

MINUTES OF THE COUNCIL ON TEACHER EDUCATION

01/22/2008

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The Council on Teacher Education met at 2:00 p.m. on Tuesday, January 22, 2008, in Room 2444 Buzzard Hall.

Members present: Dr. Belleville, Dr. Binns, Dr. Campanis, Dr. Cavanaugh, Dr. Chiou, Dr. Cornebise, Dr. Freking, Dr. Jones, Dr. McCormick, and Ms. Renardo

Guests present: Dr. Fewell, Secondary Education & Foundations

Staff present: Dr. Bower and Ms. Wilson

I. Minutes

The minutes from the January 8, 2008, meeting were approved.

(Dr. Campanis entered the meeting.)

II. Communications

None.

III. Informational Items

None.

IV. Items to be Added to the Agenda

None.

V. Items to be Acted Upon

1. 08-01, Revised Conceptual Framework

Dr. Binns moved and Dr. Cornebise seconded the motion to approve the Revised Conceptual Framework. The motion passed unanimously.

The item (see Attachment A) was approved.

VI. NCATE

Graduate Assessment materials were sent to all department chairs with graduate programs.

The Conceptual Framework Committee is discussing the development of a web page with NCATE information for students, cooperating teachers and faculty.

VII. Executive Director's Report

Dr. Bower gave the Executive Director's report for Dean Jackman.

- 1. The Charleston Schools will be reviewing the 2008-09 calendar. They welcome input from the community on information relative to the calendar.

The meeting adjourned at 2:26 p.m.

Bonnie Wilson, Recorder

**ANNOUNCEMENT OF NEXT MEETING
Tuesday, February 12, 2008
Room 2444 Buzzard Hall**

Agenda:

None at this time.

ATTACHMENT A



Conceptual Framework For Professional Preparation Programs



Conceptual Framework Committee

Fall 2007

Dr. Patricia Fewell, Co-Chair
Secondary Education & Foundations

Dr. Douglas Bower, Co-Chair
Associate Dean, College of Education & Professional Studies

Dr. Richard Berg
Educational Administration

Dr. Donna Binns
English

Dr. Teresa Freking
Secondary Education & Foundations

Dr. Christy Hooser
Special Education

Dr. Gail Lockart
Early Childhood, Elementary, & Middle Level Education

Dr. Jill Owen
Kinesiology & Sports Studies

Dr. Patricia Poulter
Student Teaching

Dr. Barbara Powell
Counseling & Student Development

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Preamble: Characteristics of an Eastern Illinois Prepared Educator

Eastern Illinois University strives to prepare the very best educators for the region and state. Reflecting the beliefs of the Educator Preparation Unit and its school and community partners, we are committed to producing candidates who embody the following characteristics:

- Candidates will be knowledgeable in their disciplines and in regards to pedagogy.
- Candidates will be skilled practitioners.
- Candidates will be professional.
- Candidates will be responsible, with a strong moral compass and demonstrate strong professional ethics.
- Candidates will be advocates for their students, their schools, their communities, and for the field of education.
- Candidates will be articulate with strong oral and written communications skills.
- Candidates will be reflective, always looking to improve.
- Candidates will be accountable to all constituents.
- Candidates will demonstrate sound judgment.
- Candidates will be committed to using multiple and appropriate strategies in working with students and other constituencies they serve.
- Candidates will be committed to appropriate use of technology.
- Candidates will be life-long learners.

Conceptual Framework for Eastern Illinois University

Development of the Conceptual Framework

History

Initially, the Conceptual Framework was created as a “knowledge base” for the College of Education and Professional Studies for the 1995 NCATE/ISBE visit. A committee of professional educators, including P-12 practitioners, initially developed the Conceptual Framework. The Conceptual Framework continues to be a “living document.” It has been regularly revisited and revised over the decade since it was first created. In 2002, the initial nineteen outcomes identified by the Unit were supplanted in the Conceptual Framework with the Illinois Professional Teaching Standards.

On-going updates

An ongoing process, the most recent review of this Conceptual Framework began in the Spring of 2006. The current Conceptual Framework articulates the dispositions all candidates must demonstrate while progressing through the programs within the Unit. In addition, the research base for the components of the Conceptual Framework was reviewed and updated (See References and Addendum A). The outcomes for the advanced programs were reviewed in 2007, and the outcomes for the Eastern Illinois University graduate programs have supplanted the original outcomes outlined in the 2005 edition of the Conceptual Framework.

The Vision and Mission of the Institution and Unit:

Eastern Illinois University Mission Statement (approved by CUPB on October 20, 2006 and approved by the Board of Trustees on January 19, 2007)

Eastern Illinois University is a public comprehensive university that offers superior, accessible undergraduate and graduate education. Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching, research, creative activity, and service. The University community is committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture. To become responsible citizens and leaders, students refine their abilities to reason and to communicate clearly throughout their education

Mission/Vision Statement for the College of Education and Professional Studies:

The College of Education and Professional Studies at Eastern Illinois University has a tradition of providing an educational environment that is conducive to interaction, inquiry, and service. The goal of the College is to prepare professionals who will advance the intellectual, physical, psychological and social wellbeing of our pluralistic democracy and global society. Offering preparation in varied fields and on multiple levels of study, the College serves a diverse student body at the undergraduate and graduate levels. The College has a reputation for excellence in its programs, strives to hold students to even higher expectations for learning, and is accountable for quality of academic programs and the assessment of learning.

The College continues to create and sustain varied partnerships among faculty, students and community agencies, including business, industry and P-12 schools. Administration, faculty and staff are committed to the design and implementation of programs that reflect the changing community. All students participate in field-based experiences that bridge the gap between theory and practice. Students are prepared to be leaders in their professions. They integrate technology effectively and responsibly in their personal and professional lives. Graduates demonstrate respect for the dignity of individuals because they have seen it modeled and integrated into the College experience.

Relationship between the Conceptual Framework and the University's mission and Unit's mission:

Both the Unit and university articulate through their mission statements a commitment to diversity and inclusion, which is expressed through the five domains of the Unit's Conceptual Framework. The university and Unit also demonstrate in the mission statement a commitment to prepare professionals who provide an effective educational environment through applied learning experiences.

Shared Vision

The Unit's intellectual philosophy

Kindsvatter, R., Wiley, W., and Ishler, M. (2000) in Dynamics of Effective Teaching, describe beliefs as being the basis for much of everyday behavior, and address the beliefs which guide the development of their thesis about effective teaching. Using these beliefs as a basis for discussion and deliberation, the Unit developed its own belief statements.

The Unit faculty and staff holds the following beliefs that help formulate the “educator as creator of effective educational environments:”

- The educator has acquired a learned set of behaviors requiring extensive knowledge bases and preparation.
- The educator must be an effective decision maker.
- The educator creates environments conducive to learning.
- The educator uses higher level thinking skills in order to create effective learning environments.
- The educator is committed to life-long learning.
- The educator develops a personal approach to the profession, keeping in mind individual identity and integrity, while guided by tenets of pedagogy and concepts of diversity.
- The educator, as a professional practitioner, must believe in the science and the art of the profession.
- The educator reflects, respects, and understands the diversity of students, subjects, strategies, and societies.

Components of the Conceptual Framework

The overall theme of “educator as creator of effective educational environments” provides a global focus to the five domains that in turn provide a scaffold for the structure, coherence, and continuity of the Unit programs. As James Banks noted: “A school is a social system in which all of its major variables are closely related” (Banks, 2004, p.22). In order to achieve its goals, Neville Sanford has argued that universities

must provide appropriate levels of challenge and support to students during their progress toward graduation (cited in Chickering & Reisser, 1993). Too much challenge could be overwhelming, but too much support inhibits development. The College of Education and Professional Studies uses the five domains as a framework for providing a balance between the levels of challenge and support, building students' skills gradually, increasing levels of challenge as they become more capable, but always providing support for their efforts as they learn and grow in the college environment.

In creating an effective educational environment all educators must: establish environments for positive development of learners; demonstrate professional knowledge and skills; establish environments for academic achievement; and respond to the school and community. Educators must have knowledge of students, subject areas and levels, strategies, technologies, and the diversity of societies and communities to prepare effective educational environments. (Table 1 shows the links between effective educational environments and the five domains of the Conceptual Framework). The theme allows the educator to develop skills and knowledge in the areas of the five domains (in no rank order):

- diverse students;
- diverse strategies;
- diverse technologies;
- diverse societies/communities;
- diverse subjects and levels.

Diverse Students

Educators must consider a range of individual differences. These include “differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and geographical area.”

(NCATE, 2002, p.53) Educators must have the knowledge bases to make educational decisions that are appropriate in the framework of a pluralistic society. Within educational environments and in the context of all collaborative relationships, educators must reflect their understanding and acceptance of diversity.

Diverse Strategies

A strategy in teaching is any one of a multitude of plans for conducting instruction or an activity (Hall, 2008). An effective educator must be able to consider differing models of teaching that are really models of learning, not only for students, but for colleagues as well. (Joyce, 2000). Diverse strategies include flexible, interactive, multiple and varied opportunities to learn and practice while accommodating individual learning styles, differing stages of development and individual needs or interests.

Diverse Technologies

The use of technology defined by NCATE is “what students must know and understand about information technology in order to use in working effectively with students and professional colleagues in the (1) delivery, development, prescription, and assessment of instruction; (2) problem solving; (3) school and classroom administration; (4) educational research; (5) electronic information access and exchange; and (6) personal and

professional productivity.” (NCATE, 2002, p. 57) It is clear from the description above that diverse technologies apply not only to skill in using computers but also to “the systematic application of scientific or other organized knowledge to practical tasks” (Galbraith, 1967, p.12). Thus for educators diverse technology is a bridge between research and theory on one side and professional practice on the other, allowing for the appropriate use of the technology as a tool to create an effective environment.

Diverse Societies/Communities

The effective educator must collaborate, create positive relationships with colleagues, and interact with parents and communities that vary greatly from one school to another.

Culture, ethnicity, socioeconomic status and language are only a few of the societal differences that are present in many communities. Thus, it is necessary for educators to have an understanding of a broad array of situations and populations with whom they may work. An educator must be able to answer the question: How can I be effective in meeting the needs of students from such a variety of backgrounds? It is the job of faculty members at the university to prepare the educator to answer that question. Beyond that, educators must have the opportunity to reflect on how their own background and experiences will impact their ability to meet the needs of students coming from diverse societies.

Diverse Subjects and Levels

Professional education programs build upon a foundation of general education and culminate in the acquisition and demonstration of professional knowledge. Pedagogical

content knowledge, general education knowledge, and professional education knowledge are essential. Educators must facilitate the transformation of disciplinary knowledge into forms of knowledge that are appropriate for students in their respective environments.

Coherence:

The Unit Conceptual Framework, which establishes the shared vision for all initial and advanced teacher preparation programs, has been a work in progress since its initial formulation in 1988. The present document is the result of continuous reviews and refinement by broadly representative committees to accommodate the changing state and national standards of teacher education at the initial and advanced levels as well as the University's mission statement. Through its fundamental components (belief statements, theme, core concepts and knowledge bases, and five domains), the Conceptual Framework provides a structure for ensuring coherence of curriculum design, instructional strategies, sequence of clinical experiences and practica, and systematic assessment throughout candidate's program. All initial and advanced educator preparation programs incorporate the Unit Conceptual Framework components which are in alignment with state and national standards. The Conceptual Framework continues to provide the context for developing and assessing candidates proficiencies based on the Illinois Professional Teaching Standards at the initial level (see table 1). The advanced level objectives are built on the Eastern Illinois University Council on Graduate Studies Assessment of Student Learning Requirements as well as the specialty organization standards and outcomes. These outcomes requirements provide a framework for the assessments of proficiencies for the candidates in the programs (See table 2).

Professional Commitments and Dispositions

As defined by the National Network for the Study of Educator Dispositions (NNSSED), ‘dispositions’ are “the attitudes, perceptions and/or beliefs that form the basis for behavior.” Eastern Illinois University has adopted this definition, and uses it as the foundation for the identification and assessment of candidate dispositions. Arriving at this decision has been a long process, and one which has resulted in meaningful dialogue, intense scrutiny of assessments, and a large scale informational campaign among all constituents.

During the initial development of the Unit Assessment System, evaluation of candidate dispositions was an integral part of the discussion, development, and implementation process. The NCATE and INTASC standards were consulted for guidance in creating the dispositional assessment statements. In Spring of 2006, an ad hoc committee, with University-wide and P-12 representation, was formed to specifically address dispositional concerns. The Unit Assessments were in their infancy, and so were not part of the discussion.

As data became available, the Unit continued to evaluate the efficacy of the Assessments. As part of this process, the ad hoc dispositions committee was reconvened in Spring 2007 to examine the Unit assessments for the presence, and appropriateness, of dispositional items.

Each of the Unit Assessments was analyzed, and out of this process, the following dispositional areas, based upon the NNSSED definition, were identified:

- Interaction with students (IWS)
- Professional and ethical practices (PEP)
- Effective communication (EC)
- Planning for teaching and student learning (PTSL)
- Sensitivity to diversity and equity (SED)

Below are brief explanations of the five dispositional areas, followed by general examples of language from the Unit Assessments.

Interaction With Students (IWS) Interaction with students encompasses those behaviors that evidence the candidate's regard for the learners. These include acts of fairness, respectful tone of voice, positive use of humor, and interest in students as individuals. In addition, candidates should evidence a supportive and encouraging atmosphere for learning through their interactions with students.

- Candidate demonstrates a positive regard for all learners/clients. (Diverse Students)
- Candidate encourages appropriate behavior, and responds to misbehavior in and appropriate and timely fashion. (Diverse Students)
- Student/client interactions are appropriate concerning individual cultural, religious, socioeconomic status, gender, or sexual orientation. (Diverse Students)

Professional and Ethical Practices (PEP) Professional and ethical practices are often the most easily observed of the dispositional behaviors. Respect for the professional environment is evidenced through acceptable dress and grooming, and timeliness, not only in arrival and departure, but in completion of tasks. Appropriate use of language, academic integrity and honesty, and the ability to keep professional confidences are in this dispositional category.

- Candidate's behavior reflects positive regard and respect for all constituents including the learners, family, and classroom teacher. (Diverse Societies/Communities)
- Candidate models appropriate professional practice and behavior. (Diverse Societies/Communities)
- Respects and values student/client and family/guardian privacy and confidentiality. (Diverse Societies/Communities)

Effective Communication (EC) Easily identified as a skill domain, effective communication within a dispositional framework refers to one's regard for honest, fair, and accurate communication. Effective communication encompasses the belief that teachers must model effective communication for their students. Honorable and non-judgmental professional discourse, especially in relation to the candidate's progress, is essential for growth. Effective communication considers the audience as well as the message.

- Candidate models effective oral and written language skills that are age and audience appropriate. (Diverse Subjects and Levels)

- Candidate models effective grammar and pronunciation when presenting ideas and information. (Diverse Subjects and Levels)

Planning for Teaching and Student Learning (PTSL) Planning for teaching and student learning in the dispositional arena refers to the beliefs about student learning and how these are evidenced in the acts of planning and teaching. Positive dispositions in this area are reflected in rich and varied teaching approaches.

- Learning activities, materials, and resources support and are suitable for learning styles and instructional goals. (Diverse Strategies)
- Candidate uses information about students' families, cultures, and communities to connect instruction to students' experiences. (Diverse Societies/Communities)
- Candidate accepts responsibility for the success of students/clients and the organization. (Diverse Students)

Sensitivity to Diversity and Equity (SDE) Sensitivity to diversity and equity goes beyond the acknowledgement or awareness of differences in the classroom or community. A positive disposition in this area may be evidenced by seeking out alternative materials, careful use of appropriate language and naming, equal disbursement of resources, and a lack of ethnocentric or gender-specific generalizations.

- Candidate demonstrates a positive regard for all learners. (Diverse Students)
- Candidate demonstrates understanding and a positive regard for students and their families regardless of culture, religion, gender, sexual orientation, and varying abilities. (Diverse Students)

- Candidate's assessment demonstrates a positive regard for diverse learners.
(Diverse Students)
- Candidate recognizes the importance of understanding students' interest or cultural heritage. (Diverse Students)

Commitment to Diversity

Diverse students and diverse societies make up two of the five domains within the Unit's Conceptual Framework. Academically, the candidates are required to take course work in general education covering non-western, third world countries and cultures. All initial certification candidates are required to take our introductory foundations course, EDF 2555, Diversity of Schools and Society, for three credit hours. The course covers the basic cultural factors of diversity, exceptionalities and has a global perspective on how other nations deal with diversity of their schools. In addition, all initial teacher education candidates are required to take either STG 4000, Multicultural/Disabilities Practicum or SED 4000, ISEP III. Both of these courses require students to immerse themselves in the workings of a diverse school and classroom, and then reflect deeply on this experience.

The Faculty Development Office on campus provides support for activities that allow faculty and students to talk about and think about working and teaching individuals of diverse backgrounds.

The Unit has an active minority recruitment and retention committee, which has been instrumental in creating a more receptive and supportive environment on campus which not only accepts but also celebrates diversity.

Commitment to Technology

Candidates must pass a technology proficiency test prior to admission to the teacher education program. During their methods classes all teacher education candidates are given a presentation related to technology in the classroom and are required to demonstrate skills of production of teacher-made materials in the College's Instructional Technology Center. Technology skills are a component of the student teaching assessment for initial level candidates.

The College of Education and Professional Studies Technology Committee continues to undertake programs of continuous professional development of faculty and staff to integrate instructional technologies in the curriculum. The Technology Planning Survey and the K-12 Technology Use Survey have been regularly administered to determine the needs and subsequently steps are recommended to meet them. The committee has been successful in garnering resources through PIE (planning, implementation and evaluation) grants, which are internal EIU grants, to acquire equipment to improve the technology-enhanced classrooms. The Unit has a well-developed Instructional Technology Center, staffed by a full-time director and support staff to assist the candidates in technology usage by providing them with workshops and other training opportunities, to assess their skills of using technologies and to help them in the development of electronic portfolios of professional activities. The Unit has also committed staff and resources to train candidates and faculty in the effective use of Live Text software to develop candidate's electronic formative and summative portfolios as an ongoing process within the Unit.

Candidate Proficiencies Aligned with Professional and State Standards

The Conceptual Framework continues to provide the context for developing and assessing candidates' proficiencies based on the Illinois Professional Teaching Standards at the initial level (See Table 2). The advanced level objectives are built on the "Assessment of Student Learning Requirements for Graduate Programs at Eastern Illinois University" as well as the specialty organization standards and outcomes (See Table 3). These standards provide a framework for the assessments of proficiencies for the candidates in the programs.

The Relationship of the Unit Assessment System and the Conceptual Framework

Unit Assessment System – Initial Programs

The Unit assessment system at the initial level is built around the five knowledge and skill domains essential to creating effective educators as presented throughout this document. These domains have been mapped to the Illinois Professional Teaching Standards as shown in Table 5. The Unit Assessment System at the initial level includes five stages of assessment and ten performance assessments that must be completed and successfully submitted by candidates within the Unit. Each assessment has a corresponding evaluation rubric that is mapped to the appropriate state and Unit standards. The required performance assessments, stages and domains addressed by the rubrics are noted in Table 3, mapping the relationship of the initial level candidates' assessment system to the Conceptual Framework. With the exception of test results and graduate follow-up data, all assessment information is collected, assessed, and reported

through LiveText, our E-portfolio system. Regular assessment reports will be prepared and distributed to the Unit Assessment Committee for Initial Programs, the Council on Teacher Education and teacher education programs. The Unit Assessment Committee for Initial Programs will have primary responsibility for monitoring, reviewing, and recommending changes to the Unit Assessment system for Initial Programs.

Unit Assessment System – Advanced Programs

The Unit assessment system at the advanced level is also built around the five knowledge and skill domains essential to creating effective educators as presented throughout this document. These domains have been mapped to the Assessment of Student Learning Requirements for Graduate Programs at Eastern Illinois University as shown in Table 6. The Unit Assessment System at the advanced level includes three stages of assessment and four performance assessments that must be completed and successfully submitted by candidates within the Unit. Each assessment has a corresponding evaluation rubric that is mapped to the appropriate state and Unit standards. The required performance assessments, stages and domains addressed by the rubrics are noted in Table 7, mapping the relationship of the advanced level candidates' assessment system to the Conceptual Framework. Each program will capture the data from the unit assessments for each candidate and report it using an Excel spreadsheet to the Dean's Office in the College of Education and Professional Studies. This data will then be aggregated and regular assessment reports will be prepared and distributed to the Unit Assessment Committee for Advanced Programs, the Council on Teacher Education and the Council on Graduate Studies. The Unit Assessment Committee for Advanced Programs will have primary

responsibility for monitoring, reviewing, and recommending changes to the Unit
Assessment system for Advanced Programs.

Table 1

Elements of Effective Educational Environments, and Knowledge and Skill Domains Error! Bookmark not defined.

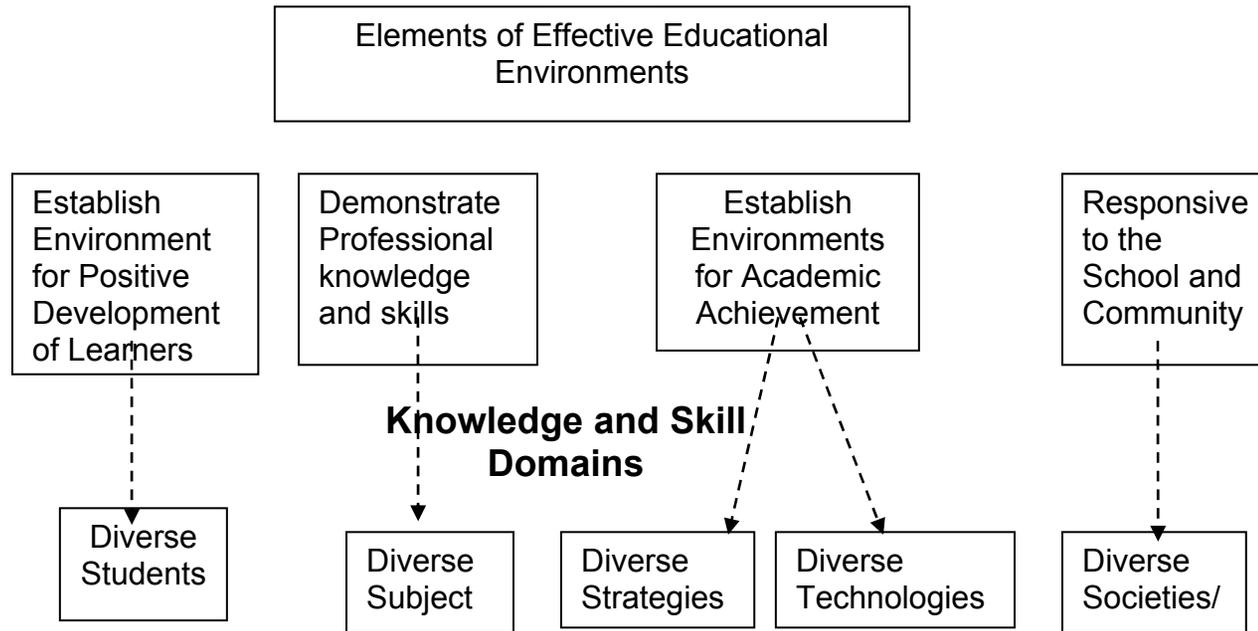


TABLE 2

Illinois Professional Teaching Standards

<p>1. Content Knowledge The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.</p>
<p>2. Human Development and Learning The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.</p>
<p>3. Diversity The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>
<p>4. Planning for instruction The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.</p>
<p>5. Learning Environment The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>
<p>6. Instructional Delivery The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>
<p>7. Communication The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>
<p>8. Assessment The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.</p>
<p>9. Collaborative Relationships The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.</p>
<p>10. Reflection and Professional Growth The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.</p>
<p>11. Professional Conduct The teacher understands education as a profession maintains standards of professional conduct and provides leadership to improve student learning and well-being.</p>

Adopted: July, 2002 Illinois State Board of Education

TABLE 3

Assessment of Student Learning Requirements for Graduate Programs at Eastern Illinois University

<p>1. A depth of Content knowledge including effective technology skills and ethical behaviors ..can include program learning objectives related specifically to the knowledge base as defined by the discipline but can also include learning objectives related to ethical behaviors and professional responsibility; specific skills sets in the areas of technology, leadership, management, or laboratory procedures; application of theory into practice; and/or competency as a performer, educator, or conductor.</p>
<p>2. Critical thinking and problem solving ...can be assessed through various class assignments including laboratory procedures and reports; application of case studies and other simulated situations; and evaluations of health/medical status as well as by performance on the program's comprehensive knowledge component.</p>
<p>3. Oral and written communication skills ..typically are assessed throughout the students' degree program. Regular course assignments, including position papers, lab reports, research reviews, technical presentations, debates, and facilitated discussions as well as performance as a graduate assistant, if appropriate, can be utilized.</p>
<p>4. Advanced scholarship through research and/or creative activity ..is a critical component of all graduate degree programs. Evidence of scholarly activity might include formulating, conducting, and presenting original research, critically reviewing and synthesizing existing research, designing artwork or other creative works and composing a musical piece.</p>
<p>5. Ability to work with a diverse clientele, recognizing individual differences, ..and to use this knowledge, skills, and dispositions to make decisions appropriate for our schools and societies. Evidence of this ability might include lesson/program/evaluation or other plans, reflective journals, position papers, and assessment of practica or field experiences,</p>
<p>6. Ability to collaborate and create positive relations within the school, community, and profession in which they work ...is an essential part of all advanced level educator preparation programs. This includes working with other school personnel, families, community members and organizations, and political leaders to promote the success of students and other clientele. Evidence of this ability might include lesson/program or other plans, reflective journals, position papers, and assessment of practica or field experiences.</p>

Outcomes 1-4, Adopted by CGS: Spring, 2006
 EIU Unit Graduate outcomes 1-6 adopted by EIU unit, Fall 2007

Table 5
Initial Candidate Performance Outcomes Mapped to Conceptual Framework

Assessment Point	Assessment	<i>Students</i>	<i>Subjects</i>	<i>Strategies</i>	<i>Societies</i>	<i>Technologies</i>
Entry	ICTS Basic Skills Test		X			
	Field Experience 1	X	X	X	X	
Midpoint	Lesson Plan/Unit Plan	X	X	X	X	X
	Field Experience 2	X	X	X	X	X
	Content Knowledge #1 & #2	X	X	X	X	X
	Impact on P-12	X	X	X	X	X
	ICTS Content Test in Discipline		X	X		X
Completion/Follow-up	Student Teaching Evaluation	X	X	X	X	X
	ICTS Assessment of Professional Teaching	X		X	X	X
	Teacher Graduate Assessment	X	X	X	X	X

Note: Stage in which some assessments are completed may vary slightly by program

Assessment Points as Tied to EIU Admission/Retention & Graduation from Teacher Certification Programs

Entry (Stages I, II): Formal Application and Selection, and University Approval to Take Teacher Education Courses

Mid-point(Stages III, IV): Formal Admission to Teacher Education programs, and Department/University Approval to Student Teach

Completion/Follow-up(Stage V): Completion and Follow-up (Student Teaching, and Completer Follow-up)

Table 6

Mapping the conceptual framework domains to the advanced level outcomes (Student Learning Requirements for Graduate Programs)

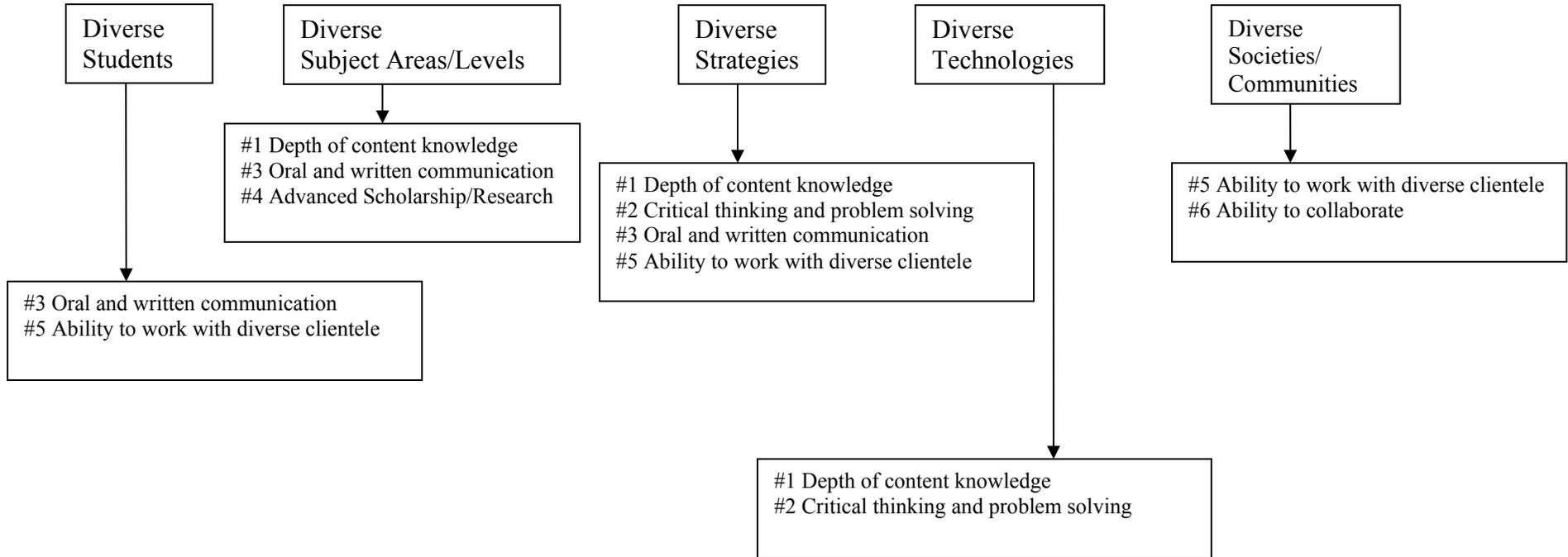


Table 7
Advanced Candidate Performance Outcomes Mapped to Conceptual Framework

Assessment Points	Assessment	<i>Students</i>	<i>Subjects</i>	<i>Strategies</i>	<i>Societies</i>	<i>Technologies</i>
Entry	Advanced Candidate Assessment #1	X	X	X	X	X
Midpoint	Advanced Candidate Assessment #2	X	X	X	X	X
Completion/Follow-up	Advanced Candidate Assessment #3	X	X	X	X	X
	Graduate Follow-up	X	X	X	X	X

Artifacts that May be Reviewed in Making Assessments

Entry: Undergraduate GPA, Undergraduate Coursework, Writing Sample, Test Scores, Interview, Portfolio

Mid-point: Graduate GPA, Performance in Specific Graduate Courses, Field Experience Evaluations, Research Projects, Presentations, Reflective Journals, Faculty Recommendations

Completion/Follow-up: Certification Test Results, Oral Exams, Thesis, Research projects, Completer Follow-up Surveys

References

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ADDENDUM A
RESEARCHERS/THEORISTS

**Researchers/Theorists
Initial Level**

Knowledge of Diverse Students

Researchers/Theorists	Sources of Knowledge
HUMAN GROWTH AND DEVELOPMENT AND LEARNING PERSPECTIVES	
Bandura, A.	“Social Learning Theory;” research on process of learning and its interaction with environment; “Achievement Motivation Theory;” locus of control research; modeling; discipline
Erikson, E.	Adolescent development; personal and social development; “Psychosocial Theory”
Freud, S.	Psychoanalysis; analytical psychology; “Psychodynamic Theory;” psychosexual development; structure and functioning of personality
Kohlberg, L.	Moral education; student human development; six stages of moral development; moral reasoning; child development (specifically social development)
Pavlov, I.	Behaviorism; classical conditioning; conditioned reflexes; reflexive behavior; respondent behaviorism
Piaget, J.	Language acquisition theory; cognitive development stages; materials and classroom activities must provide opportunities for children to experience their environment
Skinner, B.F.	Behaviorism; operant conditioning; functional relationships between variables; importance of antecedents and consequences (e.g., natural reinforcers) and behavior
Vygotsky, L.	The development of higher psychological processes
MULTICULTURAL	
Banks, J.	Multicultural Education

Bennett, C.	Culturally responsive curriculum and teaching; model for multicultural education
Hall, E.	Communication problems when two cultures interact; high and low cultural context
Hernandez, H.	Multicultural education and pluralistic education
Hilliard, A.	Multicultural education and effective programming for educational minorities; equity in education
Ravitch, D.	Conservative theorist
Tiedt, I. Tiedt, P.	Multicultural and pluralistic education; classroom strategies and model lessons
EXCEPTIONALITIES	
Aristotle	Experiential basis for knowledge and education; education for human needs, judged by the criterion of usefulness or social practicality
Bloom, B.	Critical thinking; objectives, instructional evaluation; cognitive development; "Bloom's Taxonomy;" mastery learning; taxonomies of education objectives; taxonomy of higher thinking skills and affective and psychomotor skills; instructional evaluation; taxonomy of learning
Brophy, J.	Teacher expectations, teacher effects, classroom management, student motivation, and the dynamics of student-teacher interaction
Brophy, J.E. Good, T.L.	Teacher effectiveness
Canter, L.	Assertive discipline/classroom management
Dewey, J.	Purpose and structure of schools; early thoughts on education; philosophy of education; nature of learning; pragmatism; social and practical values of education; curriculum; school organization, progressive education; active learning

Kirk, S.	Historical perspective of mental retardation and learning disabilities
Pavlov, I.	Behaviorism; classical conditioning; conditioned reflexes, reflexive behavior; respondent behaviorism
Piaget, J.	Language acquisition theory; cognitive development stages; materials and classroom activities must provide opportunities for children to experience their environment
Plato	Greek philosopher; cognitive education; dialectical method; questioning of assumptions; explanation of particular by the general; role of education in screening of individuals for societal roles; elitism; idealism
Skinner, B.F.	Behaviorism; operant conditioning, functional relationships between variables; importance of antecedents and consequences (e.g., natural reinforcers) and behavior

Knowledge of Diverse Subject Areas and Levels

HISTORY/PHILOSOPHY	
Aristotle	Experiential basis for knowledge and education; education for human needs, judged by the criterion of usefulness or social practicality
Conant, J.B.	History; high school structure and critique; effective schools
Counts, G.	Pragmatism; education for school reform; reconstructionism; “teacher power”
Cremin, L.A.	Progressive education movement; beginning teachers need to know and understand enough to make their way through the social world; teachers need to know how the complex highly organized social world works
Dewey, J.	Purpose and structure of schools, early thoughts on education, philosophy of education; nature of learning, pragmatism; social and practical values of education; curriculum; school organization, progressive education; active learning

Jefferson, T.	Free public education for all; supported need for an enlightened citizenry
Mann, H.	Free public elementary education; compulsory attendance laws; rate school systems
Rousseau, J.J.	Individualism, naturalism
ORGANIZATION AND STRUCTURE OF SCHOOLS	
Brophy, J.	Teacher expectations, teacher effects, classroom management, student motivation, and the dynamics of student-teacher interaction; teacher/ school effectiveness
Brophy, J. Good, T.	Teacher effectiveness, synthesis of teacher effectiveness, writings on teacher expectations; student performance and praise
Cuban, L.	Studied history of schooling and methods of teaching since 1900
Eisner, E.	Educational criticism, design, and connoisseurship
Glasser, W.	Discipline, student behavior
Goodlad, J.	Schooling, curriculum; school reform, a review of what schools are really like; school/classroom organization; classroom research; teacher/school effectiveness
Jackson, P.	Classroom organization and management; concerned with characteristics of classroom interactions
Kohn, A.	Educational reform

Knowledge of Diverse Strategies

METHODS	
Bloom, B.	Critical thinking; objectives; instructional evaluation; cognitive development; "Bloom's Taxonomy;" mastery learning; taxonomies of educational objectives; taxonomy of higher thinking skills and affective and psychomotor skills; instructional evaluation; taxonomy of learning

Brophy, J.	Teacher expectations, teacher effects, classroom management, student motivation, and the dynamics of student-teacher interaction
Bruner, J.	Cognitive processes, cognitive growth, discovery learning; developmental theory; nature of learning, theory of learning, structure of knowledge; learning as non-dependent on developmental stages; emphasis on methodologies
Doyle, W.	Classroom management, academic work and various studies of teacher comprehension; elementary level issues
Dunn, R.	Learning styles
Glasser, W.	Discipline, student behavior
Grossmann, P.	Knowledge growth and subject matter orientation in teaching
Hunter, M.	Teacher effectiveness; Hunter's effective lessons
Johnson, D. Johnson, R.	Cooperative Learning
Joyce, B. Showers, B.	Models of Teaching
Kindsvatter, R.	Dynamics of effective teaching
Kohlberg, L.	Moral education; student human development; six stages of moral development; moral reasoning; child development (specifically social development)
Piaget, J.	Language acquisition theory; cognitive development stages; materials and classroom activities must provide opportunities for children to experience their environment
Rosenshine, B.	Teacher/school effectiveness
Shulman, L.	Teacher effectiveness; decision making in relation to instructional effectiveness; problem solving and individual differences; the study of teaching; the professional education of teachers/medical personnel and the psychology of instruction; teacher's knowledge bases
Slavin, R.	Cooperative learning; grouping for learning; QAIT model of effective instruction

Swaim, J. Stefanich, G	Meeting the standards
Wilson, S.	Teacher effectiveness; teachers' knowledge bases affect student learning and instructional decisions; 6 stages for the act of teaching

Knowledge of Diverse Societies/Communities

GLOBAL PERSPECTIVES	
Albach, P.H.	International and comparative education
Banks, J.	Multicultural Education
Bennett, C.	Culturally responsive curriculum and teaching; model for multicultural education
Clarke, B.R.	International and comparative education, especially in higher education
Hall, E.	Communication problems when two cultures interact; high and low cultural context
Husen, T.	International education, international comparisons of educational assessment
Kurian, G.	Comparative education, especially educational systems
Neave, G.	Comparative education, especially education in Europe

Knowledge of Diverse Technologies

TECHNOLOGY	
Barron, A. Orwig, G.	Introduction to new technologies
Becker, G.	Copyright
Bitter, G.	Computer application in the K-16 schools
Cyrs, T.	Distance learning
Driscoll, M.P.	Psychology of learning for instruction
Dwyer, F.M. Moore, D.	Visual principles, visual literacy
Ely, D.	Trends in educational technology
Grabe, M. Grabe, C.	Technology and learning

Heinich, R. Molenda, M. Russell, J.D. Smaldino, S.	Overview of instructional technology
International Society for Technology in Education	Technology competencies for educational technology leaders
Jonassen, D.H.	Educational technology research and development
Kemp, J. Smellie, D.	Planning and producing technology
Lamb, A.	Technology integration into the curriculum
Papert, S.	Computers and education
Reigeluth, C.	Instructional design
Roblyer, M.D.	Computer application in education
Seels, B.B. Richey, R.	Defining the instructional technology field
Shank, R.	On-line learning

**Researchers/Theorists
Advanced Level**

Knowledge of Diverse Students

Researchers/Theorists	Sources of Knowledge
INDIVIDUAL DIFFERENCES	
Erickson, F.	Ethnographers; reflective research on classroom teaching and discourse, making sense of observation
Freud, S.	Psychoanalysis; analytical psychology; "Psychodynamic Theory;" psychosexual development; structure and functioning of personality
Maslow, A.	Hierarchy of Needs; "Humanistic Theory"
Rogers, C.	Humanistic education; affective learning; client-centered therapy, humanistic psychology, characteristics of effective teachers, mental health therapy, phenomenological theory of learning, self-learning and interpersonal communication; non-directive therapy
Skinner, B.F.	Behaviorism; operant conditioning, functional relationships between variables; importance of antecedents and consequences (e.g., natural reinforcers) and behavior

Knowledge of Diverse Subject Areas and Levels

HISTORY AND PHILOSOPHY	
Comenius, J.A.	Advocated relating education to everyday life; systematizing knowledge; universal system of education offering equal opportunities for women
Dewey, J.	Purpose and structure of schools; early thoughts on education; philosophy of education; nature of learning; pragmatism; social and practical values of education; curriculum; school organization, progressive education; active learning
Kierkegaard, S.	Existentialism; to be a teacher is to be a learner; the teacher learns from the learner; "truth is subjectivity"

Locke, J.	Character education; the implanting of moral virtues as the basis for all other educational values; ethical training and open discussion of moral problems
Plato	Greek philosopher; cognitive education; dialectical method; questioning of assumptions; explanation of particular by the general; role of education in screening of individuals for societal roles; elitism; idealism
Rousseau, J.	Child centers in school, philosophy of education; nature of man as “noble savage,” described process of development as “unfolding”
CURRICULUM	
Coleman, J.	School effects correlate most highly with socio-economic states; urban education, and the equality of educational opportunities; gaming and simulation; functions of formal education in the political system; variations among teachers do not make a difference in school achievement of pupils; number of projects on teacher effectiveness
Conant, J.B.	History; high school structure and critique; effective schools
Dewey, J.	Purpose and structure of schools; early thoughts on education; philosophy of education; nature of learning; pragmatism; social and practical values of education; curriculum; school organization; progressive education; active learning
Goodlad, J.	Schooling curriculum; school reform, a review of what schools are really like; school/classroom organization; classroom research; teacher/school effectiveness
Holt, J.	Wrote at length on Alternative Schools and experimentation in the classroom
Sizer, T.	Conducted a major study of American High Schools
Taba, H.	Curriculum development; spiral curriculum
Tyler, R.	Curriculum development; adaptive testing; evaluating model

RESEARCH	
Berliner, D.	Academic engaged time, time on task; teacher effectiveness; half full hourglass; educational research
Bloom, B.	Critical thinking; objectives; instructional evaluation; cognitive development; "Bloom's Taxonomy;" mastery learning: taxonomies of educational objectives; taxonomy of higher thinking skills and affective and psychomotor skills; instructional evaluation; taxonomy of learning
Bogdan, R.	Qualitative research for education
Borg, W. Gall, M.	Research methods
Brophy, J.	Teacher expectations, teacher effects, classroom management, student motivation, and the dynamics of student-teacher interaction
Bruner, J.	Cognitive processes, cognitive growth, discovery learning; development theory; nature of learning, theory of learning, structure of knowledge; learning as non-dependent on developmental stages; emphasis on methodologies
Cronbach, L.J.	Quantitative research; measurement, aptitudes, research design
Glass, G.V.	Major contributor for research synthesis; through quantitative methods concluded that pupil achievement declines as class size increase; meta-analysis with Smith; effects of Head Start
Guba, E.G.	Evaluation through qualitative methodologies
Kerlinger, F.N.	Quantitative research, research methods
Stanley, J.C. Campbell, D.T.	Quasi-experimental research designs; research methodologies (i.e., interrupted time-series, control-series design, regression discontinuity, and multiple group pre-post comparisons)

Knowledge of Diverse Strategies

METHODS	
Binet, A.	Along with co-workers devoted many years to research measuring intelligence; developed the famous Binet intelligence scales
Bloom, B.	Critical thinking; objectives; instructional evaluation; cognitive development; “Bloom’s Taxonomy;” mastery learning; taxonomies of educational objectives; taxonomy of higher thinking skills and affective and psychomotor skills; instructional evaluation; taxonomy of learning
Piaget, J.	Language acquisition theory; cognitive development stages; materials and classroom activities must provide opportunities for children to experience their environment
Rogers, C.	Humanistic education; affective learning; client-centered therapy, humanistic psychology; characteristics of effective teachers; mental health therapy; phenomenological theory of learning; self-learning and interpersonal communication; non-directive therapy
Skinner, B.F.	Behaviorism; operant conditioning, functional relationships between variable; importance of antecedents and consequences (e.g., natural reinforcers) and behavior

SUPERVISION AND ADMINISTRATION

Bondi, J. Wiles, J.	Curriculum planning, curriculum development, curriculum design, and general perspective on curriculum
Burrello, L.C. Schrup, M. G. Barnett, B. G.	Instructional leadership role, framework for instructional management
Glatthorn, A.	Clinical supervision; teacher evaluation; general supervisory theory

Gorton, R.	Administrative theory; organizational theory; principles of general school administration
Hoy, W. Miskel, C.	Administrative theory; leadership theory; organizational effectiveness
Joyce, B. Showers, B.	Models of Teaching
Ornstein, A.	Administrative theory; organizational theory; politics of education
Sergiovanni, T.	Leadership theory; general theory of administration; organizational theory

Knowledge of Diverse Societies/Communities

SOCIAL FOUNDATIONS	
Apple, M.	Critical theorist; theories of curriculum
Banks, J.	Multicultural Education
Blumer, H.	Symbolic interactionist theorist
Coleman, J.	School effects correlate most highly with socio-economic states; urban education, and the equality of educational opportunities; gaming and simulation; functions of formal education in the political system; variations among teachers do not make a difference in school achievement of pupils; number of projects on teacher effectiveness
Counts, G.	Pragmatism; education for social reform; reconstructionism; “teacher power”
Dahrendorf, R.	Conflict theory research
Dewey, J.	Purpose and structure of schools; early thoughts on education; philosophy of education; nature of learning; pragmatism; social and practical values of education; curriculum; school organization, progressive education; active learning
Dreeben, R.	Conducted a classic study on the hidden curriculum
Finn, C.	Education reform movement; “Excellence” movement; effective schooling

Freire, P.	Brazilian philosopher; critic of schools; believes reading should be language experiences; see USA schools as a banking system; infant/child development
Giroux, H.	Social and political contexts of schooling; the role of ideology; hidden curriculum and moral education
Illich, I.	Deschooling society; school system used to perpetuate inequalities/class in society
Marx, K.	Social theorist; "Conflict Theory"
Mead, G.H.	Early symbolic interactionist theorist; helps explain social interaction and normative structures in society
Merton, R.K.	Functional theorist
Ravitch, D.	Conservative theorist
Young, M.	Social theorist; instrumental in developing a sociology of knowledge

Knowledge of Diverse Technologies

TECHNOLOGY	
Barron, A. Orwig, G.	Introduction to new technologies
Becker, G.	Copyright
Bitter, Gary	Computer application in the K-16 schools
Cyrs, T.	Distance learning
Driscoll, M.P.	Psychology of learning for instruction
Dwyer, F.M. Moore, D.	Visual principles, visual literacy
Ely, D.	Trends in educational technology
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International Society for Technology in Education	Technology competencies for educational technology leaders
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Seels, B.B. Richey, R.	Defining the instructional technology field
Shank, R.	On-line learning