

Academic Support Unit

Division of Academic Affairs

University Office of Educator Licensure and Preparation

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Submitted by:

Jenny Parker

Associate Vice Provost for Educator Licensure and Preparation

Carrie Zack

Associate Director of Educator Licensure and Preparation

## **1. History and Context**

The University Office of Educator Licensure and Preparation is responsible for coordinating activities pertaining to educator licensure at NIU. Primary responsibilities include representing NIU to external constituencies such as the Illinois State Board of Education; working with licensure discipline coordinators and directors on standardizing the implementation of policies, procedures, and programs; coordinating accreditation; facilitating the function of university level committees; working on initiatives with the Center for P-20 Engagement; and coordinating the reporting structure for initial and advanced educator licensure programs.

Over the past 5 years, the University Office of Educator Licensure and Preparation has experienced changes in title, personnel and responsibilities. Originally named the Office of Teacher Certification, the new title reflects the changes in terminology implemented by the Illinois State Board of Education. Along with those changes came a new rank for the director, Associate Vice Provost for Educator Licensure and Preparation.

Since August 2011, two individuals have held the position of Associate Vice Provost for Educator Licensure and Preparation. During this time, the responsibilities of the Assessment Coordinator were further developed and the role changed to the Associate Director of Educator Licensure and Preparation. In the last three years, a Licensure Assessment Assistant was hired to provide resources for teacher candidate preparation in test taking—specifically to assist with the Test of Academic Proficiency.

Recently, responsibility for the Professional Development School initiatives was transferred to UOELP, and an Associate Director of Professional Development Schools was hired. Finally, UOELP has assumed responsibility for coordinating the implementation of the EdTPA, an externally graded, state mandated assessment that all teacher candidates must successfully complete for licensure starting in fall 2015. As a full time coordinator has not been approved, an individual works part time to assist with the support for this initiative.

## **2. Mission, Goals and Objectives**

### Mission Statement

The mission of the University Office of Educator Licensure and Preparation is to support the university-wide commitment to the preparation of exemplary educators. Our preparation programs are not located in just one college, but in four different colleges, taking full advantage of the extensive expertise of our faculty throughout the university. Our focus is on the preparation of exemplary educators who demonstrate the knowledge, practice, reflection and dispositions required to be successful teachers.

### Goals and Objectives

Highlighted goals and objectives are future oriented and based upon changing responsibilities and feedback received from assessments during this review cycle. Data will continue to be collected, as outlined in the accompanying status report, to address the non-highlighted goals and objectives.

**Goal 1.** To support the continued accreditation, state and national recognition of the educator preparation unit and the individual programs of which it is comprised

**Objective 1.1** Annual and periodic data and reports at the unit and program levels required by the Council for the Accreditation of Educator Preparation (CAEP) will be completed to the satisfaction of that body and submitted by the deadlines set by CAEP.

**Objective 1.2** Annual program reports and periodic unit reports to the Illinois State Board of Education (ISBE) will be completed to the satisfaction of that body and submitted by the deadlines set by ISBE.

**Objective 1.3** Program representatives (administrators, faculty, and staff) will report satisfaction with information and support services provided by the University Office of Educator Licensure and Preparation (UOELP) related to the preparation of CAEP/SPA and ISBE reports.

**Objective 1.4** Program representatives (administrators, faculty, and staff) will report satisfaction with communications between the University Office of Educator Licensure and Preparation (UOELP) and external agencies and stakeholders (including CAEP and ISBE)

**Objective 1.5** CAEP accreditation visits coordinated by UOELP will result in successful maintenance of accreditation.

**Objective 1.6** Program representatives will report satisfaction with the internal communication between UOELP and programs regarding licensure requirements, and information/initiatives related to educator licensure.

**Goal 2.** To support program and unit level improvement efforts by supporting the development, use, and re-development of assessment systems and individual assessment tools

**Objective 2.1** Assessment systems and individual assessments employed by the unit and its programs will be positively evaluated by CAEP and ISBE.

**Objective 2.2** Program representatives (administrators, faculty, and staff) will report satisfaction with the assessment-related support provided by UOELP.

**Objective 2.3** Assessment systems and individual assessments employed by programs and the UOELP will be positively evaluated by the University Assessment Panel (UAP).

**Goal 3.** To provide faculty and student support for the implementation of mandated initiatives in educator licensure.

**Objective 3.1** Program representatives will report satisfaction with the UOELP support provided for the implementation of the EdTPA

**Objective 3.2** Teacher candidates will pass the EdTPA with 90% success rate starting in fall 2015

**Objective 3.3** Program representatives and students will report satisfaction with resources UOELP provides to support students preparing for the ACT/TAP

**Objective 3.4** Program representatives will report satisfaction with UOELP Website.

**Goal 4.** To support the continued development and expansion of School/University relationships

**Objective 4.1** School personnel will report satisfaction with the process for distributing, tracking and redeeming tuition waivers associated with clinical students and student teachers

**Objective 4.2** PDS school personnel and NIU faculty will report satisfaction with the implementation of PDS initiatives

**Objectives 4.3** Participants will report satisfaction with PDS site council meetings and retreats

**Goal 5.** To advocate for educator licensure at the state, regional, and national levels

**Objective 5.1** UOELP will provide documented evidence of satisfactory involvement with appropriate external agencies

**Objective 5.2** Program representatives will report satisfaction with UOELP responses to federal and state licensure policy rule changes by established deadlines

**3. Assessment Methods**

*Assessment Methods-by-Outcomes Matrix*

Assessment Method	Goal				
	1. Continued Accreditation of Programs	2. Support of assessment systems and individual tools	3. Support faculty and students for implementation of mandated initiatives	4. Support continued development and expansion of school-university relationships	5. Advocate for licensure at all levels
SEPLB Appearances and Red Flags	D, F, S				
UAP evaluation		I, F, S			
UOELP Survey	I, F, S	I, F, S	I, F, S		
Assessment Workhops Eval		I, F, S			
Tuition Waiver Survey and Tracking				I, F, S	
Student passing rate on EdTPA			D, F, S		
Student feedback survey for test prep			D, F, S		
PDS survey to school districts and faculty				I, F, S	
Tracked responses to proposed changes in licensure and accreditation at all levels	I, F, S				I, F, S
Feedback about involvement with external agencies					I, F, S
<i>Note.</i> F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment					

*Explanation of Assessment Methods*

Assessment Method	Explanation			
	Description	Assessment-Level Target <sup>a</sup>	When Data Will be Collected	Person Responsible
SEPLB Appearances and Red Flags	Feedback received from the ISBE/SEPLB in response to NIU submission of annual reports	No Red Flags identified or appearances before SEPLB required for anything other than new program approval	Annually	Associate Director, UOELP
UAP evaluation	Feedback from UAP in the form of rubric ratings	Rating of Proficient or Advanced on all areas of UAP rubric	Annually for subset of educator licensure (or continuing education) programs up for review in a given year	Associate Director, UOELP
UOELP Survey	Satisfaction survey sent to all members of UCIEL and UCANELP	90% of respondents will report satisfaction on survey	Annually – Spring semester	Associate Director, UOELP
Assessment Workshops Evaluation	Satisfaction survey sent to all participants	90% of respondents will report satisfaction on survey	Immediately following workshops which are scheduled as needed or requested	Associate Director, UOELP

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Assessment Method	Explanation			
	Description	Assessment-Level Target <sup>a</sup>	When Data Will be Collected	Person Responsible
Tuition Waiver Survey and Tracking	Satisfaction survey sent to all participating districts with accompanying information regarding new tuition waivers awarded and expiration of existing tuition waivers	90% of respondents will report satisfaction on survey	Tracking each semester Survey administered each fall	Administrative Assistant
Student passing rate on EdTPA	Report generated from Pearson, the external company who grades all candidates' EdTPAs.	90% of students will receive passing score	Each semester	Associate Vice Provost
Student feedback survey for test prep	Satisfaction survey to be completed by students at the completion of tutoring, class, or workshops.	90% of respondents will report satisfaction on survey	On-going after completion of tutoring, class or workshops	Licensure Assessment Assistant
PDS surveys to school districts and faculty	Satisfaction Surveys to be completed by involved school personnel and NIU faculty.	90% of respondents will report satisfaction on survey	Annually at the conclusion of the school year in June	Associate Director for PDS
Tracked responses to proposed changes in licensure at all levels	A table tracking the correspondence between UOELP and various external agencies. Used to examine turn-around-time, external communication, advocacy for issues regarding licensure.	All correspondence and commentary is submitted before posted deadlines	Each time correspondence is initiated by UOELP. Analyzed at the end of each semester	Associate Vice Provost
Feedback regarding UOELP participation with external agencies	Checklist of external agencies important in the advocacy of educator licensure. This form will document the involvement of UOELP in such agencies.	All identified agencies report satisfaction with UOELP representation	Annually in the spring semester	Associate Vice Provost
<p><i>Note.</i> <sup>a</sup> Assessment-level target is the level of performance the unit hopes to see on the assessment (e.g., 85% percent of participants demonstrate X, Y, and Z).</p>				