Program Report for the Preparation of Secondary Mathematics Teachers
National Council of Teachers of Mathematics (NCTM)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name
   Millikin University

2. State
   Illinois

3. Date submitted
   MM  DD  YYYY
   09 / 15 / 2008

4. Report Preparer's Information:

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5. NCATE Coordinator’s Information:

   Name:
   Nancy Gaylen
   Phone: Ext.
   (217) 424 - 3790
6. Name of institution's program
Mathematics Education Major

7. NCATE Category
Mathematics Education

8. Grade levels\(^{(1)}\) for which candidates are being prepared
9-12

\(^{(1)}\) e.g. Early Childhood; Elementary K-6

9. Program Type
- Advanced Teaching
- First teaching license
- Other School Personnel
- Unspecified

10. Degree or award level
- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master’s
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. Is this program offered at more than one site?
- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared
Type 09-secondary mathematics

14. Program report status:
Initial Review

Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized

Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:
NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

Yes

No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of NCTM standards. (Response limited to 4,000 characters)

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

4. Description of the relationship (2) of the program to the unit's conceptual framework. (Response limited to 4,000 characters)

(2) The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system (3). (Response limited to 4,000 characters)

(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.
7. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

8. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

<table>
<thead>
<tr>
<th>Program:</th>
<th>Secondary Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic Year</td>
</tr>
<tr>
<td></td>
<td>2007-2008</td>
</tr>
<tr>
<td></td>
<td>2006-2007</td>
</tr>
<tr>
<td></td>
<td>2005-2006</td>
</tr>
</tbody>
</table>

(4) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements.

9. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Highest Degree, Field, &amp; University (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment: Indicate the role of the faculty member (6)</td>
<td></td>
</tr>
<tr>
<td>Faculty Rank (7)</td>
<td></td>
</tr>
<tr>
<td>Tenure Track</td>
<td></td>
</tr>
<tr>
<td>Scholarship (8), Leadership in Professional Associations, and Service (9): List up to 3 major contributions in the past 3 years (10)</td>
<td></td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools (11)</td>
<td></td>
</tr>
</tbody>
</table>

(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.
(6) e.g., faculty, clinical supervisor, department chair, administrator
(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor
(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one’s work for professional review and evaluation.
(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are
In this section, list the 6-8 assessments that are being submitted as evidence for meeting the NAEYC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

<table>
<thead>
<tr>
<th>Type and Number of Assessment</th>
<th>Name of Assessment (12)</th>
<th>Type or Form of Assessment (13)</th>
<th>When the Assessment Is Administered (14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1: Licensure assessment, or other content-based assessment (required)</td>
<td>Illinois Certification Testing System Mathematics Content Exam (Test 115)</td>
<td>Licensure Exam</td>
<td>Prior to student teaching</td>
</tr>
<tr>
<td>Assessment #2: Content knowledge in secondary mathematics education (required)</td>
<td>Grades in core required mathematics courses</td>
<td>Grades</td>
<td>Prior to student teaching</td>
</tr>
<tr>
<td>Assessment #3: Candidate ability to plan instruction (required)</td>
<td>Designing Interdisciplinary Unit Instruction for the Classroom (Candidate Assessment 7)</td>
<td>Rubrics- Focusing on Long-range planning, Unit descriptor; Individual Lesson plan</td>
<td>ED321-&quot;General Secondary Methods and Assessment&quot;</td>
</tr>
<tr>
<td>Assessment #4: Student teaching (required)</td>
<td>Evaluation of student teaching</td>
<td>Grade based on student teaching rubric</td>
<td>ED478 Supervised teaching in high school</td>
</tr>
<tr>
<td>Assessment #5: Candidate effect on student leaning (required)</td>
<td>Teacher Work Sample (Candidate Assessment 10)</td>
<td>Rubrics- Focusing on contextual factors, learning goals, assessment plan including pre-test, instructional design plus instructional decision making and analysis of student work</td>
<td>Started in ED425 &quot;Instructional Analysis, Design &amp; Assessment for Secondary Teachers&quot;; finished in ED488 &quot;Education Senior Seminar&quot;; Starts semester prior to student teaching, completion is during student teaching practicum</td>
</tr>
<tr>
<td>Assessment #6:</td>
<td>Final Grade based on multiple components that</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Additional assessment that addresses NCTM standards (required)

<table>
<thead>
<tr>
<th>Assessment #7: Additional assessment that addresses NCTM standards (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Secondary Mathematics Methods are required to succeed as mathematics teacher; all components are assessed using rubrics</td>
</tr>
<tr>
<td>MA 425 Methods of Teaching Mathematics, Grades 6-12</td>
</tr>
</tbody>
</table>

**SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS**

1. For each NCTM standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NCTM standards.

<table>
<thead>
<tr>
<th>Mathematics Preparation for All Mathematics Teacher Candidates</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
<th>#7</th>
<th>#8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge of Problem Solving. Candidates know, understand and apply the process of mathematical problem solving. [Indicators are listed at <a href="http://www.nctm.org/about/ncate/secondary_indic.htm">http://www.nctm.org/about/ncate/secondary_indic.htm</a>]</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>e</td>
<td>e</td>
</tr>
<tr>
<td>2. Knowledge of Reasoning and Proof, Candidates reason, construct, and evaluate mathematical arguments and develop as appreciation for mathematical rigor and inquiry. [Indicators are listed at <a href="http://www.nctm.org/about/ncate/secondary_indic.htm">http://www.nctm.org/about/ncate/secondary_indic.htm</a>]</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>e</td>
<td>e</td>
</tr>
<tr>
<td>3. Knowledge of Mathematical Communication. Candidates communicate their mathematical thinking orally and in writing to peers, faculty and others. [Indicators are listed at <a href="http://www.nctm.org/about/ncate/secondary_indic.htm">http://www.nctm.org/about/ncate/secondary_indic.htm</a>]</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>e</td>
<td>e</td>
</tr>
<tr>
<td>4. Knowledge of Mathematical Connections. Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding. [Indicators are listed at <a href="http://www.nctm.org/about/ncate/secondary_indic.htm">http://www.nctm.org/about/ncate/secondary_indic.htm</a>]</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>g</td>
<td>g</td>
</tr>
<tr>
<td>5. Knowledge of Mathematical Representation. Candidates use varied representations of mathematical ideas to support and deepend students' mathematical understanding. [Indicators are listed at <a href="http://www.nctm.org/about/ncate/secondary_indic.htm">http://www.nctm.org/about/ncate/secondary_indic.htm</a>]</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>e</td>
<td>e</td>
</tr>
<tr>
<td>6. Knowledge of Technology. Candidates embrace technology as an</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>e</td>
<td>e</td>
</tr>
</tbody>
</table>

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).
7. Dispositions. Candidates support a positive disposition toward mathematical processes and mathematical learning. [Indicators are listed at http://www.nctm.org/about/ncate/secondary_indic.htm]

8. Knowledge of Mathematics Pedagogy. Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning. [Indicators are listed at http://www.nctm.org/about/ncate/secondary_indic.htm]

9. Knowledge of Number and Operations. Candidates demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing numbers, relationships among numbers and number systems, and the meaning of operations. [Indicators are listed at http://www.nctm.org/about/ncate/secondary_indic.htm]

10. Knowledge of Different Perspectives on Algebra. Candidates emphasize relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change. [Indicators are listed at http://www.nctm.org/about/ncate/secondary_indic.htm]

11. Knowledge of Geometries. Candidates use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties. [Indicators are listed at http://www.nctm.org/about/ncate/secondary_indic.htm]

12. Knowledge of Calculus. Candidates demonstrate a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in techniques and application of the calculus. [Indicators are listed at http://www.nctm.org/about/ncate/secondary_indic.htm]


14. Knowledge of Data Analysis, Statistics and Probability. Candidates demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability. [Indicators are listed at http://www.nctm.org/about/ncate/secondary_indic.htm]

15. Knowledge of Measurement. Candidates apply and use measurement concepts and tools. [Indicators are listed at http://www.nctm.org/about/ncate/secondary_indic.htm]

2. 16.1 Field-based Experience. Engage in a sequence of planned opportunities prior to student teaching that includes observing and participating in secondary mathematics classrooms under the supervision of experienced and highly qualified teachers.

Information should be provided in Section I (Context) to address this standard.

3. 16.2 Field-based Experience. Experienced full-time student teaching secondary-level mathematics that is supervised by experienced and highly qualified teacher and a university or college supervisor with mathematics teaching experience.
Information should be provided in Section I (Context) to address this standard.

4. For the NCTM standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NCTM standards.

<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
<th>#3</th>
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</tbody>
</table>

16.3 Field-Based Experience. Demonstrate the ability to increase students' knowledge of mathematics.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE’s unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
   (a) the assessment tool or description of the assignment;
   (b) the scoring guide for the assessment; and
   (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following
exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available.

1. State licensure tests or professional examinations of content knowledge. NCTM standards addressed in this entry could include all of the standards 1-7 and 9-15. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

| Assessment 1 Illinois Certification Testing System Mathematics Content Exam (Test 115) |

See Attachments panel below.

2. Assessment of content knowledge (15) in mathematics. NCTM standards addressed in this entry could include but are not limited to Standards 1-7 and 9-15. Examples of assessments include comprehensive examinations, GPAs or grades (16), and portfolio tasks (17). (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

| Assessment 2 - Grades of Student Teaching Candidates in Required Core Math Courses |

See Attachments panel below.

(15) Content knowledge in early childhood professional preparation includes knowledge of child development and learning (characteristics and influences); family relationships and processes; subject matter knowledge in literacy, mathematics, science, social studies, the visual and performing arts, and movement/physical education; as well as knowledge about children's learning and development in these areas.

(16) If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards.

(17) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. Assessment that demonstrates candidates can effectively plan classroom-based instruction. NCTM standards that could be addressed in this assessment include but are not limited to Standard 8. Examples of assessments inculde the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

| Assessment 3 Designing Interdisciplinary Unit Instruction for the Classroom |

See Attachments panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NCTM standards that could be addressed in this assessment include but are
not limited to standard 8. An assessment instrument used in student teaching or an internship should be submitted. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

| Assessment 4 Evaluation of Student Teaching |

See Attachments panel below.

5. Assessment that demonstrates candidate effects on student learning. NCTM standards that could be addressed in this assessment include but are not limited to Standard 8. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

| Assessment 5 Teacher Work Sample (Unit plan with pre-test, post-test, analysis of student work, and reflection components) |

See Attachments panel below.

6. Additional assessment that addresses NCTM standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

| Assessment 6 Evaluation of Secondary Mathematics Methods |

See Attachments panel below.

7. Additional assessment that addresses NCTM standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Optional)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

8. Additional assessment that addresses NCTM standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Optional)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and
have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

The Department of Mathematics and Computer Science, which houses the Secondary Mathematics Program, continues to succeed in preparing secondary mathematics candidates. One hundred percent of program completers last year successfully found teaching positions in mathematics. Although the assessments in this report indicate that the Secondary Mathematics Program is meeting all of the NCTM Standards, the department and School of Education endeavor to continue moving forward.

Content Knowledge
A strength of the Secondary Mathematics Program is our candidates perform successfully on the Illinois Mathematics Content Exam. Although our candidates have had an extremely high level of success, the mathematics faculty continues to reflect on the structure of the required mathematics courses and content on the state licensing examination. After much reflection, the mathematics faculty determined that the candidates need to further develop their probability, statistics, and proof skills. As a result of this determination, MA302 Algebraic Structures and MA220 Statistical Methods are now required of all secondary mathematics candidates.

Due to the rigorous mathematics course sequence, the mathematics faculty reflected on the requirements and decided the GPA requirement for mathematics candidates to be approved for student teaching should be lowered from 2.7 to 2.2. In contrast to this, our program completers for 2006-2007 had an average GPA of 3.63, while the completers for 2007-2008 had an average GPA of 2.88. The mathematics faculty will continue to monitor the GPA of the candidates closely and their performance on the Illinois Mathematics Content Exam for any trends.

Professional and Pedagogical Knowledge, Skill, and Dispositions
The assessments indicate that our candidates are strong in these areas. However, in an effort to not become stagnant, the faculty continues to strive for excellence by making some changes. Right now, secondary mathematics candidates have an option to intern with a mathematics faculty member in a college course. Mathematics faculty will continue to encourage candidates to take full advantage of this opportunity.

Our program completers have been doing well on the student teaching evaluations. However, in an effort to continue to help our candidates on their journey towards excellence, a rubric specifically written for mathematics student teachers was piloted in Spring 2008. This rubric is used in addition to the current student teaching evaluation developed by the School of Education. Additionally, in the future, this mathematics rubric will be shared with the candidates in MA425 Methods of Teaching Mathematics, Grades 6-12.

In an effort to let mathematics candidates have more time in the classroom prior to student teaching, in academic year 2006-2007, the School of Education implemented a junior block for secondary majors. This experience is when the mathematics teacher candidates complete Candidate Assessment 7 [Assessment 3 of this report]. During the experience, candidates spend time in a local public high school observing and teaching lessons. The mathematics and School of Education faculty will evaluate and
reflect on the impact this experience has on the candidates.

Student Learning
Although our candidates have performed well on Candidate Assessment 7 (Unit) [Assessment 3 of this report] and Candidate Assessment 10 (Unit with pre-/post-test and reflection) [Assessment 5 of this report], the School of Education faculty revised both of these assessments in Summer 2007. Considerable discussion and reflection took place and a committee was formed for each revision. The committees revised the assessments in order to ensure that our candidates will have an opportunity to plan effective instruction in the classroom. Additionally, with Candidate Assessment 10, in addition to the unit, the candidates develop a pre- and post-assessment to measure student learning during their student teaching experience. Fall 2007 was the first semester that these new versions were in place. Tweaking and of the new version took place prior to Spring and Fall 2008. It is certain that the committees may need to continue to refine the assessments once it is determined what works and what still needs attention.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at http://www.ncate.org/institutions/process.asp?ch=4 (Response limited to 24,000 characters.)

Sections II, III, IV, and IV have resubmissions. Assessments I, II, III, IV, V, and VI are resubmitted. The following changes/updates/revisions have taken place.

Section II: List of Assessments
-The table has changes in names and descriptions to more adequately reflect the types of assessment.

Section III: Relationship of Assessment to Standards
-The standards have been reviewed and assessments identified that address the standards.

Section IV: Evidence for Meeting Standards
Each of the six assessments has been updated as follows.

Changes in Assessment 1: Illinois Certification Testing System Mathematics Content Exam (Exam 115)
- The five subareas of the Illinois Certification Testing System (ICTS) Mathematics Content Exam, as well as the objectives of each subarea, have been included with a deeper discussion.
- More specifics of the Illinois Certification Testing System Mathematics Content Exam (Exam 115) are detailed.
- The alignment of this exam with NCTM indicators has been made more explicit by aligning each of the twenty objectives of the exam to the NCTM indicators.
- Information from ICTS about the alignment of the exam has been included.
- Examples of how process standards are addressed by the exam have been included.
- Candidate data have been updated to include 2007-2008 completers and teacher candidates who will complete in Spring 2009.

Changes in Assessment 2: Grades of Student Teaching Candidates in required Mathematics Courses
- Course descriptions were included as an attachment in the previous report; they are now included directly into the assessment.
- Alignment of courses with NCTM indicators has been updated, including addressing specific alignments that are not obvious from course titles or descriptions.
- Major GPA has been changed to grades in ten core mathematics courses that all mathematics teacher candidates must complete.
- Candidate data have been updated to include 2007-2008 completers.

Changes in Assessment 3: Designing Interdisciplinary Unit Instruction for the Classroom

- A more detailed explanation of the assessment is included.
- The new version of the assessment with numerous examples and lengthy explanation that was piloted in Fall 2007 replaces the previous version.
- The general rubrics that are required to be used on all teacher candidates have been aligned with the NCTM indicators.
- Candidate data have been updated to include 2007-2008 completers.
- The qualifications of the high school mathematics teacher in which a lesson is taught have been addressed.

Changes in Assessment 4: Evaluation of Student Teaching

- The qualifications of the cooperating teachers have been addressed.
- The student teaching evaluation rubrics have been aligned with the NCTM indicators.
- The student teaching evaluation piloted in 2008 to be used to evaluate mathematics teacher candidates has been included and aligned with the NCTM indicators.
- Candidate data have been updated to include 2007-2008 completers.
- Data for the piloting of the new mathematics student teaching evaluation have been included.

Changes in Assessment 5: Teacher Work Sample (Unit plan with pre-test, post-test, analysis of student work, and reflection components)

- Clarification of and additional information about the roles of the teacher candidate, cooperating teacher, University Supervisor, and instructors for ED425 and ED488 have been included.
- The qualifications of the cooperating teachers have been addressed.
- Charts have been added that detail the responsibilities of each of the members involved and the timeline for the academic year.
- The evaluation rubrics have been aligned with the NCTM indicators.
- Candidate data have been updated to include 2007-2008 completers.

Changes in Assessment 6

- Clarification of and additional information about the assignments and assessments in this course have been included.
- Additional information about the weighting of the assessments that make up the course is included.
- The evaluation rubrics have been aligned with the NCTM indicators.
- Candidate data have been updated to include 2007-2008 completers.
Section V: Use of Assessment Results to Improve Program
- This section has been updated to include the data for completers from 2006-2007 and an updated analysis.

Please click "Next"

This is the end of the report. Please click "Next" to proceed.