

Language for Program Handbooks

College of Education

College of Education Vision: The College of Education (COE), which has held continuing national accreditation recognition by the National Council for Accreditation of Teacher Education (NCATE) since 1954, provides global leadership in preparing education professionals by advancing:

- best practices in teaching that impact student learning,
- knowledge through research and scholarship,
- critical thinking, and
- service through outreach efforts.

College of Education Mission:

1. To offer quality programs and services that prepare educational professionals (teachers, counselors, diagnosticians, leaders, librarians, information specialists, leisure personnel and others) to plan, organize, deliver, assess, support and supervise instruction.
2. To prepare diverse populations who are intellectually and ethically informed individuals with well-defined skills and knowledge who are capable leaders, creative thinkers, and contributing citizens.



Accreditation:

- Accredited by the North Central Association (NCA) of Colleges and Schools
- Accredited by National Council for the Accreditation of Teacher Education (NCATE) since 1954
- All programs approved for certification by the Illinois State Board of Education (ISBE)
- One of only 22 Illinois institutions (57 total) accredited by NCATE
- All programs, with national professional association standards, are in full compliance
- Ed. D. in Education Leadership approved by IBHE in June 2004 and by NCA in April 2005; Type 75 Certificate for Superintendent Endorsement approved by IBHE in February 2007

Conceptual Framework and Philosophy:

The National Council for Accreditation of Teacher Education's (NCATE) *Professional Standards for the Accreditation of Schools, Colleges and Departments of Education*, maintains that "the conceptual framework establishes the shared vision for the unit's effort in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service and unit accountability." (NCATE, 2008, p. 12)

From its meager beginnings as an experimental teacher training school in 1867, Chicago State University and its College of Education have grown with the surrounding metropolitan area and continue to offer educational opportunities to its diverse blend of citizens. Today, all activities in the College are guided by the belief that we Prepare All Candidates To Succeed, which translates into the **PACTS** acronym. The PACTS acronym also represents the strands for the College of Education's Conceptual Framework, which was first adopted during the 2000-2001 academic year. It reflects a shared vision, set forth coherently, with attention to student's

professional commitments and dispositions. It communicates our commitment to diversity, technology and our belief that our student's proficiencies are aligned with professional and state standards and are continually assessed.

The College of Education's undergraduate and graduate programs for teachers/school personnel preparation are built on the PACTS conceptual framework to support candidates who demonstrate **Professionalism** as knowledgeable and competent practitioners. As professionals, they will exhibit appropriate skills, dispositions, and ability to develop best practices and **Assessments** for effective instruction for K-12 learners in all settings. Our candidates show evidence of requisite **Content** knowledge competencies and proficiencies that incorporate **Technology** to meaningfully impact the student learner and the learning environment. Teaching and learning are informed by **Standards** to maximize the candidate preparedness and to maintain the effectiveness of the unit.

The following statements provide a brief description of each of the PACTS Conceptual Framework Themes:

1. **We prepare education PROFESSIONALS** who possess the knowledge, skills and dispositions to help diverse populations of students learn. Our candidates demonstrate a commitment to lifelong professional development by monitoring and reflecting upon their personal preparation and continuously engaging in activities to stay abreast of current developments.
2. **We equip our candidates with ASSESSMENT** skills techniques, and strategies so they are prepared to plan and evaluate instruction and teach to the strengths and needs of each unique learner across a multiplicity of learning environments. An organized set of benchmarks that align with local, state and national standards defines the assessment path and marks progress as they matriculate through programs in the unit. Our candidates are prepared to evaluate the impact of instruction by delineating the strengths and weakness of diverse learners in K-12 classrooms.
3. **We ground our candidates in CONTENT** knowledge that equips them with pedagogical and professional skills, and develops their abilities to construct knowledge. They plan, deliver, and assess instruction in ways that make content meaningful to diverse populations of learners. For example, our candidates demonstrate mastery of content in their respective subject areas prior to student teaching through successful performance on the Illinois Content Area test. They further demonstrate content mastery through professional portfolios that show their ability to integrate and document experiences from multiple learning modalities.
4. **We prepare our candidates to use TECHNOLOGY** in ways that have meaningful impacts on student learning. We develop skills needed to secure technological resources and integrate them into teaching in ways that enhance teacher and learner performance.
5. **We align curricula with local, state and national STANDARDS**, including Illinois Professional Teaching Standards, Illinois Technology Standards for All Teachers, Language Arts Standards for All Illinois Teachers, standards for various national Specialized Professional Associations other accrediting organizations. Course content and objectives for all programs in the unit are based on standards-aligned activities. Further, we prepare our candidates to integrate Illinois Learning Standards (ILS) when they prepare and deliver engaged instructional experiences to K-12 learners as well as when they conduct meaningful interactions in diverse learning environments.

Professional Portfolio and Dispositions Policy: Effective Fall 2009, all candidates in all education-related programs are required to prepare an electronic Professional Portfolio using the *LiveText* course management system in order to meet national accreditation requirements. The Professional Portfolio will consist of key assessment artifacts collected and evaluated via the *LiveText* course management system in all required professional education courses. The key assessments may include, but are not limited to, the following: COE 1: Licensure, COE 2: Content Knowledge, COE 3: Planning, COE 4: Effective Practice, COE 5: Impact on Student Learning / Learning Environment, and COE 6: Professional Portfolio and Dispositions. Programs may require additional key assessments that address standards for their Specialty Professional Associations or other accreditation organizations. In addition, all candidates are expected to abide by the COE Code of Conduct and meet the Dean's Expectations for Professional Dispositions.

Accountability Policy: Effective Fall 2009, all candidates must perform at or above the acceptable level on all indicators for each key assessment in order to be eligible to complete the program. Programs are committed to providing an opportunity for candidates to address areas of concern that are identified at checkpoints that occur at specific intervals in the program (such as the mid-point or exit-point). Candidates who have unresolved issues at any checkpoint will not be permitted to move to the next stage of the program.