

Conceptual Framework



“Reflective Educators Transform Lives”

EDUCATION DEPARTMENT
MacMurray College
JACKSONVILLE, ILLINOIS

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November 2009

Table of Contents

Introduction

3

Vision and Mission of the Institution and Unit	4
Articulation of the Institution’s Vision and Mission	4
Articulation of the Unit’s Vision and Mission	4
Link between the Unit’s and Institution’s Visions and Missions	7
Unit’s Desired Future	8
Unit’s Philosophy, Purposes, and Goals	9
Unit’s Philosophy	9
Unit’s Purposes	9
Unit’s Goals	12
Unit’s Commitment to Diversity	14
Unit’s Commitment to Prepare Candidates to Use Educational Technology	18
Dispositions the Unit Expects Candidates to Demonstrate	21
Knowledge Bases, Including Theories, Research, the Wisdom of Practice and Education Policies	23
Explanation of Theories of Teaching and Learning that are the Shared Knowledge Base of the Unit	23
Explanation of the Current Research and Current Educational Literature upon which the Conceptual Framework Is Based	26
How the Organization of the Unit Reflects Best Practice Based Upon Theory and Current Research	40
How the Shared Vision and Mission Influences the Unit’s Educational Policies and Practices	42
Candidate Proficiencies Aligned with Expectations in Professional, State, and Institutional Standards	43
How the Conceptual Framework Provided a Context that Results in Aligning with the Professional, State of Illinois, and Institutional Standards	43
How the Unit Will Ensure that Candidates Meet the State’s Content Area Standards	44
Candidate Assessment System	45
Unit’s Assessment System	45
Evaluation System Used to Continuously Update and Evaluate the Conceptual Framework	50
Appendix I: Technology Changes Since 2000	52
A. Since 2008	52
B. Since 2000	54
Appendix II: Outcomes Assessment Plan	57

Introduction

The Education Department at MacMurray College decided to use *Reflective Educators Transform Lives* as the theme for its conceptual framework beginning in the 2001 academic year.

The members identified the integration of the college's general education and education major curricula as its unique strength. Both curricula are designed to develop students who can think critically, write and speak clearly and concisely, who understand the diverse values and traditions of the world and the content knowledge of their chosen discipline, and who use the skills and content of their education to transform themselves, their students, and the world.

The unit believes that reflective thinkers can be developed when an institution and its units seek to transform candidates' lives by demanding excellence in critical thinking. By developing exemplary skills in communication, candidates begin to know themselves, each other, and their communities; and begin to grapple, to converse, and to define the moral and value choices of their generation and profession. A liberal arts education at MacMurray College leads candidates to become reflective agents of change.

The unit's vision and mission uses performance indicators to evaluate the candidates and the program; and to set dispositions that each candidate should display. The performance indicators are: assessment and evidence research, learning and practice, professional leadership and conduct, collaboration and communication, and knowledge of content. The dispositions are: effective communication and collaboration, reflective decisions based upon critical analysis and synthesis of information, models of learning as a lifelong process, and ethical professionals with high expectations of themselves, their colleagues, and their students as well as sensitivity to individual differences and diversity.

1. The vision and mission of the institution and unit

1a. The articulation of the institution's vision and mission

The vision and mission statement of the institution was approved by the faculty, administration, and board of trustees in the spring of 2008. The statement reflects the college's commitment to maintain the highest quality career programs in education, nursing, business, social work, and criminal justice and the highest quality liberal arts programs. The statement is:

“MacMurray College transforms students' lives by providing a career-directed liberal arts education, preparing students for personal and professional success and life-long learning. We educate students to be critical thinkers and effective communicators who are knowledgeable about pivotal ideas and ethical insights that have shaped human civilizations and who can apply this knowledge to contemporary social problems and their chosen fields of study. Inspired and informed by our shared heritage with the United Methodist Church, MacMurray College is committed to serving society by graduating professionals prepared to lead the next generation and by providing outreach programming and service.”

MacMurray's commitment is exemplified by the founders' goal of preparing young women to be of service to their communities, the offering of courses in pedagogy as early as 1875, and the establishment of a “laboratory” kindergarten program in the 1930s that was eventually incorporated into the Jacksonville public school system. Throughout its 129 years, the College's teacher preparation program has remained the keystone of the curriculum, flourishing within a strong liberal arts tradition.

1b. Articulation of the Unit's mission and vision

The vision and mission of the unit is:

The Education Department of MacMurray College is committed to preparing graduates for fulfilling and productive professional diverse teaching careers, effective leadership roles, and lives of continued learning and service. The Education Department's curriculum, in conjunction with MacMurray's liberal arts experience, transforms candidates' lives through a foundation of learning built on a strong infrastructure of theory, history, and current professional practices in the field of education, enhanced by the teaching of critical thinking, communication skills, and the pivotal values that have shaped human civilizations past and present. This transformation extends beyond the college classroom to include dynamic experiences of learning and teaching, through which candidates, as reflective professionals, develop and demonstrate the most effective research-based educational practices available.

The MacMurray College Education Department strives to be locally and regionally

prominent as a resource and model for the education profession, and to be recognized nationally as a leader in preserving and adapting the best of the liberal arts tradition in the preparation of professional educators to meet the needs of an increasingly diverse 21st-century society.

Several graduates have continued their service to the institution, returning to the College as faculty and staff while serving as models for the liberal arts experience and quality in education.

The department has also produced many teachers who have attained prominent positions in the field, ranging from a superintendent of schools in New York State, to principals, athletic directors, coordinators, and recipients of awards for teaching excellence.

The unit offers many opportunities in conjunction with the service organizations. The candidate chapter of the Council for Exceptional Children (CEC) has a long tradition of offering activities and assistance to the teaching community at MacMurray and in the local community. From hosting parties for the children at the Illinois School for the Visually Impaired (ISVI), Garrison Special Education School, and Illinois School for the Deaf (ISD) to providing monthly tokens of appreciation for all teachers at the local schools, and to attending professional seminars, these candidates are actively engaged in the community and the learning process. In addition to the CEC candidate chapter, the department provides a minority tutoring program. In this program, 6th -12th graders who are identified by the local school district as having better reading abilities than demonstrated by their schoolwork, receive one-on-one assistance with their skill development. In the Principles of Elementary Education Class, candidates participate in the Four Counties for Kids program, providing academic assistance and recreational activities at the local schools. Along with these programs, candidates participate in Big Brothers/Big Sisters, Mentoring, and Interpreters & Deaf Educators Association (IDEA). The local chapter of Best Buddies (pairing individuals with disabilities with college candidates) and the Very Special Arts

Festival (creating an inclusive environment for artists, both with and without disabilities and in different forms of artistic expression, such as music, art, and drama) are examples of these new opportunities.

Educators today must be prepared to educate, as well as value, the diversity in culture, language, ethnicity, sexual orientation, and abilities among candidates and colleagues. The unit accepts its responsibility to create and support educators who have the ability and potential to be leaders and problem solvers, who can understand and apply research, and who can work in a collaborative manner with other professionals. Candidates develop these qualities in an interdisciplinary atmosphere provided both in common and specialized education classes as well as those required in the General Education core curriculum. Not only are these qualities introduced, discussed, and applied, but they are also modeled by the faculty.

Each candidate prepares for his/her chosen field through a program designed to integrate classes based on current best practices, including Illinois State Professional Standards, Illinois Common Core Technology Standards, Language Art Standards, K-12 Learning Standards, ITASC Standards, and pedagogical content knowledge. An integral part of programming is the integration of current issues in the specific field and in education as a whole with practical field experiences, including observations and clinical practice. These opportunities occur in a variety of settings ranging from the campus environment to classrooms in rural, suburban, and urban settings. These experiences are concurrent with coursework in education and the General Education core curriculum. That conjuncture allows for application of theories and methods in a variety of settings. The Unit recognizes the challenge of producing reflective and scholarly leaders in education who are involved in their communities, and thus the Unit strives to have a

positive impact in the lives of their candidates and all those they may encounter.

1c. Link between the units and institution's missions and visions

The education programs merge the college's unique general education curriculum with quality teacher education programs to produce candidates who are well prepared for their careers and well grounded in the liberal arts. Indeed, the strength of the Unit is the grounding of the candidate not only in the content and methodology of their discipline, but also in the excellence of the liberal arts education tradition.

MacMurray has shaped its liberal arts curriculum to prepare candidates for a lifetime of continuous learning. Candidates are actively engaged in a curriculum that combines traditional, interdisciplinary, and experiential modes of learning together with the creative application of advanced technologies to prepare them for graduate study, successful careers, and rewarding lives. The candidate/faculty relationship is marked by involvement, dialogue, and mutual respect. It is a fundamental belief that the best minds are formed by the rigorous study in a supportive community; where candidates form their own ideas and challenge the ideas and thinking of others.

The Education Unit supplies a context for all pedagogy, knowledge, content and methodology for one's area of specialized study for those who seek to be certified teachers in the state of Illinois. Candidates take courses in the general education program as they progress in their education major. Specifically, the Issues of Community and Conflict series of courses are taken over a three year period. Professors and candidates are encouraged to make linkages between those courses and courses within the candidates' majors. This linkage is formalized in the last course in the Issues of Community and Conflict series. In the last course, candidates write a research paper that merges literature of their discipline with the classic literature that they

encountered in the Issues of Community and Conflict courses. Seniors must present their research to a faculty committee. The goal is to enable students to understand how the moral and ethical insights of the past can help one think clearly about the moral and ethical issues of today.

The institution and unit believe that the merging of the liberal arts tradition with specific career preparation provides the type of thinking that is needed for a constantly changing world. The institution and unit believe that they train candidates to see connections across disciplines, to notice what the tradition has valued and what it has neglected, to challenge personal conclusions and commitments, and to prize what can be learned from individual differences.

Id. The unit's desired future

The last paragraph of the unit's mission statement reflects the unit's desire to be a regional and national leader "in preserving and adapting the best of the liberal arts tradition in the preparation of professional educators to meet the needs of an increasingly diverse 21st-century society." The faculty works to achieve this goal by maintaining a program integrating the liberal arts general education program with the curriculum of the department, by participating in the development and implementation of the general education program, and by involving themselves in regional and national activities. Faculty members have served as a resource for the community by speaking on panels for local education organizations, participating in additional education opportunities for current practitioners, developing workshops for current practitioners, serving as members of the Board of Directors for not-for-profit agencies, serving as faculty advisors for candidate organizations, and serving as advocate resources for parents.

2. The unit's philosophy, purposes, and goals

2a. The unit's philosophy

The unit's and institution's mission and guiding philosophy is cooperation and collaboration. The faculty members work with candidates in a collaborative and cooperative spirit. Classroom and unit assessment and procedures are designed to help candidates identify their weaknesses and strengths. Clear standards and expectations are shared by unit faculty, candidates, the institution and the professional education community. As reflective educators unit faculty and candidates are held accountable for a challenging atmosphere and high expectations of performance though a spirit of cooperation and collaboration.

2b. The unit's purposes with regard to initial and advanced candidate preparation and projected outcomes

Candidates must be proficient and able to demonstrate mastery of the five following performance expectations: assessment and evidence-based research; learning and practice; professional leadership and conduct; collaboration and communication; and knowledge of content.

Candidates who do not meet these expectations are provided tutoring and learning support services and guidance about other career choices. They also may be required to meet with the unit chair. When a candidate cannot demonstrate performance mastery, they are denied entrance into or are removed from the education program.

Assessment and Evidence-Based Research Teacher

Candidates will understand various formal and informal assessment strategies, their similarities and differences, by critically thinking and reflecting on the information to support the continuous development of all candidates through modification of teaching. Teacher candidates will understand that assessment is the process of data collection and analysis. Further they will understand that data without reflection, critical thinking, application, and evaluation is useless.

Teacher candidates will be able to articulate the similarities and differences in approaches and methods and identify terminology and concepts such as authentic assessment, performance based assessment, criterion referenced assessment, norms, standardized tests, and responsiveness to interventions. . Teacher candidates will understand that the department's expectations in this area are supported by the Illinois Professional Teaching Standards, Content Area Standards, Special Education Standards and research-based best teaching practices.

Learning and Practice

Teacher candidates will plan and design instruction based on educational learning theories. They will critically evaluate the effectiveness of their instructional designs and plans by examining its relation to student motivation and abilities and to the curriculum goals of their institution and department. The emphasis is on the teacher's ability to plan, implement and evaluate. A key component of that planning, implementing, and evaluating is on the effective and appropriate use of technology in the classroom.

Professional Leadership and Conduct

The teacher candidate will demonstrate an understanding of education as a profession, which includes maintaining standards of professional conduct and providing leadership in the classroom, in the school and in the community. Graduates will use reflective and critical thinking to understand the values, the purposes, and legalities embedded in the impact of their lives on others. They will also demonstrate the ability to continue to grow professionally and personally and to be life long learners.

Collaboration and Communication

Teacher candidates are encouraged to demonstrate the ability to develop, build, and

maintain collaborative relationships with colleagues, parents/guardians, and the community to support student learning so that they may be considered highly qualified candidates. Graduates will demonstrate these abilities through their use of oral and written communication to exchange ideas and information, facilitate relations, and elicit and provide feedback. To do this effectively, graduates must have mastered skills needed in critical thinking, problem solving, reflection and professional conduct.

Knowledge of Content

Teacher candidates will demonstrate an understanding of central facts and concepts, methods of inquiry, and structures of the disciplines. They will create meaningful learning experiences through the development and structure of lesson plans and the management of the classroom environment. Both will address a variety of learning styles and needs. In addition, knowledge of content will include the subject knowledge as described in the Illinois State Professional Teaching Standards and the Illinois Content Area Standards that apply to the following areas of certification: Elementary, Special Education, Physical Education, Deaf/Hard of Hearing, Secondary History, and Secondary Biology. Proficiency in professional and pedagogical knowledge, ranging from general principles to specific legal mandates, is also expected. The candidate's abilities to modify and adapt materials to benefit students with a wide range of abilities, to assess instruction, and to properly use behavioral management will be evaluated, too. Demonstration of proficiency in this area could include written and oral communication, application of technology, critical thinking, and quantitative reasoning.

Candidates' expectation of mastery of these expectations depends upon their level of placement within the education department. All initial candidates must complete EDUC 202, a

course that introduces students to the education department and its various programs. Students are expected to show some understanding of these expectations when they are later screened for admission into the education program. Students in their third year should demonstrate greater understanding of these expectations and how they affect their professional lives. By their fourth year students should have mastered their understanding of these expectations and show how they greatly influence their professional lives. These performance expectations are an important part of the candidate assessment system at each stage of their education within the program. Further elaboration is found in the assessment section of this document.

2c. The unit's goals with regard to teaching and learning

The unit seeks to develop and encourage intellectual curiosity in its candidates; to help its candidates learn to think critically and analytically; to improve candidates' abilities to communicate their thoughts; and, more generally, to prepare its candidates to be informed and responsible citizens in their communities and in their larger society--a society in which the requirements for an informed citizenry are rapidly changing.

Excellence in education or excellence in any area requires an individual to continuously strengthen developed abilities and seek to improve areas that are not as well developed. The desire to seek new pedagogy, new information, and new technology requires a need to know, the desire to excel and the capacity for self-education. Such skills and abilities have increasingly greater survival value in a world where change is constant, where no career or profession remains static, especially that of education. Teaching, like any other profession, demands continual growth and development. According to David Berliner (2000), "it takes time to get smart about teaching. Anecdotally, teachers report that this is a 3- to 5-year process." This is supported by a

study by Lopez (1995) using test performance as an outcome which indicates that about seven years are required for teachers to maximize candidates' test performances. Teachers who are intellectually curious and can critically reflect upon their teaching and their students' learning will make those transitions easier.

Communication plays a key role in the educational experience at MacMurray and a critical component to any endeavor in daily life. Proficiency in communication is an expectation not only of the teacher education unit but clearly in the general education curriculum of the college as well. To be able to articulate ideas and understand other viewpoints is critical in the Issues of Community and Conflict sequence that is required of all MacMurray candidates and is an ability that is needed in the collaborative efforts of education today. The diversity of the candidates in classrooms requires an appreciation and comprehension of the issues that this may present. Current and future teachers must implement culturally responsive instruction serving as an advocate for all learners and model professional and ethical communication. Candidates are encouraged to make learning as a lifelong process (Izquierdo, Ligons, Erwin, 1998). Communication is imperative to building a community of learners actively engaged in the process rather than a simple regurgitation of facts and figures.

The ability to move an individual from an approach that merely requires the dispersion of information to a mode where that information is critically and analytically processed requires reflection, not only on the part of the student but the teacher as well. Evaluating the effectiveness of teaching methods and decisions derived in the classroom is part of a continual self improvement process for all teachers. Reflective practice involves demanding rational and moral processes in making reasonable judgments about preferable ways to act. This reflective practice

component identifies the college's and the unit's goal of teaching and learning, a life of continued service, and a strong sense of community.

The MacMurray faculty handbook identifies service as a primary value. Service to your department, service to the college and service to the community at-large are strongly encouraged and expected. Faculty members must submit an annual self-appraisal of their commitment to the campus as well as the community. Service is a value that is emphasized to the candidates through a variety of opportunities, some of which are required and some of which are voluntary. The voluntary mode consists of opportunities to participate in any of the 30 service organizations and clubs at the college or within the community. The design of this required component is to integrate meaningful opportunities and performance evaluation of skills needed by the candidate through field experiences. The majority of education classes have some form of field experience, whether it is observation or some level of active participation in the teaching experiences of the P-12 classrooms. These are distributed throughout the candidate's academic career and culminate in the senior year with the intensive fifteen-week clinical teaching experience.

2d. The unit's commitment to diversity

Sensitivity to societal issues such as civil rights; persecution for religious beliefs; language barriers; gender inequity; disability rights awareness; and considerations specific to urban, suburban and rural areas has been an inherent part of MacMurray's history as a college and an integral component of the Unit. While this appreciation of diversity continues to be evident through curricular and academic affairs, it is also apparent in the college's recruitment, enrollment and retention of candidates regardless of gender, ethnicity, sexual orientation, geographical location, religious belief, socioeconomic background or special need.

MacMurray's general education program, as stated in the college catalogue, is "designed to realize two traditional objectives of a liberal education: the 'training of the mind' and the development of a certain breadth of perspective, thereby enabling MacMurray graduates to be open to new ideas and yet to be discriminating in their judgment of the merit of those ideas." With this goal in mind the curriculum is designed to investigate a variety of concepts and values that have shaped Western civilization. In addition to the core curriculum all freshmen are required to complete the MacMurray College First Year Experience course. In addition to exploring the college, its history, and opportunities, the course deals directly with the concept of diversity, investigating the effects that it has on the individual as well as how the individual affects and contributes to diversity. The curriculum in the Education Unit further enhances the understanding of issues and the experiences with diversity that the general education curriculum creates. This education about the issues and challenges regarding human differences occur in a variety of modes that include:

- Understanding by all teacher candidates and faculty of the diversity performance expectations outlined in the Illinois Professional Teaching Standards as well as those for their particular field that will be taught, required and evaluated in all programs.
- Requiring all teacher candidates to take Teaching in a Diverse Society: Education of the Exceptional Learner
- Minority tutoring, which provides exposure to an economically and culturally diverse population, and is now incorporated into the History and Philosophy in Education Course required of all teacher candidates.
- Field trips to visit schools in Chicago and St. Louis.
- Placing teacher candidates in P-12 schools in rural, suburban and urban school districts to give a variety of field experiences dealing with the unique candidate populations and issues that are involved with each location.
- Candidate clubs and organizations CEC
- Guest speakers on minority and diversity issues present to campus-wide audiences as well as specific presentations to teacher candidates.

Along with academic offerings, the college's commitment to diversity is further noted

through the organizations and activities that are available on campus for candidate involvement. Religious organizations include The Holy Fools, a clown ministry group; Brothers and Sisters in Christ (BASIC), which holds Bible studies and retreats; the Newman Club, which holds Roman Catholic masses, discussions, and social events, and the Student Athletic Advisory Counsel. Some of the campus clubs and organizations which exemplify the college's support of diversity include Interpreters and Deaf Educators Association (IDEA); Solace, an organization geared toward issues regarding gender and sexual orientation; candidate chapter of Council for Exceptional Children (CEC); and, an organization focused toward understanding and accepting the gap between different cultures.

MacMurray College and the Unit have a commitment to understanding and providing a safe and caring environment for all students. Specifically, *Solace*; a student organization for Lesbian, Gay, Bi-Sexual and Transgender; has hosted several workshops and awareness programs for faculty, staff, and students in order to promote a positive sense of self for all students on campus. MacMurray College participates in the *Safe Space* programs to increase the visible presence of students and adult allies who can help to shape a school culture that is accepting of all people, regardless of sexual orientation, gender identity/expression, race, ethnicity, nationality, religion or any other differences.

The student body at MacMurray represents a diversified population. In the academic year 2008-2009 the college had a full and part-time undergraduate enrollment of 602 with 34% male, 66% female. Eighteen percent of the student body is listed as non-white or foreign born. The Education Unit candidate enrollment consisted of full-time candidates, 45 male, 123 female, with 22% of the unit candidate body was non-white or foreign born.

Table I
Education Department Institutional Data

	2001-02	2002-03	2003-04	2004-05	2005-2006	2006-2007	2007-2008
Full Time Candidates	97	161	160	157	182	178	168
Gender (M/F)	34/63	56/105	51/109	54/103	47/135	41/137	45/123
Racial/Ethnic Origin							
Asian/Pacific Islander	1		1	1	1	0	2
Black, Not Hispanic	1	12	34	45	15	14	13
Origin	7		2	1	2	3	7
Hispanic	88	141	119	108	147	141	122
White, Not Hispanic		8	4	2	17	20	24
Origin							
Other							

The recruitment and retention of minority candidates has been a priority at MacMurray for a number of years. In 1989-90, the Board of Trustees and faculty pledged to:

the creation of a multi-cultural environment in which people of all cultures and origins are brought together to share their histories, beliefs, and attitudes. We realize that the task we are undertaking is difficult, but we dedicate ourselves and our college to the process of finding solutions to multi-cultural problems. We hope this will lead to a community that fosters the ideas of harmony, unity and understanding; and that the creation of this multi-cultural community will serve as a model for others. (Pg. 6 The 2008-2009 Maggie: Student's Guide to MacMurray College)

In 2001, the institution applied and was accepted into the Golden Apple Scholarship Program.

The Vice-President for Enrollment and the chairperson of the Education Unit attend Golden Apple Scholarship Fairs. To date the college and unit has successfully recruited and retained four candidates through this program. The Unit's Chair has been named to the 2008-2009 Golden Apple Selection Committee.

Table II
The Institution's Faculty Profile

Five administrators who hold faculty rank are not included in the following statistics.

	2002-03	2003-04	2004-2005	2005-2006	2007-2008
Total Regular Faculty	52	44	37	40	35
Total Part Time Faculty (under Letter of Intent)	31	29	35	29	31
Number/% of Women	23/43%	25/56%	23/66%	20/55%	21/65%
Number/% of Minorities	2/4%	1/2%	1/3%	3/8%	2/6%

All figures reflect only full time faculty unless otherwise noted.

The Unit's faculty consists of 5 ranked full-time faculty (not including the 5 faculty members who teach content area courses for secondary education) and 14 part-time faculty members. The recruitment of a more diverse faculty in the unit has been implemented. The unit and institution made a concerted effort to expand the diversity of the candidate pool in searching to fill the two full-time faculty vacancies in the unit during the 2003-04 academic year. During those searches the institution and unit continued the unit's practice begun in 2002 to advertise in resources that are geared toward specific minority populations such as the *Affirmative Action Register* and *Hispanic Outlook in Higher Education* and *African Americans in Higher Education*.

2e. The unit's commitment to prepare candidates to use educational technology

Proficiency in technology has become a priority as well as an expectation for all teacher

candidates. This preparation begins in the freshman year with the required EDUC 237 Technology in Teaching course. Application and further development of knowledge is expected in field experiences, candidate teaching, and upper level coursework in methodology and content. During the application process, candidates' proficiencies are also evaluated. The realignment of all the teacher preparation programs in the unit to the Illinois State Standards, including the Core Technology Standards for All Teachers, has created an integrated and cohesive unit approach to technology. (The precise expectations of candidates at different levels of preparation are stated in Table III.) That approach has been supported by the institution with the addition of new equipment for the unit and the institution. In the summer of 2008, the Center of Educational Excellence was formed. The entire second floor of the Education Complex was transformed and remodeled for improved teaching through a technology rich teaching environment. The Unit received two donor gifts allowing for upgrade of all four education classrooms and the Learning Resource Center. Each classroom received a new computer, presentation projectors, and presentation software. Classroom 201 was designated the micro-teaching lab with upgrades that included digital recording capabilities. Students may download their micro-teaching experiences and insert the video into the electronic portfolio. A technology needs assessment was completed in fall of 2009. As a result, a third donation of four interactive promethean boards and interactive software was awarded to the division with expected installation during the fall of 2009. With the hiring of new faculty and the ready accessibility of equipment across the campus, candidates experience the use of technology for teaching in education courses, and in most, if not all, courses across the college. With the support of the institution, education candidates participate in technology across the curriculum. Candidates are required to submit an electronic portfolio for 1)

application to the division and 2) application for clinical experience (that includes documentation of proficiency in all 11 IPTS). The use and function of electronic portfolios (Live Text) has been integrated into all coursework in the Unit, beginning with the Introduction to Education (EDUC 202) coursework.

Table III

Technology Instruction, Application, Assessment in the MacMurray College Education Unit

	Instruction in Technology use: Infused throughout Coursework	Application of Technology use in P-12 schools	Assessment of Technology use in P-12 schools
Freshman level	Assignments in core curriculum Teacher candidates produce instructional units in the form of websites; use Internet resources to plan for instruction; learn to operate computer projected “chalkboard” software and video equipment; learn to operate digital and video cameras. Live Text Electronic Portfolio	Field experiences, discussion/assignments geared to P-12 programs Live Text EDUC 237 Technology for Teachers Course (see syllabus)	Instructor of program, candidate self-evaluation Live Text submitted to faculty advisor for review.
Sophomore level	Continued instruction in use of technology learned at freshman and sophomore level. They also engage in; further use of Internet resources; e-mail communication with cooperating teachers; assignments in methodology classes. Live Text Electronic Portfolio	Teacher candidates have ample opportunity to apply and be assessed on their use of classroom technology.	Technology use assessed by cooperating teacher and methods instructor who supervises the field experience. Technology use evaluated by entire education faculty as they consider candidate’s self-evaluation, cooperating teacher evaluation and teaching products at Candidate Application Trials benchmark. Live Text submitted to faculty division for review and acceptance to the division as an education major

Junior level	Continued instruction in use of technology learned at freshman and sophomore level. They also continue to be engaged in; further use of Internet resources; e-mail communication with cooperating teachers; assignments in methodology classes. Understanding of data and data collection techniques. Live Text Electronic Portfolio	Teacher candidates are placed in schools for field experience that have access to educational technology taught and applied at freshman and sophomore levels of their certification programs. They are expected to apply this technology to relevant lessons.	Technology use assessed by cooperating teacher and methods instructor who supervises the internship. Technology use evaluated by entire education faculty as they consider candidate's self-evaluation, cooperating teacher evaluation, and teaching products at Assessment of Performance Expectations benchmark. Live Text Portfolio submitted to Education Division outlining candidates completion of all 11 Illinois Professional Teaching Standards—Division Faculty review
Senior level	Teacher candidates include evidence of technology use in final portfolios submitted for certification. Live Text Electronic Portfolio	Teacher candidates are placed in schools for candidate teaching that have access to educational technology taught and applied at junior and senior levels of their certification programs. They are expected to apply this technology to relevant lessons.	Technology use assessed by cooperating teacher and candidate teaching supervisor. Technology use evidenced in final teaching portfolio evaluated by entire education faculty prior to recommending teacher candidate for certification. Final review of completed Professional Live Text Portfolio

Institutionally much progress has been made technologically. (See Appendix I for changes since 2006.) The library has twenty new desktop computers and thirty wireless laptops. The laptops may be checked out by students. Five computer stations are available for student use in the Learning Resource Center. A wireless network system has been installed in the education complex and every student has their own MacMurray email address. Instructors have received training in developing online courses using Moodle software, TeacherEase electronic grade book, and Live Text electronic portfolio software. Additional Webinars in Live Text upgrades and computer applications have been scheduled for the fall of 2009. The Unit's faculty also provides instruction and assistance to other MacMurray faculty on the use of the technology equipment in the education complex's classrooms.

2f. The dispositions (behaviors and attitudes) the unit expects candidates to demonstrate

The unit has a set of dispositions, dispositional attitudes, and behaviors that correlate with the five performance expectations of teacher candidates at MacMurray College. The dispositional rubric is being reviewed by the Teacher Advisor Committee and Faculty Committee during the 2009 school year. At present, the unit expects candidates who meet the performance expectation of communication and collaboration to be intuitive, respectful, preserving, honest, adaptable, caring, appreciative, compassionate, courageous, and cooperative. The expected dispositional attitude is to be mindful of others' needs and helpful to others. The behaviors expected are listening, speaking, identifying the needs of oneself and others, assisting others, giving and receiving feedback, and accepting constructive criticism. The assessment of whether candidates meet those dispositions, dispositional attitudes, and behaviors are determined by portfolio artifacts and cooperating teacher surveys. The full set of expected performance outcomes and expected dispositions is contained in the following table. Based on feedback from college faculty and TEAC, the Unit is reviewing the disposition process during and will implement a new online assessment instrument in 2010.

Table IV

Dispositions Expected of Faculty and Teacher Candidates in the MacMurray College Education Unit

Performance Expectations for MacMurray College Teacher candidates	Expected Dispositions	Expected types of Dispositional Attitudes	Expected types of Dispositional Behaviors
Assessment and Research	Reflexivity, intuition, honesty, accuracy, organization of thought, responsiveness to change	Confidence in self-evaluation, interested in the complication of assessment through reflexive engagement with people.	Knows language of assessment and evaluation, looks for multiple interpretations of data, accounts for own and others' biases in interpretation of data, seeks to reiterate and deepen interpretations of data
Learning and Practice	Organized in thinking and action, accurate, thinks critically, intuitive, respectful, persevering, honest, adaptable, caring, appreciative, compassionate, courageous, cooperative, anticipates needs	Questioning, thoughtful, organizing thinking	Questions, seeks multiple perspectives, distinguishes fact from opinion, organized in speaking, reading, and writing skills
Professional Leadership And Conduct	Honest, reflective, thinks critically, anticipates needs, cooperative, holds high expectations, shows initiative	Accepts personal setback gracefully and constructive criticism, visionary of what can be, predictive of consequences, concern for truth	Questions, seeks multiple perspectives, distinguishes fact from opinion, utilizes constructive criticism, thinks "outside the box," accepts change voicing good in others, consistency between what is said and actions taken.
Communication and Collaboration	Intuitive, respectful, persevering, honest, adaptable, caring, appreciative, compassionate, courageous, cooperative	Aware of own and others' needs, helpful	Listening, speaking, identifying own and others' needs, doing things for others, giving/receiving feedback, acceptance of constructive criticism
Knowledge of Content	Curiosity, initiative, joy in learning	Enjoys skills, knowledge, and concepts of discipline, always questioning to know more	Knows skills, knowledge, and concepts of disciplines taught

3. Knowledge bases, including theories, research, the wisdom of practice, and education policies:

3a. *Explanation of theories of teaching and learning that are the shared knowledge base of the unit*

The Department of Education at MacMurray College shares a knowledge base that serves

as the theoretical framework and driving force for all department decisions and ensuing activities. On a practical level, these shared understandings of theories of teaching and learning lend themselves to the matters of daily educational practice, ranging from the development of coursework and selection of texts, to how faculty interact with each other and their students.

Assessment and Action Research

Teacher candidates are taught the methods and tools of assessment with the understanding that mental development is a continuous process that involves both discrete and blended stages of progression (Piaget). The student learns to infuse Bloom's taxonomy and Skinner's behavioral principals into lesson planning when writing instructional objectives. Students have a comprehensive understanding of assessment and research practices in that they are also taught to consider, for example, learning styles via Gardner's Multiple Intelligences. Candidates develop targeted assessment strategies based on standards based educational outcomes (Stiggins)

Learning and Practice

The teacher candidates are prepared to instruct their students via the process of making cognitive connections and the examination of human intelligence (Thorndike). The emphasis is on guiding students from the position of prior knowledge to a place of acquiring and retaining new information. Learning and practice also includes strong components of deductive logic and reasoning (Aristotle) as well as applying principles of experimental logic (Dewey).

Professional Leadership and Conduct

A code of professional conduct is upheld by the unit, illuminated in course syllabi and nurtured among student candidates during field and student teaching experiences. Some of these principles include, but are not limited to, an honest representation of competence, an awareness of

issues related to malfeasance, the development of actions that uphold responsibility and accountability for professional actions and practices related to maintaining confidentiality in schools and their communities (Dewey).

Communication and Collaboration

Because of the interdisciplinary nature of expertise and coursework within the Education Unit, theories of communication and collaboration are emphasized and modeled during teaching and learning experiences. Faculty adhere to best practice guidelines that include, parity among partners, mutual goal development, and shared responsibility for participation and decision making as well as shared resources and accountability (Friend & Cook). All faculty, who have been on staff for one year, must participate in at least one MacMurray College faculty committee. This gives the Unit's faculty access to all areas and departments within the college. MacMurray College faculty has a collegial relationship and a "We are Family" philosophy. This attitude is modeled from the President down and encourages far greater communication and interaction among staff members. In the summer of 2008, the division chair positions were reorganized to give more responsibility and collaboration responsibilities to the division chairs. The Unit communicated expectations and opportunities for student learning to the Board of Trustees during their fall 2008 meeting. The College has requested assistance and input from the Unit to revise the faculty evaluation plan and to provide staff development training for college staff in classroom management techniques.

Knowledge of Content

The following table indicates the authors that influence the shared knowledge base of the unit. These authors and their works underlie the philosophy and goals of the unit, its performance

indicators, its dispositions, and its organization structure.

Table V

Theory, Research, and Current Literature Demonstrating Knowledge Bases for
MacMurray College
Performance Expectations for Teacher Candidates

Performance Expectations for MacMurray College Teacher Candidates	Educational Theorists Basing Performance Expectation	Professional Education Organizations Publishing Current Literature on Standards for Best Practice
Assessment and Research	Aristotle, Bloom, Clay, Counts, Dewey, Erting, Fitts & Posner, Fitzgerald, Gardner, Geers, Gentile, Glasgow, Harrow, McCloy, Pavlov, Piaget, Quigley, Scott, Stokoe, Skinner, Thorndike, Pestalozzi	Coalition of Essential Schools
Learning and Practice	Aristotle, Bloom, Chomsky, Counts, Dewey, Fitts & Posner, Fitzgerald, Gardner, Geers, Gentile, Greenberger, Groht, Harrow, Hunter, Knowles, Pavlov, Piaget, Quigley, Skinner, Thorndike, Pestalozzi, Marzano, et al.	NCATE IRA (International Reading Association) NCTM (National Council of Teachers of Mathematics)
Professional Leadership and Conduct	Dewey	CEC (Council for Exceptional Children)
Communication and Collaboration	Bruner, Fitzgerald, Geers, Greenberger, Groht, Padden	CEC (Council for Exceptional Children)
Knowledge of Content	Aristotle, Bloom, Chomsky, Counts, Dewey, Fitts & Posner, Gardner, Geers, Gentile, Glasgow, Greenberger, Groht, Harrow, Hunter, McCloy, Padden, Paul, Pavlov, Piaget, Quigley, Scott, Skinner, Supalla, Thorndike, Pestalozzi	NCATE NCTM (National Council of Teachers of Mathematics) IRA (International Reading Association) National Council in Social Studies CED (Council on Education of the Deaf)

3b. Explanation of the current research and current educational literature upon which the conceptual framework is based

This framework discusses the knowledge bases for the five performance indicators that underlie and structure the teacher preparation programs of the unit. The identification of these

knowledge bases has been a collaborative effort of the Education Unit faculty, higher education faculty outside of the unit, and members of the professional community. Through these collaborative efforts, the conceptual framework of the unit reflects current and classic research and theories.

Assessment and Action Research

One of the necessary skills, which further define the quality of the educator MacMurray prepares, is the ability to assess and to use information effectively to implement change as action research. Assessment is the process through which all educational decisions are made.

According to Gearheart and Gearheart (1990), assessment is a “process that involves the systematic collection and interpretation of a wide variety of information on which to base instructional/intervention decisions and, when appropriate, classification and placement decisions.

Assessment is primarily a problem-solving process.” This problem-solving process is an integral element of the preparation that the candidate obtains through a blend of the general education core curriculum requirements and the professional education requirements. Assessment allows for daily feedback and provides the foundation for effective teacher decision making. (Airasian, 2008)

According to National Dissemination Center for Children and Youth with Disabilities (NICHCY), the following have been recognized as the key components of the educational assessment process: collection of evidence, analysis of influential factors, evaluation of the abilities present by those being assessed, evaluation, determination and knowledge of constitutional criteria, and recommendations (NICHCY, 1999).

The unifying effects of the curriculum at MacMurray emphasizes integration of learning from the different areas of the college, closely parallels Thorndike’s theory of sequence of

curricula and transfer (Thorndike and Woodworth, 1901). Skills taught in isolation or in a specific context do not generalize to other areas. To be proficient in any skill, one must learn it in conjunction with other areas of educational content. MacMurray utilizes this approach in developing the candidates' abilities to assess, make discerning judgments, and make professional decisions. This process begins in the College Writing (Rhetoric 101) course where candidates develop basic skills in the organization of expository writing and the assessment of their written expression. Building upon this foundation of being able to formulate a thesis, produce supporting evidence, and critically analyze and discuss selected readings, Education candidates progress into the College Writing and Research (Rhetoric 102) course. Candidates are given a topic and required to develop their own thesis, find information to support that thesis, and then rationally defend the thesis against opposing arguments. Candidates also begin to integrate computer technology into their research and assess the value, the quality and the integrity of the information gained as demonstrated found in the course objectives of the Public Speaking (Rhetoric 103) course. In addition to further development of their skills in logical analysis and evidence selection and critique, this course utilizes multiple assessment strategies such as peer and self-evaluations and video analysis.

From the Rhetoric sequence candidates advance into the Issues of Community and Conflict sequence. The focus in this sequence is to critically reflect upon the individual's relation to nature, other people, the state, and religion. Texts from primary sources in literature, history, philosophy, science, religion, economics, politics, government and the arts are among the selected readings. Using these as primary sources, candidates must evaluate the content of these texts in relation to their historical context and ask how they relate the pivotal values which evolve from

the following key questions that are interlaced throughout the sequence: what does it mean to be fully human, to live in community, to interact with nature, to know and follow the divine? The ability to think in a critical and reflective manner is measured through response papers and discussion of the primary texts. In addition to analyzing the content and context of the primary sources, candidates must explore the ideas presented in relation to their own values, life-related decisions and academic majors. This is a sequential progression of critical values, beginning with the period of the ancient Greeks, Hebrews and Chinese, through Roman times, early Christianity, the Middle Ages, the rise of Islam, the Renaissance, Reformation, and Enlightenment to the Modern World, culminating in a senior-level class that requires the candidates to apply these values in a critical and reflective manner. At the very heart of the Issue's sequence is the belief that individuals cannot begin to critically examine who they are without understanding the past events and ideas around which these events are centered. Further, the diversity of individuals and their cultures cannot be examined or explored without a historical understanding of the pivotal values that characterize these individuals and cultures, for as Dewey (1938) explains in *Experience and Education*, it would be erroneous for progressive education to neglect the past. The aim of the Issues sequence as a whole is to enable candidates to clarify and more fully develop values and beliefs in a collaborative and self-reflective context.

Complementing and enhancing the skills developed in the Rhetoric and Core Issues sequences are the techniques and dispositions developed in the breadth requirements such as the scientific method that evolves from the natural science breadth component. Just as the discussion, writing, and critical thinking process is enhanced by the general education curriculum, the assessment process is further developed in the professional preparation

courses taught in the Education Unit. As Shuell (1986) explained, “Learning is an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience.” The candidates utilize the critical thinking skills developed in the general education curriculum, merging these oral and written abilities with those developed in the education curriculum to create an action researcher. Hitchcock and Hughes (1993) define action research as “...inquiry conducted into a particular issue of current concern, usually undertaken by those directly involved, with the aim of implementing a change in a specific situation” (7).

Candidates integrate their knowledge of content of methodology with their understanding of assessment. Assessment is addressed in the introductory courses and considered an integral component of teaching throughout their academic career. It is through these diverse field experiences and in the classroom that candidates generalize the abilities developed through the liberal arts approach to the practical application of teaching. With the ability to assess their own performance in the classroom as well as the performance of their students, the candidates become active participants in the process of change and create an environment where active participation and learning have a positive impact on P-12 candidates’ teaching.

The ability to analyze performance and situations is more effective when the individual can utilize the results and implement them effectively, creating a positive change. Hopkins and Antes (1990) conclude, “Action research, in turn, is defined as a tool of curriculum development consisting of continuous feedback that targets specific problems in a particular school setting. As such, it has become a standard concept in teacher education programs.” By creating a positive change in the school and community environment, MacMurray educators are leaders both in and

out of the classroom.

Learning and Practice

The general education curriculum as well as the unit's curriculum exposes candidates to a variety of teaching methods and theories by which to analyze the world in which they exist and interact. These methods and theories include constructivism, discovery learning, hands-on approaches, microteaching, case studies, self-evaluation, multicultural awareness, authentic assessment, formative and summative evaluation, performance assessment, and alternative approaches to assessment such as portfolios.

The faculty, both in the unit and through the general education curricula, strives to model current research-supported practices. Methods classes discuss Marzano's "Classroom Instruction that Works" and the essential nine strategies for effective classroom instruction. Candidates must prove they know and understand effective pedagogy that includes: instructional strategies, management techniques, and curriculum design.(Marzano, 2001) Discovery learning and hands-on problem-solving (Bruner) techniques are used in the natural science and general education courses. Constructivist theory is applied throughout the education department coursework as well as the general education requirement courses such as the humanities component and core curriculum. Real cognitive growth and understanding occurs when students construct their own knowledge through opportunities to explore ideas and information on their own (Piaget, 1969; Kamil, 1989, 1994). Candidates are required to micro-teach small groups in the Rhetoric 103, IOCC 300, and throughout the unit courses. The Unit offers multiple field experiences throughout the coursework. An online course and several hybrid learning courses are also offered. Following the teaching component, analysis of content, movement, style, voice, materials, body language, and other critical elements are analyzed by faculty, peers and self. Case studies and

contemporary issues are applied in the Issues of Community and Conflict sequence and throughout the unit's courses. Generalization of candidates' developed skills is moved from the college classroom to the classrooms of P-12 candidates, and, with the cooperative efforts of school faculty, further refined and perfected. Candidates' abilities in problem-solving and critical thinking that have evolved through their interaction and exposure with the Issues in Community and Conflict sequence, general education requirements, and unit courses are demonstrated in their adaptable approaches to teaching and discipline. This exposure is readily apparent in candidates' abilities to work effectively with a diverse faculty and P-12 candidates.

Candidates begin field experiences as early as their freshman year in a variety of ways; whether observing, instructing, tutoring, or assisting school faculty. These field experiences continue throughout candidates' academic careers, culminating in clinical practice during their senior year. Courses both in the general education curricula and unit requirements have elements of field experience. In many courses candidates make site-based visits in relation to various topics of study. For example, candidates may attend a lecture by a recognized leader in that field given at another college campus or visit schools where current literacy approaches are being implemented. MacMurray College has an outstanding speaker series available to all students.

To be effective one must reflect on self-performance as well as the performance of P-12 candidates. Dedication to continue to develop one's knowledge and ability is an indicator of reflection as well. The college asks candidates to evaluate the campus yearly in terms of candidate life issues such as the residence halls, faculty, and dining facilities. During the time candidates are on campus they witness the effects these evaluations can produce when the evaluations are critically reflected upon by faculty and administration. Candidates are expected to

demonstrate critical reflection by implementing recommendations offered by the professional community during field experiences and clinical practice. These recommendations include presentation styles and a variety of formats to meet differing learning styles, including use of materials, and professional attributes such as voice, tone, and appearance, instruction development, utilization of technology, and behavior management. Candidate presentations are digitally recorded and reviewed with the instructor. Candidates may choose to include a sample of their video in their electronic Live Text Portfolio.

Professional Conduct and Leadership

Through a carefully designed curriculum that integrates the strengths of liberal arts coursework with those in the field of education, the MacMurray Education candidate develops the necessary leadership abilities and sense of professionalism needed today. Reform movements in education emphasize the hope that teachers will become leaders across disciplines to foster education reform (Barth, 1990; Lieberman, 1995; Louis & Kruse, 1995; Maeroff, 1993; McLaughlin and Talbert, 1993). The MacMurray liberal arts curriculum provides candidates with the leadership skills. It is through these courses and the processes used to explore their content that candidates gain the confidence and skills necessary to assume leadership roles in their field and community. These areas of development include but are not limited to organization, decision-making, group communication and collaboration, self-discipline, and diversity awareness.

The ability to articulate ideas and concepts and the capacity to understand a variety of perspectives in a public forum are essential skills of an exceptional educator. This is especially true today at all levels of education where the candidate body is as diverse in abilities and disabilities as it is in ethnicity, race, culture, and sexual orientation. It is this understanding of

other perspectives and ideas that is critical to the general education curriculum. As candidates progress through the curriculum, they develop the ability to move beyond basic concepts and think in a creative and flexible manner.

Throughout the Issues of Community and Conflict sequence, candidates interact in discussion sections, learning that their input is essential to a balanced discussion. These groups are interdisciplinary in nature and candidates are shown that ideas do not exist in a vacuum. Ideas are brought to life through experience and understanding; therefore, preparation for this small group collaboration is a critical component of the class. This type of course demands self-discipline and collaboration with diverse groups of candidates. Although this collaborative process may initially intimidate candidates, it is the active listening, conveying of ideas, and assumption of leadership roles through which candidates begin to develop confidence throughout the course of the curriculum.

Candidates develop insights into professional and unprofessional conduct as they progress through the Issues of Community and Conflict sequence. The Issues faculty is interdisciplinary in nature and candidates are exposed to a variety of teaching styles. This exposure allows MacMurray Education candidates to reflect on the effect of the teaching styles and generalize it to their own teaching situations. The Issues sequence also allows the candidates to observe how different discussion leaders individualize their approaches with the varying dispositions of their candidates in relation to personality and issues that are emotionally charged or controversial. Candidates must work not only to listen to opposing viewpoints but also to hear the rationale behind them. Reasoning as opposed to feeling/emotions must be provided as support for each person's position. This process requires candidates' acknowledgment of differing viewpoints, a

willingness to reflect on and reconsider their own point of view, noting the changes in themselves and using this knowledge outside of class. Learning from the past to create a positive future evolves cooperatively from the Issues sequence and the foundation in the education curriculum. Included in EDUC 225, History and Philosophy of Education course, students review and discuss both the NEA and AFT Code of Ethics.

As the MacMurray Education candidate progresses through the Issues sequence, candidates are exposed to a number of historical leadership models and begin to see the importance of intellectual independence and appropriate challenging of authority. Early in the sequence they explore the leadership behaviors of Odysseus and the *hubris* of Oedipus. Candidates are exposed to Lao Tsu and the foundations for passive resistance later used by Gandhi and Martin Luther King. They study the challenge to traditional authority found in both the Protestant Reformation and the Scientific Revolution. They explore Martin Luther's intellectual challenge to the authority of the Roman Catholic Church and Machiavelli's radical perspective on political power. Candidates also discuss important leadership concepts such as justice and equality. Throughout the Issues sequence, various primary works expose candidates to different theories on conflict resolution, ethics, decision-making, and self-discipline.

In the Quantitative Reasoning course candidates learn logical, practical and mathematical thinking skills that will transfer to the classroom. Among these skills are evaluation and assessment, data collection techniques, the formulation of judgments based on information collected, implementation, and evaluation of decisions made.

This exposure is heightened and maintained through the teacher preparation coursework. The emphasis that is placed on working collaboratively throughout the core curriculum is

accentuated by courses in teacher education. At the lower division level candidates from all fields share several required courses, such as Education of the Exceptional Child and History and Philosophy of Education. In classes such as these, candidates bring personal and professional perspective and interact with those who may differ in experience and philosophy. Candidates are encouraged to exchange viewpoints and attitudes through a variety of required activities. In addition, all education courses involve methods designed to overcome the autonomous nature of teaching. These approaches include small group discussions of case studies, microteaching, content presentations, and point and counter point assignments, as well as specific courses designed toward the subject of collaboration. “The ability to work with colleagues in a strong school community is seen as essential in the school restructuring efforts that have characterized education reform over the past decade” (Murphy, 1990 in Kahne, Westheimer, 2000). Candidates are expected to transfer and demonstrate these skills outside of the MacMurray classroom in their field experiences and candidate teaching as well as in the college community as a whole.

Candidates at MacMurray have the opportunity to participate in various campus organizations and assume leadership roles on campus. Examples of the organizations that education majors are involved in include: Phi Delta Nu, Council for Exceptional Children, SOMOS, and the Campus Activity Board. Mortar Board is another organization that includes leadership and service as two of its criteria for selection. Membership in this organization has always included candidates from the department. Candidates also represent the college by participating in activities such as Convocation, Founder’s Day ceremonies, and other community-based activities. Many of the candidates participate in outside employment opportunities such as America Reads (tutoring and small group activities emphasizing reading skills), Pathways

Unlimited (working with individuals with multiple and severe disabilities), and Hobbie Horse (offering a variety of services from day care to social skills groups).

Communication and Collaboration

Rhetoric 101 introduces the candidates to the power of the written word. Candidates are taught to organize expository writing with a clear thesis and sufficient supporting evidence.

Rhetoric 102 builds upon the organizational and critical thinking skills learned in Rhetoric 101, while adding the evaluation and use of outside resources. Candidates are required to include a variety of resources, both print and electronic, in the final paper of the course. In doing so, they learn to identify, locate and evaluate sources from standard reference works through current periodicals, web sites and government documents, all of which provide different writing styles, as well as serving a variety of communication purposes (such as expository, narrative, persuasive, argumentative and analytical).

Rhetoric 103 makes use of the organizational and resource-evaluating skills of Rhetoric 101 and Rhetoric 102 in the context of spoken communication. In this third course of the Rhetoric sequence, candidates must not only gather information but must also present it orally to their peers as well as the instructor. In preparation for the five speeches required by the course, candidates learn to identify, locate, and evaluate evidence that supports and/or refutes the position they articulate. A candidate will of necessity need to communicate clearly, concisely, and appropriately to a variety of audiences. Additional communication skills introduced in Rhetoric 103 include establishing personal credibility by an examination of Aristotle's classical model and analyzing public argument using more contemporary models such as those provided by Toulmin and Monroe.

Both written and oral communication skills are essential and integral to the entire Issues of Community and Conflict sequence. In these courses students are required to analyze and synthesize diverse material previously discussed in class. The assignments require candidates to select evidence, evaluate arguments, and organize information thus promoting understanding and integration of the course material. Devices such as comparison/contrast and analysis/synthesis are stressed. Candidates are encouraged to articulate and reflect on connections between ideas, their own lives and their academic disciplines. It is this transformation of ideas that allows us to articulate new ideas rather than regurgitate what has already been heard (Chomsky, 1959). Candidates become effective communicators by knowing how to articulate their ideas as well as listening effectively.

Knowledge of Content

The general education program develops the knowledge of content base that candidates need to become reflective practitioners in their fields of study. The Issues sequence provides an understanding of contemporary and historical societies and how those societies relate to themselves. Through a study of ancient, medieval, modern and postmodern ideas candidates gain perspectives on other points of view, thus enabling them to adapt to the multicultural environment in which we live. Through an examination of the ideas from western and nonwestern traditions, candidates gain a greater appreciation of the roots of the United States culture that stem from Europe and elsewhere. That understanding is further developed in CULS 300 “Diversity and the American Experience.” CULS 300 is required of all MacMurray students. Its goal is to create a greater understanding and appreciation of the diverse roots of US society and the multicultural society in which we live.

While content and pedagogical knowledge are grounded in the MacMurray liberal arts,

engaged active learning occurs in conjunction with the candidate's field of study. The integration of the general education requirements and the Education Division courses support foundational the creation of a reflective educator who can understand, apply and assess education theories of education to his or her own practices. To move from theories to practice is a difficult endeavor in teacher preparation, as noted by Kahne and Westheimer (2000):

Even more important, a growing number of teacher educators struggle to demonstrate to their candidates the connection between action---in this case teaching---and the academic literature associated with pedagogy and learning. These educators hope to prepare teachers who are thoughtful consumers of education theory and research, and as a result, think carefully and critically about their own practice. Educators must have an appreciation for the diverse candidate makeup of their classroom. In addition to facing issues relevant to diversity through the core curriculum, all education candidates are required to take an introductory level class, Educating the Exceptional Child. This course is then followed by selected program's upper level courses dealing with such issues as they relate specifically to each field. For example, physical education majors would take Adaptive Physical Education while Deaf/Hard of Hearing candidates is required to take Deaf Culture. These courses include some form of field experience, typically from observation to small group instruction. This provides candidates with perspectives from their area of study to carry to their other courses as well as to the classrooms in which they work.

. To increase this appreciation of the historical roots of education, all candidates are required to take History and Philosophy of Education. In this class the historical perspectives of education as well as are new educational philosophy are discussed in relation to contemporary issues facing American educators. As a lower level course this serves an introduction to specific issues that affect education. Only by having an understanding of the content and its history can

educators make changes that create a difference in today's classroom. They must reflect upon the past to create a stronger future. Candidates develop and defend a personal teaching philosophy that is included in their Live Text Portfolio.

The general education breadth components expose candidates to different disciplinary ways in which to analyze and understand the world. Candidates take courses in the fine arts, humanities, social sciences, and the natural sciences, in order to broaden their knowledge. It also provides them with an appreciation of the different ways from which to approach similar phenomena. For example, the natural world is approached scientifically through a natural science course while being viewed as an embodiment of beauty through the fine arts or the humanities perspective. One can learn about the natural world through poetry and through the use of scientific theories. Candidates gain the necessary background for such pluralistic interpretation by taking courses outside their area of concentration.

The quantitative reasoning course enables candidates to acquire the knowledge that they need to be reflective professionals as well as effective citizens. The ability to use numbers in the world is desirable since research reports, school reports, and everyday life decisions, such as building a patio or plotting a garden, entail some degree of quantitative knowledge and skill. Those same skills are used in examining readings, conducting experiments, and exploring theories, as well as instructional courses in life skills and functional curriculum... That knowledge gained at the freshman level is continuously developed throughout the courses that candidates take in their progress toward completing a major.

3c. How the organization of the unit reflects best practice based upon theory and current research

The five performance expectations and the theory and literature that consider them as best

practice are reflected in the organization of the unit. The unit is designed to encourage assessment and research, learning and practice, cooperation and collaboration, professional leadership and conduct, and expertise in content knowledge.

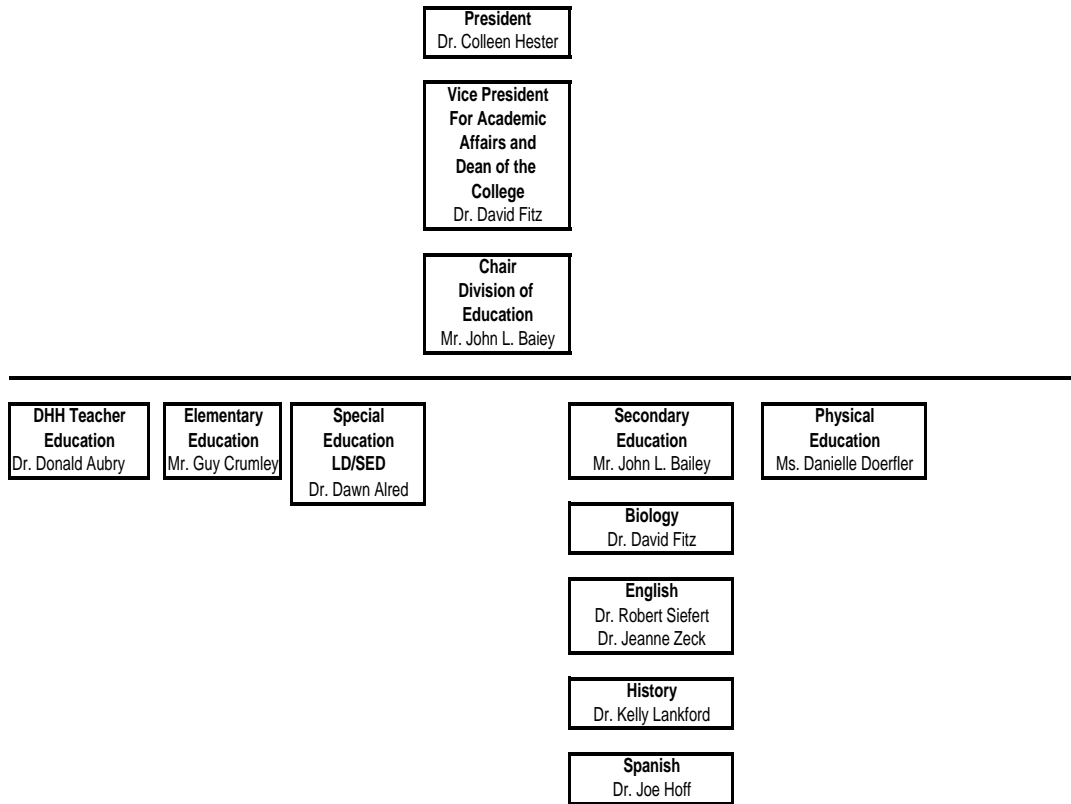
The MacMurray College Education Unit is known as the MacMurray College Division of Education and the unit administratively operates with the Chair of the Education Division as the head of the unit. The Chair has direct initial input, as well as oversight of financial planning for the unit and for each program. The unit is comprised of five programs: Elementary Education, Secondary Education, Physical Education, Special Education, and Deaf/Hard of Hearing. The Education Department consists of five ranked full-time faculty and an additional five full-time faculty members in other departments who teach the content courses for the secondary education programs. In addition, the department has a three quarter time administrative assistant. It is this core of five faculty who meet weekly to discuss; review data; assess and implement the mission of the department; continually update the conceptual framework; align curriculum to the state standards, and develop collaborative efforts within the P-12 community.

In addition to the administrative duties as unit head, the chair of the Division of Education facilitates the Teacher Education Advisory Council (TEAC). This Council is comprised of representatives from each of the divisions of the college and liaisons from the P-12 community in each of the disciplines. This council meets regularly to give professional community input on departmental components such as candidate teaching requirements.

The chair has been able to coordinate the efforts of the various education programs and to coordinate the assessment of the unit's programs by other faculty at the institution and members of the professional education community. In practice this means that a unit which previously had

varied in operation and housed separate programs (financially and programmatically) until 2001 now functions cohesively. Respect, trust, and the institution's willingness to provide the resources for coordinated leadership provide the opportunity for the free and open sharing of ideas about assessment, communication, collaboration, and learning and, if necessary, the proper implementation of those ideas after discussion and compromise. In 2008, MacMurray College reorganized its administrative structure, downsizing from nineteen (19) departments (each with a chair) to six (6) Divisions. The Division of Education did not change structurally in the revision. As a result of the changes, the chair was given additional faculty evaluation and fiscal management responsibilities.

**MacMurray College Education Department
Organizational Chart**



3d. How the shared vision and mission influences the unit's educational policies and practices

The conceptual framework is seen as “a basic structure of ideas used to operationalize a teacher education program by systematically identifying and defining components and elaborating on the ways in which they are related” (Jewett and Mullan, 1977). Standards for admission to the department, assessment of each teacher candidate’s performance, faculty appointment, scholarship and service, and direction for courses, programs, and teaching are articulated and influenced by the conceptual framework. For example, the student field experience and student teaching handbooks have been redesigned to reflect the unit’s mission and its performance and

dispositional expectations. The conceptual framework is used in the long-range planning of the department as well as day-to-day operations. Simple decisions regarding details such as selection of curricular material or field experience sites are shaped by the conceptual framework's articulation of MacMurray Education Unit's mission, philosophy, and expectations. The conceptual framework has enabled the department to work as a cohesive unit with a shared vision of creating the very best teachers through a liberal arts tradition.

4. Candidate proficiencies aligned with expectations in professional, state, and institutional standards

4a. How the conceptual framework provides a context that results in aligning with the professional, state of Illinois, and institutional standards

The following table illustrates the relation between the performance standards explained in the conceptual framework and the Illinois and NCATE standards. Each performance standard is correlated with the relevant Illinois and NCATE standards. The Teaching Advisory Committee (TEAC) that consists of the members of the unit, members of the professional teaching community, and members of various academic disciplines across campus worked in the academic year 2002-2003 to make the initial correlations between the performance indicators and the standards. In 2004 the revisions resulted in refinements listed in the attached table.

Table VII

Alignment of MacMurray College Performance Expectations for Teacher Preparation with Illinois Professional Teaching Standards

4b. How the unit will ensure that candidates meet the State’s content-area standards

The unit’s curriculum is designed to prepare teacher candidates to be professional educators who know the content of their discipline. Faculty uses the state standards to design

MacMurray College Performance Expectations For Teacher Candidates	Illinois Professional Teaching Standards	NCATE Standard
Assessment and Action Research	<ul style="list-style-type: none"> 1. Content Knowledge 2. Human Development and Learning 3. Diversity 4. Planning for Instruction 7. Assessment 10. Reflection and Professional Growth 11. Professional Conduct 	Standard 1, 2, 3, 4, 5
Learning and Practice	<ul style="list-style-type: none"> 1. Content Knowledge 1. Human Development and Learning 2. Diversity 3. Planning for Instruction 4. Learning Environment 5. Instructional Delivery 6. Communication 7. Assessment 11. Professional Conduct 	Standard 1, 2, 3, 4, 5
Professional Leadership and Conduct	<ul style="list-style-type: none"> 8. Communication 9. Collaborative Relationships 10. Reflection and Professional Growth 11. Professional Conduct 	Standard 1, 2, 3, 4, 5
Collaboration and Communication	<ul style="list-style-type: none"> 7. Communication 9. Collaborative Relationships 11. Professional Conduct 	Standard 1, 2, 3, 4, 5
Knowledge of Content	<ul style="list-style-type: none"> 1. Content Knowledge 1. Human Development and Learning 2. Diversity 3. Planning for Instruction 4. Learning Environment 5. Instructional Delivery 6. Communication 7. Assessment 10. Reflection and Professional Growth 11. Professional Conduct 	Standard 1, 2, 3, 4, 5, 6

their curriculum to ensure that candidates meet the state content-area standards. Candidates must maintain a 2.5 grade point average in education courses to become a part of and to continue in the education department. Candidates who cannot maintain that average are no longer official members of the unit and cannot be considered for re-entry into the program until the 2.5 grade point average is met. The unit also uses candidate results from the state content area tests to help determine the strengths and weaknesses in the preparation of candidates. Finally, candidates are evaluated using the state's content area standards as the basis of criteria for excellence. Candidates are required to submit portfolio materials at the assigned benchmarks. The process for the assessment is outlined in the following section on assessment.

5. Candidate Assessment System

5a. The unit's assessment system

MacMurray's performance expectations of candidates and benchmarks are designed to ensure that graduates possess the dispositions and abilities that create quality educators. All teacher certification programs have four benchmark periods for the assessment and evaluation of the progress by teacher candidates. Those candidates who do not meet the required expectations at the designated benchmarks have remediation processes in place that must be completed prior to continuing further in their programs. The unit assessment of the performance expectations happens in candidate coursework and at the four benchmarks. The description of the assessments and their relation to the performance expectations is contained in the following table.

Table VIII

Unit Assessment of Candidate Performance

Performance Indicators	Course Assessments	Benchmark Assessments
Assessment and Action Research	Research papers, peer evaluations, self evaluations, video analysis, response papers, discussions of primary texts, laboratory experiments, reflective writings about field experiences	Portfolio products
Learning and Practice	Discovery learning, hands-on problem solving, micro-teaching, case studies, formative evaluation, field experiences, modification of practice based on self-evaluation, peer evaluation, and supervisory evaluation	Unit faculty evaluation of candidates
Professional Conduct and Leadership	Small group communication and collaboration, written assignments focusing on organization, lesson plans, individual education programs, discussion, participation, data collection, mathematical projects, content presentations, micro teaching, point and counter-point assignments, campus organization involvement, meeting with advisor to establish field experiences and student teaching assignments	Supervising faculty evaluation of candidate's field experience
Communication and Collaboration	Response papers, research papers, public presentations/speeches, small group communication and collaboration, discussion, participation, meeting with advisor to establish field experiences and student teaching assignments	Cooperating teacher evaluation of candidate's field experience or of student teaching
Knowledge of Content	Response papers, research papers, participation discussion, lesson plans, tests, micro-teaching, conducting experiments	Passage of Basic Skills Test
		Passage of Assessment of Professional Teaching Test
		Passage of Content Area Test
		Passage of General Curriculum (SPED and DHHE)
		Passage of MacMurray College Junior Writing Proficiency Test

The benchmarks for teacher candidates are:

**One
Completion of Freshman Year**

- Cumulative grade point average 2.0 and “C” in all Education courses
- Completion of Technology in Education course

Two

Completion of Sophomore Year

- Successful completion of field experience (B or better)
- Formal application and admission to the Education Department
- Cumulative grade point average of 2.5 and “C” in all courses related to major
- Passing scores on the Illinois Basic Skills Test
- Portfolio evaluation

Three

Pre-Candidate Teaching

- Application for candidate teaching
- Cumulative grade point average of 2.5 with “C” or better in courses related to major
- Successful completion of the MacMurray Junior Level Writing Exam
- Completion of MacMurray general education requirements
- Satisfaction of the MacMurray math proficiency
- Portfolio evaluation
- Passage of the Content Area Test
- Continued successful field experiences
- Police background check

Four

Completion of Program

- Cumulative grade point average of 2.5 and “C” or better in all courses related to major
- Demonstration of mastery of knowledge, skills, dispositions across Teacher Performance expectations areas
- Cumulative grade point average of 2.5 with “C” or better in all Education courses
- Completion and final evaluation of candidate portfolio
- Passage of the Assessment of Professional Teaching Exam (completed before you make application for state certification)

Each of the four benchmarks is aligned to assess the candidate’s progress in the Performance

Expectations for Teacher Candidates, which directly correspond to the Illinois State standards.

This assessment process is detailed in Table IX.

Table IX
Benchmark #1
 Completion of Freshman Year

Assessment Areas	Evaluator/s	Evaluative Criteria	Results of Not Meeting Criteria
Coursework Completion	Faculty Advisor Registrar	Cumulative GPA of 2.0 “C” in all Education Courses	Guidance to another academic program, repeat the course
Academic Advising Appointments	Faculty Advisor	Candidate established and participated	Meeting with the Unit Chair
Education Department Guidelines & Benchmarks	Unit Chairs	Completion of EDUC 202	Meeting with the Program Director

Benchmark #2
 Sophomore Year

Assessment Areas	Evaluator/s	Evaluative Criteria	Results of Not Meeting Criteria
Coursework Completion	Faculty Advisor Registrar	Cumulative GPA of 2.5 “C” in all Education Courses	Guidance to another academic program, repeat the course
Basic Skills	National Evaluation Systems Illinois State Board of Education	Passing scores on Illinois Test of Basic Skills	Tutoring through Learning Center and prescribed remediation program, retake Illinois Test of Basic Skills
Academic Advising Appointments	Faculty Advisor	Candidate established and participated	Meeting with the Unit Chair
Formal Admission to Education Department	Education Screening Committee Registrar	Cumulative GPA of 2.5, “C” in all Education courses, successful field experience, passage of ITBS, and demonstrated positive disposition Portfolio Submission (see below)	Not admitted to the department.
Portfolio – Product Submission	Faculty Advisor	Candidate established and participated	Meeting with the Unit Chair

Benchmark #3
Pre-Candidate Teaching

Assessment Areas	Evaluator/s	Evaluative Criteria	Results of Not Meeting Criteria
Background Check	Illinois State Police	Background Check passed	Removal from Teacher Preparation Program
Coursework Completion	Faculty Advisor Registrar	Cumulative GPA of 2.5 “C” in all Education Courses	Guidance to another academic program, repeat the course
Academic Advising Appointments	Faculty Advisor	Candidate established and participated	Meeting with the Unit Chair
Field Experience	Director of Program	Successful field experience (“A” or “B”)	Repeat field experience
Student Teaching Application and Letters of Reference	Unit Chair/Director of Program	Completed application, satisfactory references Portfolio Evaluation (see below)	Remediation, cannot student teach
Content Knowledge of Certification Field	Illinois State Board of Education	Passing score on Illinois Content Knowledge Test	Tutoring, self-study, retake, cannot student teach
Portfolio – Product Submission	Faculty Advisor	Candidate established and participated	Meeting with the Unit Chair

Benchmark # 4
Completion of Program

Assessment Areas	Evaluator/s	Evaluative Criteria	Results of Not Meeting Criteria
Coursework for Program	Faculty Advisor Registrar	Cumulative GPA of 2.5 “C” in all Education Courses	Guidance to another academic program, repeat the course
Student Teaching	College Supervisor, Cooperating Teacher	Demonstration of mastering of knowledge, skills, and dispositions across teacher performance expectation areas	Discontinuation of student teaching, change placement
Completion of MacMurray College General Education requirement	Director of Program, Faculty Advisor, Registrar	“C” or better in Rhetoric Sequence Courses, “C” in GENE 125, 2.0 average in IOCC/CULS courses	Retake for higher grades
Portfolio – Product Submission	Faculty Advisor	Candidate established and participated	Meeting with the Unit Chair
Assessment of Professional Teaching	National Evaluation Systems/Illinois State Board of Education	Passing scores on appropriate area test – Assessment of Professional Teaching Exam	Retake the test. Cannot be certified.

5b. The evaluation system used to continuously update and evaluate the conceptual framework

The Conceptual Framework was developed in collaboration with the Conceptual Framework Task Force, the Education faculty, Secondary Education liaison faculty, teachers and

administrators from the professional community, and teacher candidates. The Conceptual Framework will be reviewed on an annual basis by the following stakeholders:

1. The Teacher Education Advisory Council: Representatives from each of the divisions of the college and programs of the Education Unit, the Dean of the College, liaisons from the professional community meet to give feedback and advice to the department regarding all issues related to teacher education. One meeting each year will be devoted specifically to the evaluation and assessment of the conceptual framework document.
2. The Education Faculty: The Education Unit meets every other week to consider issues regarding day-to-day operations as well as long term outcomes concerning teacher education. Issues, concerns or changes regarding the conceptual framework can be addressed at any time during those meetings. In addition, one meeting each year will be devoted specifically to the evaluation and assessment of the conceptual framework document.
3. Alumni Survey: An annual survey is sent to graduates gaining feedback on their experiences at MacMurray College as well as individual programs. Areas such as faculty performance and effectiveness of programs including the general education curriculum are included.

The information gained from the aforementioned groups will be documented in the minutes of the Education Unit faculty meeting designated to address the conceptual framework. Once the Education Unit researches and determines the necessary changes, the amendments will be completed and submitted to the Teacher Education Advisory Council. If necessary the President's Conceptual Task Force can be reconvened. Once the proposals are approved and incorporated into the conceptual framework, the completed version will be sent to the Vice President of Academic Affairs of the College and the President for approval. The conceptual framework will continue to guide any significant academic policies affecting the Education Unit. As part of the North Central Evaluation site visit scheduled for February 2010, the Unit has developed a specific outcomes assessment plan (OAP). The OAP is in the initial stages for data gathering and faculty review. A copy of the OAP is included as Appendix II. The document and

data will be continually updated and reviewed. Unit decisions will be based on the feedback provided by this data.

MacMurray

C O L L E G E

Appendix I

Information Technology Improvements since Summer 2008

A. The Center for Learning Excellence (CLE) was established on the second floor of the Education Complex during the summer of 2008. Thanks to generous donation, a complete overall and technology upgrade was possible.

Each classroom received an updated computer, software, LCD projector, screens, power point software and dry erase boards.

In addition the following upgrades have been made:

Room 201: Digital video camera, two microphones, and two ceiling speakers for recording and review student microteaching lessons. Installation of DVD and VCR.

Room 202: Installation of ceiling speakers, DVD, and VCR

Room 203: 20 Desktop computers to make this classroom the CLE technology lab. One instructor station and instructional software (lab used for Ed Tech Class and also Accounting/Business Classes). During non-class time, the lab is available for student use and is supervised by a student assistant.

Room 204: Converted from 2 classrooms to one large classroom space that can accommodate 45 students. Includes new presentation station, screen, dry erase board, lighting, and speaker's podium. In addition to use as regular classroom, the classroom has been used for several large presentations from outside organizations.

The Learning Resource Center located adjacent to the education complex received five (5) new computers and a laser printer for student use. New furniture was also installed. A video telephone system was installed to allow deaf and hard of hearing students the ability to communicate using sign language.

The education conference room was upgraded with furniture and presentation hardware and software.

Faculty received training in Moodle and Live Text Portfolio software during the summer and fall of 2008. Additional training provided in web based electronic instruction software provided. Two SPED courses are now being offered through electronic Moodle software and two additional courses are being offered as hybrid courses.

In the fall of 2009, the Unit's faculty piloted a web based electronic grading system called TEACHEREASE. The software is being used and reviewed during the semester for possible use by the entire MacMurray Staff beginning in the fall of 2010. Through another gift, the Unit installed a color laser printer, capable of scanning and Faxing documents.

In the Fall of 2009, four new Promethean Interactive Whiteboards are installed in classrooms 201, 202, 203, and 204. Interactive software and one day of training is provided for the staff is also to be provided.

Plans for the 2010 and 2011:

Upgrading the Faculty desktops to lap tops to allow faculty to ability to take the laptop to clinical sites for candidate evaluation

Additional training and upgrade of Live Text Software

Improved data collection software.

B. Information Technology (Information provided by Morris Rang, VP Operations and CIO)

- A federally mandated, Department of Education “final report” was submitted electronically on September 4, 2009 (due date of September 30, 2009).
 - Institutionally known as the “**LaHood Grant**,” sponsored by then House Representative Ray LaHood. This noncompetitive, Congressionally-directed grant in the amount of \$335,043 was awarded for technology upgrades.
 - Recap of technology upgrades: **Unified Communications** – including a Voice over Internet Protocol (VoIP) installation, all necessary handsets, software, call processing appliances, etc.; **Data Storage** – included a new Storage Area Network (SAN) communicating on a cost-effective iSCSI network backbone; **Data Backup** – by utilizing the SAN, a new robotic tape library, and enterprise backup software; **Server Consolidation** – utilization of virtualization technologies to consolidate nearly all of our production servers to two “physical” devices; **Disaster Recovery** – initial steps taken to build data redundancy on our primary production systems of databases, e-mail, and file storage.
- The Information Technology department, in conjunction with the Business Office, Student Affairs, and Sodexo installed a new card production system and integrated Point Of Sale (POS) components.
 - **Card Production** – This system was put in place in Student Affairs and includes a new software application, card printer (two-sided), and camera producing high quality ID cards for all staff, faculty, students, and affiliates.
 - **Halo** – Two new POS units were installed at the Dining Hall and Pipers. Both feature the ability to accept meal cards, cash, and credit/debit cards. They are touch screen units programmed with menu items sold at each designated location.
 - **CardSmith** – CardSmith provides the ability for the Business Office to add funds, track, and report on all food service transactions. Additionally, CardSmith is working to implement a website that will allow cardholders to add funds to their cards via the Internet.
- Jenzabar EX was upgraded to the next “major version” of 3.0.3. This upgrade also required the upgrade of InfoMaker to version 11.5 (InfoMaker is the report writing tool for the EX database).
- Improved on-line application for Admissions; safeguards student information by saving as they complete each page and allows them to review and edit information prior to submission; new format also helps us troubleshoot when students report issues with the application.
- Website coordinated for AT&T College and University Advantage program.
- Instructed faculty regarding the usage of technology equipment located on the second floor of the Education Complex.
- IT on-line ticket system (SchoolDude) data for the period of 4/3/09 through 9/30/09:
 - 643 submitted work orders
 - 595 completed work orders
 - 92.5% completion percentage

C., Information Technology Improvements since October 2000

Core Network/Structure

- Changed our Internet Service Provider (ISP) to Illinois Century Network (ICN) yielding higher network bandwidth at a substantially lower cost
- Acquired and configured new Cisco router with dramatically increased throughput
- Installed and configured Cisco PIX Firewall to protect our internal network (MacMurray intranet)
- Replaced all core switching appliances with Cisco managed (programmable) switches
- Complete reconfiguration of the MacMurray Local Area Network (LAN) including hardware-controlled subnet routing
- Internal corporate network converted to a Microsoft Windows authenticated domain
- Installation and configuration of a new fiber optic-based Storage Area Network (SAN) for shared storage of server data

Cabling and Remote Switching

- Fiber optic cable installation for Kendall House, Norris House, Michalson House and Springer-Putnam
- Copper cable installation (per room) for Kendall House, Norris House, Michalson House and Springer-Putnam
- Wiring closet terminations and switches (per floor) for Kendall House, Norris House and Michalson House; Wiring closet terminations and switches (per wing) for Springer-Putnam
- Wiring closet terminations and switches (per floor) for the Education Complex resulting in Internet access for the classrooms
- All Jane Hall rooms that were not remodeled have been wired for the Internet.
- Significant cabling and switch upgrades in the Nursing Department of the Norris Education Building
- Switching and cabling upgrades for faculty offices in Rutledge Hall

Network Drops and Upgrades

- 150% increase in the number of network drops
- 60% of existing network drops were upgraded

Administrative Software

- Enhanced reporting features for our existing Quodata Classic system
- Jenzabar EX administrative software conversion/upgrade project is approximately 50% complete

New and Upgraded Software

- Upgraded all campus PCs to relevant Microsoft Windows operating systems
- Upgraded all corporate PCs to Symantec virus protection software
- Upgraded all corporate PCs to the Microsoft Outlook mail client
- Installed new Jenzabar EX administrative software to select corporate PCs

New and Upgraded Computers

- Installed over 100 new computers on campus
- Upgraded over 50% of existing computers on campus with either memory or storage or both

Server Replacements/Upgrades

- Replaced Novell file server with Microsoft file server; Vastly more storage space; Secure
- Replaced Apache web server with Microsoft IIS web server; Re-designed entire web site
- Replaced Sendmail mail server with Microsoft Exchange mail server; Significant speed improvements; Enhanced web interface for off-campus access; Symantec Antivirus filtering scanner software stops problem messages before they reach recipients
- Replaced per machine backup units with SDLT autoloader; Common software for enterprise backup
- Installed new Microsoft SQL database server for use with the Jenzabar EX administrative software
- Installed new Symantec Antivirus server; Virus definition file upgrades are "pushed" to client systems via this server

Agreements

- Microsoft Campus Agreement provides MacMurray college with the latest Microsoft operating systems and productivity software for all faculty, staff and student-use (college owned) systems; Also provides work-at-home rights for faculty and staff
- Jenzabar EX maintenance provides upgrades and support services for our administrative software
- University Lease has been used to provide an alternative means of financing for the vast majority of Information Technology improvements

Other Improvements

- The Bailey Auditorium of Julian Hall has been configured to provide for a number of presentation scenarios; A fixed LCD projection system has been mounted in the projection booth and can be controlled from an AV cabinet on the auditorium floor; The AV cabinet contains a computer, DVD/VCR, visual presenter and audio controls
- The MacMurray Hall computer lab was completely remodeled and furnished; Twenty new computers, two new printers and one scanner were installed; New AV cart with notebook computer and visual presenter may be used in the room with a mounted LCD projector; All new network cabling and terminations
- Computers in the Learning Center (located in the Education Complex) were replaced with ten new computers, one printer and one scanner; New network cabling and terminations

Appendix II

Division of Education **OUTCOMES ASSESSMENT (OA) PLANS** **2008-2009**

UNIT NAME: Division of Education
UNIT HEAD: John L. Bailey
Date OA Plan was submitted: November 2009
Date OA Plan was approved:

The Division of Education of MacMurray College is committed to preparing graduates for fulfilling and productive professional teaching careers, effective leadership roles, and lives of continued learning and service. The Division of Education's curriculum in conjunction with MacMurray's liberal arts experience transforms students' lives through a foundation of learning built on a strong infrastructure of theory, history, and current professional practices in the field of education. The Division of Education at MacMurray College is committed to preparing graduates for fulfilling and productive professional teaching careers, effective leadership roles, and lives of continued learning and service.

The Division's conceptual framework details four goals with related performance indicators that are used to evaluate the candidates and the program: 1) Assessment and Action Research; 2) Learning and Practice; 3) Professional Leadership and Conduct; and 4) Knowledge of Content. These goals are aligned with the Illinois Professional Teaching Standards (IPTS) and the professional content standard specific teach accredited program specialty accredited by the Illinois State Board of Education (ISBE) with in The Unit.

Assessment and Action Research

Goal 1. To prepare students entering the teaching profession to use various formal and informal assessment strategies for reflection, critical self-evaluation and the improvement of teaching skills.

Objective 1-1:

Students completing their Clinical Experience will meet or exceed expectations of their cooperating teacher.

Assessment 1-1a.

- Cooperating Teacher Form E of the Teaching Candidate Evaluation tool section "**Assessment and Action Research**" rating of meets or exceeds on scoring rubric.
- Results of assessments are collated by the chairperson, distributed to the division faculty, and discussed as the end-of-year curriculum meeting.
- Longitudinal data compared by chair and assessment committee.

Summary of Results 1-1a:

Assessment and Action Research	Exceeds	Met	Not Met	Not Observed
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1. Uses appropriate assessment techniques and technologies to monitor and evaluate student understanding, progress, and performance.	7	19		1
2. Involves students in self-assessment activities (8K).	7	15	2	3
3. Maintains useful and accurate records of student work and communicates students' progress to students, parents, and colleagues.	10	15		2
4. Collaborates with families and other professionals relevant to the assessment of individuals with disabilities.	6	12	1	8
5. Uses assessment results and collaboration with other professionals to diagnose, devise, and improve teaching strategies.	8	14	1	4
6. Identifies when and how to develop and implement strategies and interventions within the classroom and how to access appropriate services or resources to assist students with exceptional learning needs.	4	17	1	5
7. Accesses appropriate services or resources to assist students with exceptional learning needs.	4	14		9
8. Implements and evaluates individual learning objectives.	8	15	2	2
9. Knows the legal provisions, regulations, and guidelines regarding the assessment of individuals with disabilities.	7	11		9
10. Analyzes, establishes, and plans appropriate expectations for student learning based on the classroom environment, students' need/responses, and teaching resourced/materials.	14	11	1	1
11. Demonstrates expertise in area of content knowledge.	13	14		
12. Assess student knowledge and understanding appropriately.	12	15		

Overall Results: 81.8% met or exceed expectations in all categories.

Use of Results 1-1a:

Trends data will be reviewed for indications of strengths and weaknesses in the educational program. Information will be used to modify programs and/or provide additional preparation for the pre-service candidates.

Objective 1-2:

Students admitted to clinical experiences will meet or exceed expectations of the faculty review committee using pre-clinical practice digital (LiveText) portfolio documentation in each of the following categories of the Illinois Professional Teaching Standards:

- IPTS 4, Planning for Instruction;
- IPTS 6, Instructional Delivery; and
- IPTS 8, Assessment.

Assessment 1-2a:

- LiveText faculty scored rubric—1.8 or better aggregate score (scale 2-1-0) IPTS 4,6,8
- Results of assessments are collated by the chairperson, distributed to the division faculty, and discussed as the end-of-year curriculum meeting.
- Longitudinal data compared by chair and assessment committee.

Summary of Results 1-2a:

Rubric: Rubric for Professional Teaching Standards

	Pass (2 pts)	Fail (1 pts)	Mean	Mode	Stdev
1.Content Knowledge	<u>32</u>	<u>1</u>	1.97	2	0.17
2.Human Development & Learning	<u>31</u>	<u>2</u>	1.94	2	0.24
3.Diversity	<u>32</u>	<u>1</u>	1.97	2	0.17
4.Planning for Instruction	<u>32</u>	<u>1</u>	1.97	2	0.17
5.Learning Environment	<u>29</u>	<u>4</u>	1.88	2	0.33
6.Instructional Delivery	<u>32</u>	<u>1</u>	1.97	2	0.17
7.Communication	<u>30</u>	<u>3</u>	1.91	2	0.29
8.Assessment	<u>32</u>	<u>1</u>	1.97	2	0.17
9.Collaboration Ethics and Relationship	<u>32</u>	<u>1</u>	1.97	2	0.17
10.Reflection and Professional Growth	<u>32</u>	<u>1</u>	1.97	2	0.17
11.Professional Conduct	<u>32</u>	<u>1</u>	1.97	2	0.17

All results exceed the 1.8 benchmark

Use of Results 1-2a:

Trends data will be reviewed for indications of strengths and weaknesses in the educational program. Information will be used to modify programs and/or provide additional preparation for the pre-service candidates.

Objective 1-3:

Eighty-percent (80%) DHH and SPED pre-clinical practice students will achieve passing scores on Content Exam.

Assessment 1-3a:

- Score of 240 or better on Content Exam, subarea #2 .(DHHS/151 and SPED/155)
- Results of assessments are collated by the chairperson, distributed to the division faculty, and discussed as the end-of-year curriculum meeting.
- Longitudinal data compared by chair and assessment committee.

Summary of Results 1:

007 to 2009	Tests 151 and 155
Pass	60
Fail	41

Pass rate: 59.4%

Use of Results1:

The current pass rate for the Special Education General Curriculum (151) and the Learning Behavior Specialist I (155) exams. Instructors will review course content and curriculum in order to align the courses with the Illinois Professional Teaching Standards.

Learning and Practice

Goal 2: Students will plan, design, and evaluate their instruction effectiveness.

Objective 2-1:

Ninety-percent (90%) of students in clinical experience will demonstrate proficiency in Instruction, Planning and Implementation.

Assessment 2-1a:

- Cooperating Teacher Form E of the Teaching Candidate Evaluation tool section “**Instruction, Planning, and Implementation**” rating of meets or exceeds on scoring rubric.
- Results of assessments are collated by the chairperson, distributed to the division faculty, and discussed as the end-of-year curriculum meeting.
- Longitudinal data compared by chair and assessment committee.

Objective 2-2: Students will meet or exceed expectations of the faculty review committee using pre-clinical practice digital portfolio (LiveText) documentation in each of the following categories of the Illinois Professional Teaching Standards:

- IPTS 2, Human Development and Learning;
- IPTS 4, Planning for Instruction;
- IPTS 6, Instructional Delivery; and
- IPTS 8 Assessment.

Assessment 2-2a:

- LiveText faculty scored rubric—1.8 or better aggregate score (scale 2-1-0) IPTS 2,3,6,8
- Results of assessments are collated by the chairperson, distributed to the division faculty, and discussed as the end-of-year curriculum meeting.
- Longitudinal data compared by chair and assessment committee.

Summary of Results 2:

2-1a

Instruction, Planning and Implementation	Exceeds	Met	Not Met	Not Observed
1. Accommodates individual students who have particular learning needs or differences.	14	13		
2. Uses teaching strategies and technologies to address diverse student needs.	12	15		
3. Uses cultural diversity and individual differences to enrich instruction.	6	19		2
4. Utilizes appropriate resources and prepares appropriate learning materials and activities with appropriate expectations and objectives.	15	11	1	
5. Incorporates interdisciplinary and integrative learning approaches.	8	14		1
6. Demonstrates responsiveness to student input by monitoring and adjusting strategies in response to learner feedback.	14	12		

7. Designs learning experiences to promote student skills in the use of technologies.	8	11		6
8. Employs teaching and alternative teaching strategies and materials to achieve differing instructional purposes and meet differing student needs.	14	11		1
9. Adopts teaching approaches that encourage students to assume a responsibility for learning.	16	11		
10. Presents diverse perspectives to encourage critical thinking.	10	13	2	2
11. Varies his or her role in the instructional process in response to the content and purposes of instruction and the varying needs of students.	13	14		
12. Employs strategies that demonstrate the interconnectedness between the content and other areas of student experience and learning.	9	15	1	2
13. Uses a wide variety of instructional technologies to enhance student learning.	9	12	1	5

Overall results were 98.9% met or exceed expectations

2-2a

Rubric: Rubric for Professional Teaching Standards

	Pass (2 pts)	Fail (1 pts)	Mean	Mode	Stdev
1.Content Knowledge	32	1	1.97	2	0.17
2.Human Development & Learning	31	2	1.94	2	0.24
3.Diversity	32	1	1.97	2	0.17
4.Planning for Instruction	32	1	1.97	2	0.17
5.Learning Environment	29	4	1.88	2	0.33
6.Instructional Delivery	32	1	1.97	2	0.17
7.Communication	30	3	1.91	2	0.29
8.Assessment	32	1	1.97	2	0.17
9.Collaboration Ethics and Relationship	32	1	1.97	2	0.17
10.Reflection and Professional Growth	32	1	1.97	2	0.17
11.Professional Conduct	32	1	1.97	2	0.17

Overall results: all areas exceed the 1.8 benchmark.

Use of Results 2:

The Division has increased the use of the Live Text Electronic Portfolio system in gathering data. The Division will use the trend data to review the quality of pre-service candidates completion of the Illinois Professional Teaching Standards.

Professional Leadership and Conduct

Goal 3:

Graduates will demonstrate professionalism by maintaining professional conduct and providing leadership in the classroom, school, and learning community.

Objective 3-1:

Ninety-percent (90%) of pre-service students will demonstrate “Professional Leadership and Professional Growth”.

Assessment 3-1a:

- Cooperating Teacher Form E of the Teaching Candidate Evaluation tool section “**Professional Leadership and Professional Growth**” rating of meets or exceeds on scoring rubric.
- Results of assessments are collated by the chairperson, distributed to the division faculty, and discussed as the end-of-year curriculum meeting.
- Longitudinal data compared by chair and assessment committee.

Objective 3-2:

Students will demonstrate each of the following categories of the Illinois Professional Teaching Standards:

- IPTS 10, Reflection and Professional Growth ; and
- IPTS 11, Professional Conduct and Leadership

Assessment 3-2a:

- LiveText faculty scored rubric—1.8 or better aggregate score (scale 2-1-0) IPTS 10 and 11
- Results of assessments are collated by the chairperson, distributed to the division faculty, and discussed as the end-of-year curriculum meeting.
- Longitudinal data compared by chair and assessment committee.
- Results of Annual Graduate Survey will be compiled and shared with faculty.

Summary of Results: 3:

3-1a

Professional Leadership and Conduct – Reflection and Professional Growth				
1. Uses available experience and information as active sources for reflection, evaluation, and revision of teaching methods.	16	9	1	1
2. Collaborates with other professionals to provide a basis for reflection and teacher improvement.	11	13		3
3. Assesses his or her own needs for knowledge and skills related to teaching students with disabilities.	14	8		5

4. Promotes and maintains a high level of professional integrity.	19	8		
5. Follows school policy and procedures respecting boundaries appropriate professional behavior when working with students, colleagues, and families.	18	9		
6. Follows codes of professional conduct and exhibits knowledge and expectations of relevant current legal directives.	16	10		1
7. Initiates and develops effective educational projects and programs.	8	10		9
8. Participates in activities such as curriculum development, student development, and student organizations.	3	8	1	15
9. Demonstrates commitment to enhancing educational and quality-of-life opportunities for individuals with disabilities.	6	11	1	9
10. Demonstrates tolerance and respect for the culture, religion, gender, and sexual orientation of individual students and their families.	13	11	1	2
11. Uses a variety of instructional and intervention strategies prior to initiating a referral of a student for special education.	5	9	1	12
12. Makes good use of preparation time.	16	7	1	3
13. Meets deadlines for preparing lessons and materials.	15	12		
14. Initiative and willingness to seek new responsibilities.	18	9		
15. Ability to adapt to changing workload or schedule.	21	6		
16. Dresses and conducts oneself professionally.	23	4		

Overall results: 98.9% meets or exceeds benchmark

3-2a

Rubric: Rubric for Professional Teaching Standards

	Pass (2 pts)	Fail (1 pts)	Mean	Mode	Stdev
1.Content Knowledge	<u>32</u>	<u>1</u>	1.97	2	0.17
2.Human Development & Learning	<u>31</u>	<u>2</u>	1.94	2	0.24
3.Diversity	<u>32</u>	<u>1</u>	1.97	2	0.17
4.Planning for Instruction	<u>32</u>	<u>1</u>	1.97	2	0.17
5.Learning Environment	<u>29</u>	<u>4</u>	1.88	2	0.33
6.Instructional Delivery	<u>32</u>	<u>1</u>	1.97	2	0.17
7.Communication	<u>30</u>	<u>3</u>	1.91	2	0.29
8.Assessment	<u>32</u>	<u>1</u>	1.97	2	0.17
9.Collaboration Ethics and Relationship	<u>32</u>	<u>1</u>	1.97	2	0.17
10.Reflection and Professional Growth	<u>32</u>	<u>1</u>	1.97	2	0.17
11.Professional Conduct	<u>32</u>	<u>1</u>	1.97	2	0.17

Overall results: Exceeds benchmark of 1.8

Use of Results3:

Trend data will be used to evaluate, revise and align the curriculum.

Knowledge of Content

Goal 4:

Graduates will demonstrate knowledge of instructional pedagogy in their specific area of expertise.

Objective 4-1:

Applicants accepted in to the Division will pass the Illinois State Test of Basic Skills.

Assessment 4-1a:

- Receive a minimum overall score of 240 or better (Reading Comprehension, Language Arts, Mathematics, and Writing subareas), before acceptance as a teacher candidate in the Division of Education.
- Results of assessments are collated by the chairperson, distributed to the division faculty, and discussed as the end-of-year curriculum meeting.
- Longitudinal data compared by chair and assessment committee.

Summary of Results 4:

4-1a

100% pass rate for Program Acceptance ICTS 096

39% pass rate for all MacMurray students who attempt ICTS 096

Use of Results 4:

Trend data will be used to evaluate, revise and align the curriculum. Discussion and practice exams for the basic skills test has been integrated into EDUC 202 Introduction to Education. Practice and review sessions are presented and available in the Learning Resource Center. These results generated several questions concerning the academic readiness of the incoming freshman class. An informal research study was completed during the summer 2009. Result indicated students accepted into the college with a low GPA (under 2.5), low class rank (under 50%) combined with a low ACT score (under 18) generally did not pass the basic skills test on the first attempt. Additional supports are being researched to correct this area of concern, including adding additional remedial programs and stressing importance of academic success for admittance to the college (discussed with admissions officer).

Goal 5: Graduates will be employed in the education field.

Objective 5.1

80% of graduates employed in the education field within three years of graduation

Assessment 5.1

Results from student follow up of class of 2008 indicated that 93% (36 out of 39) were successfully employed in the education field.

Results from student surveys (12 returned—summer 2009) indicate 66% of the class of 2009 were

employed within three months of graduation. 17% were still searching for a position. 16% were employed outside of the field or not seeking employment. Further follow up will continue.

A second survey will be sent in December of 2009 to gather more complete data.

Use of Results 5

Results used to valid program mission. In the future, graduates will be asked to evaluate the effectiveness of the MacMurray College Division of Education program. See Appendix

Appendix

Graduate Survey Results

MacMurray College Education Department Survey for
Teacher Education Program
2008--2009

	1. Do you feel as a teacher candidate you were adequately prepared in Content Knowledge?					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	AVE Score 5 pt. scale
2008	3	3	0	1	0	4.14
2009	3	7	1	1	0	3.75

	2. As a teacher candidate did you feel prepared to demonstrate varied instructional strategies incorporating best practices/technology?					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	AVE Score 5 pt. scale
2008	2	2	3	0	0	2.57
2009	2	6	2	2	0	3.17

	3. As a teacher candidate do you feel you were able to demonstrate adequate knowledge of teaching technology?					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	AVE Score 5 pt. scale
2008	3	1	2		1	2.71
2009	2	6	3	1		3.00

	4. As a teacher candidate did you feel you were able to demonstrate awareness of diversity issues?					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	AVE Score 5 pt. scale
2008	1	3	1	1	1	2.71
2009	6	3	2	1		3.67

	5. As a teacher candidate did you feel you were able to demonstrate awareness of appropriate teaching material?					
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	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	AVE Score 5 pt. scale
2008	2	3	2			3.14
2009	3	6	2	1		3.42

	6. As a teacher candidate did you feel you were able to demonstrate awareness of assessment procedures?					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	AVE Score 5 pt. scale
2008	1	6			1	4.14
2009	1	8	3			3.08

	7. As a teacher candidate did you feel you were able to demonstrate reflective practice and growth?					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	AVE Score 5 pt. scale
2008	1	3	2		1	2.43
2009	6	5	0	1		4.33

	8. As a teacher candidate did you feel you were able to demonstrate clear and appropriate communication skills?					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	AVE Score 5 pt. scale
2008	4	2		1		4.29
2009	8	4				4.67

	9. As a teacher candidate did you feel you were able to demonstrate the ability to build and maintain collaborative relationships?					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	AVE Score 5 pt. scale
2008	3	3	1			3.86
2009	8	4				4.67

	10. As a teacher candidate did you feel you were able to demonstrate professional conduct in terms of attitude, dress, compliance with school/ classroom policies, etc.?					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	AVE Score 5 pt. scale
2008	5	2				4.71
2009	9	3				4.75

	11. As a teacher candidate did you feel you were able to demonstrate professional conduct in terms of attitude, dress, compliance with school/classroom policies, etc.?					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	AVE Score 5 pt. scale
2008	5	2				4.71
2009	9	3				4.75

Overall general comments

1. Generally speaking how do you feel about the Teacher Preparation Program at MacMurray College?

1 Overall, I feel MacMurray offers a well-rounded teacher preparation program; however, I feel it is lacking when it comes to specific areas.

2 I feel ok...Some days I can never figure out why there is so much busy work. There are so many projects, PowerPoints, picture files and

Idea files that I will never in my life use nor will they ever help me. I feel like there could have been projects that taught me something and could be something that I might use some day.

- 3 I feel well prepared. I wish there was more support when it comes to job searching.
- 4 I honestly feel that I was prepared for the field, but not adequately. There is so much more that I should have learned before my clinical practice experience. Yes, I was hard on myself and made myself get the experience that I needed from other areas before getting into clinical practice, but others in my class did not. I also feel that my advisor did not do as well as she should have in her job. We needed more support and less speculation in our work and our opinions. She basically let us go during our clinical practice experience and was not in contact for our problems or our strengths.
- 5 The college failed me in my preparation due to the inconsistency of the college to retain qualified teachers in the education program.
- 6 I feel that I was miss treated and had to jump through a lot of hoops to get to this point and that I was treated very poorly.
- 7 Good.
- 8 It was a very rewarding experience. You always know that if you needed someone to talk to, someone was available.
- 9 I learned information but a lot of it was not useful while student teaching.
- 10 Great!
- 11 Overall the program is very good. I did find that being a special education major I felt like I missed out on some general ed components that is universal to teaching
- 12 great experiences

2. What one or two components do you see as the strengths of the Teacher Preparation Program?

- 1 The most important thing I learned from Mac's teacher prep program is to be open to anything and everything. Each student is different, classes will be different from year to year, and as teachers we need to adjust accordingly.
- 2 Field Experiences, Staff
- 3 getting into classrooms early to observe (field experience, practicums): this helps students realize if teaching is for them and which grade level they would prefer
- 4 We have the Illinois School for the Deaf in close contact with us. This creates a good learning environment in which to start to use our skills. Classes are varied in our preparation. We get deaf education classes as well as special education and some general education classes.
- 5 Guy Crumley
- 6 The diversity within our hands on experience in Jacksonville's schools. Each school is very different. I gained a lot of experience in my field experiences in the community.
- 7 The teacher to student ratio and the support given to students even though they may not directly ask for it.
- 8 Field experiences because its hard to know whether or not you are correct unless you are actually in the classroom
- 9 Great professors with a wealth of experience. A well rounded curriculum that forces students to apply what they learn to what the want to know and practice.
- 10 making an activity for class

3. What one or two suggestions would you identify for refining our

Teacher Preparation Program?

1 I would like to see MacMurray clearly explain No Child Left Behind to incoming freshmen because it was not explained to me in-depth

(the legal stipulations related to teacher certification) and now I cannot teach high school special education. I am certified special education K-12,

but according to NCLB I can only teach high school subjects for which I am highly qualified. This was not taught until my senior year and now

my opportunities to secure a teaching position have been greatly reduced. The school I am student teaching at currently, would hire me, but is

not willing to accept the legal risk of having a teacher who is not highly qualified.

I would also like to see MacMurray provide their teacher prep students with a wealth of instructional strategies. While student teaching,

I feel I am making things up as I go. A set of specific teaching strategies to refer to would be extremely helpful. This is so important since

teaching is a rather isolated profession and new teachers especially have little to draw from. We need a good foundation to start with.

Also, I do not feel prepared AT ALL for the job search, interview/hiring process, how to begin my first year teacher, and what to do with my

certificate (how to register it and how to maintain it).

Lastly, I would like to see MacMurray prepare students better for what educational materials to expect. During my student teaching experience,

I was expected to already be familiar with commonly used sets of textbooks/curriculums, behavior programs, and technology

(online grading, smart board, wireless projector, overhead projector, tablet PC, and newer forms of projectors such as a vcam or elmo, as some say).

2 Less busy work, more meaningful projects. Clearer directions the first time of what is expected so that students aren't left guessing.

I feel like I was never sure what was expected of me. I sort of just winged things and did my best.

3 help students transition from students to professional teachers: more support in certification, job placements, first official interview

4 We are in need of a better advisor in the deaf education department. We were left on our own during student teaching. I had an

emergency during my placement and had to wait three days for an answer from her.

More ASL classes should be added. Each deaf educator should be required to take more than just four ASL classes.

This leaves us with sub par ASL skills if we do not take the initiative to teach ourselves.

5 Stop getting teachers to temporarily fill classes just so the college can get by.

6 Look over transcripts so that students are not being told that nothing transferred and then 4 years later a lot transferred.

Treat all student the same no matter if they are not the best student in that class. It seem that because I did not go to MacMurray

and came from another school I was treated very different from those who started at MacMurray.

7 More hands on. Let's see the kids!

8 None at the moment.

9 I felt like the things I learned in college, I could not use them while I was student teaching. I had to come up with

new ideas because the ones I had in college didn't work. 2) I think there should be more field experiences before you student teach and they need to be at different age levels. I only have experience teaching 1 grade level and I think it might hurt my chances at getting available jobs at that grade level.

10 The more real life experience the better. Some students took advantage of opportunities to volunteer, but many did not.

Those who used those opportunities to their advantage are much better off when they begin their journey into student teaching and the real world.

11 Increase student teaching hours, if possible two semesters instead of one.

Use of Results: 4:

The IPTS will be evaluated and scored based on the following rubric.

Illinois Professional Teaching Standards Rubric
Rubric for Professional Teaching Standards

Rubric for Professional Teaching Standards		
	Pass (2 pts)	Fail (1 pt)
1.Content Knowledge (1, 9%) IL-PTS-1	The pre-service teacher demonstrates strong knowledge of relevant central concepts, tools of inquiry and structures of the discipline(s) as evidenced by performance in college content course work as well as lesson preparation, instruction and ability to make connections among the content, other disciplines, and student background and life experiences.	The pre-service teacher demonstrates a basic knowledge of the discipline(s), possibly only exhibiting the knowledge or skills of a discipline rather than the central concepts that unify the discipline or the tools of inquiry used in the discipline. The pre-service teacher's work, however, may demonstrate flaws or gaps in disciplinary understanding. There is little or no evidence of teaching content in a meaningful context that connects to students' interests and lives or to connect subject matter within and across disciplines.
2.Human Development & Learning (1, 9%) IL-PTS-2	The pre-service teacher applies knowledge of how students learn and develop to create developmentally appropriate learning opportunities that not only strengthen prior knowledge and encourage student responsibility, but also support the intellectual, social, and personal development of all students.	The pre-service teacher demonstrates a basic knowledge of theories and principles of human development and learning (e.g., paraphrases the most major developmental and learning theorists). However, there is little or superficial evidence of using this knowledge to create developmentally appropriate instruction.

3.Diversity (1, 9%) IL-PTS-3	<p>The pre-service teacher demonstrates the ability to adapt instruction and assessment to meet the diverse physical, intellectual, and cultural needs of individual students. Based in high expectations, activities connect with and build upon students' individual strengths, prior experiences, family, culture, and community heritages. The candidate demonstrates knowledge of when and how to access specialized services.</p>	<p>The pre-service teacher demonstrates a recognition that students differ in their approaches to learning but offers only occasional or narrow evidence of the ability to implement even the most basic adaptations to meet the needs of individual learners. Alternatively, the pre-service teacher may assert a belief in the individuality of learners (possibly considering only ability differences), but instruction appears predominantly designed for the whole class. Overt knowledge of when and how to access is specialized services is superficial or absent.</p>
4.Planning for Instruction (1, 9%) IL-PTS-4	<p>The pre-service teacher is aware of state and district knowledge and performance standards and considers those, as well as student needs, when planning lessons. Instructional planning and implementation consider individual student learning styles and are constructed to build student skills in developmentally appropriate ways. During implementation, the pre-service teacher demonstrates flexibility by evaluating and changing long-&short-term goals and/or instruction to meet student needs.</p>	<p>The pre-service teacher demonstrates the ability to create and implement short-term classroom curriculum without providing evidence of either the ability to set and/or to work toward long-term curricular goals or the ability to evaluate the impact of delivered curriculum. Although lessons plans may include references to state knowledge and performance standards, references tend not to be reflected in what k-12 students were actually asked to do. Lessons tend to focus on whole-class instruction.</p>
5.Learning Environment (1, 9%) IL-PTS-5	<p>The pre-service teacher provides evidence of not only knowing but also applying motivation theories and behavior management strategies and techniques to create a collaborative, participatory, and individualized learning environment that encourages positive social interaction, active engagement in learning and self-motivation. The pre-service teacher demonstrates the capacity to actively engage students in their own learning and the effort to encourage all students to set, monitor, and adjust their learning goals and behavior.</p>	<p>The pre-service teacher uses a limited set of instructional strategies, materials, or technology to create lessons mostly at the recall/recognition level; the candidate may not distinguish multiple activities using the same strategy from using different strategies. There is little or no evidence of either the ability to create learning opportunities that encourage students' development of critical thinking, problem solving, and performance skills or the ability to align instructional strategy with content and/or skills to be taught. The candidate reveals only limited evidence of the ability to engage each student in active learning; rather, instructional artifacts emphasize a frequently teacher-centered, whole-class approach to instruction. The candidate tends to assert the positive impact of a strategy rather than provide evidence via student work.</p>

6. Instructional Delivery (1, 9%) IL-PTS-6	<p>The pre-service teacher uses and subsequently evaluates the impact of a variety of instructional strategies, materials, and technologies to meet individual student needs and to encourage students' development of critical thinking, problem solving, and performance skills. Although artifacts reveal the use of a variety of strategies, reflections may not clearly establish the candidate's ability to match specific strategies with the content and/or skills to be taught. The candidate uses student work in the evaluation of a strategy's impact on student learning.</p>	<p>The pre-service teacher uses a limited set of instructional strategies, materials, or technology to create lessons mostly at the recall/recognition level; the candidate may not distinguish multiple activities using the same strategy from using different strategies. There is little or no evidence of either the ability to create learning opportunities that encourage students' development of critical thinking, problem solving, and performance skills or the ability to align instructional strategy with content and/or skills to be taught. The candidate reveals only limited evidence of the ability to engage each student in active learning; rather, instructional artifacts emphasize a frequently teacher-centered, whole-class approach to instruction. The candidate tends to assert the positive impact of a strategy rather than provide evidence via student work.</p>
7. Communication (1, 9%) IL-PTS-7	<p>The pre-service teacher uses clear and articulate verbal, nonverbal and media communication tools in all interactions with students, parents, colleagues and the community. The candidate uses these communication tools and techniques to support the learner's development of effective communication skills and to foster active inquiry, collaboration, and supportive interaction in the classroom. Use of communication/media technology is appropriate and varied.</p>	<p>The pre-service teacher demonstrates effective personal oral and written communication skills and presentation techniques, including limited media communication, and may describe how these might be used develop learners' skills or to foster active inquiry, collaboration, and supportive interaction in the classroom without actually demonstrating the ability. Interactions with students tend to treat students as all being the same.</p>

8.Assessment (1, 9%) IL-PTS-8	The pre-service teacher understands and uses formal and informal traditional and performance-based assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner, including but not limited to understanding of state knowledge/performance standards and their assessment. This teacher maintains and uses data from his or her assessment activities to inform instruction and to provide constructive and specific feedback to students, parents, and colleagues. The candidate consciously encourages and supports students' self assessment as a means to enhancing their own learning and achievement. Student work samples verify candidate's assessment knowledge and skills.	The pre-service teacher demonstrates a basic knowledge of formal assessment strategies for a variety of purposes (i.e., intellectual, social, and physical assessment); alternatively, the candidate may reveal only a narrow range of even formal assessment strategies, tending to focus on whole-class knowledge testing. The candidate provides little or no evidence of knowledge of state knowledge/performance standards or their assessment. There is little or no evidence that the candidate uses information generated from assessment to inform instruction or to foster student self-assessment or growth. There is little or no evidence of the ability to maintain useful records of student performance and/or to communicate constructive and specific feedback to students, parents, or other colleagues. Knowledge and skills tend not to be supported by student work samples.
9.Collaboration Ethics and Relationship (1, 9%) IL-PTS-9	The pre-service teacher seeks opportunities to develop caring, professional, and productive relationships with school colleagues, parents, and educational partners in the school and larger community to support student learning and well-being. The candidate demonstrates knowledge of when and how to access specialized services.	The pre-service teacher confines his/her activities to the classroom and to interactions with the cooperating teacher. The candidate shows no evidence of going beyond the classroom to connect with others to support student learning, including but not limited to knowledge of when and how to access specialized services.
10.Reflection and Professional Growth (1, 9%) IL-PTS-10	The pre-service teacher is a reflective practitioner who demonstrates the capacity and the inclination to examine and assess the effects of his/her choices and actions on self and others; candidate reflections analyze the impact of actions on student learning (vs. merely describing what transpired). The candidate offers evidence that he or she consciously applies professional ethical standards within this reflective process. This reflective practitioner seeks out opportunities to grow professionally.	The pre-service teacher confines his/her activities to the classroom and to interactions with the cooperating teacher. The candidate shows no evidence of going beyond the classroom to connect with others to support student learning, including but not limited to knowledge of when and how to access specialized services.
11.Professional Conduct (1, 9%) IL-PTS-11	Demonstrates continual growth in the area of Professional Conduct by demonstrating Professional behaviors such as cooperation, decision making, and punctuality. Candidate takes role seriously by dressing appropriately and using appropriate language.	The applicant does not demonstrate continual growth in the area of Professional Conduct. He/she does not demonstrate professional behaviors such as cooperation, decision making, punctuality and appropriate dress and language.

