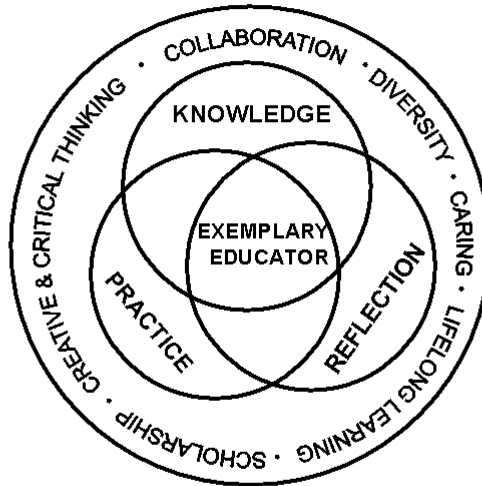


NORTHERN ILLINOIS UNIVERSITY



A COMMUNITY OF LEARNERS

INSTITUTIONAL REPORT

PREPARED FOR THE 2001
ISBE/NCATE JOINT CONTINUING
ACCREDITATION VISIT

AUGUST 2001

NORTHERN ILLINOIS UNIVERSITY

INSTITUTIONAL REPORT

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INSTITUTIONAL REPORT FROM NORTHERN ILLINOIS UNIVERSITY TO THE NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION AND THE ILLINOIS STATE BOARD OF EDUCATION

Overview of Northern Illinois University

Northern Illinois University is a complex, multi-faceted institution with a history rooted in the preparation of teachers and a future which embeds this in a larger matrix of scholarship, teaching, and service to the amazingly dynamic and diverse region in which it sits. The shared governance of teacher certification at NIU spreads across the entire institution and directly involves four of the undergraduate degree granting colleges (Education, Health and Human Sciences, Liberal Arts and Sciences, and Visual and Performing Arts) and the Office of the Provost. It is thus essential to understand the mission and goals of the university as a whole, in order to comprehend the structure of the 34 initial and advanced certification programs at NIU.

These programs currently enroll almost 3,000 students and recommend about 650 for certification each year. The majority of these students are entering the university via the undergraduate admissions process, either as native freshmen or as transfer students. Increasingly, however, non-traditional students are returning to school via the graduate admissions process in order to seek certification. In the state of Illinois, more than 25,000 NIU graduates are currently teaching in the public schools. One of every four school district superintendents in Illinois is an NIU graduate. The Teacher Placement Day organized by NIU's Office of Career Planning and Placement draws school district representatives from across the nation each spring, seeking to hire our newly certified teachers.

The entire history of the university (founded in 1895) is summarized in two volumes: *Education in Transition: The History of Northern Illinois University*, by Earl W. Hayter (1974), and *The Achieving Institution: A Presidential Perspective on Northern Illinois University*, by former President William Monat (2001), both published by the NIU Press.

Northern Illinois University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. Its initial and advanced certification programs are approved by the Illinois State Board of Education. As the university enters its second century of preparing exemplary educators, it is in a position to reflect on the achievements of the past and chart an exciting vision to meet the future educational needs of its students and its region. NIU's teacher certification programs exemplify the central mission of the university: the transmission, expansion, and application of knowledge through teaching, research and artistry, and public service. Mindful of the changing needs of the society it serves, the university reviews its objectives, and expressly commits itself to the continuing development and redirection necessary to prepare its candidates to teach and work with all students. By providing a quality learning environment with excellent facilities, students at NIU have an outstanding opportunity to gain knowledge through reflective practice to ensure the learning of all students.

The NIU primary service region map displays the 23 county area in Illinois which lies north of Interstate 80 and south of the Wisconsin state line, extending from the Mississippi River on the west to Lake Michigan on the east. This region includes Chicago and its burgeoning suburbs, and is home to nine million people. Were this region a nation, it would have one of the twenty largest economies in the world. Northern Illinois University's main campus is located in DeKalb, a growing community of 40,000 about 65 miles west of the Chicago Loop via Interstate 88. NIU is the only public university outside the city of Chicago with its main campus in this region. The main campus contains 57 major buildings sited on 754 acres, with a 10,000 seat Convocation Center, a high technology College of Business building, and a federally funded Center for the Study of Family Violence and Sexual Assault currently under construction. The Campus Visits, Tours, and Open Houses webpage offers a comprehensive virtual tour of the main campus. The current enrollment is about 23,000 students (17,000 undergraduates, 6,000 graduates), and is expected to increase at both levels in the next decade, due to continuing population growth in the Chicago area and increased demand for graduate-level education.

A centerpiece of the dynamic growth in this area is the extraordinary proliferation of high technology in the western suburbs of Chicago, halfway between NIU's main campus in DeKalb and the city itself. This includes the governmental laboratories at Argonne and FermiLab, where many NIU faculty engage in research, as well as major players in the private sector such as Abbott Laboratories, Lucent Technologies, and Motorola. The ongoing collaboration with Argonne and FermiLab has resulted in NIU's admission to the prestigious Universities Research Association. The university has created regional outreach centers at Hoffman Estates (on the northwestern Interstate 90 corridor) and Naperville (on the Interstate 88 Research and Development Corridor) to serve the western suburbs. These centers are technologically advanced, and provide graduate coursework in education as well as business and computer science, primarily in the evening and on weekends. The Naperville center also expands NIU partnership opportunities by housing the North Central Regional Educational Laboratory (NCREL).

Another regional center serves the needs of NIU part-time students and continuing professional development needs of educators in and around Rockford, Illinois, 30 miles northwest of DeKalb. Finally, the university maintains an environmentally rich center at the 144 acre Lorado Taft Field Campus, located approximately 35 miles west of DeKalb on a site overlooking the Rock River.

The off-campus centers are closely connected to the main campus and NIU central computing systems through email, the internet, national data networks, and other electronic resources, via a fiber optic communication backbone. This network provides students with access to the catalogs and data bases of the University Libraries on the main campus. Students can download digitized reference materials, check on available resource materials, and request interlibrary loan materials.

The University Libraries system consists of Founders Memorial Library in DeKalb and several branch libraries, including those at the four regional centers. The libraries' collections contain over 1.6 million circulating volumes, approximately 11,800 current serials, 1.2 million government publications, and over 3.2 million microforms, maps, recordings, and audiovisual materials. The NIU Libraries system participates in the Illinet Online (I/O) system, and provides access to a variety of electronic databases. In particular, it hosts the Abraham Lincoln Digitization Project, a valuable resource for in-service teachers in the humanities and the social sciences. An externally funded grant supports the development of teachers' facility in using data bases such as the Lincoln Project.

NIU is located in a suburban/rural setting, serving traditional and non-traditional students, with 6,000 of its 17,000 undergraduate students living in residence halls on the main campus, another third living off-campus in the DeKalb area, and the final third commuting from the Chicago suburbs and elsewhere. Many students come from families of very modest means, and in fact about half of all new freshmen are the first in their family to attend college. This year the university made available about \$100,000,000 in financial aid to its students, through a combination of state and federally funded loans and student scholarships and tuition waivers. Approximately 70% of all NIU students receive some form of financial aid.

NIU's new President, Dr. John Peters, remarked in his inaugural State of the University Address in October 2000: "NIU may be the prototype for the successful public university of the future - balancing competing roles, serving a diverse student body, discovering new knowledge and applying that knowledge in ways that directly improve quality of life, assisting communities with economic development and preparing tomorrow's leaders through a combination of any and all of the above." He continued with two aspects of his vision for the university: "NIU is and shall remain a student-focused, learning-centered university" and "an appreciation for and cultivation of true, interactive diversity is a core value here."

The recent report of the President's Task Force on Undergraduate Life provides a good sense of new initiatives which will be undertaken to address this vision. An earlier report (1996) from the Task Force on Improving the Undergraduate Experience, convened by former Provost Carroll Moody, has already had a significant impact on the life of the campus. The current list of Student Organizations is also helpful in understanding the great variety of student life at NIU.

The enormous change in the university over the years is well reflected in the following benchmarks:

- NIU has been designated as a Carnegie Doctoral/Research - Extensive University, with 16 doctoral programs, 6 in the College of Education and 10 in the College of Liberal Arts and Sciences. Only 98 public universities in the nation have achieved this status.
- NIU has recently become a member of the National Association of State Universities and Land Grant Colleges (NASULGC), which has just over 200 members nationwide. Although not a land grant institution in the technical sense, the university in practice addresses the land grant tradition through partnerships with school districts and other community agencies in its service region. It carries on a variety of applied research activities which address local, state, and national concerns.
- NIU has become the newest member of the Universities Research Association, a group of 91 universities with great strength in the physical sciences. This recognition comes on the heels of the approval of the physics doctoral program and a major federal grant to support planning for future activities in high energy physics at FermiLab.

In recent years, the diversity of the university's students has increasingly come to resemble that of the vast multicultural environment of the Chicago area. At the present time, about 4,200 (25%) of the undergraduate students at NIU are minorities (12% African American, 7% Asian American, and 6% Latino). Indeed over 1/3 of the 2,800 new freshmen in Fall 2000 were minority students. All demographic projections for the region over the next decade indicate dramatic increases in the number of minority students (especially Latinos) who will complete high school. A principal challenge for the university is to promote college enrollment, retention, and eventual graduation among this group of prospective students. NIU has a historical commitment to educationally

disadvantaged students (mostly minority students from the inner city of Chicago) extending back 30 years, through the CHANCE program (Counseling Help and Assistance Necessary for a College Education). Approximately 500 new freshmen who do not meet the university's regular admission requirements enter the CHANCE program each fall. They receive intensive counseling support for their first year at the university, as well as access to developmental courses in communication, English, mathematics, and reading. Mentoring and tutoring continue to be available to them as they progress beyond their freshman year. NIU's Office of Advising Information and Referral Services and Office of Retention Services are also valuable resources for students, especially those who are undecided about their major.

The university has established substantial support structures for its African American students (through the facilities and staff of the Center for Black Studies) and its Latino students (through the Office of University Resources for Latinos and the Center for Latino and Latin American Studies, both housed in a new building). Support for the university's 1,200 Asian American students is developing rapidly. As early as 1903, Filipino students were brought to DeKalb to be trained as teachers before returning to their home country. In the 1960s, NIU was a Peace Corps training center for volunteers preparing to serve in Southeast Asia. This led to a large influx of students from Malaysia, and also to the creation of the prestigious Center for Southeast Asian Studies, one of only seven in the nation which are federally funded at the undergraduate level as a Title VI Resource Center.

Another important fact about the NIU community is the substantial presence of transfer students (7,000 of them, approximately 42% of the undergraduate student body). Illinois has 48 public community colleges, and a sophisticated network of transfer agreements called the Illinois Articulation Initiative (IAI) links them with the 12 public universities in the state, including NIU. Students receiving an Associate of Arts or Associate of Science degree from an Illinois community college may enter NIU with their general education requirements fulfilled. As an additional step, NIU has dual admission agreements with 17 community colleges in its service region, allowing enrolled students to pursue classwork and advisement concurrently at the two institutions. The Office of Community College Relations acts as a liaison between all 48 public community colleges in Illinois and NIU.

Many non-traditional students with young children benefit from the Campus Child Care Center, housed in a marvelous new facility which has opened recently on the campus.

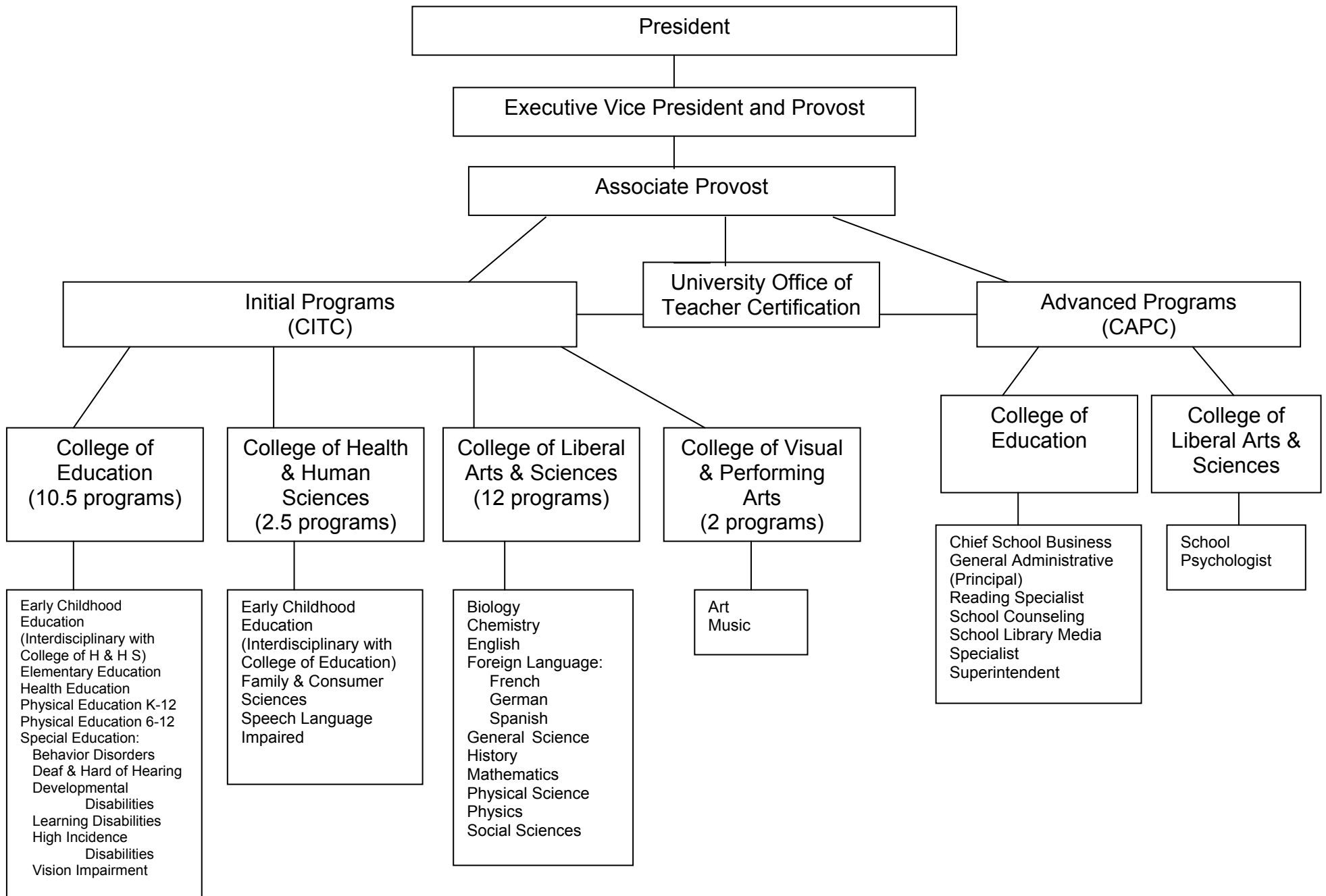
The tremendous progress which the university has made in providing electronic resources to its students, faculty, and staff should also be noted. The institution is moving steadily toward its goal of remaking half of its 150 general access classrooms into smart classrooms by 2004. These high tech rooms typically contain a smart podium with a built-in computer with internet access, an overhead LCD projector, plug-ins for laptops, a VCR, and CD-player. There are also several classrooms in which every student has a computer at their seat. Students have access to about 90 different computer labs (a total of about 2,000 workstations) across the campus, many housed in the residence halls. As of Fall 2001, all residence hall rooms will have direct access to the Internet, with no modems required. Students also benefit from courses with online components (using the Blackboard system), online posting of grades, and online registration for classes.

- The members of the Committee on Advanced Program Certification (CAPC), representing the 7 advanced certification programs at NIU. This working group has only been constituted within the past year, and represents the first opportunity for these very diverse programs to make common cause and develop their own conceptual framework. This Committee is chaired by the Associate Dean of the College of Education, which oversees 6 of these programs.
- 85 members of the NIU faculty with a full-time or part-time assignment to supervision of student teachers and other critical aspects of the various certification programs.
- Over 400 members of the regular tenure-track faculty who provide instruction in general education and in various majors for both undergraduate and post-baccalaureate students, including those enrolled in certification programs. These faculty members form a tremendous intellectual resource for the campus, as indicated in the Experts Guide.
- Several thousand NIU students enrolled in certification programs, including approximately 650 involved in supervised student teaching in over 100 K-12 schools in any given academic year.
- Regional Offices of Education in the NIU service region.
- Administrators and faculty in the College of Education Partnership Districts (DeKalb, Glen Ellyn, Harlem, Kaneland, and the Rockford Environmental Science Academy).
- Administrators and faculty in the College of Liberal Arts and Sciences Steering Committee Participating Districts (DeKalb, Geneva, Hononegah, Kaneland, and St. Charles).
- Representatives of the Large Unit District Association (LUDA), including the superintendents of the DeKalb, Rockford, and West Aurora school districts.
- Public school personnel in 413 Illinois public and private school districts with signed agreements to place NIU certification candidates for their clinical experiences, including student teaching.
- 100 internship supervisors in public schools and community agencies who work with students in advanced certification programs.

The unit does not encompass the entire university; for example, the College of Business, the College of Engineering and Engineering Technology, and the College of Law have no direct connection with NIU's certification programs. However, the presence of the unit within the university is pervasive, and it is necessary to consider the primary goals and procedures of the unit within the context provided by the university's mission.

The organizational chart and initial and advanced certification overviews on the next three pages provide a summary of the university's 34 certification programs. Since the previous accreditation review in 1995, the initial certification programs in Theatre Arts and Industrial Arts, and the advanced certification in General Supervisory, have been deleted by the university, and one initial certification in Physical Science has been added.

UNIT STRUCTURE FLOWCHART



Overview of Initial Certification Programs

Program Name	College	Program Level	No of Students	Award Level	No of Hours	Agency or Assoc. reviewing	Program Review Submitted	Current Status
Art	VPA	Initial	101	B.S.Ed.	124	NASAD		Accredited
			17	Cert Only	44			
Biology	LAS	Initial	45	B.S.	120	NSTA	Rejoinder Pending	Pending
			7	Cert Only	32			
Chemistry	LAS	Initial	13	B.S.	120	NSTA	Rejoinder	Pending
			2	Cert Only	32			
Early Childhood	EDU HHS	Initial	158	B.S.Ed.	120	NAEYC	Rejoinder	Pending
			6	M.S.Ed	33			
Elementary Education	EDU	Initial	1099	B.S.Ed.	124	ACEI	10/2000	Approved
			17	M.S.Ed.	33	ACEI	5/2001	Pending
English	LAS	Initial	130	B.A.	120	NCTE	Rejoinder 4/2000	Pending
			18	Cert Only	33			
Family and Consumer Science	HHS	Initial	52	B.S.	120	Not Aligned with NCATE		Not Applicable
			7	Cert Only	32			
Foreign Language French	LAS	Initial	4	B.S.	123	Not aligned with NCATE		Not Applicable
			3	Cert Only	32			
Foreign Language German	LAS	Initial	7	B.S.	120	Not Aligned with NCATE		Not Applicable
			0	Cert Only	32			
Foreign Language Spanish	LAS	Initial	56	B.S.	120	Not Aligned with NCATE		Not Applicable
			1	Cert Only	32			
Health Education	EDU	Initial	31	B.S.Ed.	124	AAHE	10/2000	Approved
			11	Cert Only	32			
History/Social Science	LAS	Initial	188	BA./B.S.	120	NCSS	Rejoinder 4/2001	Pending
			10	Cert Only	32			
Mathematics	LAS	Initial	94	B.S.	120	NCTM	10/2000	Approved
			5	Cert Only	32			
Music	VPA	Initial General	9	B.M.	135	NCSM	9/1999	Accredited
			6	Cert Only	32			
		Initial Instrumental	56	B.M.	138			
			0	Cert Only	32			
		Initial Vocal	31	B.M.	137			
0	Cert Only	32						
Physical Education 6-12 /K-12	EDU	Initial	180	B.S.Ed.	120	NASPE	10/2000	Conditional Approval
			14	Cert Only	33			
Physical Education 6-12	EDU	Initial	19	B.S.Ed	120	NASPE	Rejoinder 4/2001	Pending
			14	Cert Only	32			
Physical Science/ General Science	LAS	Initial	8	B.S.	145	NSTA	Rejoinder Pending	Pending
			9	Cert Only	32			
Physics	LAS	Initial	13	B.S.	120	NSTA	Rejoinder Pending	Pending
			1	Cert Only	32			
Special Education								
Behavior Disorders	EDU	Initial	19	M.S.Ed.	36	CEC	10/2000	Approved
Deaf and Hard of Hearing	EDU	Initial	89	B.S.Ed.	120	CED	9/2000	Approved Specialization in the Elem Area
Developmental Disabilities	EDU	Initial	111	B.S.Ed	120	CEC	10/2000	Approved
Learning Disabilities	EDU	Initial	18	M.S. Ed.	36	CEC	10/2000	Approved
High Incidence Disabilities	EDU	Initial	234	B.S. Ed	120	CEC	Rejoined 4/2001	Pending
Speech Language Impaired	HHS	Initial	56	M.A.	36	ASLHE	8/1994	Accredited
Vision Impairment	EDU	Initial	17	B.S.Ed.	120	CEC	Rejoinder 4/2001	Pending
			8	M.S.Ed	36			

Overview of Advanced Certification Programs

Program Name	College	Prog Level	No of Student	Award Level	No of Hours	Agency of Assoc Reviewing Program	Program Review Submitted	Current Status
Chief School Business	EDU	Advanced	42	M.S.Ed.	39	ASBO	Submitted 10/15/2000	ASBO is not NCATE Aligned
			9	Cert Only	24			
General Administrative (Principal)	EDU	Advanced	314	M.S.Ed.	33	ELCC	Rejoinder	Pending
			118	Cert Only	33			
Reading Specialist	EDU	Advanced	56	M.S.Ed.	33	IRA	Rejoinder 4/15/01	Pending
				Cert Only Type 10	32			
				Endorsement	18			
School Counseling	EDU	Advanced	108	M.S.Ed	48	CACREP	Through 6/2003	Approved
School Library Media Specialist	EDU	Advanced	120	Cert Only	33	AECT AASL	Submitted 10/15/2000	Approved
School Psychologist	LAS	Advanced	27	M.A.	60	NASP	Through 12/02/01	Approved
Superintendent	EDU	Advanced	56	Ed.S.	33	ELCC	Rejoinder	Pending
			195	Ed.D.	63			

EDU: College of Education
HHS College of Health and Human Sciences
LAS: College of Liberal Arts and Sciences
VPA: College of Visual and Performing Arts

The Northern Illinois State Normal School was chartered by Governor John Altgeld in 1895, and the original campus building, the famous “castle on the hill,” was named in his honor, Altgeld Hall. The charter declared that: “The object . . . shall be to qualify teachers for the common schools of the State by imparting instruction in the art of teaching in all branches of study which pertain to a common school education, in the elements of the natural and of the physical sciences, in the fundamental laws of the United States and of the State of Illinois, in regard to the rights and duties of citizens.”

The first students came in 1899 for a two year course of study designed to prepare them to teach in the public schools. Their mission as teachers was a straightforward one: to train the workers needed for the manufacturing/agricultural economy of the early twentieth century. The university’s first president, John Williston Cook, established a partnership with the elementary school system in DeKalb for the placement of student teachers, creating a tradition which has lasted until the present day. In 1912, Cook was selected as one of the top 40 educators in America in a nationwide poll (Nicholas Murray Butler, John Dewey, and Charles Eliot were at the top of the list). The Blackwell History of Education Research Museum, with its nicely restored one-room schoolhouse, is a reminder of those former times.

Visitors from a century ago would hardly recognize what has happened to the normal school which was housed in the castle on the hill. It has grown into a comprehensive multi-purpose university offering students undergraduate and graduate programs in teacher certification and continuing developmental opportunities for area educators.

Over the intervening century the institution's name has changed repeatedly: Northern Illinois State Teachers College (1921), Northern Illinois State College (1955), and finally Northern Illinois University (1957), reflecting a continual broadening of the university's mission. Following a period of explosive growth in the 1960s, the student body reached its approximate present size of 23,000 (17,000 undergraduates and 6,000 graduates). This currently includes students from 114 different nations.

Academic and resource planning at NIU are coordinated by the Office of the Provost and are guided by a key set of six principles formulated in 1999 by the Illinois Board of Higher Education (IBHE). Entitled The Illinois Commitment: Partnerships, Opportunities, and Excellence, it forms a basis for all requests for new academic programs (or enhanced support for existing ones) at NIU. Three of the six principles are directly relevant to the goals and vision of the teacher certification unit: #2 (higher education will join elementary and secondary education to improve teaching and learning at all levels), #4 (Illinois will increase the number and diversity of citizens completing training and education programs), and #5 (Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning).

The other three principles (strong economic growth, affordability of a college education, and enhanced productivity, cost-effectiveness, and accountability) are less directly linked to the goals and vision of the teacher certification unit.

In addition to The Illinois Commitment, the Illinois Board of Higher Education (IBHE) has collaborated with the Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB) to create the P-16 Partnership (pre-school through college). In the statement of goals from April 1999, the partnership called for the accomplishment of five central tasks in recruiting, preparing, and continuously developing highly competent classroom teachers:

- (1) Adopt new standards for teacher certification and for teacher preparation programs and support the transformation of teacher preparation programs to meet these new standards.
- (2) Create a process to regularly obtain meaningful teacher supply and demand data.
- (3) Hold teacher preparation programs - and their institutions - accountable for the competence of their graduates and provide annual reports to the public.
- (4) Provide universal access to high quality professional development opportunities to all teachers.
- (5) Encourage and support teachers who seek certification by the National Board for Professional Teaching Standards.

Overview of the Conceptual Framework

The Northern Illinois University Conceptual Framework for certification is a product of several years of discussion among members of the NIU Community of Learners, a connected partnership of individuals and groups (identified in the previous section) who work together to promote excellence in the university's certification programs. As reflective practitioners, members of the Community of Learners engage in an ongoing and integrated cycle of learning, teaching and performance-based assessment. These interwoven activities provide opportunities for the development, expansion, application and assessment of the certification candidates' general, discipline content and pedagogical knowledge as well as the candidates' dispositions both in university and clinical settings. Using assessment data collected from these activities, the members of the Community of Learners assess and modify the certification programs to better prepare exemplary educators.

The unique governance structure for teacher certification at NIU allows both formal and informal collaboration among members of the Community of Learners for the preparation of exemplary educators. For example, the College of Education has a formal partnership with the Rockford Harlem School District which has led to the presence on the NIU campus during the 2001-2002 academic year of a master elementary teacher from that district (a teacher-in-residence). On the other hand, an informally constituted group of five faculty and administrators from NIU and two representatives of partner school districts attended a Teacher Quality Enhancement workshop in Washington, DC, in Summer 2000. The principal outcome of this experience was a decision to move forward with Project SMAR²T (Science, Mathematics, and Alliances to Recruit and Retain Teachers), the development of an integrated minor in mathematics and science, primarily aimed at elementary education majors. The materials for the foundational general education course in this minor are now ready to be submitted to the university's curricular process.

As another outgrowth of Project SMAR²T, an administrator and three faculty members from the Colleges of Education and Liberal Arts and Sciences recently participated in a Project Kaleidoscope workshop focused on improving instruction in mathematics and the sciences. This helps set the stage for the implementation of a major federal grant (jointly administered by the two colleges) to enhance the preparation of teacher candidates in using technology in the classroom. In addition to the external funding, both colleges are reallocating internal funds to ensure realization of the goals of the grant program.

The development of the university's current conceptual framework has required several years to come to fruition, and has involved a sustained dialogue among the members of the NIU Community of Learners (including many school district partners).

At the time of the 1995 reaccreditation visit, members of the university's Committee on Initial Teacher Certification (CITC) were candid in acknowledging that their priority during the previous five years had been to develop the university's new governance structure for certification, including creation of bylaws, procedures, and standing committees. Over the past five years, with the governance structure solidly in place, the university has turned its attention to the development and implementation of a conceptual framework which fully addresses program coherence.

In the summer of 1997, a Conceptual Framework Committee was convened by the Associate Provost, the academic officer responsible for the coordinated governance of certification activities at NIU. This committee consisted of the Associate Provost, the Deans of the Colleges of Education and Liberal Arts and Sciences, the Morgridge Endowed Chair of Teacher Education, the Chair of CITC, faculty representatives from the four colleges housing certification programs, and the University Coordinator of Teacher Certification. This interdisciplinary committee committed to acquiring internal and external participation in the creation of a framework that captured the essence of NIU as a Community of Learners that prepares exemplary educators.

Phase I, the process to create a framework on which university-wide consensus could be reached, lasted over two years. The effort resulted in a document which demonstrates the strong collaborative working relationship which is the foundation of the NIU Community of Learners. The conceptual framework has its foundations in the progressive tradition (John Dewey). It incorporates elements of critical theory (Henry Giroux, educators as agents for change and honoring diverse

perspectives) and an ethic of care (Carol Gilligan and Nel Noddings). The framework was approved by the Committee on Initial Teacher Certification (CITC) in April 1999.

On May 5, 1999, the Associate Provost announced approval of the conceptual framework and distributed copies of the final document. The subsequent monthly meetings of CITC provided an ongoing forum for discussions on how faculty would articulate, share, and bring awareness of the Community of Learners concept to all NIU candidates and the faculty, as well as to the P-12 community in the university's service region. Immediately, faculty began articulating the conceptual framework and its purpose. Through the various clinical courses and other field experiences, candidates and their university supervisors share the conceptual framework with their P-12 communities.

With university-wide integration of the conceptual framework into program orientations, objectives, and syllabi, the Conceptual Framework Committee initiated Phase II. The second phase focused on engaging external review. The following activities were initiated:

On July 10, 2000, NIU hosted its annual reception for the regional superintendents of schools in the northern tier of the state. On this occasion the conceptual framework was shared with the superintendents, emphasizing their role in the Community of Learners. The superintendents were asked to examine the framework, to describe the candidate outcomes needed to meet the diverse populations of their P-12 districts and to submit comments to the university.

In August 2000, in preparation for implementing the conceptual framework as a working document within the P-12 community, the university supervisors for the various certification programs came together to reflect on their role in the Community of Learners. As university liaisons, the supervisors were charged with the responsibility to engage P-12 personnel, in collaboration with NIU, in providing diverse experiences for candidates, and in developing and demonstrating the candidates' skills in the areas of knowledge, practice, and reflection as described in the framework. To facilitate these conversations and provide a resource for the mission of the unit, approximately 3,000 conceptual framework documents and logo inscribed coffee mugs were distributed to school district personnel during the 2000-2001 academic year.

Also in August 2000, a Conceptual Framework Matrix was completed, aligning the conceptual framework common characteristics with the INTASC Principles (Standards and Core of Teaching Knowledge), the ISBE Professional Teaching Standards, and the NCATE 2000 Standards.

During September 2000, a process of review of the core set of tenets which undergirds the NIU Community of Learners model was initiated. This has now culminated in the Candidate Performance Matrix, which aligns candidate performance outcomes to the common characteristics and tenets of NIU's conceptual framework, the INTASC and ISLLC Principles, the Illinois Professional Teaching Standards, the Illinois Content Area Standards, and the NCATE 2000 Standards.

Also in September 2000, the CITC Executive Committee examined the Conceptual Framework Bibliography and found it to be insufficient to support the research base which undergirds the Community of Learners model. After review and enhancement, a much more complete version has now been developed.

During Fall 2000, the Associate Provost noted that during the previous two years, the unit had focused on providing assistance for implementation of the conceptual framework to the 27 initial teacher certification programs as they aligned their program goals with national and state standards, and began to revise their program assessment plans to demonstrate candidate performance. The advanced programs were somewhat disconnected from the unit during Phase I.

Representatives of the seven advanced programs met with the Associate Provost, the University Coordinator of Teacher Certification, and the Associate Dean of the College of Education to collaboratively evaluate their current program assessments and to develop an advanced program assessment strand for the Unit Assessment Plan. Subsequent meetings began to provide a forum for certification issues unique to the advanced programs. Commonalities were identified across the programs. The faculty recognized that the meetings were a valuable source of collegial support and that a positive working relationship had evolved. As a result, the Committee on Advanced Program Certification (CAPC) was created.

CAPC includes representatives from the Chief School Business Official, Principal, Superintendent, Reading, School Guidance Counselor, School Library Media, and School Psychologist programs. The members of CAPC may wish to develop their own conceptual framework to meet the unique needs of the advanced programs. This advanced conceptual framework will be compatible with the initial conceptual framework, but will focus on the knowledge, skills, and dispositions of successful practitioners in these seven areas.

In Spring 2001, a survey was sent to 415 cooperating teachers in school districts in northern Illinois, all engaged in providing clinical practice experiences for certification candidates. The purpose of the survey was to assess the level of use of the framework for assessing student teacher performance and identify a pool of P-12 cooperating teachers for the Conceptual Framework Professional Advisory Committee. Some 208 of the surveys were returned. A summary of the results can be found in the Conceptual Framework Survey Report.

The results of the survey and the ISBE review of NIU's conceptual framework revealed that a review cycle for the conceptual framework needed to be developed and implemented. The following process and review cycle provides a timeline and system for evaluating the conceptual framework to meet the needs of the ever-changing and diverse population of teacher candidates and P-12 students in a technologically advanced learning environment, and to continue to reflect the NIU mission statement. The evaluation will provide an assessment that will lead to redesign if necessary.

In Fall 2001, the conceptual framework review cycle will be submitted to CITC and CAPC for comment, revision, and approval. Assessment instruments and rubrics for evaluating the assessment results will be developed.

In Spring 2002, the unit will form a Conceptual Framework Professional Advisory Committee (PAC) to provide a broader base of representatives from the external community of learners. The PAC will focus on the conceptual framework meeting the needs of the diverse population of candidates and P-12 students in a technologically evolving northern Illinois service region. The PAC will be composed of representatives from the P-12 partnership districts, community colleges, and the Large Unit District Association (LUDA), the alliance of the 54 school districts in Illinois which enroll 3,200 or more students, as well as a faculty member from a comparable institution. During each spring term, the PAC will assess the conceptual framework and report its findings to the unit.

During the 2002-2003 academic year, the unit will evaluate the conceptual framework, using data from the PAC and the Unit Assessment System in the context of the Illinois Professional Teaching Standards, the NCATE 2000 Standards, the ISBE Review of the conceptual framework, external surveys, and changes in the standards of national specialty organizations.

The systematic process of assessment of the conceptual framework will then be fully launched. It will assure that the NIU conceptual framework will continue to describe the unit's shared vision and goals for preparing exemplary educators in a Community of Learners that positively impacts the learning of all P-12 students. The strength of the diversity of the Community of Learners will continue to enable the NIU certification programs to respond to the ever-changing demands on teacher educators. The NIU conceptual framework will continue to evolve through critical internal and external review and revisions to provide direction for programs preparing teacher educators for the foreseeable future.

The first three paragraphs of the conceptual framework constitute the **shared vision** for the certification unit at Northern Illinois University. This statement is closely linked to the mission statements for the University and for the four colleges which administer teacher certification programs, as the following excerpts clearly indicate:

Excerpts from the Mission Statement of Northern Illinois University

The central mission of the university is the transmission, expansion, and application of knowledge through teaching, research and artistry, and public service. In fulfilling that mission, Northern Illinois University meets the needs of students for liberal, professional, technical, and lifelong education. Mindful of the changing needs of the society it serves, the university reviews its programs at regular intervals, assesses their quality and their capacity to fulfill their objectives, and expressly commits itself to their continuing development or redirection when appropriate.

The university recognizes that it has a basic obligation to contribute to the betterment of the society of which it is a part. It believes that a progressive society must keep pace with the need for new knowledge, including technological advances, and that its members must be able to continue to learn and be capable of self-renewal.

Recognizing that students will need to learn throughout their lives, the university provides them with the opportunity to become more competent in analytical thought, informed judgment, and effective communication and to develop an appreciation for the life of the mind. In its instructional activities, the university conveys an understanding of the organization of knowledge and the means of inquiry. It believes that many students should be able to undertake the advanced study required for leadership in their chosen professional fields and academic disciplines.

The university enthusiastically accepts its responsibility to contribute to the nation's scientific and technological leadership, to support advances and innovations in education, to bring ideas to bear on issues of public policy, to contribute to the sustained appreciation of our diverse cultural heritage, and to prepare a new generation of scholars and educational leaders.

The research talents of faculty often complement the development needs of business, industry, education, and government. The university promotes interaction between faculty and practicing professionals and encourages the application of theoretical findings to enhance the national and international capacity to anticipate, understand, and solve problems.

The multiple and ever-changing demands of society require the continuing development of academic and professional programs that are current, responsive, and of the highest possible quality. The university thus seeks to recruit and retain faculty of national stature from diverse cultural and ethnic backgrounds, attentive to developments in their respective disciplines, and capable of educating students who will be able to serve the region, the state, the nation, and the world with distinction in the coming decades. Convinced that the intellectual resources of the nation are held in common, the university hopes to maintain access for all segments of the population, and, within the constraints of its budget, intends to admit those who can meet its entrance requirements, to retain those who can benefit from its programs, and to educate students to the extent of their capabilities and desires.

Excerpts from the Mission Statement of the College of Education

Northern Illinois University's College of Education continues the institution's 100-year history of preparing professional educators for the region and nation. The college is composed of hallmark programs developed through adherence to research-grounded, philosophical bases that have shaped its various disciplines. Through these programs, the College of Education's students are characterized. For undergraduates, the framework under which all programs function is that of the reflective practitioner. Yet, within each program, discipline specific features allow for student and program identity. The graduate programs prepare advanced professional educators for a wide variety of leadership positions in educational institutions, business, industry, and for-profit and not-for-profit agencies. All programs meet rigorous national standards for colleges of education and the specific disciplines represented by their program offerings.

The College of Education, in its leadership role in the state and region, prepares professional educators who are responsive to the needs of constituencies and audiences with whom they interact. State-of-the-art preparation addressing current societal needs is a symbol of the responsibility the college takes for its students. Among the societal needs to which the college is dedicated are issues associated with the interface of technology and the infusion of cognitive and affective dimensions related to a multi-cultural, pluralistic society. The college's intent is that its graduates will be responsible masters of change and adaptation and be responsive to the needs of an ever-changing society. The College of Education, in its focus on excellence, promotes a professional development school relationship with a local school district(s) which will be able to involve all of the college's disciplines as well as partnerships with appropriate agencies, business, and industry.

The College of Education, in its service to students being prepared as highly competent professional educators, dedicates its energy to the following features as central to its mission:

- the promotion of high standards of professional education in an environment attentive to the needs of undergraduate and graduate students;
- the development and implementation of the best instructional practices in the preparation of professional educators;
- the advancement and support of scholarly and artistic activity for faculty and students;
- the support of individual and collaborative efforts within and outside the college and university; and
- a culture that supports and reinforces ethical, professional behaviors for a democratic society.

Excerpts from the Scope and Vision Statement of the College of Health and Human Sciences

The College of Health and Human Sciences began as the College of Professional Studies in 1974. The college's inception brought together academic units from across the campus devoted to professional education. While the scope of the academic programs in the college is broad, all programs prepare graduates for roles in health sciences and human services. As part of its mission, the college provides leadership for and cooperates in interdisciplinary health-related programs throughout the university.

The college benefits from the demographics of its service area in which there is a steady and, in most fields, continually increasing need for graduates of its academic programs. There are also numerous opportunities for a variety of clinical experiences, internships, practica, and cooperative education assignments in this geographic region. Thus, the region provides diversity of opportunity for learning and practice which is essential in professional education.

Teaching is a major component of the mission of the college. Faculty recognize the need to be role models in their professional areas and contribute to the professional socialization of students, not only in classrooms, but also in clinical settings which are an integral part of the educational experience. Currently, students and faculty interact in a variety of professional settings, including the Child Development Laboratory and the Speech and Hearing Clinic.

The service mission of the college includes community education and service, professional organizational leadership, and involvement in the shared governance function of the university. The professional educational components also result in some client services from which the university and community benefit. The college encourages faculty participation in professional associations as a part of its function.

The college recognizes the need to recruit and retain more minority faculty, staff, and students to increase cultural diversity in the university community. Since the professions represented in the college serve increasing numbers of minorities, particular efforts are made to recruit minority entrants to the health and human service professions.

Excerpts from the Mission Statement of the College of Liberal Arts and Sciences

The College of Liberal Arts and Sciences fosters the generation, dissemination, and preservation of knowledge as the foundation of a liberal education. The mission of the college is to provide high-quality education that contributes to the intellectual growth, self-discovery, and enhanced expertise of all members of the university community. The college makes available to the widest possible audience the rich cultural and scientific legacy represented by the disciplines that make up the liberal arts and sciences. Because bodies of knowledge do not exist in isolation, the college promotes interdisciplinary inquiry and is committed to the integration of teaching, scholarship, and service. The research and scholarship in the college permeates teaching and service, generating a wide range of opportunities for faculty and students to work together in transmitting, expanding, and applying knowledge. The college programs are designed to serve the university, its students, the residents of the region, the country, and the world. These programs link basic and applied research and scholarly endeavors to the interests and needs of individuals and society.

The College recognizes its unique role, opportunity, and challenge in the development of reflective practitioners and works diligently to establish partnerships, grants, and professional development initiatives with various stakeholders.

Excerpts from the Scope, Mission and Outreach Statement of the College of Visual and Performing Arts

The primary mission of the college is to provide high quality undergraduate and graduate professional programs in each of the arts and to provide courses that meet liberal arts requirements in the arts for all of the university's students. Essential to this mission is the recruitment of a faculty and student body which reflects the rapid changes of cultural diversity in the area, and an ongoing involvement in artistry, research, and public service in the region as well as nationally and internationally.

The college functions as a resource in the arts for the university as a whole as well as a major cultural center serving the multiethnic populations of northern Illinois. Because the college's academic programs are professional in nature and selective in admission, the college's outreach activities place a special priority on attracting learners who can most benefit from those programs.

Coherence of the Conceptual Framework

The conceptual framework expresses the shared vision of the NIU community of learners, and provides a common set of goals for certification programs. It also provides coherence among curriculum, instruction, field experiences, clinical practice, and assessment across a candidate's program. The continuous interaction of the three basic tenets (knowledge, practice, and reflection) constitutes the central philosophical and operational principle of the certification programs. This interaction is emphasized throughout each program: in the relationship between general education and professional education coursework, within courses in the certification programs, in the articulation of courses in the professional sequence and field experiences, in the culminating field

experience of student teaching or internship, and in the context of emerging and ongoing partnerships between the public schools and the university.

As an example, the Department of English describes how the conceptual framework brings operational coherence to its certification program as follows:

“The logo for NIU’s conceptual framework shows the ‘exemplary educator’ at the intersection of three circles representing three core tenets—knowledge, practice, and reflection. Creating such an intersection is a central goal of the English department’s certification program. Through the program’s overall design and through particular requirements, the department not only stresses the individual tenets and the competencies they assume but also seeks to produce teachers who recognize and benefit from the interrelatedness of these tenets.

The program is so designed that it leads candidates through a sequence of courses in which knowledge, reflection, and practice are combined. Each of the department’s required certification courses must be taken concurrently with a clinical experience. These clinical experiences, which progress from observation to active participation in the secondary school classroom, provide a sort of practicum or laboratory for the testing of knowledge gained in the concurrent pedagogical and content-area courses. In turn, the practice they provide also becomes the subject for reflection and thus a means of gaining further knowledge.

Program requirements also bring together the three tenets. Goals and assignments in all of the required English pedagogy courses explicitly refer to knowledge, reflection, and practice. Thus, for example, in the department’s required course in the teaching of writing (ENGL 404 or ENGL 547), candidates must begin to formulate a philosophy of writing instruction that manifests ‘a growing awareness of the content knowledge, pedagogical practices, and reflective stances that are detailed in the NIU Conceptual framework.’

The one requirement that best shows the integration of knowledge, practice, and reflection is the program’s certification portfolio. Beginning at the point of admission to the certification program, each candidate must prepare a portfolio that, upon completion, will provide evidence of his or her knowledge and practice in four areas corresponding to program goals: content-area knowledge and skill (in language, writing, literature, and reading), pedagogical planning and organization, professionalism, and execution of planning and instruction. Each piece of evidence submitted for each standard within these areas must be accompanied by a reflective explanation of how the evidence demonstrates that the candidate has met the standard. Furthermore, the portfolio has a preliminary section that must include a copy of the NIU conceptual framework and a reflective essay in which the candidate explains his or her teaching philosophy and its relation to the framework.

Throughout the program, learning, practice, and reflection occur within what the framework terms “a community of learners.” Because of its sequence of courses and clinical experiences, candidates become members of an expanding community, first as members of a particular class and finally, in student teaching, as members of the wider profession. Along the way, the sense of community is strengthened by such requirements as membership in the National Council of Teachers of English, attendance at seminars led by practicing teachers, meetings with student teachers, research reports on the theory and practice in the profession, and clinical experiences in a variety of school settings. Among the program’s faculty members, both a sense of community and an integration of all parts of

the program are enhanced by their attendance at biweekly meetings of the department's Committee on Initial Teacher Certification in English and by such activities as their participation in portfolio assessment and shared supervision of student teaching."

The conceptual framework clearly addresses the professional commitments and dispositions which are valued in teacher candidates at NIU. In developing exemplary educators who demonstrate best practice, the certification programs are guided by the following goals:

1. The candidate plans, designs, and demonstrates a variety of instructional strategies based on knowledge of the discipline, the student, the community, and the curriculum goals that result in students developing critical thinking, problem solving, and performance skills.
2. The candidate demonstrates proficiency in developing, using, critiquing, and interpreting a wide variety of assessments appropriate to students' abilities and needs in support of both immediate and long-term educational decision-making.
3. The candidate demonstrates the belief that all children can learn, demonstrates understanding of how cultures and exceptionalities influence learning, and adapts teaching to diverse learners.
4. The candidate understands education as a profession, maintains high standards of professional conduct, and provides leadership to improve student learning through reflection, inquiry, and self-assessment.
5. The candidate understands how collaboration among universities, schools, parents/guardians, and professional organizations enhances learning and applies such collaborative notions in school settings.
6. The candidate demonstrates knowledge of the central concepts, methods of inquiry, and structures of their discipline(s) and creates learning experiences that make the content meaningful to all students.
7. The candidate demonstrates understanding of how students develop and learn and designs and implements learning environments that support students' intellectual, physical, emotional, and social development.
8. The candidate communicates effectively. This includes speaking clearly; talking effectively when explaining, describing, conversing, interpreting, and questioning; and writing with attention to purpose, presentation, genre, text structure, audience, and editorial standards.

Diversity

The conceptual framework follows all the principal documents of the university in expressing a clear and continuing commitment to diversity. Teacher candidates at NIU develop schemas and dispositions for working productively with diverse learners during their field experiences. As is the case with their counterparts across the country, a large majority of teacher certification students at NIU are Caucasian, and they tend to come from middle class, suburban backgrounds. By and large, they have had limited experience with people from cultures different from their own before their time at NIU. Therefore, careful attention is paid to the placement of teacher candidates in schools with diverse student populations. From the earliest stage of the professional sequence, then, teacher candidates begin gaining valuable experience that facilitates the translation of theory and research relative to diversity - which they encounter in concurrent and subsequent coursework - into classroom practice.

From the university's perspective, a course is designated as multicultural if its content and/or instructional approach incorporate in the learning experience an appreciation of the diverse cultural factors in American society which impact an individual's experience. The Provost's Task Force on Multicultural Curriculum Transformation (1995) has defined as multicultural such factors, as race, ethnicity, gender, sexual orientation, religion, socio-economic status and disability among others. The Multicultural Curriculum Transformation Institute which it has organized for the past eight years has prepared over 130 NIU faculty to infuse multicultural topics into their courses. This includes 16 faculty from the College of Education, 21 from the College of Health and Human Sciences, 56 from the College of Liberal Arts and Sciences, and 17 from the College of Visual and Performing Arts. It has become a national model for such experiences.

The Committee on Initial Teacher Certification (CITC) has mandated that all NIU teacher certification programs focus on the acquisition of knowledge and skills necessary for working with culturally diverse persons. In addition, these programs provide learning experiences which enable candidates to be responsive to the education of children and youth with differing cultural backgrounds and experiences. Listed under the section "Common Requirements for Teacher Certification" in the 2001-2002 Undergraduate Catalog, page 38, is the requirement for "Successful completion of course work and/or experience which contributes directly to an awareness of cultural diversity."

Multicultural elements and experiences are part of the core competency courses in English and Communication Studies. The General Education Committee of the university reviews all 150 courses in the general education program on a rotating eight year cycle, and pays particular attention to the multicultural dimension of courses submitted for reapproval. Since all undergraduate students must take at least 1/3 of their course work in general education, this emphasis on multicultural issues will have a cumulative impact.

Each teacher certification program includes a course or course component which addresses those multicultural factors which might affect a young person's learning experience. These courses or course components also address the ways in which problems arising from multicultural experiences can be overcome in the teaching and learning of the discipline.

In the early childhood education program, all candidates now participate in intensive clinical experiences at the Gwendolyn Brooks Elementary School in DeKalb. The pre-school program at the Brooks School draws students from the entire DeKalb community, and is highly diverse. Students also participate in home visits and developmental screenings. Some elementary education candidates participate in short term field experiences in the schools of the Pilsen district in Chicago (heavily Mexican American), focusing primarily on art projects. Projects Escalera and STEP, two grant-based programs in the College of Education, focus on helping a diverse population of in-service teachers obtain the ESL/bilingual endorsement. Several faculty in the College of Education are involved in the Chicago Urban Program, which addresses the professional development of teachers in the Chicago Public Schools.

Technology

The NIU conceptual framework states that one of the goals common to all teacher certification programs at NIU is to ensure that all candidates be trained in the use of technology, both for their own learning and for the purposes of teaching. During the past decade, Northern Illinois University has made vast strides in providing technological resources for its students, faculty, and staff. Highlights of this effort have included:

- (1) The realignment of instruction in the freshman English composition sequence so as to focus on the use of the computer in preparing and editing manuscripts;
- (2) The introduction of some 90 computer labs for student use across the campus, including many located in the residence halls;
- (3) Direct access to the Internet for all members of the faculty;
- (4) Direct access to the Internet for all students living in the residence halls, effective Fall 2001;
- (5) The extraordinary success of the Faculty Development and Instructional Design Center, which has become a central resource for the incorporation of technology into instruction during its three years of existence;
- (6) The construction of approximately 45 smart classrooms, allowing the faculty to make use of the resources of the Internet in providing instruction.
- (7) The development of the Collaboratory, a unique educational resource which allows students to carry on collaborative work in a technology-rich environment under the supervision of a faculty member.

The university has invested millions of dollars in building its infrastructure to support these efforts. At the present time, the campus can fully support the technological interests of the increasingly sophisticated young people who are matriculating at NIU. A very high percentage of these new students are bringing their own computers to the campus.

Within this institutional context, the unit makes a strong commitment to preparing candidates who are able to use educational technology to help all students learn. Here are two examples from model programs:

In NIU's largest certification program, elementary education, what previously had been a culture of encouragement to use technology in professional course work became a firm, continuing commitment beginning in Fall 1999, when new faculty in the College of Education were required to participate in a one-semester course revolving around the instructional uses of technology. The results of these new faculty's learnings are already being experienced by teacher candidates. In the required course LTRE 350 (Organizing for Effective Elementary Reading Instruction), for example, students receive instruction and practice in the use of several technological tools for classroom instruction, including Internet access for research, Smart Board/Smart System applications, Web Board for asynchronous and synchronous online class discussions, and Power Point for class presentations. As with integrated instruction and cooperative learning, candidates' experience, as students, with these technological tools increases the probability that they will use them effectively in their own classrooms.

In the mathematics certification program, students in the three semester calculus sequence are required to have a graphing calculator as a tool for their study in these courses. In the required mathematical modeling course, MATH 360, students use the graphing calculator and various software packages while solving application problems in the physical and social sciences. This course gives both teacher certification candidates as well as students in other mathematics emphases and some non-mathematics majors opportunities to work in collaborative groups on problems with an interdisciplinary focus. In the second clinical experience, ILAS 301, students are asked to find out how different forms of technology are used to support the learning and teaching of mathematics. The forms of technology include calculators, computer software, and the Internet. Some students use technology in their single lesson or mini-lesson activity. In the final clinical experience prior to student teaching, MATH 401, students may use different forms of technology as they work with their cooperating teachers at the their student teaching school. In particular, many MATH 401 students use graphing calculators in work with functional or data analysis. As one of the seminars in MATH 401, students interact with a public school educator who is an expert in implementing technology in the classroom according to the NCTM Standards.

In both the middle school methods course, MATH 410, and the secondary methods course, MATH 412, students develop their adeptness at using different forms of technology (graphing calculators, computer software such as the Geometer's Sketchpad and the Internet) as well as formulate (as a result of reading, discussion, and reflection) their own philosophy of appropriate technology use in the classroom. In the MATH 412 packet, students are provided with an extensive list of websites that provide resources for many teaching ideas. The importance of estimation and number sense and the belief that technology is a tool to support learning are emphasized when using technology. Some students use technology when presenting their lesson activities to their colleagues. In the student teaching experience, MATH 413, candidates often use graphing calculators and software programs such as Cabri Geometry or the Geometer's Sketchpad (perhaps with the CBL or CBR) to help their students visualize mathematical patterns and concepts and also to make mathematical conjectures that are later proven. As pre-service teachers plan their lessons they are encouraged to use many resources including the Internet in order to look at the concept they are teaching from different perspectives.

The unit believes that all successful candidates should be able to:

- (A) demonstrate effective use of a computer system and utilize computer software in instruction
- (B) apply knowledge of terms associated with educational computing and technology
- (C) apply computer productivity tools for professional use
- (D) use electronic technologies to access and exchange information
- (E) identify, locate, evaluate, and use appropriate instructional hardware and software to support the Illinois Professional Teaching Standards and other instructional objectives
- (F) use educational technologies for data collection, information management, problem solving, decision making, communication, and presentation within the curriculum
- (G) plan and implement lessons and strategies that integrate technology to meet the diverse needs of learners in a variety of educational settings
- (H) demonstrate knowledge of ethical and legal issues relating to the use of technology

Recently NIU has been awarded a prestigious federal grant in the Preparing Tomorrow's Teachers to Use Technology program sponsored by the Department of Education. The presence of this external funding will strongly enhance efforts to promote the use of educational technology by teachers in the NIU Community of Learners. As the Abstract to the grant proposal indicates:

“This proposal describes a method of fostering innovative change designed to prepare technology-proficient future teachers and promote increasingly more effective teaching and learning with technology in the public schools. We believe the most effective method of supporting teaching and learning with technology in the public schools is by entrenching pre-service teachers into technology-rich learning environments that offer hands-on experiences and support reflection, both in university and college coursework and clinical experiences. The university's Colleges of Education and Liberal Arts and Sciences; the university's Faculty Development and Instructional Design Center; four school districts—DeKalb, Glen Ellyn, Harlem, and Kaneland; two community colleges—Rock Valley College and Waubensee Community College; and one corporate partner, Dukane, will partner to develop this project to continue with and improve the efforts that have already been undertaken.

The proposed project simultaneously addresses the identified problems at the levels of pre-service teachers, faculty who prepare them, and the environment in which pre-service teachers gain their clinical experiences. To do so, it consists of several components: the Technology in the Curriculum course designed for faculty who teach pre-service teachers, technology-rich clinical placements for pre-service teachers, pre-service technical support, Teacher Exchange, the Summer Institute, and the establishment of a virtual learning community through Web Forum. The primary focus of the project is to build on a system of training pre-service teachers that is evolving so as to produce new teachers who are technologically proficient.”

NIU has also received a Verizon Grant from the private sector to facilitate the preparation of teachers to use technology appropriately in educational settings.

Evidence for Meeting the Standards

The NIU conceptual framework provides the basis for aligning candidate proficiencies with professional and state standards. The Teaching and Content Standards Matrix summarizes both initial and advanced assessments of desired performance outcomes. The Performance-Based Evidence Matrix provides a detailed listing of types of evidence, sources of evidence, collection points, and collection responsibilities with respect to the Illinois Professional Teaching Standards, the Core Language Arts Standards, the Core Technology Standards, and a set of desired candidate dispositions.

The first large-scale assessment of the effectiveness of the conceptual framework in guiding judgments of candidates' performance in the clinical setting occurred in Spring 2001, when a survey form was sent to 415 cooperating teachers in the NIU service region. The 208 responses which were received include the following data:

1. 82% felt that the conceptual framework was often used as a reference to identify NIU expectations and student teacher performance.
2. 98% felt that NIU candidates often demonstrated general and specific content knowledge.
3. 88% felt that NIU candidates often integrated issues of diversity into their teaching.
4. 90% felt that NIU candidates often worked effectively with diverse populations.
5. 90% felt that NIU candidates often incorporated multiple methods of assessment.
6. 81% felt that NIU candidates often incorporated appropriate use of technology in teaching.
7. 95% felt that NIU candidates often engage in reflective practice.

These are early indicators that the conceptual framework is taking hold as the organizational agent for developing and assessing candidate proficiencies based on professional, state, and institutional standards.

STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

Vast changes have occurred in the teacher certification community at Northern Illinois University since 1995. The unique structure of shared governance, involving the Associate Provost, the Deans of the Colleges of Education, Health and Human Sciences, Liberal Arts and Sciences, and Visual and Performing Arts, the University Coordinator of Teacher Certification, the Committee on Advanced Program Certification, and the Committee on Initial Teacher Certification, has matured tremendously. This includes both an increasing awareness on the part of each person or group as to their appropriate role in the structure, and also an increasing ability on the part of the various persons and groups to work cooperatively and harmoniously on matters of mutual concern in the certification arena.

During the past five years, the College of Education has undergone a major reorganization. The four previous departments (Curriculum and Instruction; Educational Psychology, Counseling, and Special Education; Leadership and Educational Policy Studies; and Physical Education) have been reshaped into seven new units, each of which has a significant stake in initial and/or advanced certification. An explicit purpose of the reorganization was to reaffirm the centrality of teacher preparation in the overall functioning of the college, which supervises 11 initial and 6 advanced programs.

Department of Counseling, Adult and Health Education (responsible for initial certification in Health Education, and advanced certification in School Counseling)

Department of Educational Psychology and Foundations (provider of professional education courses in human development and the history and philosophy of education)

Department of Educational Technology, Research and Assessment (responsible for advanced certification as a School Library Media Specialist, and provider of professional education courses in assessment and the educational uses of technology)

Department of Kinesiology and Physical Education (responsible for two initial certifications in Physical Education)

Department of Leadership in Educational and Sport Organizations (responsible for advanced certifications for Chief School Business Official, Principal, and Superintendent)

Department of Literacy (responsible for initial certification in Deaf and Hard of Hearing, advanced certification as a Reading Specialist, and coursework for the endorsement in Bilingual/ESL)

Department of Teaching and Learning (responsible for initial certification programs in Early Childhood Education [jointly with the School of Family, Consumer, and Nutrition Sciences], Elementary Education, and five categories of Special Education). The faculty in special education are currently revising these categories (as is true at other institutions in the state) in response to a mandate from a federal judge.

The College of Liberal Arts and Sciences has also seen sweeping changes in its efforts in teacher certification over the past five years, involving its 12 initial programs (Biology, Chemistry, Physics, General Science, Physical Science, English, French, German, Spanish, History, Social Science, and Mathematics) and one advanced program (School Psychologist). Under the vigorous leadership of a new dean who has made teacher certification a high priority in the college, a Committee on Teacher Preparation and Development brings all the initial certification programs together for discussions on assessment, clinical experiences, curriculum, and partnership arrangements. The CLAS Office of Clinical Experiences and Student Teacher Placement works closely with the various clinical sites. An advisory group of school district personnel and other educational leaders from the NIU service region meets on a regular basis to provide input on the college's certification programs. The College has provided major upgrades in space and other resources to facilitate the work of its various certification programs and the CTPD.

The College of Health and Human Sciences administers two initial certification programs in Speech/Language Impaired (through the Department of Communicative Disorders) and Family and Consumer Sciences (through the School of Family, Consumer, and Nutrition Sciences). It is also jointly responsible (along with the Department of Teaching and Learning in the College of Education) for the initial certification program in Early Childhood Education.

The College of Visual and Performing Arts administers two initial certification programs in Art and Music. The college has recently appointed a Coordinator of Teacher Certification to facilitate the work of placing candidates in clinical and student teaching settings. This person works closely with the dean of the college, who maintains an active interest in teacher certification issues.

The initial certification programs have established reasonably uniform criteria for admitting candidates to their programs. In most cases a cumulative GPA of at least 2.50 is required (2.75 in some departments), and several secondary programs (English, Foreign Languages, History, and

Social Sciences) additionally require at least a 3.00 GPA in coursework in the major. Many programs also require that candidates have completed the core competency requirements in mathematics, English, and speech, and that they have successfully taken a basic skills examination (this is ultimately a requirement for certification in all programs, as is passing the state content exam in the relevant area). A summary of the admission criteria for the various programs can be found in the Admission Criteria Matrix and the Program Advisement Sheets.

In Spring 2000, the Illinois State Board of Education withdrew its specific requirements in general education for initial certification. In Fall 2000, the faculty of the university, via the usual curricular process, determined that individuals meeting the general education requirements of the university for a baccalaureate degree would be considered to have met the general education requirements for certification, unless a particular program wished to impose additional requirements. Some programs have indeed chosen to impose additional requirements, according to the needs of their own disciplines, and are placing these requirements in the undergraduate catalog.

For all programs, the state requirement remains that all teacher candidates have a significant multicultural experience, which may take place in a clinical placement or in a credit-bearing course. Examples of such courses include: IDSP 211 (Educating for Cultural Sensitivity) and ILAS 123 (Cultural Pluralism in the United States).

Increasingly certification programs are requiring that candidates develop student portfolios which provide evidence that they have acquired the appropriate knowledge, skills, and dispositions to enter their chosen profession. In some programs (for example, Family and Consumer Sciences), all portfolios are electronic; in others, such as elementary education, portfolios may be electronic or hard copy.

The various facets of the initial and advanced certification programs ensure that candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. The majority of the documentation for this standard is located in the Program Folios, the lists of program requirements found in the Program Advisement Sheets, the Samples of Student Work, and the Student Portfolios, all to be found in the Evidence Room.

The certification programs at Northern Illinois University are based upon the belief that candidates must be exceptionally knowledgeable of the subject matter of their discipline. Candidates are required to demonstrate proficiency in content knowledge in their major discipline (and, where applicable, in cognate fields). This proficiency is assessed in a variety of ways, most commonly through course grades (assessed by each faculty member). Programs assess a candidate's proficiency in the content by looking at the grade point average. Some programs also require candidates to pass a proficiency exam in the content area. All initial teacher certification programs in the College of Liberal Arts and Sciences require a minimum of a major in the teaching field. (Requirements for majors range from 34 to 54 hours.) Most programs also require course work in a cognate field.

The program folios demonstrate that program content is aligned with current standards. By 2003, all programs will be aligned with the Illinois Content Standards, as required by the Illinois State Board of Education. The document Progress toward meeting the Illinois Content Standards details how this is being achieved by the various programs. The Illinois Test of Basic Skills and the Illinois Content Area Tests validate the candidates' knowledge of their subject matter. Samples of candidate work and candidate portfolios in the Evidence Room provide additional documentation for mastery of the relevant content.

NIU's teacher certification programs require candidates to complete course work that provides them with strategies and skills for communicating content knowledge through appropriate pedagogical methods, tools, and media. Through course work and clinical experiences and practice, candidates are expected to demonstrate:

- an understanding of the variety of ways students learn
- a willingness to actively engage students in their own learning
- the ability to plan effective lessons
- the ability to create and maintain a productive and positive learning environment
- the ability to assess student learning through multiple means

Programs require course work in educational foundations, adolescent development and learning, special education/exceptional learners, and (in most cases) assessment and technology; at least one course in the methods of instruction in the teaching field (some programs require more than one such course); and a multi-semester clinical sequence which includes seminars that deal with issues related to pedagogy.

The program folios in the Evidence Room (Standard 1) contain objectives and assessments which demonstrate that candidates meet pedagogical standards. The syllabi from the methods courses include objectives requiring students to demonstrate pedagogical knowledge and skills, and also their ability to integrate technology into instruction. All programs are aligned with the Illinois Professional Teaching Standards.

The university's teacher certification programs require candidates to develop the skills necessary to function at a high level of proficiency within the teaching profession. Candidates must demonstrate the ability to speak and write clearly and professionally. Most programs require a grade of "C" or better in written composition and oral communication course work; some programs require a passing grade in English grammar; some programs require candidates to pass the Illinois Test of Basic Skills before admission. Candidates whose oral and/or written communication skills are deemed to be deficient are either required to do remedial work or are dismissed from the program.

The program folios contain objectives and assessments which demonstrate that candidates display the appropriate professional behavior in the context of the schools, families, and communities with which they work. All students are required to complete classes in educational psychology and educational foundations which relate to these behaviors. The program folios also note that candidate reflections are an integral part of the entire preparation process.

Candidates' teaching dispositions are evaluated in multiple settings:

- Advising: most programs require candidates to participate in regular advising visits with the certification faculty in their major department.
- Admission process: admission to certification programs requires permission of the discipline coordinator, normally obtained after a satisfactory interview.
- Clinical courses: Throughout the course of the clinical experience sequence, candidates' suitability for the teaching profession is assessed by cooperating teachers and clinical seminar instructors. They are specifically asked to comment upon the candidate's ability to relate to students, faculty and staff, openness to diverse groups of students, level of interest, enthusiasm and academic preparation, and professionalism. Furthermore, candidates are required to assess their own dispositions toward their professional work in a number of reflective assignments during their clinical experiences.

The NIU conceptual framework includes the dispositions contained in the Illinois Professional Teaching Standards. All certification programs have policies for staffing students who demonstrate inappropriate dispositions toward learning and teaching. Multiple NIU resources are available to candidates who require assistance with their personal and professional development through student support services such as the Counseling and Student Development Center, the Office of Retention Services, the Office of Advising Information and Referral Services, and the Office of Instructional Assistance in the College of Education.

The development of the NIU conceptual framework has drawn attention to the centrality of student learning as the primary goal for teacher candidates. This poses a challenge for the institution in terms of measuring the ability of candidates to address this critical area. The unit assessment plan (see the discussion of Standard 2 below) addresses the collection of evidence that candidates are in fact promoting enhanced student learning in their classrooms during student teaching.

The program folios, the candidate work samples, and the candidate portfolios all address issues related to student learning. The candidates are expected to present evidence that they are prepared to address students with a variety of learning styles, in particular by adapting previously developed lesson plans. They are also expected to collect and analyze data on student performance which will inform their future instructional decisions.

In the advanced certification programs, candidates are increasingly aware that they will need to provide leadership in creating environments which are conducive to learning in the schools. This leadership role may arise in the context of assembling resources (chief school business officer, library media specialist), enhancing interpersonal relationships within the school community (guidance counselor, school psychologist), promoting fundamental academic skills (reading specialist), or functioning in highly visible administrative roles (principal, superintendent). It will be a continuing challenge to construct measures which accurately reflect the influence of holders of advanced certificates in this arena.

STANDARD 2. ASSESSMENT SYSTEM AND UNIT EVALUATION

The unit assessment plan has two principal components. The overall plan includes strategies and processes for assessing initial teacher certification programs and for assessing advanced certification programs. In addition, the university's ongoing assessment of its general education program, as well as its highly regarded model for assessment of academic degree programs via program review, are strongly tied to efforts to assess certification activities.

In the 1980s, the university began its systematic involvement with assessment, as it is currently understood, as a response both to national developments in higher education and to new expectations of the university's governing board and the Illinois Board of Higher Education. Many activities that could appropriately be labeled "assessment" were already routinely carried out in academic departments and student support units, but the university began at that time to inventory its existing assessment activities, systematically collect and evaluate the results, and formally report the results and the changes in programs or services that had been made because of assessment findings.

Early in the process, the university committed itself to the principle that the primary purpose of assessment should be programmatic improvement. Consequently, it tried to devise assessment activities that would provide a sound basis upon which faculty and staff could proceed to make changes in programs and services to better achieve their objectives. Communication of assessment results in program review and other required reports to external agencies, although important, was considered to be a secondary purpose of assessment.

It followed from this initial principle that faculty and staff had to have primary responsibility for developing assessment plans that would provide usable feedback on academic programs and student support units. At the same time, the need to report the results in a number of settings suggested the value of university-level coordination. Thus in the early 1990s, the university located responsibility for the development of assessment plans with the faculty in academic programs and staff in student support units, while establishing a University Assessment Services Office and appointing a full-time University Assessment Coordinator. This person reports to the Assistant Provost for Academic Planning and Development, who is charged with supervising the preparation of program review documents. In addition, the institution constituted a University Assessment Panel, chaired by the Assistant Provost, and with broad representation from across the university. Among the constitutionally mandated duties of the University Assessment Panel are: "to work with the General Education Committee and the Committee on Initial Teacher Certification on assessment activities in the general education program and in initial teacher certification programs, respectively." The Panel is further charged "to support departments and colleges preparing for the assessment component of discipline-specific accreditation reviews."

The role of the University Assessment Coordinator is to collect, analyze, and disseminate assessment information on a university-wide basis and to provide leadership for the university effort and assistance to individuals and departments engaged in developing new or expanded assessment processes.

There are a number of examples of university-wide assessment processes which have been developed and facilitated by the Assessment Coordinator. One is the systematization of alumni

surveys, which are commonly sent out one, five, and nine years after graduation. In the most recent cycle, the university has aggregated data on those graduates who completed a certification program at NIU. Also in Spring 1999 and Spring 2001, the university conducted an evaluation of the writing ability of hundreds of freshman and junior students, using rubrics developed by ACT and also by the faculty in our Department of English. While the results indicated that our junior students (native students and transfers alike) perform at national norms on a writing sample, it was disappointing that no significant progress in writing ability was noted between the freshman year and the junior year. This has contributed to the rapid development of a proposal for a comprehensive University Writing Center (Evidence Room, Standard 1), which will be implemented in the near future.

Another university-wide assessment which has evoked significant dialogue on campus is the National Survey of Student Engagement (NSSE), developed by George Kuh of Indiana University and his colleagues as an attempt to measure the extent to which undergraduate students engage in a variety of enriching educational experiences. The NSSE survey (Evidence Room, Reports) was cosponsored by the Carnegie Foundation for the Advancement of Teaching and the Pew Forum for Undergraduate Learning. NIU participated in this survey of 276 colleges and universities (a total of 64,000 students) in Spring 2000. The study revealed that NIU students are deficient, compared to national norms, in a number of categories, such as study abroad, involvement in independent study activities, and participation in service learning. On the other hand, NIU students were above national norms in the extent to which they interacted with students from other cultural and ethnic backgrounds at this very diverse university.

In recent years the state of Illinois has become much more supportive of assessment activities in terms of general revenue funding allocated for this purpose. This funding was used to support a very successful state-wide conference on Student Learning and Outcomes held at NIU in October 2000. It has also been used to support departmental assessment initiatives. This includes intensive workshops for faculty wishing to develop student portfolio requirements in certification programs and other academic activities, and also for departments wishing to develop capstone experiences for their students.

Other university-wide assessment processes are developed and facilitated by the Office of Institutional Research. In particular, the university conducts surveys of prospective students who were admitted to NIU, but chose not to matriculate, and also surveys of students who have voluntarily withdrawn from the university after matriculation. The Office of Institutional Research also compiles massive amounts of data on student retention and eventual graduation in the various academic programs, with a particular focus on minority students.

One benefit of the national and state impetus for assessment at NIU as elsewhere is that faculty and staff have been more reflective about the mission of the university and the objectives of individual programs and offices. The effort to present a systematic statement of the expected outcomes of a program or service has led to clarifications and refinements in faculty and staff understanding of programmatic objectives and often to a fuller consideration of the university mission.

In the area of initial and advanced certification, there is in most cases a direct linkage of departmental plans to assess their programs (as reflected in their program folios) to the mission, goals, and objectives of the university and the relevant college. In a different but related direction,

the university's general education program is defined by a set of baccalaureate objectives. The courses in the general education program are selected and reviewed according to how well they address these objectives; and the assessment plan for general education also evaluates how well the university's baccalaureate objectives are being met.

University faculty and staff, as well as representatives of partner school districts, have been involved from the beginning in an increasingly systematic approach to assessment of the university's certification activities, serving on task forces and study groups and also on the regularly-constituted curriculum committees and councils that establish principles, guidelines, and schedules for assessment at NIU. The faculty in academic departments which administer certification programs have been responsible for developing the formal assessment plans appropriate for their disciplines. At the same time, the efforts of the University Coordinator of Teacher Certification and the Unit Assessment Committee to assist departments in tying their discipline-specific assessment plans to the university mission have supported the development of the unit assessment plan.

The unit intends that its assessment plan be a continuously-evolving process rather than a static document or rigid set of procedures. It is to be expected that if departments and offices discover that certain statements of program objectives are difficult to assess in terms of outcomes, they may revise or clarify the statements. Some objectives may not need to be repeatedly or frequently assessed if there is ample evidence that they are being met. As departments and offices receive feedback from assessment activities and make improvements in programs and services, the faculty and staff may establish new strategies for assessing the improved program or service. This dynamic and developing assessment plan should result in the continuous improvement of educational programs and services.

The Unit Assessment Plan at NIU has been developed over the past year by the Unit Assessment Committee, consisting of the Associate Provost, the University Coordinator of Teacher Certification, the University Assessment Coordinator, the Associate Dean of the College of Education, the Chair of the CITC Committee on Research and Assessment, a Regional Superintendent of Schools, and a Professional Development specialist in an urban school district. The Committee understood from the outset that the Unit Assessment Plan must meet the requirements specified in the NCATE 2000 Standards. It must include evaluation measures of outcomes that will provide evidence of candidate proficiencies in professional, state, and institutional standards. The unit must employ multiple assessments for this purpose, including reflections, observations, teaching demonstrations, analytic work, student projects, tests, and other forms of evaluative information demonstrating proficiency.

The Unit Assessment Plan is best summarized in five charts: the operation and assessment flowchart for initial teacher certification programs, the operation and assessment flowchart for advanced certification programs, the Unit Assessment Plan flowchart, the matrix of conceptual framework based evidence collected at the program or unit level for initial certification, and the matrix of conceptual framework based evidence collected at the program or unit level for advanced certification.

In the plan, the critical data collection points for initial candidates occur at entry into the program, the first clinical, the second clinical, just prior to student teaching, and post-student teaching. For advanced candidates, the critical data collection points occur at entry into the program, at the time of the practicum/field experience/internship, and at completion of the program. The critical data to

be collected relate to candidate GPA, reflective ability, mastery of basic skills (for initial candidates only), content knowledge, and dispositions (professional behavior). Follow-up data will include: numbers of graduates who move from the initial to the standard certificate, pass rates on the Illinois State Certification Tests, surveys aligned with the conceptual framework and with state and national standards, collected 1, 5, and 9 years out; and employer surveys.

Clinical coordinators in colleges and individual programs will complete training sessions to establish common guidelines for collection of data and development of rubrics relative to performance based assessment. For the purposes of reporting to the unit, small programs may be able to complete interviews and portfolio reviews with all candidates and graduates. Large programs will conduct interviews and portfolio reviews through a random sampling process. The assessment plans which have been developed and implemented by the Department of English, the School of Family, Consumer, and Nutrition Sciences, and the Department of Mathematical Sciences can be consulted as models for this process.

Most programs are using established partnerships to provide external assessment of their programs and candidates. The partnership participants are actively involved in the development and implementation of programs.

Under the Unit Assessment Plan, initial and advanced certification programs, guided by their college assessment policies, are responsible for the assessment of their students and programs. The Office of the Associate Provost is responsible for the collection of university-wide data. The University Office of Teacher Certification will aggregate the data from the programs and the university to provide a comprehensive evaluation of outcomes as a result of NIU's teacher certification programming and university activities. As the unit assessment plan becomes operational, data will be evaluated on the performance of candidates in initial teacher certification programs, as well as experienced classroom teachers and school personnel with certifications earned at NIU.

First, a set of core competencies common to initial teacher certification candidates across all programs will be used to evaluate the NIU programs' effectiveness to prepare teachers. The scores on the State Test of Basic Skills and Content Area Tests will provide one source of quantitative data on the candidates as they complete their programs. Cooperating teachers will be the primary source for qualitative data. The close working relationship and mutual commitment to teacher preparation should evoke a high rate of response to the survey instruments from partnership districts. Responses from non-partnership districts will also be necessary to assure a valid assessment.

Second, external assessment of NIU graduates as experienced classroom teachers, administrators, and other school personnel will focus on the following characteristics: the number of initially-certificated teachers who earn the standard certificate; the rate of employment of graduates in their areas of certification; and retention and tenure. The elementary education program is already conducting follow-up surveys with its graduates, one and five years out, focusing on the level of preparation they received to address the fundamental tenets of the NIU conceptual framework and the expectations embedded in the INTASC standards.

The Illinois Teacher Certification Information System (TCIS) and Illinois Data Warehouse will provide two resources for tracking program completers who are employed in Illinois. The TCIS will provide a record of a teacher's employment history in Illinois. The Data Warehouse is designed to

provide test score information and other employment data. Virtually all NIU graduates in special education (all areas), physical education, family and consumer sciences, foreign languages, mathematics, the sciences (all areas), art, and music find employment within one year after graduation. Approximately 90% of NIU's social science graduates and 75% of elementary education graduates are employed within the first year after graduation. Public school administrators and human resource centers may be able to provide general statements about the performance of NIU graduates. Disclosure of an employee's performance is regulated by union contract. Variables which affect employment and retention will need to be identified and factored into the assessment.

A third component to be assessed is the unit's ability to meet the educational needs of the public school systems in the northern Illinois service region. The assessment will focus on two areas: providing continuing professional development, and working with districts to address their needs for teachers, administrators, and school personnel. The following methods of collecting data from the service region will be adopted: surveys, focus groups, articulation sessions, and professional advisory committees.

The timeline for completion and implementation of the Unit Assessment Plan is as follows:

2001-2002 Academic Year

1. Unit Assessment Committee provides recommendations and assistance to programs not in compliance with the Unit Assessment Plan
 - a. Common components
 - b. Program Assessment Plan design
 - c. Performance outcomes assessment measures
2. Rubrics are developed for the common components for assessing candidate performance
 - a. Field and clinical experiences
 - b. Portfolios
3. Develop the Self-Assessment Survey of Dispositions and Skills
4. Develop follow-up surveys for program completers based on
 - a. National and state standards
 - b. Conceptual Framework
5. Begin to develop data management system

2002-2003 Academic Year

1. Pilot the developed surveys
2. Develop employer surveys with common components to assess
 - a. Standards
 - b. Conceptual Framework
3. Complete development of data management system

2003-2004 Academic Year

1. Pilot the employer surveys
2. Unit Assessment Committee reviews assessment instruments for fairness, accuracy, and consistency; redesign as needed

2004-2005 Academic Year

Full implementation with recommendations to the unit for the use of data

STANDARD 3. FIELD EXPERIENCES AND CLINICAL PRACTICE

Since the previous reaccreditation visit in 1995, Northern Illinois University has seen enormous growth in the development of formal partnership agreements with a number of school districts in its service region. These partnership activities have provided a strong stimulus to revisit field experiences, clinical practice, and internship opportunities, so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

The College of Education has established a School-University Partnership Office, actively engaged in providing professional development opportunities for the faculty and classroom teachers. The budget for this office (\$147,000 for FY02) includes support for a Coordinator, a secretary, graduate assistants and student workers. For the 2001-2002 academic year, funds have also been made available to pay the full salary of Teacher-in-Residence Portia Downey, a master teacher from the Rockford Harlem partnership district. Some funds will be given to partnership districts to further professional development of their teachers. In addition to the five existing formal partnerships (with the DeKalb, Glen Ellyn, Harlem, and Kaneland districts and the Rockford Environmental Science Academy), three more districts (Elgin, Rochelle, and West Chicago) are expected to sign formal partnership agreements in Fall 2001.

As an incentive to work collaboratively in educating pre-service teachers, a strategic plan has been designed to offer experiences for the cooperating teacher to develop leadership skills. Courses have been developed to provide cutting edge mentoring and leadership skills for veteran teachers, as well as to prepare them for seeking National Board Certification. A series of ongoing seminars during the past academic year have discussed partnerships and related ideas, culminating in the Linking Conference on June 13, 2001 at the NIU-Hoffman Estates campus, at which formal partnership agreements were signed.

The following is a list of activities designed to engage the classroom teacher in leadership opportunities with the university:

- A cohort of school-based liaisons meet monthly to read, discuss, and plan events for the partnership.
- In three different districts, steering committees made up of university and school faculty meet to discuss partnership ideas.

- NIU provides a stipend of \$1,000 to the school-based liaison for attending monthly meetings.
- Superintendents from the partner districts in DeKalb and Kaneland attended the annual All-College of Education meeting to report on their districts' partnerships with NIU.
- The partner school districts in DeKalb, Kaneland, and Rockford Harlem will host Faculty-in-Residence during the 2001-2002 school year, and will contract for their expert services.

The College of Education is committed to the placement of pre-service teachers in diverse sites. In particular, the Rockford Environmental Science Academy (RESA) is in the second year of a formal partnership with NIU. The school-based liaison at RESA has worked to organize the school for pre-service teacher placements as well as provide a curriculum that reflects exploring the school culture. During the 2001-2002 academic year, three school-based liaisons will join the cohort of mentor teachers from Elgin, Rochelle, and West Chicago, all having significant minority enrollments, especially Latinos. The professional development of this cohort of teachers will be directed by the Coordinator of the School-University Partnership and Teacher-in-Residence, who will provide workshops on leadership and mentoring skills. These diverse placements will enhance the opportunities for NIU's pre-service teachers to work with culturally diverse students. Students involved in clinical placements will be exposed to the innovative use of technology in the classroom. In particular, RESA has provided a rich opportunity for pre-service teachers to receive on-site training from a technology expert.

In the College of Liberal Arts and Sciences (CLAS), teacher candidates pursuing secondary teacher certification are required to complete three sequential clinical courses: ILAS 201, 301, and 401 (or a discipline-specific final clinical). Candidates gain familiarity with a variety of school settings, including rural/small school settings, urban and suburban large-school settings, and schools with a diverse population. Throughout the clinical sequence, candidates are supervised by experienced public school personnel and, in the first and second clinicals, have the opportunity to interact with public school teachers and administrators in the clinical seminars. By engaging in these interactions within the Community of Learners, candidates begin to build professional relationships and practice communicating effectively in professional settings.

CLAS teacher certification programs actively engage in collaboration with school districts in a number of formal and informal partnerships. Informal partnerships have been formed with a number of school districts that work closely with CLAS programs to provide clinical placements for several candidates per semester. Formal partnerships have recently been established as part of the Coalition for Excellence in Education. On June 11, 2001, the College of Liberal Arts and Sciences entered into formal partnerships with five school districts (DeKalb, Geneva, Hononegah, Kaneland, and St. Charles). These partnerships are the culmination of the collaborative efforts of the CLAS Steering Committee which first began meeting in May 2000. The partnership is based on the concept that the sharing of knowledge and skills strengthens the educational enterprise. It includes representatives from the College of Liberal Arts and Sciences and member school districts. The primary objectives of the partnership are to create high quality professional development for pre-service and in-service faculty, to improve learning for all students, and to conduct research in teaching and learning.

The mission of the partnerships is to provide multiple opportunities for professional development and to increase collaboration and communication between secondary classroom teachers and university faculty; to develop best practice teaching skills in pre-service teachers and to enhance best practice teaching skills of in-service teachers; and to positively impact the quality of teaching and learning in member school districts.

Methods to attain the goals delineated in the mission statement include the development and implementation of a pre-service intensive clinical experience which will provide university students with in-depth training in exemplary schools; a “Sharing Our Skills” program which will facilitate the collaborative sharing of skills between public school and university faculty members; and an Education Research Committee to promote research that is designed to determine the effectiveness of ongoing Coalition for Excellence in Education programs and to determine the needs of secondary students and how well those needs are being met.

Collaboration. The design, implementation, and evaluation of field experiences is a collaborative process that utilizes the skills and insights of public school and university faculty. The Introductory Clinical (ILAS 201) and the Second Clinical (ILAS 301) have both been completely revamped during the past four years. The courses were re-structured to feature the active involvement of public school faculty and staff as small group facilitators and speakers and NIU faculty and staff as coordinating instructors. The public school teachers play an active part, not only in leading the seminar presentations and discussions, but in planning and evaluating the course. All participating instructors meet at the beginning and end of each semester to provide input and make suggestions for improvement.

Evaluation of clinical sites. The CLAS Office of Clinical Experiences and Student Teacher Placement regularly evaluates clinical sites. Candidates are asked to comment on their placement site at the end of the clinical semester (in the course evaluation). The Coordinator of the Placement Office establishes communication with cooperating school districts, both by telephone and personal visits scheduled per request of the school district or the Placement Office.

Development of candidates’ knowledge, skills, and dispositions. The central tenets of knowledge, practice, and reflection are embedded in the clinical experience courses. By providing candidates in the College of Liberal Arts and Sciences with extensive and varied experiences in the public schools and with a number of qualified public school teachers and administrators, the clinical sequence contributes to the candidates’ knowledge, allows them to implement what they have learned in a real-world setting, and encourages them to reflect upon what they have learned in the seminars and in the schools.

A special feature of the increasing partnership activities in CLAS is the Pre-Service Intensive Clinical Experience. This experience offers candidates for secondary certification in the College of Liberal Arts and Sciences an integrated program in which they will complete a sixteen-week (80 clock hour minimum) clinical in a partner school district under the guidance of both public school and university personnel. In the following semester, they will participate in a sixteen-week student teaching assignment in the same school district with the same public school and university personnel guiding the experience.

In the College of Health and Human Sciences, the School of Family, Consumer, and Nutrition Sciences is involved in innovative partnership activities in two different certification programs which it administers or co-administers: early childhood and family and consumer sciences.

Both programs actively engage in partnership with community, private, and public school personnel in a number of ways. First, partnerships formed at the site of practica and student teaching assignments are maintained and fostered through individual meetings, university and public school events, and through the NIU Division of Continuing Education supervisor tuition reimbursement programs. These activities, at which both school personnel and university faculty are in attendance, serve as a springboard for collaboration and mutual discussion regarding the field in general and NIU's program in specific.

Secondly, college faculty are actively engaged in research projects at community sites and schools. These activities also serve to foster collaboration and mutual discussion. Thirdly, university faculty, school personnel, and community professionals also come together at annual and monthly meetings of the various professional organizations. In addition, a fourth avenue of partnership is the recent addition of NIU's alternative certification program, which was the direct result of collaboration between university faculty and surrounding school districts.

In addition to the formal partnerships which have been mentioned above, the university is involved with school districts in a variety of ways. Here are a number of illustrative examples:

- The Pilsen Project (Evidence Room, Standard 3) involves the Colleges of Education, Liberal Arts and Sciences, and Visual and Performing Arts in an effort to form collaborative partnerships with public and parochial schools, as well as community organizations, in the Pilsen district of Chicago, the heart of the Mexican American community in that city. An instructor in the Department of Sociology and a professor in the Department of Literacy Education are particularly active in finding ways to involve NIU pre-service teachers in clinical experiences in this setting.
- A professor in the Department of Technology in the College of Engineering and Engineering Technology has achieved major state and federal funding to carry out intensive professional development in mathematics, science, technology, and English in the Rockford school district (Evidence Room, Standard 3).
- The Department of Counseling, Adult, and Health Education has a counseling advisory council and a health education advisory council that include representatives from a number of K-12 schools. Health Education faculty participate in a statewide Method Exchange project, a three day meeting that brings together over 400 in-service health teachers from across the state with pre-service teachers and university faculty. Students in CAHL 301 (Health Education in the Middle and High School) observe classes and conduct focus groups and interviews with students and staff at a large suburban high school with a nearly 90% Latino population. The coordinator of the Health Education program drafted the initial version of the Illinois State Standards for Teacher Preparation in Health Education, with input from other health education faculty from around the state.
- The Department of Leadership in Educational and Sport Organizations piloted a new curriculum for the principal's certificate in Crystal Lake, Illinois. The curriculum was designed with input from three school leaders (superintendent, curriculum coordinator, principal) and was piloted in a partnership arrangement in a school district. The

Department also provided two cohort programs at Malcolm X College in Chicago to prepare administrators in the Chicago Public Schools.

- The Department of Teaching and Learning coordinates the Educational Access project, working with schools on behalf of children who have been abused and neglected and are having difficulty in school. The project is currently working with the Chicago Public Schools to restructure two high poverty high schools to allow for vocational training in real work environments and to incorporate structured and functional reading, mathematics and writing programs all tied to the Illinois learning standards.
- Two members of the Department of Teaching and Learning are providing workshops on assistive technologies for blind and visually impaired children. The Department has also played an important role in providing substitutes for teachers of blind and visually impaired students when needed in area schools.

In general, the field experiences in NIU's certification programs facilitate candidates' development as professional educators prior to clinical practice. All students in initial programs complete a minimum of 100 clock hours of clinical experience prior to student teaching. The proposed revision of the certification program in elementary education will include a service component prior to admission to the program. Advanced programs, with the exception of the Chief School Business Official and School Psychology programs, require the candidate to hold an Illinois teaching certificate before entry into the program.

All students enter into reflective practice from the start of the clinical experiences through student teaching. This is demonstrated in the course syllabi, samples of student work, and student portfolios. The reader may consult the clinical experience binders in the Evidence Room for the College of Liberal Arts and Sciences and (by program) for the Colleges of Education, Health and Human Sciences, and Visual and Performing Arts.

All initial certification programs (except mathematics) require a full semester of student teaching. Students in mathematics return to campus after student teaching for a period of reflection, frequently combined with an exposure to problem-based learning. In the proposed revision of the certification program in elementary education, student teaching will occur one semester before graduation, to allow for a semester of reflection on the experience and philosophy of teaching. All advanced programs require an extensive internship capstone experience (see the program requirements, syllabi, and clinical binders in the Evidence Room).

All certification programs have GPA requirements and pre-requisite coursework criteria for admission to and progression through the clinical and student teaching experiences (see the Assessment of Candidates Matrix). The assessments used in clinical practice are linked to candidate competencies (see the program folios, student portfolios, and program assessment plans). The program portfolios describe multiple assessments through lessons, units, reflective logs, videos, mini-teaching, and inquiry projects. Ongoing formative and summative assessments occur throughout the clinical and student teaching experiences.

Many programs include some Community of Learner members in the assessment of student portfolios (for example, early childhood, elementary education, English, family and consumer sciences, and mathematics).

The site placement matrix (Evidence Room, Standard 3) provides diversity data for faculty, students, and communities where clinical experiences take place. The matrix reflects the enormous diversity present in NIU's service region, and indicates that candidates are regularly placed in schools that serve diverse populations of students.

STANDARD 4. DIVERSITY

Each year, the Assistant Provost for Academic Support Services compiles NIU's Annual Report on Underrepresented Groups, reflecting the vast array of initiatives at the university to address diversity issues. This document is forwarded to the Illinois Board of Higher Education, and also serves as a benchmark for the university community regarding progress in this crucial area. The report is pursuant to Public Act 85-283 and subsequent legislation that directs and requires public institutions of higher learning to plan and implement programs that increase the participation and success of minorities, women, and individuals with disabilities.

Final expenditures data for the 1999-2000 fiscal year reflect the enormous commitment which the institution has made to providing support for underrepresented groups. This includes the following:

- Center for Affirmative Action and Diversity Resources (8 FTE staff, \$419,833 budget)
- Center for Access-Ability Resources (15 FTE staff, \$442,000 budget)
- Center for Black Studies (4.75 FTE staff, \$230,468 budget)
- Center for Latino and Latin American Studies (2 FTE staff, \$192,014 budget)
- Counseling and Student Development Center, diversity-based initiatives (2.4 FTE staff, \$68,865 budget)
- Educational Services and Programs (39.15 FTE staff, \$1,578,955 budget)
- Graduate School, minority recruitment and retention initiatives (1 FTE staff, \$815,044 budget)
- Office of Admissions, minority recruitment and retention (3.5 FTE staff, \$448,322 budget)
- University Programming and Activities Office, diversity programming (1.2 FTE staff, \$203,763 budget)
- University Resources for Latinos (4 FTE staff, \$168,209 budget)
- University Resources for Women (3 FTE staff, \$132,549 budget)
- Women's Studies Program (3 FTE staff, \$210,902 budget)

Here are examples of programs at the university which are providing support for underrepresented groups:

The Departments of Communication, English, Literacy Education, and Mathematical Sciences make a significant contribution to the education of minority students admitted to NIU through the CHANCE program. In particular, mathematics employs approximately 6 full-time instructors to provide a year-long sequence of developmental courses to these students.

The Women's Studies Center and the Department of Mathematical Sciences were jointly awarded \$100,000 by the National Science Foundation for a project to enhance women's participation and success in mathematics. The project, which also involves the Department of Communication, has

two parts. The first part is a teaching intervention—a special section of Calculus I linked to a section of UNIV 101 (the freshman experience course) and a problem-solving group. All three have been designed around research about how women learn mathematics best. The second part of the grant will be an advertising campaign in campus media designed to change social norms surrounding women's participation and success in mathematics.

The Department of History has several new initiatives which relate to Hispanic students. A new course called Latin America Through Film will be offered for the first time in Spring 2002. Also, two established courses in Colonial Latin America and Modern Latin America have been submitted to the university's general education program.

Student Housing and Dining Services (SHDS) continues to foster interaction and involvement among the diverse groups who live in NIU's residence halls. For example, the SHDS staff cross-functional team on Diversity and Inclusion has recently produced two different programs. One project called "Under the Cover of Darkness" proved to be very effective. During this interactive program, participants (without being able to see race or ethnicity) had to carry on dialogue as well as discuss diversity attitudes and issues with another person they were with at that time. The outcomes and discussions proved to be most effective. The Diversity and Inclusion cross-functional team also sponsored the "International Extravaganza", a well received mini-ethnic festival featuring ethnic dance, food, speeches, costumes, and cultures from NIU's own student body. Various nationalities provided their own entrees and appeared to be proud that they could represent their homelands and find that others were interested in their cultures.

Also, the Resource Room for Student Housing and Dining Services sends out monthly updates to staff on programming ideas and resources for specific cultural heritage months and special events: International Week, Hispanic Heritage Month, African American History Month, Asian Heritage Month, American Indian History Month, Deaf Awareness Week, LGBT Awareness Week, Puerto Rican Heritage Month, Multicultural Winter Holiday Celebrations, and Women's History Month.

The School of Theatre and Dance has an ongoing commitment to produce works by minority and female writers. One outcome was the production of "Twilight Los Angeles." Penned by one of America's leading African-American playwrights, Anna Devere Smith, it served as the centerpiece of the School's efforts to use theatrical production to create a campus-wide dialogue on diversity. Performed by a multicultural cast and making use of media-driven technology, the play concerns the different contemporaneous views of the events in Los Angeles that took place following the arrest and beating of Rodney King. Running for two weeks, the production not only attracted large and diverse audiences, but members of the cast directly engaged the audience in discussion and debate both during and after the show. Of all the productions ever staged by the School to that point in time, none has provoked such explicit awareness and discussion of these issues.

In addition to its main production season, the School also this year continued its outreach program to area high schools. One of the three productions which toured this year was entitled "Verses on Diversity," a theatrical program that featured a diverse cast of student actors. The attempt here was not only to give NIU minority students additional performing opportunities (and to mirror an off-campus professional experience) but to introduce area schools to minority writers. This program has been a significant factor in enhancing the participation and achievements of minority and female students.

On a curricular level, the School's general education course, THEA 203, has been significantly revised to better reflect the diversity of the theatrical world. The plays read by students better reflect the works of women and minority playwrights, and the new curriculum approaches the theater from a more global perspective than has been the case in the past.

In the College of Education, the Office of Instructional Assistance provides academic support services to students majoring in education, including minority students. Peer tutoring for mathematics courses and writing assistance are offered. Workshops are held regularly to prepare students for the Illinois Basic Skills Test, which is required for certification in Illinois.

For many years, the College of Education has sponsored an intensive summer program for community college students of color who aspire to be teachers, Project PRIME (Evidence Room, Standard 4). This year the program was expanded to include African American students from the renowned Providence - St. Mel School on the west side of Chicago. The aim here is to support high school students who are interested in teaching to pursue this dream and someday teach at this beacon of hope in one of the worst sections of the inner city.

The Counseling and Student Development Center has initiated a program called "Dialogue on Race," in which freshman and sophomore students of all races who have been identified as future student leaders attend a weekend retreat at the Lorado Taft Field Campus. The goals of this experience are to decrease racial intolerance and prejudice, and develop the skills of those involved to be proactive in dealing with these issues.

The teacher certification programs in the College of Liberal Arts and Sciences respond to the many forms of diversity in several different ways:

- Course requirements: TEDU 457 (Systems for Integrating the Exceptional Student in the Regular Classroom). The syllabus for this course is available as an exhibit.
- Clinical experiences: The first and second clinicals, ILAS 201 and 301, are designed to expose students to issues of learning styles, multiculturalism, gender, and special needs students. Candidates become familiar with a variety of school settings including rural/small school, urban, and schools with a diverse population. In the seminar portions of the clinicals, candidates are introduced to the diversity of learners that they will encounter in the secondary schools. In ILAS 201, candidates attend a seminar on learning styles and begin to consider methods for developing a productive learning environment for all students. The emphasis in the second clinical experience (ILAS 301) is on providing a candidate with a variety of strategies for working with diverse populations and specific seminars address issues of multicultural, gender, and special needs. In ILAS 401, candidates have the opportunity to put into practice theories on working with diverse populations.

The College of Liberal Arts and Sciences has employed a number of strategies to recruit and retain a diverse faculty. These include: advancing a tenure line position against an anticipated vacancy; providing competitive starting salaries based upon the NASULGC salary survey; using departmental surveys to provide competitive start-up costs; providing one or two months summer salary for research support; providing extra funds for travel, moving, or other expenses connected with

departmental activities; and increasing the number of candidates interviewed for a tenure line position from two to three (enlarging the pool to ensure that it is diverse).

The College of Liberal Arts and Sciences Advising Office has played a major role in efforts to retain minority students. The Associate Dean for advising has been recognized by the CHANCE program for her outstanding contributions to this effort. Also, the College has developed articulation efforts with the City Colleges of Chicago, working with the NIU Office of Admissions to prepare appropriate materials for student recruitment.

In the Department of Mathematical Sciences, teacher candidates participate in written assignments about multiculturalism and gender issues in the third clinical experience (MATH 401) and student teaching (MATH 413). They complete a multicultural/historical project in MATH 401. In the methods course they are asked to develop and to present lessons that are directed to several different learning styles by incorporating manipulatives, oral communication between students (often in cooperative groups) and visual aids for the overhead. Also, students are asked to adapt their lessons for special needs students. In MATH 412, the secondary methods course, students are asked to prepare a multicultural/historical activity that would help students appreciate that all cultures and both men and women have contributed to the development of mathematics. Students are also made aware of what resources are available to aid them in working with special needs students. In their student teaching experience, the candidates apply what they have learned about diversity by designing and adapting lessons so that all students may have an equal opportunity to learn.

The College of Health and Human Sciences conducts faculty searches designed to encourage submissions from a highly diverse pool of candidates. Suitable candidates from the Illinois Minority Graduate Incentive Program and the Minority and Women Doctoral Directory are individually contacted, given information about the vacancy, and encouraged to apply. In the School of Family, Consumer, and Nutrition Sciences, which administers or co-administers two initial certification programs, five of the twenty regular faculty members are racially diverse (four Asian American and one African American). Eight members of the School have participated in NIU's Multicultural Transformation Institute. This impacts retention of a diverse candidate population. The schools used in the early field experiences and student teaching reflect a diverse student population.

The site placement matrix in the Evidence Room provides evidence of the degree to which NIU teacher candidates are placed in a variety of settings which bring them into contact with diverse populations of learners. This is a critical feature of the clinical aspect of the teacher preparation program at the university. Feedback from peers and supervisors helps candidates reflect on their ability to help all students learn.

Over the past five years, the minority percentage among the tenure/tenure track faculty has remained stable at about 13%. For Fall 2000, the 719 tenure/tenure track faculty included 20 African American, 55 Asian American, 18 Latino, and 3 Native American. A more detailed breakdown by individual department is available as an exhibit.

Over the past several years, the university has witnessed an encouraging increase in the percentage of minority program completers. In the largest initial certification program, elementary education, 13 of 248 program completers (5%) were minority students in 1994; 28 of 255 program

completers (11%) were minority students in 2000. In the second largest certification program, special education, 2 of 85 program completers (2%) were minority students in 1994; 12 of 100 (12%) were minority students in 2000. A more general compilation of minority program completers (just over 10% of all completers) can be found as an exhibit under Standard 4.

STANDARD 5. FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

Northern Illinois University emerged fully as a comprehensive, research-oriented institution during the late 1960's and the early 1970's. During this period of amazing growth and change, hundreds of faculty came to NIU, many at the very beginning of distinguished academic careers. This generation of teacher scholars, who have formed the backbone of the university's academic mission for thirty years, are now retiring in large numbers. This has provided a unique opportunity, over the past five years, to recruit a new generation of faculty across the university (including members of the teacher certification community). These new faculty members bring a remarkable level of sophistication about the appropriate use of technology in the classroom, a willingness to consider new kinds of instructional settings (e.g., collaborative learning and small group discussions), and an openness to interdisciplinary work. This is reflected, for example, in the creation of a coordinated effort in the College of Liberal Arts and Sciences in the area of cognitive studies, featuring the recruitment of new faculty in four departments (Anthropology, Computer Science, English, and Psychology).

The reinvigoration of the faculty at NIU has been enormously strengthened by the presence of the Faculty Development and Instructional Design Center. The Center provides support to faculty who wish to use technology productively in the classroom, offers workshops involving many aspects of teaching (many featuring nationally prominent speakers), and facilitates many other events such as the New Faculty Forum held in August and the Presidential Teaching Professorship lecture series. The budget for the activities of this office has increased from \$239,231 in 1998-99 to \$397,407 in 2000-01, mostly reflecting salaries for additional staff.

At the administrative level, the university has also seen significant change over the past several years. A new President, Dr. John Peters, arrived here from his previous post as chief academic officer at the University of Tennessee, Knoxville in June 2000, and has been remarkably successful in his first year in the position. NIU's acceptance as a member of the National Association of State Universities and Land Grant Colleges (NASULGC), its designation as a Carnegie Doctoral/Research-Extensive university, and its admission to the prestigious Universities Research Association have all occurred during the past year. In addition, a \$20,000,000 gift by an NIU alumnus has allowed the university to proceed with the construction of a state of the art, high technology College of Business building. When the new building is completed, the College of Health and Human Sciences will have the opportunity to occupy a unified space on campus, providing a better location for its three teacher certification programs.

A new Provost, Dr. Ivan Legg, will be assuming his duties in August 2001. Dr. Legg has most recently been Provost at the University of Memphis. He is nationally known for his innovative work in support of faculty development, and is a strong believer in the pervasive presence of the faculty in all aspects of the university life, including partnership work with school districts and other community groups. He has been an active scholar in the field of chemistry.

The Associate Provost, Dr. Robert Wheeler, was a faculty member in the Department of Mathematical Sciences at NIU for 26 years, and has received the Excellence in Undergraduate Teaching Award and a Presidential Teaching Professorship. Before assuming his present duties, he was Associate Dean of the College of Liberal Arts and Sciences for two years.

The College of Education will be seeking new leadership, with the departure this summer of the previous Dean, Dr. Alfonzo Thurman, to address new challenges at an urban university. The College is fortunate to have the continuing services of the Acting Dean, Dr. Christine Sorensen, who is extremely knowledgeable about certification programs. In particular, she comes from a background in educational administration, and is particularly well-prepared to direct the work of the Committee on Advanced Program Certification. The College will conduct a search for a new Dean who will bring fresh energy and vision to its activities.

The leadership of the College of Liberal Arts and Sciences remains entirely stable, with a vigorous Dean, Dr. Frederick Kitterle, who has made a remarkable personal commitment to the development of teacher certification. Also in the College of Visual and Performing Arts, Dean Harold Kafer continues to be a strong supporter of the long-established certification programs in art and music. The College of Health and Human Sciences is welcoming a new Dean, Dr. Shirley Richmond, who has committed herself to improving collaborative efforts involving the four departments in the college with each other and with other colleges at NIU.

The Summary of Unit-Wide Faculty Positions during the period 1996-2000 is broken down by the departments which offer certification programs and by the ranks of Professor, Associate Professor, Assistant Professor, Instructor, and Graduate Teaching Assistant. Analysis of this data needs to take account of the significant budget reductions undergone by the university during the mid-1990s, in response to declining student enrollment and consequent loss of tuition revenue. For the past four years, student enrollment has rebounded, and the state general revenue appropriation has been growing at a rate of 5% per year or better. Over time, this will be reflected in growth in the number of regular faculty at the university. The Provost's office has the opportunity to make Program Priority Requests to the Illinois Board of Higher Education for additional state money to address important new initiatives. For both the FY02 and FY03 budget cycles, requests for additional faculty whose professional work focuses on teacher certification have been very prominent in the submitted list.

Faculty in the teacher certification community model best professional practice in their teaching and their scholarship. One measure of this is the syllabi for their courses. Another is their websites, which frequently provide an indication of their philosophy of teaching, especially as it relates to the use of technology. As the university moves toward its stated goal of converting 50% of its 150 general access classrooms to "smart classrooms" by the year 2004, more and more faculty have had the experience of teaching in these enhanced settings (or via interactive video).

The university requires that each faculty member be evaluated by students each semester relative to their performance in the classroom. The forms used vary from department to department, and the results are protected by the confidentiality of the university's personnel process, relating to

promotion and tenure. A description of faculty personnel policies by college and department is available as an exhibit under Standard 5.

A list of faculty publications over the past five years is available as an exhibit. It reflects the tremendous productivity of the faculty in a variety of intellectual endeavors. The faculty vitae provide an indication of the essential features of their contributions to the university, including membership and leadership roles in professional organizations. Also, the Faculty Activity Reports provide an indication of faculty achievements during the previous calendar year. As with the student course evaluations, the Faculty Activity Reports are an essential part of the personnel process, forming the basis for merit increments in each budgetary cycle. Accordingly these reports are maintained in departmental offices, respecting the confidentiality of the personnel process.

The earlier discussion of Standards 3 and 4 provides a good sense of the extent to which teacher certification faculty are collaborating with P-12 faculty to improve teaching, candidate learning, and the preparation of educators. This is formalized in the various partnership agreements made by the Colleges of Education and Liberal Arts and Sciences with collaborating school districts. It is also evidenced by informal collaborations, such as Project SMAR²T (Science, Math, and Alliances to Recruit and Retain Teachers), the effort to develop an interdisciplinary science minor for pre-service elementary teachers.

Also, Student Housing and Dining Services has partnered with the Division of Academic Affairs to create a number of academically focused houses within the residence hall structure. These include the Fine Arts House, the International House, the Health House, the Science, Engineering, and Technology House, and the Honors/T.E.A.C.H. House. Each House has a faculty coordinator who provides leadership and inspiration for programmatic activities with an academic focus. In particular, the Honors/T.E.A.C.H. House brings together students in the University Honors Program and students who have committed to a teaching vocation in a single wing of the Douglas Residence Hall. Supported by a network of undergraduate and graduate advisors, as well as residence hall staff and the University Coordinator of Teacher Certification, this new House is expected to provide valuable professional enrichment for future teachers.

Another significant aspect of faculty performance is their success in garnering external grants, whether for purposes of research or training or both. The Graduate School provides funds for one month of summer research support for faculty who are moving toward submission of major external grant requests. The Grants exhibit provides a summary of activity among members of the teacher certification community over the past five years. Particularly encouraging are the recent award from the federal program, "Preparing Tomorrow's Teachers to Use Technology," which will provide important support for the effort to acquaint in-service and pre-service teachers with the appropriate use of technology in the classroom, and the recent Verizon Grant from the GTE corporation to support similar activities.

A final indicator of scholarly activity by members of the faculty and supportive professional staff involved in certification work is the record of sabbatical leaves over the past five years. As the record indicates, the faculty have been active in diverse ways in deepening their scholarship.

STANDARD 6. UNIT GOVERNANCE AND RESOURCES

The President of Northern Illinois University works closely with a senior cabinet consisting of the Executive Vice President and Provost, the Executive Vice President for Finance and Facilities, the Vice President for Administration, and the Vice President for Development. These individuals are supported in turn by five Associate Vice Presidents (Financial Affairs, Operations, Development, Human Resource Services, and Information Technology Services) and three Associate Provosts (Graduate Studies and Research, Student Affairs, and Undergraduate Studies). In addition, eight Deans (from the Colleges of Business, Education, Engineering and Engineering Technology, Health and Human Sciences, Law, Liberal Arts and Sciences, and Visual and Performing Arts, and the University Libraries) work closely with the Executive Vice President and Provost. These 21 individuals are central to the governance of the institution.

A highly significant fact is the following: the activities of 18 of these individuals have direct impact on the conduct of the university's certification programs (the only possible exceptions being the Deans of the Colleges of Business, Engineering and Engineering Technology, and Law). The President of course defines the mission and objectives of the institution. In his inaugural State of the University Address in October 2000, new President John Peters gave a particularly compelling statement of his views, characterizing NIU as a modern version of a land-grant institution, and stressing the importance of partnership activities with communities in our service region.

The Executive Vice President and Provost, working with the Associate Provosts responsible for Undergraduate Studies and for Graduate Studies and Research, keeps a close eye on the curricular aspects of the 34 initial and advanced certification programs, and makes decisions on budget allocations to certification programs and other units in the Academic Division. The Associate Provost for Student Affairs functions in many ways as a Dean of Students, and also supervises the Office of Career Planning and Placement, which provides useful assistance to teacher candidates who are seeking appropriate positions.

The Executive Vice President for Finance and Facilities, working with the Associate Vice Presidents for Financial Affairs and for Operations, allocates the university's budget to the Academic Division and other components of the university, and also is responsible for planning and executing the construction and renovation of NIU's physical facilities.

The Vice President for Administration is responsible for the regional NIU centers at Hoffman Estates, Lorado Taft, Naperville, and Rockford, where a significant amount of graduate level instruction in education is provided. The Associate Vice President for Human Resource Services is responsible for monitoring affirmative action procedures in the hiring of faculty and staff, as well as for the processing of payroll distributions and many other transactions involving faculty, staff, and student employees of the university. The Associate Vice President for Information Technology Services has responsibility for the massive network of technological resources available on campus (approximately 7,000 networked computers, with some 2,000 of these available to students in 90 different laboratories, many located in the residence halls). He is also responsible for the recent implementations of integrated software (PeopleSoft) for financial records and for human resource services, and for the massive future task of implementing integrated software for student records.

The Vice President and Associate Vice President for Development are deeply involved in fund-raising activities which benefit students directly (via scholarships) and indirectly (via the raising of support for new programs and new buildings). For example, the university has the only endowed chair of teacher education in the nation, supported by a large grant from the Morgridge family. In a university where many students come from families of modest means, and 70% of all students receive some form of financial aid, it is essential that sources of financial support for future teachers and others continue to be cultivated.

The central role of the Deans of Education, Health and Human Sciences, Liberal Arts and Sciences, and Visual and Performing Arts in the administration of certification activities on the NIU campus is clear. The role of the Dean of the University Libraries in enhancing the central intellectual resource of the campus is also clear. A notable feature of the [University Libraries](#) in recent years has been the tremendous increase in electronic access to its resources. Another major change has been the increasing availability of specialized technology to assist students with disabilities.

As the description above indicates, the governance of initial and advanced certification, although centralized in the Office of the Associate Provost, is in fact intricately interwoven with the entire administrative structure of the university. Attention to the health of the certification community remains central to the institution, as has always been the case through the century and more of its existence.

Additional aspects of this complex governance structure may be found on the [NIU Webpage](#) as well as on the webpages of the four colleges which administer teacher certification programs. In addition, the webpage of the [Committee on Initial Teacher Certification](#) (CITC), a faculty body which makes curricular and policy decisions about the overall conduct of the 27 initial certification programs, contains an [informational chart](#), a description of the [activities](#) of the committee and its subcommittees, a teacher certification website, and the [minutes](#) of recent CITC meetings.

The College of Liberal Arts and Sciences provides \$79,300 in direct continuing support of the Office of Clinical Experiences and Student Teacher Placement. Ancillary support of \$21,836 in honoraria, payment for student teacher supervision, and payment for faculty members to participate in partnerships is also provided. The college office of teacher certification is now housed in a convenient and central location on the top floor of Zulauf Hall, doubling the space previously available to it. Some \$8,000 in equipment and furnishings were provided to the new office. Most crucially, the college provides \$566,000 to more than 25 faculty and staff (including some off-campus supervisors) who are directly involved in the work of teacher certification. The total budget allocation for teacher certification is then approximately \$675,000.

The College of Health and Human Sciences opened a computer training facility, shared with the Faculty Development and Instructional Design Center, in the year 2000. The center has 48 student workstations, and is used by certification students as well as others.

The analysis of budgetary support for units in the College of Education is complicated by the reorganization of the college from four departments to seven. Consequently, the presentation of departmental budgets for the past five years should be interpreted with caution in the case of this college. It should be noted that the Department of Teaching and Learning, which administers the certification programs in early childhood, elementary, and special education, is the largest

department in the university in terms of the number of FTE faculty employed (approximately 70). The university and college are currently reviewing the possibility of providing more regular tenure-track positions for this crucial unit.

The university does not currently have a comprehensive workload policy which encompasses teaching, scholarship, advisement, collaborative work in P-12 schools, and service. As a general guideline, regular faculty start from a nominal teaching expectation of four courses per semester, and then have this adjusted downward to allow for other professional activities. In doctoral granting departments, it is common for regular faculty to teach two courses per semester on average. The new Provost, who is very knowledgeable on workload issues, is expected to address this matter in detail with the deans of the instructional colleges.

The various certification programs have developed different mixes of full-time, part-time, and clinical faculty to meet their respective needs. Two models are common. One is a program directed by a member of the supportive professional staff (faculty no-rank), frequently employing retired high school teachers as supervisors of student teachers (e.g., the Department of Mathematical Sciences). The other is a program directed by a member of the regular tenure-track faculty, with appropriate released time for these duties but a continuing research expectation (e.g., the Department of Biological Sciences).

The Division of Human Resource Services has developed lists of support personnel in the departments which administer certification programs (Exhibit Room, Standard 6). The Faculty Development and Instructional Design Center has comprehensive records of opportunities for the faculty to develop their expertise in using technology in the classroom. Resources available on campus to support certification activities include the College of Education Learning Center, a comprehensive resource for electronic, video and print resources. It also serves as a center for classroom instruction via interactive video. The Dukane partnership has provided the College of Education with a smart classroom capability for instruction.

The IPED Library Survey (Evidence Room, Standard 6) summarizes library holdings at NIU for the past five years, in terms of types of holdings, numbers of holdings, and budget. Faculty, staff, and candidates increasingly have access to library resources by electronic means.

Conclusion

The present moment may fairly be judged as one of the most exciting times in the long history of Northern Illinois University. New leadership, new programs, and new buildings are all contributing to the emergence of the university as a leader in the many partnerships which structure its dynamic service region. The Community of Learners at NIU shares in this moment of pride and anticipation, and looks forward to the continuing evolution of the certification programs as a vital part of the central mission of the institution. The conversion to the NCATE 2000 Standards has motivated many of the significant changes which are presently occurring in NIU's certification activities. This is a very positive aspect of the reaccreditation process, as it should be.