from the Health Center to the Writing Center; and
- Teacher candidates themselves.

The accumulated data, from multiple and varied sources, enable the Unit to make sound and supportable decisions about our candidates.

The Unit and the Teacher Education Program collect and analyze data for the purpose of assessing individual candidates and tracking their progress through their program. The number of assessments that a teacher candidate completes during his or her program results in a large number of data points. Each point in and of itself provides one piece of evidence concerning a candidate's capabilities. Some aspects of a future teacher's preparation can be measured by single assessments, such as basic skills or content knowledge examinations. Other evaluations must be continuous and performance-based. UTEC believes that it is the accumulation of evidence over time that provides the best indication of a candidate's potential to be an effective education professional.

Using Assessment Data for Program Improvement

The Illinois State Board of Education and NCATE have stated that a well-designed assessment system should continuously inform a unit's conceptual framework and guide its operation. At Western, the Teacher Education Program Assessment Committee prepares TEP Assessment Reports that are presented to UTEC at its regular October and March meetings. The report consists of summaries of selected assessments and includes data analyses and recommendations for the Committee's consideration. The TEP Assessment Reports and the resulting Committee deliberations enable the Unit to make sound, data-driven decisions that benefit our teacher candidates and our teacher education programs.

Value to the Unit

Western Illinois University is recognized regionally and nationally as a leader in the field of teacher education. UTEC is proud of our reputation as a teacher preparation institution. Our ability to prepare teachers to meet the challenges of an evolving education system hinges on the continuous examination of our curriculum, our candidates, and their practical experiences. UTEC believes that the Teacher Education Program Assessment System is a valuable asset for maintaining the quality of our teacher programs and crucial to our ability to prepare caring, competent, and well qualified teachers for Illinois' schools.