

Teacher Education Unit Conceptual Framework

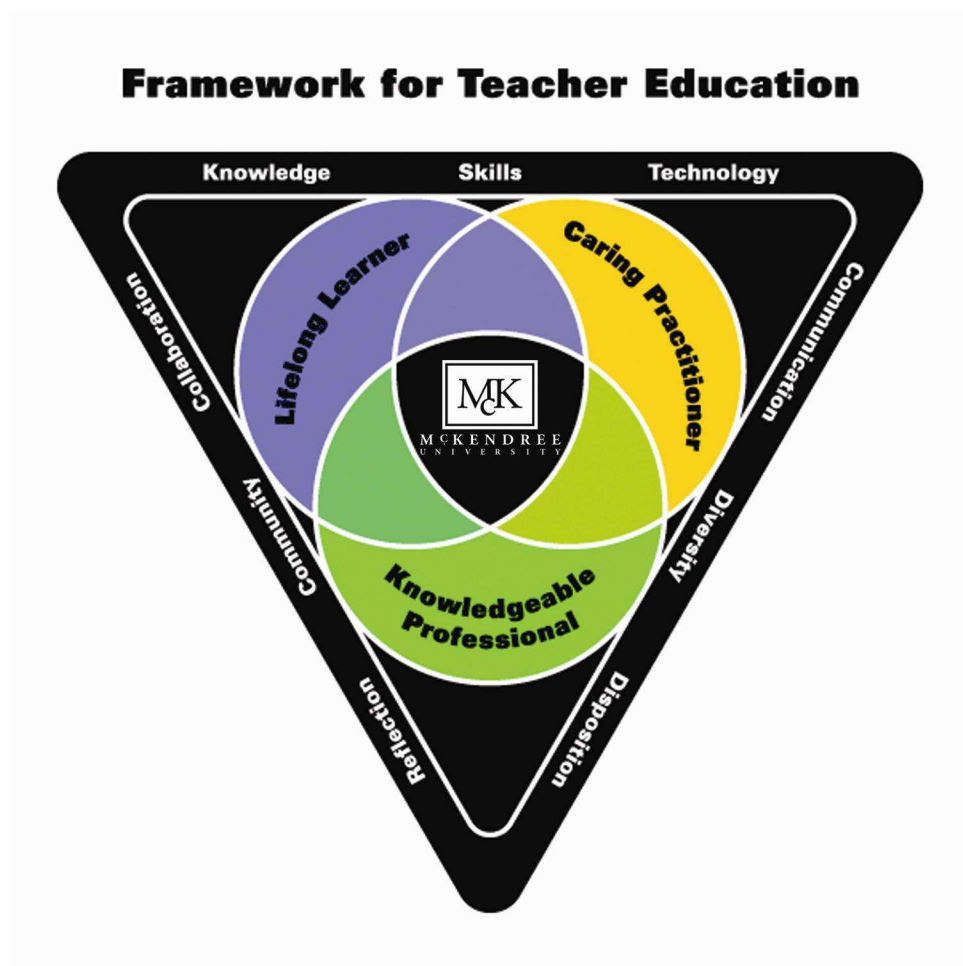


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**McKendree University
Teacher Education Unit
CONCEPTUAL FRAMEWORK**

Introduction:

McKendree University offers programs in undergraduate and graduate preparation of education professionals that allow applicants the opportunity to prepare for initial and advanced certification in the State of Illinois. Applicants may choose to major in Elementary Education to teach in grades K-9, or Secondary Education programs in Business Marketing and Computing, English Language Arts, History (Social Science), Mathematics, Science (Biology or Chemistry Emphasis) or the Social Science (History, Political Science or Psychology Emphasis) for grades 6-12. Applicants majoring in Music Education, Physical Education and Visual Arts may choose to complete the special program for certification at grade levels K-12. Applicants majoring in Special Education have the option of completing the certification requirements for Age 3 to Age 21. Applicants in Educational Leadership advanced program have the option of completing certification requirements for General Administrative (Principal).

The Teacher Education Unit at McKendree believes that the education of teachers occurs most successfully in the context of a liberal arts program, a broad background of courses in general education is required of all undergraduate majors. The Teacher Education Unit also believes that candidates who are interested in a teaching career must develop the necessary skills of teaching through a sequence of professional educational courses in theory and methodologies. A series of clinical experiences in a variety of diverse school settings help candidates transfer university classroom instruction into practical teaching skills.

Although different program areas are offered within the Teacher Education Unit, one conceptual framework document guides all programs. The faculty of the University and the educational community served by McKendree University are engaged in continuing discussions concerning the conceptual framework, including consideration of changes and modifications to the curriculum, programs, and assessments. Accordingly, as this group works together to articulate the conceptual framework, one framework emerges which embraces the aspects related to the knowledge base, skills, and dispositions valued and promoted within each program.

As of July 1, 2007, McKendree College became McKendree University and the Division of Education, Health and Human Performance became the School of Education. Terminology has been updated in this document to reflect these changes.

McKendree University Context:

McKendree University is located in Lebanon, Illinois, within 25 minutes of downtown St. Louis. McKendree has a student population of approximately 1,500 at its main campus. Established in 1828 by pioneer Methodists, McKendree is the oldest university in Illinois, and the oldest in the nation with continuous ties to the United Methodist Church. First called Lebanon Seminary, the school opened in two rented sheds for 72 candidates. In 1830, Bishop William McKendree, the first American born bishop of the Methodist Church, permitted the Board of Trustees to change the institution's name to McKendree College.

Reverend Peter Akers, in 1833, was the first president of the newly named college. He received its first degree, an honorary Doctorate of Divinity. In 1835, the College received one of the first charters granted to independent church colleges by the Illinois Legislature. The institution still operates under the provisions of a second, more liberal charter obtained in 1839.

McKendree's students have included many who were pioneers in industry and business, who became senators and governors and career public servants, who were distinguished military leaders, and who filled pulpits and teaching appointments across the land. The University continues its proud traditions by having been selected many times as one of America's 100 Best College Buys and receiving a Commitment to Excellence award from the prestigious Lincoln Foundation.

Role and Purpose of the Conceptual Framework:

The conceptual framework clarifies and states the goals of the programs in the Teacher Education Unit and the educational experiences that promote the philosophic perspectives, understandings, and the professional skill of its faculty and candidates. The framework also provides the foundation for how the program courses and field experiences provide these experiences as well as the system for assessing the Teacher Education Unit's achievement of its desired results. This document is based on the institution's and school's beliefs that a candidate's acquisition of knowledge, skills, and dispositions, which lead to caring and lifelong learning, are central to the preparation of professional educators (Dill, 1990). Curriculum development should be built on a knowledge base, which is grounded in professional theory and current research (Sikula, 1996). The knowledge base should reflect the attitudes of caring and lifelong learning which are critical components of the educational process and central consideration of program outcomes (Yost, 1997).

Development of the Conceptual Framework:

The current conceptual framework had several revisions and is considered to be in permanent draft format. It was first developed in the Fall of 2001 with input from a Community Advisory Group consisting of education faculty, other university faculty, university administrators, teacher candidates, practicing teachers and administrators, representatives of local community colleges, and citizens. The process began with a one-day retreat involving 63 representatives from the above-mentioned groups. Through a series of structured exercises those attributes important for a McKendree graduate were identified.

The raw data were developed during the retreat through three structured activities involving individual reflection, small group discussion and refinement, and large group sharing. The data were given to a committee consisting of: one education faculty member, one other faculty member, a teacher candidate, a practicing teacher, and the Education Division Chair. Three major themes emerged from this data. They were knowledgeable, caring, and lifelong learning. Also from the data, attributes within and shared by the themes were identified. They were communication, diversity, attitudes/beliefs, reflection, community, collaboration, knowledge, skills, and technology. Each of these attributes is found across the three major themes and further define a McKendree University teacher education graduate and thus included as part of the teacher education unit philosophy.

Using the data collected and input from the retreat group and others, an initial organizing theme of "Teacher as a Knowledgeable, Caring, Lifelong Practitioner" was devised by the Conceptual Framework Committee. This theme was shared for consideration by the 63 members of the Community Advisory Group through a listserve. Input was also collected from the Teacher Education Unit faculty and the Teacher Education Advisory Committee through a series of meetings. Feedback from the various groups generated recommendations for change and refinement. After considering this feedback and recommendations for revisions, the organizing theme was changed to "Teacher as Knowledgeable, Caring, Lifelong Professional." Three major sub-themes within the organizing theme were identified and published as "Knowledgeable Professional", "Caring Practitioner", and "Lifelong Learner". The attributes remained the same with the exception of "attitudes/beliefs" which was changed to "dispositions". Thus, the model driving the Conceptual Framework defines the McKendree University Teacher Education Unit as preparing teachers who are knowledgeable professionals, caring practitioners, and lifelong learners.

In the academic year 2007-2008, the conceptual framework was updated to reflect new programs and to better align undergraduate and graduate program gates. The School Of Education, the Education Assessment Committee, and the NCATE coordinator sought input from students, staff, and advisory committees to better communicate alignment to the standards. In addition, efforts were made to incorporate the changes into both the undergraduate and graduate catalogs.

Element 1: The Vision and Mission of the University and Unit

The McKendree University Mission and Vision:

The mission of McKendree is to provide a high quality educational experience to outstanding students. We lead our students in the pursuit of academic excellence which will prepare them for leadership roles in our society. To achieve this end we encourage broader vision, enriched purpose, engagement with community, commitment to responsible citizenship, openness to new ideas and dedication to lifelong learning. In keeping with our history and traditions, we provide our students with a rigorous, broadly based liberal arts curricula joined with specialization in a specific discipline.

We cherish our historical relationship with the United Methodist Church and its tradition of Judeo-Christian ideals. Therefore, we encourage an atmosphere of open dialogue, free inquiry, and mutual respect, conducted, between and among students and faculty from diverse backgrounds.

The vision of the University is imbedded within the mission and reflected through the purposes of the University. The purposes of McKendree University reflect the current educational and social needs of students.

1. To offer undergraduate, graduate, and professional programs to develop our students' knowledge, analytical abilities, research capabilities, creativity, and sense of identity
2. To help our students develop an appreciation and understanding of human diversity by providing knowledge of and opportunity for experience with multiple ethnicities, cultures, and societies
3. To create an intellectual and technological environment supportive of innovative and effective teaching, research, assessment and communication, excellent written and oral skills, and decision making
4. To attract and maintain an excellent faculty and staff committed to teaching, to research, and to service to McKendree and the greater community while also attracting and retaining an outstanding student body
5. To create a culture of campus life that includes experiences beyond the classroom that allow for the development of the whole person

Teacher Education Unit Mission, Candidate Dispositions and Vision:

It is the mission of the School of Education Unit at McKendree University to prepare teachers and other education professionals as lifelong learners (*analytical abilities, research capabilities*), caring practitioners (*creativity, service to community, mutual respect*), and knowledgeable professionals (*academic excellence, knowledge, analytical abilities, development of the whole person*).

The mission of the School of Education Unit at McKendree University is linked to and inspired by the mission and purposes of the University. The dispositions of a candidate completing the program also are grounded in the mission of McKendree University. The unit's mission however, offers a version more particular to the preparation of education candidates. McKendree University's Education Program prepares candidates for meaningful careers in the field of education. Building upon a solid liberal arts foundation, the Education Program assists candidates in developing knowledge, skills, and dispositions necessary to become effective and caring educators in P-12 schools. This mission is realized for all candidates through attainment of ten goals that are aligned with state and national standards.

A graduate of McKendree University's education program:

1. Respects cultures, values, beliefs, and talents of all people (McKendree University mission statement purposes 2, 5)
2. Believes that all students can learn (McKendree University mission statement purposes 1, 2, 3, 5)
3. Values the importance of diversity in an ever changing world (McKendree University mission statement purposes 1, 2)
4. Values the use and application of technology in teaching and learning (McKendree University mission statement purpose 3)
5. Appreciates the responsibility of educators to motivate and affect student learning (McKendree University mission statement purposes 1,5)
6. Reflects professional ethics that are mirrored in McKendree University's tradition of Christian values (McKendree University mission statement purposes 1, 2, 5)
7. Believes that professional development is essential for growth in teaching, learning, and service (McKendree University mission statement purposes 1, 2, 3, 5)
8. Is committed to a career in education that is based upon lifelong reflection (McKendree University mission statement purposes 1, 2, 5)
9. Values the contextual and interactive roles between the profession and the community (McKendree University mission statement purposes 1, 2, 3, 4, 5)
10. Believes that educators must be effective oral and written communicators (McKendree University mission statement purposes 1, 2, 3)

Supported by the mission of the University, it is the vision of the School of Education Unit at McKendree University that in its preparation of educators who are knowledgeable professionals, caring practitioners, and lifelong learners, the Unit will provide the leadership to enable graduates to meet the ever changing diverse demands placed upon the schools in the region it serves.

Element 2: The Unit's Philosophy, Purposes, and Goals

Teacher Education Unit Philosophy, Core Beliefs, Purpose and Outcomes:

The philosophy of the School of Education Unit at McKendree University encompasses the basic concepts of many educational philosophies. However, traditions and approaches found within the School of Education Unit are rooted primarily in a progressivist experience with teaching and learning that is based upon the approach of John Dewey. Along with Dewey, the Unit believes that learning is an active, social process of inquiry linked to changing events and human experiences. Because of this, the Teacher Education Program at McKendree University uses an experiential approach that enables teacher candidates to increase their ability to grow and adapt to a constantly changing and dynamic society. The School of Education Unit believes that the educators it prepares:

1. Have a strong foundation in content knowledge
2. Acquire and use specific skills use enhance teaching and learning
3. Apply the use of current technology to teaching and learning
4. Are effective communicators
5. Are prepared to lead, practice, and serve within a diverse society
6. Exhibit dispositions appropriate to the profession
7. Practice personal reflection on their teaching
8. Are collaborative professionals
9. Are active members of the community

In light of these beliefs, it is the philosophy of the school to use an approach that prepares educators who are professionals with a strong foundation in knowledge, who practice the profession in a caring manner and consider learning to be a basic foundation to their lifelong experience.

Thus, primary purposes and goals of the Unit are to (1) prepare educators for P-12 public, private and parochial schools as identified in the Unit's Conceptual Framework, (2) who display the characteristics identified in dispositions, (3) who are prepared in proficiencies identified by the Unit which meet the expectation of state and national standards. With the addition of graduate studies in education, the purpose of the Unit is further expanded to develop these dispositions and proficiencies as they relate to the professional development of experienced teachers and through advanced level programs. Thus, as stated in the vision for the Unit, the primary goal of the McKendree University School of Education Unit is to prepare educators who are able to address the educational needs of the

region it serves at all levels. In light of this, the Unit's purpose and goal are to prepare candidates who meet these outcomes and proficiencies:

Knowledgeable Professional

1. Possess content and pedagogical knowledge (INTASC/IPTS 1,4,7 IL-CCS 1,4 ISLLC 1, 2)*
2. Create learning experiences that make content meaningful to all learners (INTASC/IPTS 1,2,3,4,5,6,7,8,10,11 IL-CTECH 3 IL-CCS 1,2,3,4,5,6,8,9 ISLLC 1,2,3)
3. Integrate theory and practice in design and delivery of lessons (INTASC/IPTS 1,4,7,8 IL-CLA 1,2 IL-CTECH 3 IL-CCS 1,3,4 ISLLC 2)
4. Understand instructional planning and design and deliver instruction based on the discipline, student needs, community expectations, and curricular goals (INTASC/IPTS 1,2,3,4,5,6,7,8,10,11 IL-CLA 1,3 IL-CTECH 2,3,6 IL-CCS 1,2,3,4,5,6,8,9 ISLLC 1)
5. Understand formal and informal assessment and utilize them to support student development (INTASC/IPTS 2,3,4,6,8 IL-CAS 3 IL-CCS 2,3,4,6 ISLLC 3)
6. Apply appropriate technology, media, and materials in instructional design and practice (INTASC/IPTS 4,6,8, IL-CTECH 1,3,5,6,8 IL-CCS 3,4 ISLLC 3)

Caring Practitioner

7. Respect cultures, values, beliefs, and talents of all people (INTASC/IPTS 2,3,5,6,7,8,9 IL-CTECH 4 IL-CCS 2,3,4,5,6,7 ISLLC 2,4,5,6)
8. Understand that self-esteem influences achievement (INTASC/IPTS 2,5,6,7,8,9,11 IL-CCS 2,3,4,5,6,7 ISLLC 1,2,5)
9. Recognize and address cultural differences in communication (INTASC/IPTS 2,3,5,7,8,9,11 IL-CLA 1,2,3,5 IL-TECH 6 IL-CCS 2,3,5,7 ISLLC 2,4,6)
10. Establish communication and productive relationships with students, parents, colleagues, and other community members (INTASC/IPTS 3,5,6,7,8,9,10,11 IL-CLA 3 IL-CTECH 5,6 IL-CCS 3,4,5,6,7,8,9 ISLLC 1,2,3,4)
11. Exhibit appreciation of the responsibility of educators (INTASC/IPTS 8,10,11 IL-CCS 3,7,8 ISLLC 2,5)
12. Apply pedagogical theory to diverse educational settings (INTASC/IPTS 2,3,5,6,8 IL-CCS 2,3,5 ISLLC 1,3)
13. Use technology as a tool to meet the diverse needs of students (INTASC/IPTS 3,5,6,9 IL-CTECH 1,2,3,4,5,8 IL-CCS 5,7 ISLLC 3)
14. Practice professional ethics which are mirrored in McKendree University's tradition of Christian values (IPTS 11 ISLLC 2,5,6)

Lifelong Learner

15. Understand, apply, and integrate research into teaching and learning (INTASC/IPTS 4,10 IL-CCS 4,7,8,9 ISLLC 2,3)

16. Use various resources and technology as tools for professional growth (INTASC/IPTS 4,10, IL-CTECH, IL-CAS IL-CCS 4,7 ISLLC 2,3)
17. Possess knowledge of schools as a social and political system (INTASC/IPTS 5,9 ISLLC 1,5 IL-CCS 7,8,9 ISLLC 2,3,4,6)
18. Illustrate a commitment to teaching, learning, and service through professional development (INTASC/IPTS 10, IL-CAS IL-CCS 7,8,9 ISLLC 2,6)
19. Recognize that careers in education require lifelong reflection (INTASC/IPTS 10, IPTS 11 IL-CCS 7 ISLLC 2,5,6)
20. Recognize the contextual and interactive roles between the profession and the community (INTASC/IPTS 9 IL-CCS 7,8,9 ISLLC 2,3,4,6)

* IPTS – Illinois Professional Teaching Standards for All Teachers
 INTASC – Interstate New Teacher Assessment and Support Consortium
 IL-CAS – Illinois Content Area Standards
 IL-CLA – Illinois Core Language Arts Standards for All Teachers
 IL-CTECH – Illinois Core Technology Standards for All Teachers
 IL-CCS – Illinois Common Core of Standards for All Special Educators
 ISLLC – Interstate School Leaders Licensure Consortium

Teacher Education Unit Commitment to Diversity:

It is the goal of the McKendree University School of Education Unit to offer education in a liberal arts tradition of the highest quality that prepares educators to teach in a diverse environment.

Specifically, goals of the Unit to address its commitment to diversity include:

- Working to improve and advocate for services for candidates and faculty who represent diversity. The Unit is an advocate for increasing accessibility on campus for individuals with exceptionalities.
- In cooperation with the University's office of admissions identifying, recruiting, matriculating and graduating in teacher education an increased number of candidates of diverse backgrounds from targeted schools and communities where larger percentages of such candidates exist.
- Identifying and recruiting an increased number of faculty of diverse backgrounds.
- Seeking out opportunities to increase awareness and sensitivity to issues of race, ethnicity, gender, sexual orientation, social class, disability and difference in all its forms. The Unit includes experiences with diverse populations as part of the teacher preparation curriculum.
- Including international students within the definition of cultural pluralism.
- Actively facilitating application of techniques addressing diversity in professional education coursework.
- Working cooperatively with campus offices and cooperating school districts to achieve diversity goals.

- Contributing to ensuring that the McKendree University Teacher Education Unit remains a place where people from all backgrounds can flourish in a secure and supportive community.

Teacher Education Unit Commitment to Technology:

McKendree University has been and continues to be committed to teaching with and about technology. It is a pivotal part of the candidate's life and work at McKendree. The candidates are well prepared for a profession that includes daily work with technology that will, in turn, enhance their students' lives and education.

Apply the use of current technology to teaching and learning. This statement is one of the ten major tenants of the Teacher Education Unit of McKendree University and is a core belief applied in many ways within the School of Education. The commitment is, in fact, a prominent part of the logo in the Framework for Teacher Education.

Completion of computer competencies is a requirement of the unit assessment system. All teacher candidates also are required to maintain a developmental portfolio in electronic format throughout their academic career at McKendree University which is assessed at all transition points in the unit assessment system. The LiveText web-based portfolio system is the vehicle through which this is accomplished.

In addition, many other technological resources are available to candidates and faculty. It is the expectation of the Unit that all of these resources will enhance the educational and professional experience of the candidate.

Conceptual Framework Themes, INTASC/Illinois Standards, Associated Learning Outcomes, and Dispositions Addressed in the Unit Programs:

Knowledgeable Professional

Illinois Teaching Standards (INTASC + 1):

IPTS Standard 1 - Content Knowledge - The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.

IPTS Standard 2 - Human Development and Learning - The competent teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

IPTS Standard 3 – Diversity - The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

IPTS Standard 4 - Planning for Instruction - The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

IPTS Standard 6 - Instructional Delivery - The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.

IPTS Standard 8 – Assessment - The competent teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

CLA Standard 1: All teachers must know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

CLA Standard 2: All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.

CTECH Standard 1: Basic Computer/Technology Operations and Concepts - The competent teacher will use computer systems to run software; to access, generate, and manipulate data; and to publish results. He or she will also evaluate performance of hardware and software components of computer systems and apply basic troubleshooting strategies as needed.

CTECH Standard 3: Application of Technology in Instruction - The competent teacher will apply learning technologies that support instruction in his or her grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

CTECH Standard 5: Productivity Tools - The competent teacher will integrate advanced features of technology-based productivity tools to support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and become more productive in daily tasks.

CTECH Standard 6: Telecommunications and Information Access – The competent teacher will use telecommunications and information-access resources to support instruction.

National Board Standards (Graduate Educational Administration and Teacher Leadership Program)

Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

Proposition 3: Teachers are responsible for managing and monitoring student learning.

Caring Practitioner

Illinois Professional Teaching Standards (INTASC + 1):

IPTS Standard 2: Human Development and Learning - The competent teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

IPTS Standard 3 – Diversity - The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

IPTS Standard 6 - Instructional Delivery - The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.

IPTS Standard 7: Communication - The competent teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

IPTS Standard 9: Collaborative Relationships - The competent 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.

IPTS Standard 11: Professional Conduct - The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.

CLA Standard 3: All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learners' needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.

CTECH Standard 4: Social, Ethical, and Human Issues - The competent teacher will apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computing and technology. The competent teacher will understand the changes in information technologies, their effects on workplace and society, their potential to address life-long learning and workplace needs, and the consequences of misuse.

National Board Standards (Graduate Educational Administration and Teacher Leadership Program)

Proposition 1: Teachers are committed to students and their learning.

Lifelong Learner

Illinois Professional Teaching Standards (INTASC + 1):

IPTS Standard 4: Planning for Instruction - The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

IPTS Standard 5: Learning Environment - The competent 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.

IPTS Standard 9: Collaborative Relationships - The competent 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.

IPTS Standard 10: Reflection and Professional Growth - The competent 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.

IPTS Standard 11: Professional Conduct - The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.

CTECH Standard 2: Personal and Professional Use of Technology - The competent teacher will apply tools for enhancing personal professional growth and productivity; will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources.

CTECH Standard 7: Research, Problem Solving, and Product Development - The competent teacher will use computers and other technologies in research, problem solving, and product development. The competent teacher will appropriately use a variety of media, presentation, and authoring packages; plan and participate in team and collaborative projects that require critical analysis and evaluation; and present products developed.

CTECH Standard 8: Information Literacy Skills - The competent teacher will develop information literacy skills to be able to access, evaluate, and use information to improve teaching and learning.

National Board Standards (Graduate Educational Administration and Teacher Leadership Program)

Proposition 4: Teachers think systematically about their practice and learn from experience.

Proposition 5: Teachers are members of learning communities.

Dispositions

1. Respects cultures, values, beliefs, and talents of all people
2. Believes that all students can learn
3. Values the importance of diversity in an ever changing world
4. Values the use and application of technology in teaching and learning
5. Appreciates the responsibility of educators to motivate and affect student learning
6. Reflects professional ethics that are mirrored in McKendree University's tradition of Christian values
7. Believes that professional development is essential for growth in teaching, learning, and service
8. Is committed to a career in education that is based upon lifelong reflection
9. Values the contextual and interactive roles between the profession and the community
10. Believes that educators must be effective oral and written communicators

Element 3: Knowledge Base

Knowledgeable Professional:

Applicants arrive at McKendree University with an expectation of acquiring a knowledge base founded in the McKendree University tradition and academic expectations serving as a foundation for personal growth. The Unit and University provide ongoing modeling and experiences to build upon this knowledge by integrating different viewpoints and perspectives. To accomplish this objective the knowledge delivery system includes General Studies, Professional/Foundational Studies, Specialty Studies, Clinical Experiences, Community Experiences, and Institutional Experiences.

McKendree University has a tradition of content and pedagogical knowledge grounded in the arts and sciences. The study of content subject matter is an essential component of knowledge for the educational professional. Strong subject matter knowledge provides a basis for learning to teach (Ball, 1991; Grossman, 1990; Mosher, Youngman, & Day, 1999; Banks, Cochran-Smith, et al, 2005). Deborah Lowenberg Ball (2000) notes, "Knowing content is crucial to being inventive in creating worthwhile opportunities for learning that takes learners' experiences, interests, and needs into account." Through programmatic study,

candidates complete coursework designed to increase their knowledge base of subject matter and pedagogy. John Dewey states that “schools should teach children not what to think but how to think” (Ryan & Cooper, 2004). To this end McKendree University candidates complete comprehensive, articulated degree programs that go beyond understanding facts; they understand the relationships of the concepts of the subject (Odell, 1997; Shulman, 1986; Floden & Meniketti, 2005).

The development of knowledge about modern schools as social and political systems is grounded in the context of foundations of education that includes the history of education and the socio-cultural ramifications of public policy. Foundational studies offer three common perspectives to the development of knowledge about schools as social and political systems.

1. Interpretive perspective relies on the humanities and social sciences, which inform candidates in viewing education within different contexts.
2. Normative perspective encourages candidates to examine and explain education in view of values orientations.
3. Critical perspective which provides opportunities for candidates to examine and explain education in the context of its origins, major influences and consequences (The Council of Learned Societies in Education, 1986; Henderson & Hawthorne, 1995; McDermott, 1999).

Pedagogy is rooted in content knowledge, but it comprises more than the understanding of content (Ball, 2000). Pedagogical content knowledge entails the ability to represent knowledge to students. Candidates must be able to offer analogies, provide examples and explain content so others can understand (Ally, Furtwengler, & Potthoff, 1997). Curricular knowledge, the understanding of definitions, planning design, technology, diversity, resources, references and models, evaluation, assessment, renewal, and integration is also a critical component of pedagogy essential to good teaching (Shulman, 1986; Provenson, Brett, & McCloskey, 1999; Grossman & Schoenfield, 2005). According to John Dewey, “the child and the curriculum are simply two limits which define a single process” (Jackson, 1992, p. 6). It is the task of the teacher then to bridge the gap by a process Dewey called “continuous reconstruction, moving from the child’s present experience out into that represented by the organized bodies of truth that we call studies” (Jackson, 1992, p. 6). Linda Darling-Hammond (1998) states, “Teachers need to know about curriculum resources and technologies to connect their students with sources of information and knowledge that allow them to explore ideas, acquire and synthesize information, and frame and solve problems.”

Candidates must be able to relate content knowledge in an arena that is influenced by culture, language, individual differences, gender, age, developmental status, personality, learning style, family, socioeconomic status, prior experience and knowledge, community values and traditions, and cultural and linguistic differences (Darling-Hammond, 1998). Also in this context, the candidate must consider professional and ethical values, standards, legal questions, educational policy, learner population configuration, physical and structural parameters, technology,

parent desires and perspectives, and state and local educational purposes and values.

Teaching should be viewed as a complex process where educators' professional decisions are based on candidate needs, developmental levels, and instructional goals. These skills that are used to facilitate student learning are acquired through practice and experience in the classroom and the field. Knowing what to do, when to do it, and how to do it are a set of procedures used by educational professionals (Grossman, 1990; Smith & Fenstermacher, 1999; Grossman & Schoenfield, 2005). The development of skills such as lesson planning, implementation of instructional strategies, and classroom management, are essential for effective instruction.

Caring Practitioner

Attitudes and beliefs reflect the dispositions that educational professionals apply to practice. Successful educators possess a moral and professional commitment to students and their learning. Teachers who develop ethical and caring relationships with students promote academic success (Noddings, 1988; 1992). Education professionals understand learners in a way that allows them to identify different strengths, intelligences and approaches to learning. They must also balance performance expectations with a sensitive awareness of affective needs (Jones, 1996). The Carnegie Task Force (1989) and the Holmes group (1986; 1995) have identified the ability to reach all children as fundamental to effective teaching (Smith, 1998). To accomplish this belief candidates must acquire knowledge about diversity, communication, and human development and learning. This ability requires a valuing and respect of diversities, of relationships between self-esteem and learning, and for cultural differences in communication and interpersonal relationships.

Education is a worthy human activity that is integral to the betterment of the world. Such education is based on an ethic of care, a positive regard for the learner that strives for his or her welfare, and acknowledge both learner and teacher are inevitably participating in a shared environment. Teaching consists of human interactions, it becomes a moral enterprise involving issues of fairness, justice, correctness, and virtue. Therefore, all candidates clearly should know professional codes of ethics in their specialty and the consequences of violating those provisions (Rich, 1984; Sarason, 1999; Oakes, Lipton, Ryan, & Quartz, 1999; Zeichner & Conklin, 2005; Bransford, Darling-Hammond, & LePage, 2005). The University's Christian ethic facilitates valuing and respecting of the cultures, beliefs and talents of all learners through program curricula, field experiences, and the practice and behaviors of the School's faculty. Thus, candidates have opportunities to study and practice learning centered on attitudes, beliefs, principles and strategies, which will encourage positive student achievement and self-esteem.

Lifelong Learner:

Scholarship is central to the commitment to lifelong learning, which is promoted by the Unit and the University. John Dewey defined education "as a continuous reconstruction of experience" (Ryan & Cooper, 2004, p. 280). He further states

that “experience is not a rigid and closed thing; it is vital, and hence growing” (Dewey, 1933/1998, p. 201-202). Therefore, candidates who are preparing for a career in education should value the idea of what it means to be a scholar and possess a passion and commitment to learning. This passion is lifelong and requires that educators “continue to learn skills necessary for the ongoing renewal of the schools in which they spend their careers” (Clabaugh & Rozycki, 1996). This is a developmental process in which candidates move from the role of candidate to the role of teacher. Hamilton and Pinnegar (2000) describe this progression as:

1. Developing positive attitudes and perceptions
2. Acquiring and integrating knowledge
3. Extending and refining knowledge
4. Using knowledge meaningfully
5. Developing productive habits of mind and body

To accomplish this progression Linda Darling-Hammond (1998) states that, “Teachers learn best by studying, doing, and reflecting; by collaborating with other teachers; by looking closely at students and their work; and by sharing what they see.” This requires a program in which the teachers are themselves learners, who raise questions, attempt to solve problems, and continue to find excitement in learning (Brooks & Brooks, 1993; Smith & Fenstermacher, 1999; Zeichner & Conklin, 2005; Hammerness, Darling-Hammond, & Bransford, 2005). Therefore, scholarship is linked to the notion that candidates have the skills and dispositions to continue learning throughout their lives, encompassing their professional careers as well. Darling-Hammond (1996) feels these skills should be developed in teacher preparation and induction programs that help “prospective teachers and interns develop a reflective, problem-solving orientation by engaging them in teacher research, school-based inquiry, and inquiry into candidates’ experiences.” These approaches help teachers throughout their careers to build an empirical understanding of learners and learning. Teachers also need to be able to analyze and reflect on their practice, to assess the effects of their teaching, and to refine and improve their instruction (Darling-Hammond, 1998). They must continuously be able to reflect on and evaluate what students are thinking and understanding and reshape their plans to take into account what they have discovered. Lifelong learning, according to John Dewey, “renders [the teacher’s] practice more intelligent, more flexible and better adapted to deal effectively with concrete phenomena of practice...seeing more relations he sees more possibilities, more opportunities” (Darling-Hammond & Snyder, 1992, p. 41).

Element 4: Candidate Proficiencies

Candidate Proficiencies

Twenty teacher candidate proficiencies are identified across the three themes of the Conceptual Framework. The knowledge, skills and dispositions identified as candidate proficiencies are found in Illinois Professional Teaching Standards (INTASC), Conceptual Framework Theme and Candidate Proficiencies and NBPTS Core Propositions. Tables 1, 2, 3, 4, 5, and 6 at the end of this document illustrate the linkages between the Conceptual Framework and the above standards.

Table 1 illustrates the linkages between professional standards, the Conceptual Framework and required courses in the initial teacher certification programs at both the undergraduate and graduate levels. Special Education in Illinois calls for a common core of standards for all special educators that are aligned with INTASC standards. Table 2 demonstrates the linkages between the common core (INTASC) standards, the Conceptual Framework and program courses leading to certification in special education. Table 3 shows the linkages between professional standards, the Conceptual Framework and required courses in the Teacher Leadership Program. The linkage between the principles of the National Board of Professional Teaching Standards and the McKendree University conceptual framework is found in table 5. The Educational Administration & Leadership program leads to certification as a principal in Illinois. Linkages between the Interstate School Leader Licensure Consortium (ISLLC) standards, the conceptual framework and required courses is illustrated in table 6.

Element 5: Assessment System

Assessment:

The McKendree University School of Education Unit created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy and professional studies. The Unit's Conceptual Framework links course work and the assessment system. A portfolio evaluation system was created as a systematic way of monitoring a candidate's progression through the programs. A screening step takes place as candidates apply to the program. EDU 210 candidates are required to meet gate criteria successfully and subsequent gates through program assessment points that define their progression through the program.

There are four assessment points or Gates for candidates in both undergraduate and graduate programs leading to initial certification as required by Illinois Administrative Rules. Gate One occurs at admission to the Teacher Education Program, Gate Two prior to student teaching, Gate Three at the end of student teaching, and Gate Four prior to entitlement for certification. At each gate there are multiple measures used to evaluate candidates. For the graduate level Teacher Leadership program for experienced teachers there are four gates. Gate One occurs at admission to the program, Gate Two at mid-program prior to completion of the research project, Gate Three completion of practicum, and Gate Four at

program completion prior to awarding the degree. Dispositions are to be assessed in every course. Candidates who have deficiencies at any gate may not continue until imposed conditions or deficiencies have been met. Administrative processes to address continued enrollment in the programs and candidates' appeals. Performance indicators are outlined for each gate. In order to complete the requirements for each gate, the candidate works with a faculty advisor while completing course work and field experiences. The candidate is then required to complete a final assessment based on program standards created by instructors in the unit. If needed, an interview, review or evaluation of the candidate serves to inform the faculty and validate the candidate's progress in the program. The purpose of the McKendree University assessment system is to ensure the preparation of candidates who demonstrate the knowledge, skills and dispositions inherent in the Framework for Teacher Education Model. Candidates not meeting minimum acceptable standards at any assessment gate maybe removed from the program, or be allowed to continue with conditions (remediation provided).

To provide a basis for high interrater reliability among assessors with clearly defined and validated rubrics, the Unit adopted the *Pathwise Framework for Teaching Observation Program*® (2001) as the common assessment tool for lesson plans, teaching/performance and the portfolio.

After reviewing existing data, the School of Education faculty made the decision to develop its own assessments for portfolio, lesson plans, unit plans, and performance. The Pathwise assessment rubrics were not assessing what the faculty deemed necessary. In the fall of 2007 the School of Education formed an assessment committee to review the assessments and develop new rubrics better aligned to our templates and goals. In the spring of 2008 the performance assessment and a new dispositions assessment were piloted. In the fall of 2008 a new lesson plan, unit plan, and portfolio assessment were piloted.

Initial Certification -

Teacher Candidates seeking initial certification (undergraduate and graduate) complete four major assessments during the teacher education program as required by the Illinois State Board of Education: 1) prior to admission to the Teacher Education Program at the completion of EDU 210 Foundations of American Public Education, or EDU 609 Field Practicum I, 2) at a mid-point in the program with the completion of EDU 309 Methods of Teaching in the Elementary School, EDU 310 Methods of Teaching in the Secondary School, EDU 311 Methods of Teaching in Special Areas (K-12), or EDU 613, 3) at the completion of student teaching and 4) prior to recommendation for entitlement by the University. At each assessment point, teacher candidates are provided feedback and guidance as part of the assessment process. Based upon the results of the assessment, the teacher candidate may be permitted to continue in the Teacher Education Program, continue with conditions, or be counseled out of the program.

Teacher candidates will be assessed using multiple measures that include standardized tests, grade point average, coursework completion,

teaching/performance evaluations, disposition assessments and portfolio evaluation. Teacher candidates also must include artifacts with reflective writings within the portfolio to demonstrate attainment of the Illinois Standards and the Unit's Conceptual Framework Performance Standards.

Teacher Leadership Development (Advanced Program for Experienced Teachers)

Candidates seeking a Master of Arts Degree in Teacher Leadership complete four major assessments: 1) at admission, 2) prior to practicum in teacher development, 3) at program completion. All candidates are required to prepare and present a portfolio containing artifacts demonstrating attainment of standards appropriate to the program. At each assessment point candidates are provided feedback and may continue in the program, continue with conditions or be counseled out of the program.

Graduate level candidates will be assessed using multiple measures that include standardized tests, grade point average, coursework completion, teaching evaluations and portfolio evaluation. Candidates also must include artifacts with reflective writings within the portfolio to demonstrate attainment of the Illinois Standards and the Unit's Conceptual Framework Performance Standards. Candidates must be at least "Proficient" on all standards to be considered for program completion and entitlement. The following outline lists the minimum contents of the Teacher Education Portfolio. Teacher Candidates are required to add artifacts and documentation to the portfolio to support each standard. These artifacts must include examples of the impact the candidate's teaching has on student learning, lesson plans that have been assessed and student work samples.

Portfolio Outline –

All portfolios are maintained in electronic format using the LiveText web-based portfolio program. Artifacts are inserted by the candidate accompanied by a narrative describing how the candidate believes the standard has been attained.

Educational Administration & Leadership Portfolio Outline

1. Personal Information

- Introductory Statement**
- Resume*
- Letters of Recommendation*
- Transcripts*
- Certification Documents*
- Philosophy of Education**

*Added at program completion

**Evolves through program to demonstrate growth

2. Portfolio Expectation

- Course of Study Related to Standards
- Standards
- Courses with Related Required Artifacts
- 3. ISLLC 1 – Facilitating a Vision of Learning
 - Artifact 1
- 4. ISLLC 2 – School Culture and Instructional Program
 - Artifact 1
- 5. ISLLC 3 – Management
 - Artifact 1
- 6. ISLLC 4 – Collaboration with Families and Communities
 - Artifact 1
- 7. ISLLC 5 – Acting with Integrity, Fairness, and in an Ethical Manner
 - Artifact 1
- 8. ISLLC 6 – The Political, Social, Economic, Legal, and Cultural Context
 - Artifact 1
- 9. Dispositions -
 - Respects cultures, values, beliefs, and talents of all people.
 - Believes that all students can learn
 - Values the importance of diversity in an ever changing world
 - Values the use and application of technology in teaching and learning
 - Appreciates the responsibility of educators to motivate and affect student learning
 - Reflects professional ethics that are mirrored in McKendree University's tradition of Christian values
 - Believes that professional development is essential for growth in teaching, learning, and service
 - Is committed to a career in education that is based upon lifelong reflection
 - Values the contextual and interactive roles between the profession and the community
 - Believes that educators must be effective oral and written communicators
- 9. Artifacts
 - Artifacts

Educational Studies, Initial Certification, and Teacher Leadership Program Portfolio Outline

1. Personal Information
 - Introductory Statement**
 - Resume*
 - Letters of Recommendation*
 - Transcripts*
 - Certification Documents*
 - Philosophy of Education**
2. Knowledgeable Professional
 - Possesses content and pedagogical knowledge

- Creates learning experiences that make content meaningful to all learners. (IPTS 1,3)
 - Integrates theory and practice in design and delivery of lessons (IPTS 2, 6)
 - Understands instructional planning and designs and delivers instruction based on the discipline, student needs, community expectations, and curricular goals (IPTS 4)
 - Understands formal and informal assessment and utilizes them to support student development (IPTS 8)
 - Applies appropriate technology, media, and materials in instructional design and practice. (IPTS 6, IL-ISBE-TECH)
3. Caring Practitioner
- Respects cultures, values, beliefs, and talents of all people (IPTS 3)
 - Understands that self-esteem influences achievement (IPTS 2)
 - Recognizes and addresses cultural differences in communication (IPTS 3, 7, IL-CLA)
 - Establishes communication and productive relationships with students, parents, colleagues, and other community members (IPTS 9, IL-CLA)
 - Exhibits appreciation of the responsibility of educators (IPTS 11)
 - Applies pedagogical theory to diverse educational settings (IPTS 3, 6)
 - Uses technology as a tool to meet the diverse needs of students (IPTS 3, 6, IL-ISBE-TECH)
 - Practices McKendree University's tradition of Christian values, which are mirrored in professional ethics (IPTS 11)
4. Lifelong Learner
- Understands, applies, and integrates research into teaching and learning (IPTS 10)
 - Uses various resources and technology as tools for professional growth (IPTS 10, IL-ISBE-TECH, IL-CAS)
 - Possesses knowledge of schools as a social and political system (IPTS 5, 9)
 - Illustrates a commitment to teaching, learning, and service through professional development (IPTS 10, IL-CAS)
 - Recognizes that careers in education require lifelong reflection (IPTS 10,11)
 - Recognizes the contextual and interactive roles between the profession and the community (IPTS 9)
5. Artifacts
- Artifacts

*Added at program completion

**Evolves through program to demonstrate growth

Conceptual Framework Associated Learning Outcomes, and Dispositions
(Standards Set Appropriate to Candidate's Program is used):

Illinois Professional Teaching Standards

- a. IPTS Standard 1: Content Knowledge
- b. IPTS Standard 2: Human Development and Learning
- c. IPTS Standard 3: Diversity
- d. IPTS Standard 4: Planning for Instruction
- e. IPTS Standard 5: Learning Environment
- f. IPTS Standard 6 - Instructional Delivery
- g. IPTS Standard 7: Communication
- h. IPTS Standard 8 – Assessment
- i. IPTS Standard 9: Collaborative Relationships
- j. IPTS Standard 10: Reflection and Professional Growth
- k. IPTS Standard 11: Professional Conduct
- l. CLA STANDARD 1
- m. CLA STANDARD 2
- n. CLA STANDARD 3
- o. CTECH STANDARD 1: Basic Computer/Technology Operations and Concepts
- p. CTECH STANDARD 2: Personal and Professional Use of Technology
- q. CTECH STANDARD 3: Application of Technology in Instruction
- r. CTECH STANDARD 4: Social, Ethical, and Human Issues
- s. CTECH STANDARD 5: Productivity Tools

Each Teacher Candidate's Portfolio will be maintained in electronic format, with a digital copy retained by the University upon program completion.

Assessment Process:

The distinctive differences between the purposes of the undergraduate and graduate initial certification programs and the graduate program in Teacher Leadership for practicing teachers led the Unit to develop related assessment processes unique to each level. For the certification programs, because the State of Illinois requires, by administrative rules, four assessment points, the assessment at program completion is divided to reflect an assessment at the completion of student teaching, and an assessment prior to entitlement for certification. A flowchart outlining the teacher candidate assessment process is found in Table 7. Linkages between assessments and candidate proficiencies is found in Table 7.

Initial Certification -

Gate 1: Admission to the Teacher Education Program - Before admission to the McKendree University Teacher Education Program, each applicant must complete the requirements listed below. Minimum requirements are verified by the Field Experience/Certification Office before submission for approval by the Council on Teacher Education (COTE). Candidates also complete a technology competency assessment (CAT1) administered by the University during enrollment in EDU 115 for undergraduate candidates and during the first semester of enrollment for graduate level candidates. If the results of the technology assessment

administered to graduate level candidates identify a deficiency in the use of technology, the candidate is required to successfully complete an undergraduate prerequisite course on technology in education. The CAT1 technology assessment is a web-based technology assessment and tutorial based upon International Society for Technology in Education standards. The certificate awarded upon successful completion of the assessment is inserted as an artifact within the portfolio.

Undergraduate

1. Pass the Illinois Test of Basic Skills
2. Have a minimum cumulative 2.75 G.P.A. for all coursework attempted
3. Complete ENG 111, ENG 112 with a grade of C or higher
4. Complete two Mathematics courses, one must be at least at the level of Finite Math, with a grade of C or higher
5. Complete EDU 210 (Foundations of American Education) and EDU 115 (Technology in the Classroom) or MUED 200 (Music Classroom Technology), both with a grade of C or higher
6. Successfully complete an Illinois criminal background check and submit results of TB TINE Test
7. Portfolio Evaluation by instructor of EDU 210 and the applicant's Education Advisor. If the applicant's instructor is also the advisor, the second evaluation will be conducted by another faculty member within the Teacher Education Unit (Completed evaluation submitted to Teacher Education Student Services Office and advisor)
8. Complete the Application for Admission (Advisor must sign and recommend)
9. Successfully complete faculty review process*
10. Receive an affirmative vote by the COTE to admit, or not admit (Candidates may be permitted to continue in selected professional education courses with conditions for one semester)

Graduate

1. Application
2. Pass the Illinois Test of Basic Skills and appropriate Illinois Content Area Examination
3. Successfully complete an Illinois criminal background check and submit results of TB TINE Test
4. Completion of at least a Baccalaureate from a regionally accredited institution
5. Minimum 3.0 on a four-point scale in undergraduate studies. Applicants with a 2.75-2.99 G.P.A. may be conditionally admitted. Candidates who complete 12 hours of graduate coursework at McKendree University with no grade lower than a B will have their conditional status removed.
6. Official transcripts from each college or university attended
7. A vita or resume
8. Interview with Admissions and/or Graduate Faculty member(s)
9. Receive an affirmative vote by the COTE to admit, admit with conditions to be met for full admission, or not admit

Gate 2: Pre-Student Teaching Assessment - Prior to enrolling in Student Teaching each Candidate is assessed a second time. The following assessments are completed by the appropriate evaluators listed below and submitted to the Field Experience/Certification Office with a recommendation to continue, continue with conditions, or removal from the Teacher Education Program:

1. Maintain minimum 2.75 G.P.A. (Graduate 3.0) in all coursework attempted (Advisor)
2. Pass appropriate Illinois Content Area Examination (Field Exp. Office)
3. Complete all Professional Education courses with a grade of C or higher
4. Portfolio evaluation (Course Instructor)
5. Complete application for Student Teaching at least one semester in advance
6. Complete faculty review process
7. Approval by COTE to permit or not permit candidate to enroll in Student Teaching

Gate 3: Completion of Student Teaching - Upon completion of Student Teaching, candidates are assessed by the Cooperating Teacher and University Supervisor. The evaluation is submitted to the Field Experiences Office via LiveText and becomes part of the candidate's file.

Gate 4: Prior to Entitlement for Certification and Program Completion - Candidates undergo a final assessment prior to recommendation for entitlement by the University. The following assessments are completed by the appropriate evaluators listed below and submitted to the Field Experience/Certification Office with a recommendation to either submit for entitlement or not submit for entitlement:

1. Maintain minimum 2.75 G.P.A. (Graduate 3.0) in all coursework attempted (Advisor)

2. Pass Illinois Assessment of Professional Teaching Examination (Field Exp. Office)
3. Complete all Professional Education courses with a grade of C or higher
4. Portfolio evaluation (college supervisor and advisor)
5. Approval by COTE to permit, or not permit candidate for entitlement

Advanced Programs

Teacher Leadership (Experienced Teachers)

Each candidate is required to successfully pass through all four consecutive assessments that reflect a developmental progression through the program. All assessment expectations and criteria are outlined and presented to all candidates in a program orientation. In order to complete the requirements for the program, each candidate is assigned an approved graduate studies advisor who serves as the portfolio advisor and reviewer. Action research reports are completed under the guidance of a School of Education graduate faculty member. At the completion of all course work and the action research component, the candidate completes the portfolio requirements. Candidates assess their own proficiency on the program standards and then submit the final portfolio for faculty review. At each assessment point feedback is shared with the candidate by the candidate's faculty advisor. When concerns or weaknesses are noted, the candidate and advisor prepare and implement a plan for remediation. Other members of the graduate faculty may be requested to participate in the preparation and implementation of the remediation plan.

Candidates who pursue the thesis option must present a complete portfolio that is reviewed at the first and second gate. Thesis candidates will present and defend their thesis before an assigned Thesis Committee in lieu of a third portfolio review.

All candidates are required to complete EDU 600 Professional Educator Seminar (No credit, no fee, meets for 1 ½ hour) during the first semester of their program and to complete a portfolio at the end of their program to demonstrate their proficiency on the standards that reflect the McKendree University Framework for Teacher Education Model and the National Board of Professional Teaching Standards.

Gate 1: Admission to the Program (during first 8 credits) – The candidate formally applies to the degree program prior to enrolling in the Professional Educator Seminar. The Graduate Admissions Committee and the Director of Initial Certification or Chair of School of Education will review the applicant's qualifications to confirm his/her eligibility. Candidates must register for the course EDU 600 Professional Educator Seminar (No credit, no fee, meets for 1 ½ hour) during the first semester of enrollment. This seminar is provided each semester in various locations and is given by a graduate faculty member. This seminar provides an orientation to the program including the Framework for Teacher Education, program standards, policies and portfolio guidelines. It also provides a check on the match of individual professional goals with the program values and standards, a preliminary assessment of readiness on standards. The candidate

also will complete a technology competency assessment (CAT1) administered by the college during the first semester of enrollment. If the results of the technology assessment identify a deficiency in the use of technology the candidate will be required to successfully complete an undergraduate prerequisite course on technology in education. The CAT1 technology assessment is a web-based technology assessment and tutorial based upon International Society for Technology in Education standards. The certificate awarded upon successful completion of the assessment is inserted as an artifact within the portfolio.

The following documentation is required for admission to the Master of Arts in Education degree program and completion of the first assessment:

1. Minimum 3.0 G.P.A. on a four-point scale in undergraduate studies.
Applicants with a 2.75-2.99 G.P.A. may be conditionally admitted provided a minimum G.P.A. of 3.0 is attained for the first 12 hours of graduate coursework at McKendree University with no grade lower than a B. Candidates who achieve a minimum G.P.A. of 3.0 for the first 12 hours of graduate coursework at McKendree College with no grade lower than a B will have their conditional status removed. Current undergraduates will be admitted on the basis of current transcripts – final admission status will be determined after receipt of a final transcript showing the candidate has graduated;
2. Official transcripts from each college or university attended.
3. Copy of current teaching certificate;
4. A vita or resume;
5. A writing sample indicating reasons for interest in program, philosophy about teaching and learning;
6. Three references;
7. Interview with Admissions and Graduate Faculty member.
8. Successful completion of CAT1 Technology Assessment (during first semester of enrollment)

Gate 2: Prior to Practicum in Teacher Development – Candidates continue to gather evidences from course work and their professional practice at this assessment point. Faculty members assess portfolio evidences within the context of their respective class. Candidates will continue to have their GPA progress monitored by their advisor and the graduate office. Candidates need to successfully complete EDU 641 Educational Research & Statistics in order to complete the Action Research component of the degree program. Completion of Assessment 2 includes:

1. A minimum GPA of 3.0 on a 4 point scale in all coursework
2. Completion of EDU 641 Educational Research & Statistics
3. Portfolio assessment.
4. Writing Assessment
5. Dispositions Assessment
6. Faculty Review

7. Approval by COTE

Gate 3: Completion of Practicum - Upon completion of the practicum experience candidates are assessed by a College Supervisor. The assessment is conducted using the Pathwise Framework for Teaching Observation System, and is aligned with the Conceptual Framework, and Illinois Professional Teaching Standards. The candidate must meet all items assessed at least at the proficient level, though some distinguished elements are expected. The evaluation is submitted to the Field Experiences Office via LiveText and becomes part of the Candidate's file.

Gate 4: Program Completion and Portfolio Review - The final gate provides the summative evaluation of candidate performance on the program standards. The candidate, the faculty advisor and a qualified practitioner review the portfolio. Candidates submit the portfolio to the graduate office for review by their faculty advisors. An interview may be required if the faculty member needs further clarification about the portfolio. Completion of Assessment Gate 4 includes:

1. Minimum GPA of 3.0 in all coursework;
2. Completion of all coursework and requirements;
3. Completion of Action Research Project or Thesis;
4. Self-assessment of portfolio;
5. Faculty assessment of portfolio or thesis defense;
6. Interview by unit faculty if required by COTE or Graduate Council.

Professional Performance Portfolio

The portfolio is developed by the candidate throughout the program and is reviewed and assessed at the completion of the program. This type of assessment provides for a sustained reflection of candidates' academic work in a systematic way. The standards of the education profession are reflected in the standards that were created by the Unit. Through the systematic monitoring of a candidate's progress towards proficiency on established standards throughout the graduate program, learners have an integral and conscious part in the learning process. Graduate candidates are given individual responsibility and ownership in the process through the creation of the portfolio. Candidates are interactive partners with professors in shaping the learning process.

All candidates in the program are to complete a portfolio as the final program assessment prior to degree completion. The purpose of the Teacher Development program portfolio is to evaluate the achievement of the intended learning standards as established by the Unit. There are benefits to both the candidate and the faculty who are involved in the portfolio assessment process. For the candidate, the portfolio is a method of assessment that allows the candidate to demonstrate breadth of knowledge on the program standards. Additional goals of the portfolio include assisting the candidate to understand his/her own learning and to celebrate the achievement of learning. For the faculty, the portfolio process can act as a catalyst for program evaluation and refinement. Data gathered from the candidates' portfolios also serve to inform program development.

The portfolio assessment based on the Unit program standards provides for the alignment of course work assessments to the McKendree University conceptual framework. Faculty members both create standards based assessments and continually assess evidences from course work. Candidates may select evidence from coursework in the graduate program to be included in their final portfolio. Candidates are encouraged to include their best work that exemplifies standards. The evidence can represent a range of accomplishments by the candidates. Another source of evidence could come from the candidates' own professional practice or practicum experiences. The application of theory in the world of the candidates' educational setting is strongly encouraged. Such documentation focuses on actual achievements that are viewed directly as what a candidate knows and can do.

Educational Administration and Leadership (Principal)

All candidates are assessed at four points in the program: admission, prior to the internship, completion of the internship and entitlement. The last two assessment gates are completed concurrently. The assessments provide feedback to the candidates regarding progress in the program. Based upon the assessments candidates may be required to complete additional assignments or coursework to demonstrate attainment of standards or may be counseled out of the program if standards are not met at least at the basic or proficient levels. Assessment data are also used for program evaluation by the Unit.

Gate 1: Admission to the Program (during first 8 credits) – The candidate formally applies to the Educational Leadership program prior to enrolling in the Professional Educator Seminar. The McKendree University Graduate Admissions Committee and the Director of Graduate Education will review the applicant's qualifications to confirm his/her eligibility. Candidates must register for the course EDU 600 Professional Educator Seminar for Educational Leadership Programs (No credit, no fee, meets for 1 ½ hour) during the first semester of enrollment. This seminar is provided each semester in various locations and is given by a graduate faculty member. This gate provides an orientation to the graduate program including the Framework for Teacher Education, program standards, policies and portfolio guidelines. It also provides a check on the match of individual professional goals with the program values and standards, a preliminary assessment of readiness on standards. Candidates also complete a technology competency assessment (CAT1) during the first semester of enrollment for graduate level candidates. If the results of the technology assessment administered to graduate level candidates identify a deficiency in the use of technology, the candidate is required to successfully complete an undergraduate prerequisite course on technology in education. The CAT1 technology assessment is a web-based technology assessment and tutorial based upon International Society for Technology in Education standards. The certificate awarded upon successful completion of the assessment is inserted as an artifact within the portfolio.

The following documentation is required for admission to the Educational Leadership program and completion of the first Assessment:

1. Minimum 3.0 G.P.A. on a four-point scale in undergraduate studies. Applicants with a 2.75-2.99 G.P.A. may be conditionally admitted provided a minimum G.P.A. of 3.0 is attained for the first 12 hours of graduate coursework at McKendree University with no grade lower than a B. Candidates who achieve a minimum G.P.A. of 3.0 for the first 12 hours of graduate coursework at McKendree University with no grade lower than a B will have their conditional status removed. Current undergraduates will be admitted on the basis of current transcripts – final admission status will be determined after receipt of a final transcript showing the candidate has graduated.
2. Official transcripts from each college or university attended.
3. Copy of current teaching certificate and evidence of at least two year's experience as a certified teacher.
4. Passing score on the Illinois Test of Basic Skills (as per Illinois State Rules)
5. A vita or resume.
6. A writing sample indicating reasons for interest in program, philosophy about teaching and learning (Initial Dispositions Assessment)
7. Letters of recommendation from three professional associates; at least one reference must be from an administrator (e.g. principal, superintendent, etc). These forms are contained in the admissions packet.
8. Completion of CAT1 technology assessment

Gate 2: Prior to Principal Internship – Candidates continue to gather evidences from course work and their professional practice at this assessment point. Faculty members assess portfolio evidences within the context of their respective class. Candidates will continue to have their GPA progress monitored by their advisor and the graduate office. Candidates need to successfully complete EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning in order to complete the Action Research component of the degree program. Completion of Assessment 2 includes:

1. a minimum GPA of 3.0 on a 4 point scale in all coursework
2. completion of EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning
3. successful completion of Oral and Written Communication Assessment
4. portfolio assessment. The following minimum artifacts must be included in the portfolio
5. dispositions assessment

Gate 3: Internship Completion – The 160 hour practicum for candidates in the principal internship is completed in a school under the joint supervision of a certified school administrator and the university. This course is designed to provide candidates with practical experience related to principal certification standards.

Portfolio artifacts will be developed to show performance activities that meet all School Leadership and Principal certification standards. Practicum hours can be completed before, during and after the school day across a broad array of activities and responsibilities that reflect all aspects of the principal's role in the school and required Illinois standards. Completion of Assessment 3 includes:

1. Completion of 240 hour Internship (log signed by cooperating administrator)
2. Completion of the following artifacts for the portfolio:
3. Completion of Pathwise Framework for School Leaders evaluation by College Supervisor and Cooperating Administrator (Appendix 4)

Gate 4: Prior to Entitlement – The final gate provides the summative evaluation of candidate performance on the program standards. The candidate and the faculty advisor review the portfolio. Candidates submit the portfolio to the graduate office for review by their faculty advisors. An interview may be required if the faculty member needs further clarification about the portfolio. Completion of Assessment 3 includes:

1. minimum GPA of 3.0 in all coursework
2. completion of all coursework and requirements
3. passing score on Illinois General Administrative (Principal) Test
4. Completion of EDU 699 Portfolio Assessment – Principal
Portfolio includes the following artifacts:
5. Dispositions Assessment
6. Interview by unit faculty if needed.

Special Education

This graduate program in Multicategorical Special Education is designed for individuals wishing to seek initial teaching certification in special education through a graduate studies program. The Multicategorical Special Education program emphasizes theoretical and practical implications of identification, assessment and instruction of students with disabilities.

Graduate students in the program examine current educational theory and practice and explore a variety of viewpoints to reflectively develop their professional competence and teaching style. They explore social issues affecting students and expand their awareness of and respect for the unique development of each student. During their course work, they consider effective collaboration and accountability to students, parents, colleagues, and the community. By re-examining the development of values and professional ethics, students gain greater intellectual and ethical insight.

The Special Education program develops advanced proficiency in the Illinois Professional Teacher Standards and Content Area Standards. Participants develop proficiency on the standards in three phases: first, an orientation to and self-assessment of the standards; second, development of the knowledge and predispositions required by the standards; and third, demonstration of performances implementing the standards. Progress on the standards is evaluated throughout the program through a portfolio aligned with the McKendree University Conceptual Framework.

Special Education Professional Educator Model—Assessments

The McKendree University School of Education created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy and professional studies. The conceptual framework links course work and the assessment system. A portfolio evaluation system was created as a systematic way of monitoring a candidate's progression through the programs. Candidates are required to meet screening criteria and pass through program assessment points that define their progression through the program. Performance indicators are outlined for each gate. In order to complete the requirements for each gate, the candidate works with a faculty advisor while completing course work or field experiences. The candidate is then required to complete a final assessment based on program standards. An interview, review or evaluation by the candidate serves to inform the faculty and validate the candidate's progress in the program. The purpose of the McKendree University assessment system is to ensure the preparation of candidates who demonstrate the knowledge, skills and dispositions inherent in the framework for teacher education model.

All students are required to complete EDU 600 Professional Educator Seminar during the first semester of their program and to complete a portfolio at the end of their program to demonstrate their proficiency on the standards that reflect the McKendree University Framework for Teacher Education Model and the National Board of Professional Teaching Standards. This portfolio is developed by using Livetext software. Livetext is the technology used to aid McKendree University to assess its students and programs.

Each student is required to successfully pass through all four consecutive assessments (gates) that reflect a developmental progression through the program. All assessment expectations and criteria are outlined and presented to all students in EDU 600 Professional Educator Seminar. In order to complete the requirements for the program, each student is assigned a graduate studies advisor who serves as the portfolio advisor and reviewer. Action research reports are completed under the guidance of a School of Education graduate faculty member. At the completion of all course work and the action research component, the student completes the portfolio requirements. Students assess their own proficiency on the program standards and then submit the final portfolio for faculty review. The program standards are imbedded in each student's individual portfolio.

Gate 1: Admission to the Program (during first 8 credits)

Students formally apply to the degree program during EDU 600 Professional Educator Seminar. The Council on Teacher Education and the Chair of the School of Education will review the applicants' qualifications to confirm their eligibility. The EDU 600 Professional Education Seminar provides an orientation to the program including the conceptual framework, program standards, policies and portfolio guidelines. It also provides a check on the match of individual professional goals with the program values and standards, as well as a preliminary assessment of readiness on standards. Students will also complete a technology competency assessment (CAT1) during the first semester of enrollment. If the results of the technology assessment identify a deficiency in the use of technology the student will be required to successfully complete an undergraduate prerequisite course on technology in education.

The following documentation is required for admission to the Master of Arts in Education degree program and completion of the first assessment:

- A completed graduate admission application. Apply online at www.mckendree.edu (no fee);

- Official transcripts from each college or university attended. Official transcripts are those that are mailed from institution to institution;
- A current vita or resume;
- Three professional references;
- A minimum 3.0 GPA on a four-point scale in undergraduate studies. Applicants with a GPA below this may be conditionally admitted;
- Applicants may be required to participate in a personal interview to assess readiness for graduate studies;
- A copy of current teaching certificate (if applicable);
- Pass Illinois Test of Basic Skills and appropriate Illinois Content Area Examination (certification seeking only).
- Completion of CAT1 technology assessment;
- Approval by the Council on Teacher Education (COTE);

Gate 2: Prior to Practicum/Student Teaching

Candidates continue to gather evidence from course work and their professional practice at this assessment point. Faculty members assess portfolio evidence within the context of their respective class. Candidates will continue to have their GPA progress monitored by their advisor and the School of Education. Candidates need to successfully complete EDU 641 Educational Research & Statistics Completion of Assessment 2 includes:

- A minimum GPA of 3.0 on a 4 point scale in all coursework;
- GPA of 3.0 in EDU 641 Educational Research;
- Portfolio assessment;
- Writing assessment;
- Oral Communication assessment;
- Dispositions Assessment;
- Faculty Review;
- Approval by COTE.

Gate 3: Internship Completion

The SPE 695 Practicum or SPE 697 Student Teaching Practicum for candidates is completed in an appropriate special education setting under the joint supervision of a certified special education teacher and the University. The experience is designed to provide candidates with practical experience related to Common Core Special Education and LBS I standards. Portfolio artifacts will be developed to show performance activities that meet all certification standards. Completion of Assessment 3 includes:

- Completion of SPE 695 practicum or SPE 697 student teaching experience;
- Passing score on the Learning Behavior Specialist I Test.

Gate 4: Program Completion and Portfolio Review

The final gate provides the summative evaluation of student performance on the program standards. Completion of assessment 4 includes:

- A minimum GPA of 3.0 in all coursework;
- Completion of all coursework and requirements;

- Self-assessment of portfolio;
- Faculty assessment of portfolio;
- An interview by the School of Education faculty if needed;
- Approval by COTE

Pass the Illinois Assessment of Professional Teaching Examination (certification seeking only).

Educational Studies

The graduate track in Educational Studies is designed for individuals who want to continue developing their professional commitment and competence in a non-school related setting where a masters degree may be desirable or required. Graduate students in the program examine current educational theory and practice and explore a variety of viewpoints to reflectively develop their professional competence and leadership style. They explore social issues affecting teaching, and expand their awareness of and respect for the unique development of education for adults and other learners. During their course work, they consider effective collaboration with and accountability to students, colleagues, and the community. Reexamining the development of values and professional ethics, candidates in this program gain greater intellectual and ethical insight.

Educational Studies Model – Assessments

The McKendree University School of Education created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy and professional studies. The conceptual framework links course work and the assessment system. A portfolio evaluation system was created as a systematic way of monitoring a candidate's progression through the programs. Candidates are required to meet screening criteria and pass through program assessment points that define their progression through the program. Performance indicators are outlined for each gate. In order to complete the requirements for each gate, the candidate works with a faculty advisor while completing course work or field experiences. The candidate is then required to complete a final assessment based on program standards. An interview, review or evaluation by the candidate serves to inform the faculty and validate the candidate's progress in the program. The purpose of the McKendree University assessment system is to ensure the preparation of candidates who demonstrate the knowledge, skills and dispositions inherent in the framework for teacher education model.

All students are required to complete EDU 600 Professional Educator Seminar during the first semester of their program and to complete a portfolio at the end of their program to demonstrate their proficiency on the standards that reflect the McKendree University Framework for Teacher Education Model. This portfolio is developed by using Livetext software. Livetext is the technology used to aid McKendree University to assess its students and programs.

Each student is required to successfully pass through all four consecutive assessments (gates) that reflect a developmental progression through the program. All assessment expectations and criteria are outlined and presented to all students in EDU 600 Professional Educator Seminar. In order to complete the requirements for the program, each student is assigned a graduate studies advisor who serves as the portfolio advisor and reviewer. Action research reports are completed under the guidance of a School of Education graduate faculty

member. At the completion of all course work and the action research component, the student completes the portfolio requirements. Students assess their own proficiency on the program standards and then submit the final portfolio for faculty review. The program standards are imbedded in each student's individual portfolio.

Gate 1: Admission to the Program (during first 8 credits)

Students formally apply to the degree program during EDU 600 Professional Educator Seminar. The Council on Teacher Education and the Chair of the School of Education will review the applicants' qualifications to confirm their eligibility. The EDU 600 Professional Education Seminar provides an orientation to the program including the conceptual framework, program standards, policies and portfolio guidelines. It also provides a check on the match of individual professional goals with the program values and standards, as well as a preliminary assessment of readiness on standards. Students will also complete a technology competency assessment (CAT1) during the semester of enrollment. If the results of the technology assessment identify a deficiency in the use of technology the student will be required to successfully complete an undergraduate prerequisite course on technology in education.

The following documentation is required for admission to the Master of Arts in Education degree program and completion of the first assessment:

- A completed graduate admission application. Apply online at www.mckendree.edu (no fee);
- Official transcripts from each college or university attended. Official transcripts are those that are mailed from institution to institution;
- A current vita or resume;
- Three professional references;
- A minimum 3.0 GPA on a four-point scale in undergraduate studies. Applicants with a GPA below this may be conditionally admitted;
- Applicants may be required to participate in a personal interview to assess readiness for graduate studies;
- Completion of CAT1 technology assessment;
- Approval by the Council on Teacher Education (COTE).

Gate 2: Prior to Internship

Candidates continue to gather evidence from course work and their professional practice at this assessment point. Faculty members assess portfolio evidence within the context of their respective class. Candidates will continue to have their GPA progress monitored by their advisor and the School of Education. Candidates need to successfully complete EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning in order to complete the Action Research Project component of the degree program. Completion of Assessment 2 includes:

- A minimum GPA of 3.0 on a 4 point scale in all coursework;
- GPA of 3.0 in EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning;
- Portfolio assessment;
- Writing assessment;
- Oral Communication assessment;
- Dispositions Assessment;

- Faculty Review;
- Approval by COTE.

Action Research Description

Graduate students enrolled in the Master of Arts in Education degree program are required to conduct an action research project or an optional thesis. Degree seeking students are required to take two research courses, EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning. Students are to conduct the research during the academic year in the context of a classroom.

Action Research Planning (EDU 645) facilitates students planning action research and the realization of its value to them as educators. After defining an action research topic, students conduct a review of pertinent literature related to the topic and design an appropriate research plan for their educational setting. At the conclusion of the course, students will construct a detailed paper that includes a rationale for the research project, the review of the literature and the methodology for the research project that will be shared with classmates.

Action Research Policies

Students receiving an "In Progress" (IP) grade for either of the action research courses will have until the end of the following semester to complete the work. If the work is not completed in the next semester, the student will receive a "No Credit" (NC) grade and must register for that phase of study again and pay full fees. Any exceptions to this policy requires permission from the Chair of the School of Education.

Gate 3: Internship Completion

The 200 hour internship is completed in an appropriate setting under the joint supervision of an appropriate supervisor and the university. This course is designed to provide students with practical experience related to the chosen field of study. Portfolio artifacts will be developed to show performance activities that meet all standards. Internship hours can be completed before, during and after the work day across a broad array of activities and responsibilities that reflect all aspects of the individual's role and required standards.

Gate 4: Program Completion and Portfolio Review

The final gate provides the summative evaluation of student performance on the program standards. The student, the faculty advisor and the instructor of EDU 698 Portfolio Review evaluates the portfolio. An interview may be required if the faculty need further clarification about the portfolio. Completion of assessment 4 includes:

- A minimum GPA of 3.0 in all coursework;
- Completion of all coursework and requirements;
- Self-assessment of portfolio;
- Faculty assessment of portfolio;
- An interview by the School of Education faculty if needed;
- Approval by COTE.

Professional Performance Portfolio

The portfolio is developed by the students throughout the program and is reviewed and assessed at the completion of the program. This type of assessment provides for a sustained reflection of students' academic work in a systematic way. The standards of the education profession are reflected in the standards of this program. Through the systematic monitoring of a student's progress towards proficiency on established standards throughout the graduate program, learners have an integral and conscious part in the learning process. Graduate students are given individual responsibility and ownership in the process through the creation of the portfolio. Students are interactive partners with professors in shaping the learning process.

All students in the program are to complete a portfolio as the final program assessment prior to degree completion. The purpose of the portfolio is to evaluate the achievement of the intended learning standards as established by the division. There are benefits to both students and faculty who are involved in the portfolio assessment process. For the students, the portfolio is a method of assessment that allows them to demonstrate their breadth of knowledge on the program standards. Additional goals of the portfolio include assisting students to understand their own learning and to celebrate the achievement of learning. For the faculty, the portfolio process can act as a catalyst for program evaluation and refinement. Data gathered from the students' portfolios also serve to inform program development.

The portfolio assessment, based on the divisional program standards provides for the alignment of course work assessments to the McKendree University conceptual framework. Faculty members both create standards based assessments and continually assess evidences from course work. Students may select evidences from coursework in the graduate program to be included in their final portfolio. Students are encouraged to include their best work that exemplifies standards. The evidence can represent a range of accomplishments by the students. Another source of evidence could come from the students' own professional practice or practicum experiences. The application of theory in the world of the students' educational settings is strongly encouraged. Such documentation focuses on actual achievements that are viewed directly as what students know and can do.

Portfolio Guidelines

The purpose of the portfolio is to evaluate the students' achievements of intended learning outcomes by assessing their proficiency on the program standards. Students and faculty will review the students' breadth of knowledge and achievement by examining work that exemplifies the standards and that represents a wide range of accomplishments. Portfolio evidences reflect both course work products as well as the application of theory in the world of the teacher's own classroom or school setting.

1. The portfolio of professional work typically is presented using the LiveText web-based portfolio development system. The portfolio may subsequently be prepared in hard-copy form and also copied to a CD. A standard portfolio template format will be available through the LiveText web site.
2. Review the standards and reflect upon their meaning.
3. Gather artifacts from completed course work.
4. Read each standard carefully looking for key words and phrases that best describe the intent of the standard. Review the key points for each standard.

5. Match artifacts with the standard(s) that most appropriately align with the evidence. Place the work in that section representing the standard(s).
6. A minimum of two (2) artifacts are to be included for each standard. Artifacts may be used to fulfill more than one standard. Do not use an artifact more than three (3) times in the entire portfolio. Use a variety of artifacts throughout the portfolio.
7. Each portfolio entry should have a rationale paragraph.
 - a. Review the activity and reflect upon the purpose of the work. Connect that purpose to one of the standards.
 - b. Write a rationale by explaining why this work was selected, what was learned by doing it and what competence was gained.
8. After all artifacts are appropriately placed in a standard section and described in the rationale paragraph, the student should review the entire portfolio in terms of proficiency in the standards.

The instructor from EDU 698 and the student's advisor will review the portfolio. An electronic copy of the portfolio will be maintained in electronic exhibits. If there are questions, an interview will be scheduled.

Educational Studies Emphasis in Reading

The Educational Studies with an Emphasis in Reading program is designed for those certified teachers working toward an added endorsement in reading and seeking the Master of Arts in Education Degree. This program does not lead to initial certification as a reading teacher. Additional coursework may be required to seek the reading teacher added endorsement. Candidates who complete all requirements for the reading teacher endorsement (page 68) must submit an application to the Illinois State Board of Education for the endorsement to be added to a certificate.

Educational Studies — Emphasis in Reading Assessment:

The McKendree University School of Education created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy and professional studies. The conceptual framework links course work and the assessment system. A portfolio evaluation system was created as a systematic way of monitoring a candidate's progression through the programs. Candidates are required to meet screening criteria and pass through program assessment points that define their progression through the program. Performance indicators are outlined for each gate. In order to complete the requirements for each gate, the candidate works with a faculty advisor while completing course work or field experiences. The candidate is then required to complete a final assessment based on program standards. An interview, review or evaluation by the candidate serves to inform the faculty and validate the candidate's progress in the program. The purpose of the McKendree University assessment system is to ensure the preparation of candidates who demonstrate the knowledge, skills and dispositions inherent in the framework for teacher education model.

All students are required to complete EDU 600 Professional Educator Seminar during the first semester of their program and to complete a portfolio at the end of their program to demonstrate their proficiency on the standards that reflect the McKendree University Framework for Teacher Education Model and the National Board of Professional Teaching Standards. This portfolio is developed by using

Livertext software. Livertext is the technology used to aid McKendree University to assess its students and programs.

Each student is required to successfully pass through all four consecutive assessments (gates) that reflect a developmental progression through the program. All assessment expectations and criteria are outlined and presented to all students in EDU 600 Professional Educator Seminar. In order to complete the requirements for the program, each student is assigned a graduate studies advisor who serves as the portfolio advisor and reviewer. Action research reports are completed under the guidance of a School of Education graduate faculty member. At the completion of all course work and the action research component, the student completes the portfolio requirements. Students assess their own proficiency on the program standards and then submit the final portfolio for faculty review. The program standards are imbedded in each student's individual portfolio.

Candidates who pursue the thesis option must present a complete portfolio. Thesis candidates will present and defend their thesis before an assigned thesis committee in lieu of a portfolio review.

Gate 1: Admission to the Program (during first 8 credits)

Students formally apply to the degree program during EDU 600 Professional Educator Seminar. The Council on Teacher Education and the Chair of the School of Education will review the applicants' qualifications to confirm their eligibility. The EDU 600 Professional Education Seminar provides an orientation to the program including the conceptual framework, program standards, policies and portfolio guidelines. It also provides a check on the match of individual professional goals with the program values and standards, as well as a preliminary assessment of readiness on standards. Students will also complete a technology competency assessment (CAT1) during the first semester of enrollment. If the results of the technology assessment identify a deficiency in the use of technology the student will be required to successfully complete an undergraduate prerequisite course on technology in education.

The following documentation is required for admission to the Master of Arts in Education degree program and completion of the first assessment:

- A completed graduate admission application. Apply online at www.mckendree.edu (no fee);
- Official transcripts from each college or university attended. Official transcripts are those that are mailed from institution to institution;
- A current vita or resume;
- Three professional references;
- A minimum 3.0 GPA on a four-point scale in undergraduate studies. Applicants with a GPA below this may be conditionally admitted;
- Applicants may be required to participate in a personal interview to assess readiness for graduate studies;
- A copy of current teaching certificate;
- Completion of CAT1 technology assessment;
- Approval by the Council on Teacher Education (COTE).

Gate 2: Prior to Practicum in Reading

Candidates continue to gather evidences from course work and their professional practice at this assessment point. Faculty members assess portfolio evidences within the context of their respective class. Candidates will continue to have their GPA progress monitored by their advisor and the School of Education. Candidates need to successfully complete EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning in order to complete the Action Research component of the degree program. Completion of Assessment 2 includes:

- A minimum GPA of 3.0 on a 4 point scale in all coursework;
- GPA of 3.0 in EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning;
- Portfolio assessment;
- Writing assessment;
- Oral Communication assessment;
- Dispositions Assessment;
- Faculty Review;
- Approval by COTE.

Action Research Description

Graduate students enrolled in the Master of Arts in Education degree program are required to conduct an action research project or an optional thesis. Degree seeking students are required to take two research courses, EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning. Students are to conduct the research during the academic year in the context of a classroom.

Action Research Planning (EDU 645) facilitates students planning action research and the realization of its value to them as educators. After defining an action research topic, students conduct a review of pertinent literature related to the topic and design an appropriate research plan for their educational setting. At the conclusion of the course, students will construct a detailed paper that includes a rationale for the research project, the review of the literature and the methodology for the research project that will be shared with classmates.

Action Research Policies

Students receiving an "In Progress" (IP) grade for either of the action research courses will have until the end of the following semester to complete the work. If the work is not completed in the next semester, the student will receive a "No Credit" (NC) grade and must register for that phase of study again and pay full fees. Any exceptions to this policy requires permission from the Chair of the School of Education.

Gate 3: Completion of Practicum

EDR 697 Practicum in Reading is a 90 hour practicum completed in an appropriate setting under the supervision of the instructor. Portfolio artifacts will be developed to show performance activities that meet all standards. Practicum hours can be completed before, during and after the work day across a broad array of activities and responsibilities that reflect all aspects of the individual's role and required standards.

Gate 4: Program Completion and Portfolio Review

The final gate provides the summative evaluation of student performance on the program standards. The student, the faculty advisor and the instructor of EDU 698 Portfolio Review evaluates the portfolio. An interview may be required if the faculty need further clarification about the portfolio. Completion of assessment 4 includes:

- A minimum GPA of 3.0 in all coursework;
- Completion of all coursework and requirements;
- Self-assessment of portfolio;
- Faculty assessment of portfolio;
- An interview by the School of Education faculty if needed;
- Approval by COTE.

Professional Performance Portfolio

The portfolio is developed by the students throughout the program and is reviewed and assessed at the completion of the program. This type of assessment provides for a sustained reflection of students' academic work in a systematic way. The standards of the education profession are reflected in the standards of this program. Through the systematic monitoring of a student's progress towards proficiency on established standards throughout the graduate program, learners have an integral and conscious part in the learning process. Graduate students are given individual responsibility and ownership in the process through the creation of the portfolio. Students are interactive partners with professors in shaping the learning process.

All students in the program are to complete a portfolio as the final program assessment prior to degree completion. The purpose of the portfolio is to evaluate the achievement of the intended learning standards as established by the division. There are benefits to both students and faculty who are involved in the portfolio assessment process. For the students, the portfolio is a method of assessment that allows them to demonstrate their breadth of knowledge on the program standards. Additional goals of the portfolio include assisting students to understand their own learning and to celebrate the achievement of learning. For the faculty, the portfolio process can act as a catalyst for program evaluation and refinement. Data gathered from the students' portfolios also serve to inform program development.

The portfolio assessment, based on the divisional program standards provides for the alignment of course work assessments to the McKendree University conceptual framework. Faculty members both create standards based assessments and continually assess evidences from course work. Students may select evidences from coursework in the graduate program to be included in their final portfolio. Students are encouraged to include their best work that exemplifies standards. The evidence can represent a range of accomplishments by the students. Another source of evidence could come from the students' own professional practice or practicum experiences. The application of theory in the world of the students' educational settings is strongly encouraged. Such documentation focuses on actual achievements that are viewed directly as what students know and can do.

Portfolio Guidelines

The purpose of the portfolio is to evaluate the students' achievements of intended learning outcomes by assessing their proficiency on the program

standards. Students and faculty will review the students' breadth of knowledge and achievement by examining work that exemplifies the standards and that represents a wide range of accomplishments. Portfolio evidences reflect both course work products as well as the application of theory in the world of the teacher's own classroom or school setting.

1. The portfolio of professional work typically is presented using the LiveText web-based portfolio development system. The portfolio may subsequently be prepared in hard-copy form and also copied to a CD. A standard portfolio template format will be available through the LiveText web site.
2. Review the standards and reflect upon their meaning.
3. Gather artifacts from completed course work.
4. Read each standard carefully looking for key words and phrases that best describe the intent of the standard. Review the key points for each standard.
5. Match artifacts with the standard(s) that most appropriately align with the evidence. Place the work in that section representing the standard(s).
6. A minimum of two (2) artifacts are to be included for each standard. Artifacts may be used to fulfill more than one standard. Do not use an artifact more than three (3) times in the entire portfolio. Use a variety of artifacts throughout the portfolio.
7. Each portfolio entry should have a rationale paragraph.
 - a. Review the activity and reflect upon the purpose of the work. Connect that purpose to one of the standards.
 - b. Write a rationale by explaining why this work was selected, what was learned by doing it and what competence was gained.
8. After all artifacts are appropriately placed in a standard section and described in the rationale paragraph, the student should review the entire portfolio in terms of proficiency in the standards.

The instructor from EDU 698 and the student's advisor will review the portfolio. An electronic copy of the portfolio will be maintained in electronic exhibits. If there are questions, an interview will be scheduled.

Music Education

The graduate program in Music Education is designed for teachers who want to continue developing their professional commitment and competence. Graduate students in the program examine current educational theory and practice and explore a variety of viewpoints to reflectively develop their professional competence and teaching style. They explore social issues affecting students and expand their awareness of and respect for the unique development of each student. During their course work, they consider effective collaboration with and accountability to students, parents, colleagues, and the community. Reexamining the development of values and professional ethics, students gain greater intellectual and ethical insight. The Music Education Program develops advanced proficiency in the Illinois Teacher Standards.

Professional Educator Model—Assessments

The McKendree University School of Education created a standards-based curriculum and assessment system for all programs. The programs incorporate

standards that reflect the integration of content, pedagogy and professional studies. The conceptual framework links course work and the assessment system. A portfolio evaluation system was created as a systematic way of monitoring a candidate's progression through the programs. Candidates are required to meet screening criteria and pass through program assessment points that define their progression through the program. Performance indicators are outlined for each gate. In order to complete the requirements for each gate, the candidate works with a faculty advisor while completing course work or field experiences. The candidate is then required to complete a final assessment based on program standards. An interview, review or evaluation by the candidate serves to inform the faculty and validate the candidate's progress in the program. The purpose of the McKendree University assessment system is to ensure the preparation of candidates who demonstrate the knowledge, skills and dispositions inherent in the framework for teacher education model.

All students are required to complete EDU 600 Professional Educator Seminar during the first semester of their program and to complete a portfolio at the end of their program to demonstrate their proficiency on the standards that reflect the McKendree University Framework for Teacher Education Model and the National Board of Professional Teaching Standards. This portfolio is developed by using Livetext software. Livetext is the technology used to aid McKendree University to assess its students and programs.

Each student is required to successfully pass through all four consecutive assessments (gates) that reflect a developmental progression through the program. All assessment expectations and criteria are outlined and presented to all students in EDU 600 Professional Educator Seminar. In order to complete the requirements for the program, each student is assigned a graduate studies advisor who serves as the portfolio advisor and reviewer. Action research reports are completed under the guidance of a School of Education graduate faculty member. At the completion of all course work and the action research component, the student completes the portfolio requirements. Students assess their own proficiency on the program standards and then submit the final portfolio for faculty review. The program standards are imbedded in each student's individual portfolio.

Candidates must present a complete portfolio. Candidates will present and defend their thesis before an assigned thesis committee.

Gate 1: Admission to the Program (during first 8 credits)

Students formally apply to the degree program during EDU 600 Professional Educator Seminar. The Council on Teacher Education and the Chair of the School of Education will review the applicants' qualifications to confirm their eligibility. The EDU 600 Professional Education Seminar provides an orientation to the program including the conceptual framework, program standards, policies and portfolio guidelines. It also provides a check on the match of individual professional goals with the program values and standards, as well as a preliminary assessment of readiness on standards. Students will also complete a technology competency assessment (CAT1) during the first semester of enrollment. If the results of the technology assessment identify a deficiency in the use of technology the student will be required to successfully complete an undergraduate prerequisite course on technology in education.

The following documentation is required for admission to the Master of Arts in Education degree program and completion of the first assessment:

- A completed graduate admission application. Apply online at www.mckendree.edu (no fee);
- Official transcripts from each college or university attended. Official transcripts are those that are mailed from institution to institution;

- A current vita or resume;
- Three professional references;
- A minimum 3.0 GPA on a four-point scale in undergraduate studies. Applicants with a GPA below this may be conditionally admitted;
- Applicants may be required to participate in a personal interview to assess readiness for graduate studies;
- A copy of current teaching certificate;
- Completion of CAT1 technology assessment;
- Approval by the Council on Teacher Education (COTE).

Gate 2: Prior to Practicum in Teacher Leadership

Candidates continue to gather evidence from course work and their professional practice at this assessment point. Faculty members assess portfolio evidence within the context of their respective class. Candidates will continue to have their GPA progress monitored by their advisor and the School of Education. Candidates need to successfully complete EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning in order to complete the Action Research Project component of the degree program. Completion of Assessment 2 includes:

- A minimum GPA of 3.0 on a 4 point scale in all coursework;
- GPA of 3.0 in EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning;
- Portfolio assessment;
- Writing assessment;
- Oral Communication assessment;
- Dispositions Assessment;
- Faculty Review;
- Approval by COTE.

Action Research Description

Graduate students enrolled in the Master of Arts in Education degree program are required to conduct an action research project or an optional thesis. Degree seeking students are required to take two research courses, EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning. Students are to conduct the research during the academic year in the context of a classroom.

Action Research Planning (EDU 645) facilitates students planning action research and the realization of its value to them as educators. After defining an action research topic, students conduct a review of pertinent literature related to the topic and design an appropriate research plan for their educational setting. At the conclusion of the course, students will construct a detailed paper that includes a rationale for the research project, the review of the literature and the methodology for the research project that will be shared with classmates.

The Thesis (EDU 699) facilitates the process of analyzing and organizing data from action research, interpreting the data within the research project parameters, and writing a clear and accurate report of the research process, results, and implications. Students will review their respective research projects and work together on ways to organize data, on techniques for interpreting data, on the logical statement of findings, on clear organization of information, and on

effective drafting of the report. The end product is a complete, accurate and effective research report or thesis in appropriate format. Students completing the thesis option will present and defend the thesis before an assigned thesis committee.

Action Research Policies

Students receiving an "In Progress" (IP) grade for either of the action research courses will have until the end of the following semester to complete the work. If the work is not completed in the next semester, the student will receive a "No Credit" (NC) grade and must register for that phase of study again and pay full fees. Any exceptions to this policy require permission from the Chair of the School of Education.

Clinical fees will be charged for MUED 699 Thesis. The fee covers additional expenses, such as those related to faculty travel; duplication of articles and handouts, and processing of the final report.

Gate 3: Completion of Practicum Experience

Upon completion of EDU 694 Practicum in Teacher Leadership, the graduate student will be evaluated by the instructor.

Gate 4: Program Completion and Portfolio Review

The final gate provides the summative evaluation of student performance on the program standards. The student, the faculty advisor and the instructor of EDU 698 Portfolio Review evaluates the portfolio. An interview may be required if the faculty need further clarification about the portfolio. Completion of assessment 4 includes:

- A minimum GPA of 3.0 in all coursework;
- Completion of all coursework and requirements;
- Completion of MUED 699 Thesis;
- Self-assessment of portfolio;
- Thesis defense;
- An interview by the School of Education faculty if needed;
- Approval by COTE.

Professional Performance Portfolio

The portfolio is developed by the students throughout the program and is reviewed and assessed at the completion of the program. This type of assessment provides for a sustained reflection of students' academic work in a systematic way. The standards of the education profession are reflected in the standards of this program. Through the systematic monitoring of a student's progress towards proficiency on established standards throughout the graduate program, learners have an integral and conscious part in the learning process. Graduate students are given individual responsibility and ownership in the process through the creation of the portfolio. Students are interactive partners with professors in shaping the learning process.

All students in the program are to complete a portfolio as the final program assessment prior to degree completion. The purpose of the portfolio is to evaluate the achievement of the intended learning standards as established by the division. There are benefits to both students and faculty who are involved in the portfolio assessment process. For the students, the portfolio is a method of assessment that allows them to demonstrate their breadth of knowledge on the program standards. Additional goals of the portfolio include assisting students to understand their own learning and to celebrate the achievement of learning. For

the faculty, the portfolio process can act as a catalyst for program evaluation and refinement. Data gathered from the students' portfolios also serve to inform program development.

The portfolio assessment, based on the divisional program standards provides for the alignment of course work assessments to the McKendree University conceptual framework. Faculty members both create standards based assessments and continually assess evidences from course work. Students may select evidences from coursework in the graduate program to be included in their final portfolio. Students are encouraged to include their best work that exemplifies standards. The evidence can represent a range of accomplishments by the students. Another source of evidence could come from the students' own professional practice or practicum experiences. The application of theory in the world of the students' educational settings is strongly encouraged. Such documentation focuses on actual achievements that are viewed directly as what students know and can do.

Portfolio Guidelines

The purpose of the portfolio is to evaluate the students' achievements of intended learning outcomes by assessing their proficiency on the program standards. Students and faculty will review the students' breadth of knowledge and achievement by examining work that exemplifies the standards and that represents a wide range of accomplishments. Portfolio evidences reflect both course work products as well as the application of theory in the world of the teacher's own classroom or school setting.

1. The portfolio of professional work typically is presented using the LiveText web-based portfolio development system. The portfolio may subsequently be prepared in hard-copy form and also copied to a CD. A standard portfolio template format will be available through the LiveText web site.
2. Review the standards and reflect upon their meaning.
3. Gather artifacts from completed course work.
4. Read each standard carefully looking for key words and phrases that best describe the intent of the standard. Review the key points for each standard.
5. Match artifacts with the standard(s) that most appropriately align with the evidence. Place the work in that section representing the standard(s).
6. A minimum of two (2) artifacts are to be included for each standard. Artifacts may be used to fulfill more than one standard. Do not use an artifact more than three (3) times in the entire portfolio. Use a variety of artifacts throughout the portfolio.
7. Each portfolio entry should have a rationale paragraph.
 - a. Review the activity and reflect upon the purpose of the work. Connect that purpose to one of the standards.
 - b. Write a rationale by explaining why this work was selected, what was learned by doing it and what competence was gained.
8. After all artifacts are appropriately placed in a standard section and described in the rationale paragraph, the student should review the entire portfolio in terms of proficiency in the standards.

9. The instructor from EDU 698 and the student's advisor will review the portfolio. An electronic copy of the portfolio will be maintained in electronic exhibits. If there are questions, an interview will be scheduled.

Alternative Route to Certification (Transition to Teaching)

The **Transition to Teaching: Secondary Education Program** is a selective and intensive 36 semester hour program that is completed over a period of 14 months. Admission to this program requires the approval of the Chair of the School of Education and Transitions to Teaching Program Coordinator.

Transition to Teaching Program – Assessments

The McKendree University School of Education created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy, and professional dispositions. The Conceptual Framework links course work with the assessment system. A portfolio evaluation system was created as a systematic way of monitoring a candidate's progression through the programs. Candidates are required to pass through the program assessment points that define their progression through the program. Performance indicators are outlined for each assessment point (gate). Candidates work with the TTT Coordinator, who serves as their advisor, while completing coursework and field/clinical experiences. The purpose of the McKendree University assessment system is to ensure the preparation of candidates who demonstrate the knowledge, skills and dispositions inherent in the Framework for Teacher Education Model.

All students are required to complete EDU 600 Professional Educator Seminar (No credit, no fee, meets for 1 ½ hour) during the first semester of the program. Candidates are required to complete an electronic portfolio throughout their program to demonstrate their proficiency on the standards that reflect the McKendree University Conceptual Framework and the Illinois Professional Teaching Standards.

Gate 1: Admission to the Program

The candidate formally applies to the TTT Program by completing a McKendree University Application for Graduate Admission. The TTT Program Coordinator will review the applicant's qualifications to confirm his/her eligibility. As part of the program admissions process, candidates will be required to present their bachelor degree credentials from a regionally accredited institution, pass the Illinois Test of Basic Skills, and pass the appropriate Illinois Content Area Test. In order to be considered for this program, prospective candidates must have the equivalent of a major in one of the following content areas: mathematics, science, language arts or music. Each candidate's academic transcript will be evaluated for course content and appropriate rigor. Candidates must have a minimum of five years of work experience in their field of expertise before they are eligible to qualify for this program.

Candidates must register for EDU 600 Professional Educator Seminar during the first semester of enrollment. The candidate will also complete a technology competency assessment (CAT 1) during the first semester of enrollment. If the results of the technology assessment identify a deficiency in the use of technology, the student will be required to successfully complete an undergraduate prerequisite course on technology in education.

In addition, each candidate must meet all of the requirements of the entitling institution as a condition of admission. These requirements include:

- A cumulative undergraduate GPA of at least 3.0. Candidates may be provisionally accepted with a GPA of 2.75, provided that all other requirements are met.
- An undergraduate cumulative GPA in the major of at least 3.0.
- Official transcripts from all institutions attended.
- A current resume of the candidate's education and work experiences.
- Three letters of reference from individuals able to comment on academic proficiency, personal character, and competence and effectiveness in three (3) professional references.
- Commitment to work in a high needs school district after program completion for the number of years as pre-determined during the admission process.

Applications of eligible candidates will be screened to create a finalist cohort group to be interviewed by the Program Coordinator and Transition to Teaching staff. Finalists will undergo the Haberman Interview as one of the determining factors for inclusion in the program. The final selection of candidates into the cohorts will rest with the Transition to Teaching Facilitation Committee.

Continued Enrollment

Once candidates have been admitted to the program, they must:

- Maintain a minimum cumulative GPA of 3.0.
- Demonstrate appropriate growth toward meeting each of the standards for which they are held accountable.
- Demonstrate the appropriate dispositions toward students, their families, teachers, and their supervisors.
- Demonstrate effectiveness in the classroom with students.
- Secure a one-year paid internship in a high-need school.

Gate 2: Field Experiences

Candidates continue to gather evidences from course work and their professional practice at this assessment point. Candidates will have successfully passed the Illinois Test of Basic Skills and the appropriate Illinois Content Area Test before engaging in student teaching. In the Transition to Teaching Alternative Certification Program, candidates will have required involvement in field

experiences in high-need schools from the first set of courses taken. The Educational Psychology and Special Education courses that comprise the Spring 1 term will require field experiences linked to course assignments. During the Summer Session, candidates will complete a minimum of ninety hours of student teaching during six weeks of summer school. Candidate performance will be assessed by:

- Cooperating teachers within the high-need schools where candidates are placed.
- The University supervisor assigned to the candidate.
- TTT Coordinator

Candidates will be assessed on assignments submitted for Summer Block courses and lesson plans related to field experiences. There will be a mid-point portfolio check and candidates will apply for provisional certification.

Gate 3: Clinical Experiences

Candidates will seek application for employment (internship) in a high-need school on a provisional alternative teaching certificate (Type 25) for an entire academic year. Candidates will be interviewed and receive a paid internship position in a high need school for one academic year. During this year, candidates will be mentored and supervised by:

- An onsite supervisor
- A mentor
- A University supervisor

Candidates will be formally assessed using mid- and final-evaluation forms. Candidates will submit reflective journals and a weekly activity report as a means of providing insight into candidates' experiences, challenges and professional growth. Candidates will complete a data collection matrix and a video lesson assessment. Candidate portfolios will be reviewed at the end of the internship experience.

Gate 4: Program Completion

This final gate provides the summative evaluation of candidate performance on program standards. Candidates will submit their portfolio to the TTT Coordinator for final assessment. Assessments for program completion include:

- A minimum cumulative GPA of 3.0 in all coursework.
- Successful completion of all coursework and requirements.
- The Portfolio Assessment
- Final Performance Assessment

Portfolio Process

Candidates in the Transition to Teaching Program will develop a portfolio that will be assessed at three points in their program. Introduction to the portfolio will occur in EDU 600 during the Spring 1 session. Candidates must complete and submit their portfolio for review at the end of the Summer session. The second Portfolio review will occur at the end of the Internship. The final submission of the Portfolio will be due at program completion. All standards must be met as a condition of program completion.

Professional Performance Portfolio

The portfolio is developed by the students throughout the program and is reviewed and assessed at the completion of the program. This type of assessment provides for a sustained reflection of students' academic work in a systematic way. The standards of the education profession are reflected in the standards that were created by the Unit. Through the systematic monitoring of a student's progress towards proficiency on established standards throughout the graduate program, learners have an integral and conscious part in the learning process. Graduate students are given individual responsibility and ownership in the process through the creation of the portfolio. Students are interactive partners with professors in shaping the learning process.

All students in the program are to complete a portfolio as the final program assessment prior to program completion. The purpose of the portfolio is to evaluate the achievement of the intended learning standards as established by the School of Education. There are benefits to both students and faculty who are involved in the portfolio assessment process. For the students, the portfolio is a method of assessment that allows them to demonstrate their breadth of knowledge on the program standards. Additional goals of the portfolio include assisting students to understand their own learning and to celebrate the achievement of learning. For the faculty, the portfolio process can act as a catalyst for program evaluation and refinement. Data gathered from the students' portfolios also serve to inform program development.

The portfolio assessment, based on the School of Education's program standards provides for the alignment of course work assessments to the McKendree University conceptual framework. Faculty members both create standards based assessments and continually assess evidences from course work. Students may select from their original work, produced in their graduate coursework, artifacts to be included in their final portfolio. Students are encouraged to include their best work that exemplifies standards. The evidence can represent a range of accomplishments by the students. Another source of evidence could come from the students' own professional practice or practicum experiences. The application of theory in the world of the students' educational settings is strongly encouraged. Such documentation focuses on actual achievements that are viewed directly as what students know and can do.

Portfolio Guidelines

The purpose of the portfolio is to evaluate the students' achievements of intended learning outcomes by assessing their proficiency on the program standards. Students and faculty will review the students' breadth of knowledge and achievement by examining work that exemplifies the standards and that represents a wide range of accomplishments. Portfolio evidences reflect both course work products as well as the application of theory in the world of the teacher's own classroom or school setting.

1. The portfolio of professional work typically is presented using the LiveText web-based portfolio development system. The portfolio may subsequently be prepared in hard-copy form and also copied to a CD. A standard portfolio template format will be available through the LiveText web site.
2. Review the standards and reflect upon their meaning.
3. Gather artifacts, representing the candidate's original work, from completed course work.
4. Reread each standard carefully looking for key words and phrases that best describe the intent of the standard. Review the key points for each standard.
5. Match artifacts with the standard(s) that most appropriately align with the evidence. Place the work in that section representing the standard(s).
6. Check to see that at least two artifacts are included for each standard. Artifacts may be used to fulfill more than one standard. Do not use an artifact more than 3 times in the entire portfolio. Try to use a variety of artifacts throughout the portfolio.
7. Each portfolio entry should have a rationale paragraph.
 - a. Review the activity and reflect upon the purpose of the work. Connect that purpose to one of the standards.
 - b. Write a rationale by explaining why this work was selected, what was learned by doing it and what competence was gained.
8. After all artifacts are appropriately placed in a standard section and described in the rationale paragraph, the student should review the entire portfolio in terms of proficiency in the standards.
9. Share the portfolio with the Transitions to Teaching Program Coordinator as editor.

Master of Arts in Education Option

Upon successful completion of the alternative certification program, candidates can elect to complete an additional course on educational research methods and be awarded a Master of Arts in Teaching degree from McKendree University.

The following table illustrates the schedule of cohort courses, totaling 36 semester hours for the certification of the program and 39 for award of the master's degree.

Semester	Credit hours
Spring I: Late March- Late May Course: EDU 650 Advanced Educational Psychology Course: EDU 606 Teaching Exceptional Children Focus on professional standards Induction seminar, introduction to portfolio, educational technology	6
Summer: Mid June – Mid August Block course: EDU 607 Curriculum, assessment, management, and content pedagogical methods. 6 weeks of half-time field experience. Mid-July: Portfolio checkpoint and provisional certification application	12
Fall: Internship Course: EDU 608 Learning and Literacy for Diverse Learners End of semester: Portfolio checkpoint.	4 3
Spring 2: Internship Course: EDU 604 Foundations of Education Course: EDU 651 Ethics of Educational Leadership End of semester: EDU 601 Sp Top: Portfolio submission, defense, and evaluation; recommendation for initial alternative teaching certification.	4 3 3 1
Summer 2: Optional course leading to Master of Arts in Education: EDU 646 Research in Education	3

Candidate Review/Appeal Process

All recommendations for applying conditions, recommending removal from teacher education, or denial of permission for student teaching or entitlement are reviewed by the Director of Initial Certification.* The Director of Initial Certification will present the recommendations to the Council on Teacher Education for action if sufficient evidence appears to exist to warrant conditions to be placed upon a Teacher Candidate for admission or continued enrollment in the program. If a Candidate is recommended for removal from teacher education, denial of student teaching, or denial of entitlement, the Director shall convene an impartial hearing panel consisting of the following members:

1. The Director of Initial Certification – Chair of Hearing Panel (votes only in the case of a tie)

2. A Faculty member outside of Teacher Education
3. The Candidate's Advisor (unless the Advisor is making the recommendation, then another member of the Teacher Education faculty shall serve)
4. A Practicing Teacher
5. A Teacher Candidate seeking the same certification level

The Teacher Candidate is afforded due process rights with this administrative hearing. Upon hearing the testimony and evidence from both sides, the panel shall make a decision to support the recommendation for removal or denial, or apply conditions to allow the candidate to continue, or allow the candidate to continue without conditions.

*Institutional Policy concerning challenges to academic decisions may be found in the university catalog.

Evaluation:

The Conceptual Framework document, programs and program components shall be evaluated annually by the Council on Teacher Education (COTE) who will make recommendations for changes and modification to the Conceptual Framework document and the programs within the Unit. Feedback will be sought from candidates, faculty, practicing teachers, and practicing school administrators regarding the Framework and programs on an annual basis and reported to the COTE for its consideration.

Two surveys will be conducted annually. Candidates completing programs will be surveyed during the last week of the final semester and the second survey will be sent to program completers of four years after completion. The second survey includes an employer survey instrument.

The survey instruments will ask candidates questions to assist the COTE in evaluating the program. The survey results will be evaluated each fall semester for the prior academic year. Recommendations for changes and adjustments to the program should be related directly with changes in certification requirements or feedback obtained through the surveys or other sources identified by the unit.

The employer survey asks questions regarding the quality of completers preparation and the program. Recommendations for changes and modifications to program components will be solicited.

Annual meetings also are held on the campus with area administrators and student teaching cooperating teachers. Direct feedback is solicited at these sessions regarding the program and unit.

Feedback from all surveys, direct contacts and scheduled information meetings are compiled and reviewed by the COTE and education faculty. Appropriate changes and modifications are considered and adopted as needed.

Unit Assessment Data Collection System:

The Unit Assessment Data Collection system is described and articulated in detail in the Teacher Education Unit Assessment Manual. All data used in the Unit assessment system are compiled in an electronic format. The Teacher Education Student Services Coordinator is assigned the responsibility to maintain the database and data are compiled and analyzed by the Director for Institutional Research. Data are collected from the following sources:

- LiveText (Lesson Plan, Portfolio, Teaching Performance and Disposition assessments)
- Datatel (Candidate and Faculty demographics)
- Excel Spreadsheets (Actions by COTE on Candidate Gates)
- CAT1 Data
- Syllabi (LiveText)
- Reports
- Minutes
- School District Data
- Surveys
- Faculty Evaluations (Provost office)

These data are reported and used in making Unit decisions. Evaluations of Unit operations are conducted by the School of Education Leadership Team, the Council on Teacher Education and the School Chair.

Alignment of Conceptual Framework, Standards and Curriculum

Table 1 - Teacher Certification Program – Undergraduate and Graduate

Illinois Professional Teaching Standards (INTASC)	Conceptual Framework Theme and Candidate Proficiencies	Undergraduate Program Courses	Graduate Program Courses
Core Teaching			
Standard 1 - Content knowledge	• Knowledgeable Professional – 1,2,3,4	Foundations of American Public Education; Methods of Teaching (309,310,311); Methods of Teaching (Content areas); Methods of Teaching Reading; Methods of Teaching Reading in Content Areas; All Field Experiences	Methods of Teaching Reading; Methods of Teaching Reading in Content Areas; Methods of Teaching (Content Areas); Multidisciplinary Studies Seminar; Curriculum Theory and Design; Instructional & Curriculum Design & Evaluation; Educational Research and Statistics; Action Research Planning; Action Research Project; Action Research Thesis

Illinois Professional Teaching Standards (INTASC)	Conceptual Framework Theme and Candidate Proficiencies	Undergraduate Program Courses	Graduate Program Courses
Core Teaching			
Standard 2 - Human development and learning	• Knowledgeable Professional – 2,4,5 • Caring Practitioner – 7,8,9,12	Foundations of American Public Education; Methods of Teaching (309,310,311); Methods of Teaching (Content areas); Methods of Teaching Reading; Methods of Teaching Reading in Content Areas; All Field Experiences; Educational Psychology; Psychology of the Exceptional Child	Methods of Teaching Reading; Methods of Teaching Reading in Content Areas; Methods of Teaching (Content Areas); Advanced Educational Psychology; Curriculum Theory and Design; Instructional & Curriculum Design & Evaluation; Educational Research and Statistics; Character Development in Education; Psychology of the Exceptional Child

Illinois Professional Teaching Standards (INTASC)	Conceptual Framework Theme and Candidate Proficiencies	Undergraduate Program Courses	Graduate Program Courses
Core Teaching			
Standard 3 - Diversity	• Knowledgeable Professional – 2,4,5 • Caring Practitioner – 7,9,10,12	Foundations of American Public Education; Methods of Teaching (309,310,311); Methods of Teaching (Content areas); Methods of Teaching Reading; Methods of Teaching Reading in Content Areas; Psychology of the Exceptional Child; All Field Experiences	Methods of Teaching Reading; Methods of Teaching Reading in Content Areas; Methods of Teaching (Content Areas); Multicultural Education; Character Development in Education; Multidisciplinary Studies Seminar; History and Philosophy of Education; Advanced Educational Psychology course; Curriculum Theory and Design; Instructional & Curriculum Design & Evaluation; Psychology of the Exceptional Child CAT1 Assessment and Tutorial

Illinois Professional Teaching Standards (INTASC)	Conceptual Framework Theme and Candidate Proficiencies	Undergraduate Program Courses	Graduate Program Courses
Core Teaching			
Standard 4 - Planning for instruction	• Knowledgeable Professional – 1,2,3,4,5,6 • Caring Practitioner – 7,8,10 • Lifelong Learner – 15,16	Methods of Teaching (EDU 309,310,311); Methods of Teaching Reading; Methods of Teaching (Content areas); Psychology of the Exceptional Child; Educational Psychology; All Field Experiences	Methods of Teaching Reading; Methods of Teaching Reading in Content Areas; Methods of Teaching (Content Areas): Advanced Educational Psychology; Curriculum Theory and Design; Instructional & Curriculum Design & Evaluation; Content methods courses; Educational Research and Statistics; Psychology of the Exceptional Child; CAT1 Assessment and Tutorial; Field Experiences; Student Teaching

Illinois Professional Teaching Standards (INTASC)	Conceptual Framework Theme and Candidate Proficiencies	Undergraduate Program Courses	Graduate Program Courses
Core Teaching			
Standard 5 - Learning environment	• Knowledgeable Professional – 2,4 • Caring Practitioner – 7,8,9,10,12,13 • Lifelong Learner – 17	Foundations of American Public Education; Methods of Teaching (309,310,311); Methods of Teaching (Content areas); Methods of Teaching Reading; Methods of Teaching Reading in Content Areas; Advanced Educational Psychology; Psychology of the Exceptional Child; All Field Experiences	Methods of Teaching Reading; Methods of Teaching Reading in Content Areas; Methods of Teaching (Content Areas): Curriculum Theory and Design; Instructional & Curriculum Design & Evaluation; Multicultural Education; Educational Research and Statistics; Psychology of the Exceptional Child; School Law

Illinois Professional Teaching Standards (INTASC)	Conceptual Framework Theme and Candidate Proficiencies	Undergraduate Program Courses	Graduate Program Courses
Core Teaching			
Standard 6 - Instructional delivery	• Knowledgeable Professional – 2,4,5 • Caring Practitioner – 7,8,10	Methods of Teaching (EDU 309,310,311); Methods of Teaching (Content areas); Methods of Teaching Reading in Content Areas; All Field Experiences	Methods of Teaching Reading; Methods of Teaching Reading in Content Areas; Methods of Teaching (Content Areas): Advanced Educational Psychology; Curriculum Theory and Design; Instructional & Curriculum Design & Evaluation; Educational Research and Statistics; Action Research Planning; Action Research Project; Action Research Thesis; CAT1 Assessment and Tutorial

Illinois Professional Teaching Standards (INTASC)	Conceptual Framework Theme and Candidate Proficiencies	Undergraduate Program Courses	Graduate Program Courses
Core Teaching			
Standard 7 - Communication	• Knowledgeable Professional – 1,2,3,4 • Caring Practitioner – 7,8,9,12	Foundations of American Public Education; Methods of Teaching (309,310,311); Methods of Teaching (Content areas); Methods of Teaching Reading; Methods of Teaching Reading in Content Areas; All Field Experiences	Methods of Teaching Reading; Methods of Teaching Reading in Content Areas; Methods of Teaching (Content Areas); Curriculum Theory and Design; Instructional & Curriculum Design & Evaluation; Multicultural Education; Character Development in Education; Multidisciplinary Studies Seminar; School Law

Illinois Professional Teaching Standards (INTASC)	Conceptual Framework Theme and Candidate Proficiencies	Undergraduate Program Courses	Graduate Program Courses
Core Teaching			
Standard 8 - Assessment	• Knowledgeable Professional – 2,3,4,5,6 • Caring Practitioner – 7,8,9,10,11,12	Methods of Teaching (EDU 309,310,311); Methods of Teaching Reading; Methods of Teaching in Content Areas; Test and Measurements (EDU 358); All Field Experiences	Methods of Teaching Reading; Methods of Teaching Reading in Content Areas; Methods of Teaching (Content Areas) Advanced Educational Psychology; Curriculum Theory and Design; Instructional & Curriculum Design & Evaluation; Educational Research and Statistics; Action Research Planning; Action Research Project; Action Research Thesis

Illinois Professional Teaching Standards (INTASC)	Conceptual Framework Theme and Candidate Proficiencies	Undergraduate Program Courses	Graduate Program Courses
Core Teaching			
Standard 9 - Collaborative relationships	• Caring Practitioner – 7,8,9,10,11,13 • Lifelong Learner – 15,16,17,18,19,20	Foundations of American Public Education; Methods of Teaching (309,310,311); Methods of Teaching (Content areas); Methods of Teaching Reading; Methods of Teaching Reading in Content Areas; All Field Experiences	Methods of Teaching Reading; Methods of Teaching Reading in Content Areas; Methods of Teaching (Content Areas) History and Philosophy of Education Multicultural Education Character Development in Education Advanced Educational Psychology; School Law

Illinois Professional Teaching Standards (INTASC)	Conceptual Framework Theme and Candidate Proficiencies	Undergraduate Program Courses	Graduate Program Courses
Core Teaching			
Standard 10 - Reflection and Professional growth	• Knowledgeable Professional – 2, 4 • Caring Practitioner 10, 11 • Lifelong Learner – 15, 17, 18, 20	Foundations of American Public Education; Methods of Teaching (309,310,311); Methods of Teaching (Content areas); Methods of Teaching Reading; Methods of Teaching Reading in Content Areas; All Field Experiences	Methods of Teaching Reading; Methods of Teaching Reading in Content Areas; Methods of Teaching (Content Areas); History and Philosophy of Education; Curriculum Theory and Design; Instructional & Curriculum Design & Evaluation; Educational Research and Statistics; Action Research Planning; Action Research Project; Action Research Thesis

Illinois Professional Teaching Standards (INTASC)	Conceptual Framework Theme and Candidate Proficiencies	Undergraduate Program Courses	Graduate Program Courses
Core Teaching			
Standard 11 - Professional conduct	• Knowledgeable Professional – 2,4 • Caring Practitioner – 8,9,10,11 • Lifelong Learner - 17, 18, 20	Foundations of American Public Education; Methods of Teaching; Reading; Methods of Teaching (EDU 309, 310, 311; Reading in Content Areas; Methods of Teaching (Content Areas); All Field Experiences	Methods of Teaching Reading; Methods of Teaching Reading in Content Areas; Methods of Teaching (Content Areas); History and Philosophy of Education; Character Development in Education Advanced Educational Psychology; Curriculum Theory and Design; Instructional & Curriculum Design & Evaluation; School Law; Educational Research and Statistics; Action Research Planning; Action Research Project; Action Research Thesis

Illinois Professional Teaching Standards	Conceptual Framework Theme and Candidate Proficiencies	Undergraduate Program Course	Graduate Program Course
Core Language Arts			
CLA STANDARD 1: All teachers must know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.	• Knowledgeable Professional – 3,4 • Caring Practitioner - 9	Methods of Teaching Reading in Content Areas; Methods of Teaching Reading Methods of Teaching (Content Areas); All Field Experiences	Methods of Teaching Reading; Methods of Teaching Reading in Content Areas; Instructional & Curriculum Design & Evaluation; Practicum Experiences; Advanced Student Teaching

Illinois Professional Teaching Standards	Conceptual Framework Theme and Candidate Proficiencies	Undergraduate Program Course	Graduate Program Course
Core Language Arts			
CLA STANDARD 2: All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.	• Knowledgeable Professional – 3 • Caring Practitioner – 9	Methods of Teaching (Content Areas); (Methods of Teaching Reading in Content Areas; Methods of Teaching (309,310,311) Methods of Teaching Reading; All Field Experiences	Methods of Teaching Reading; Methods of Teaching Reading in Content Areas; Methods of Teaching (Content areas); Instructional & Curriculum Design & Evaluation; Practicum Experiences; Advanced Student Teaching

Illinois Professional Teaching Standards	Conceptual Framework Theme and Candidate Proficiencies	Undergraduate Program Course	Graduate Program Course
Core Language Arts			
CLA STANDARD 3: All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learners' needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.	• Knowledgeable Professional – 4,5 • Caring Practitioner – 9,10	Methods of Teaching Reading in Content Areas; Methods of Teaching Reading; Methods of Teaching (Content Areas); All Field Experiences	Methods of Teaching Reading; Methods of Teaching Reading in Content Areas; Instructional & Curriculum Design & Evaluation; Practicum Experiences; Advanced Student Teaching

Illinois Professional Teaching Standards	Conceptual Framework Theme and Candidate Proficiencies	Undergraduate Program Course	Graduate Program Course
Core Technology			
CTECH STANDARD 1: Basic Computer/Technology Operations and Concepts - The competent teacher will use computer systems to run software; to access, generate, and manipulate data; and to publish results. He or she will also evaluate performance of hardware and software components of computer systems and apply basic trouble-shooting strategies as needed.	• Knowledgeable Professional – 6 • Caring Practitioner – 13 • Lifelong Learner – 16	Methods of Teaching (Content Areas); Technology in the Classroom; Music Classroom Technology; All courses apply the use of technology	CAT1 Assessment and Tutorial; Research Methods and Statistics; All courses apply the use of technology

Illinois Professional Teaching Standards	Conceptual Framework Theme and Candidate Proficiencies	Undergraduate Program Course	Graduate Program Course
Core Technology			
CTECH STANDARD 2: Personal and Professional Use of Technology - The competent teacher will apply tools for enhancing personal professional growth and productivity; will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources.	• Knowledgeable Professional – 4 • Caring Practitioner – 13, 14 • Lifelong Learner – 15, 16	Methods of Teaching (Content Areas); Foundations of American Public Education; Technology in the Classroom; Music Classroom Technology; All Field Experiences	Methods of Teaching (Content areas); CAT1 Assessment and Tutorial; Research Methods and Statistics; Instructional & Curriculum Design & Evaluation; Practicum Experiences; Advanced Student Teaching

Illinois Professional Teaching Standards	Conceptual Framework Theme and Candidate Proficiencies	Undergraduate Program Course	Graduate Program Course
Core Technology			
CTECH STANDARD 3: Application of Technology in Instruction - The competent teacher will apply learning technologies that support instruction in his or her grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.	• Knowledgeable Professional – 2,3,4,6 • Caring Practitioner – 13 • Lifelong Learner 15, 16	Foundations of American Public Education; Methods of Teaching (Content Areas); Technology in the Classroom; Music Classroom Technology; All Field Experiences	CAT1 Assessment and Tutorial; Curriculum Design and Evaluation; Instructional & Curriculum Design & Evaluation; Practicum Experiences; Advanced Student Teaching

Illinois Professional Teaching Standards	Conceptual Framework Theme and Candidate Proficiencies	Undergraduate Program Course	Graduate Program Course
Core Technology			
CTECH STANDARD 4: Social, Ethical, and Human Issues - The competent teacher will apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computing and technology. The competent teacher will understand the changes in information technologies, their effects on workplace and society, their potential to address life-long learning and workplace needs, and the consequences of misuse.	• Caring Practitioner – 7,13 • Lifelong Learner – 15, 16	Methods of Teaching (Content areas); Technology in the Classroom; Music Classroom Technology; All Field Experiences	CAT1 Assessment and Tutorial; Methods of Teaching (Content areas); Practicum Experiences; Advanced Student Teaching

Illinois Professional Teaching Standards	Conceptual Framework Theme and Candidate Proficiencies	Undergraduate Program Course	Graduate Program Course
Core Technology			
CTECH STANDARD 5: Productivity Tools - The competent teacher will integrate advanced features of technology-based productivity tools to support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and become more productive in daily tasks.	• Knowledgeable Professional – 6 • Caring Practitioner – 9,10,13	Technology in the Classroom; Music Classroom Technology; All Field Experiences	CAT1 Assessment and Tutorial; Instructional & Curriculum Design & Evaluation; Practicum Experiences; Advanced Student Teaching
CTECH STANDARD 6: Telecommunications and Information Access - The competent teacher will use telecommunications and information-access resources to support instruction.	• Knowledgeable Professional – 4,6 • Caring Practitioner – 9,10	Technology in the Classroom; Music Classroom Technology; Methods of Teaching (EDU 309, 310, 311); Field Experiences	CAT1 Assessment and Tutorial; Instructional & Curriculum Design & Evaluation; Practicum Experiences; Advanced Student Teaching

Illinois Professional Teaching Standards	Conceptual Framework Theme and Candidate Proficiencies	Undergraduate Program Course	Graduate Program Course
Core Technology			
CTECH STANDARD 7: Research, Problem Solving, and Product Development - The competent teacher will use computers and other technologies in research, problem solving, and product development. The competent teacher will appropriately use a variety of media, presentation, and authoring packages; plan and participate in team and collaborative projects that require critical analysis and evaluation; and present products developed.	• Lifelong Learner – 15,16,18	Foundations of American Public Education; Methods of Teaching (Content Areas); Technology in the Classroom; Music Classroom Technology; All Field Experiences	CAT1 Assessment and Tutorial; Instructional & Curriculum Design & Evaluation; Practicum Experiences; Advanced Student Teaching

Illinois Professional Teaching Standards	Conceptual Framework Theme and Candidate Proficiencies	Undergraduate Program Course	Graduate Program Course
Core Technology			
CTECH STANDARD 8: Information Literacy Skills - The competent teacher will develop information literacy skills to be able to access, evaluate, and use information to improve teaching and learning.	• Knowledgeable Professional – 6 • Caring Practitioner – 13 • Lifelong Learner – 15, 16, 18	Methods of Teaching Reading in Content Areas; Methods of Teaching Reading; Technology in the Classroom; Music Classroom Technology; All Field Experiences	CAT1 Assessment and Tutorial; Methods of Teaching Reading; Methods of Teaching Reading in Content Areas; Research Methods and Statistics; Instructional & Curriculum Design & Evaluation; Practicum Experiences; Advanced Student Teaching

**Table 2 - Illinois Common Core of Standards for All Special Educators,
Core Language Arts, Core Technology Standards and General Curricular
Standards for Special Educators**

Illinois Common Core of Standards for All Special Educators	Conceptual Framework Theme and Candidate Proficiencies	Graduate Program Courses
Core Teaching		
Standard 1 – Foundations	• Knowledgeable Professional – 1,2,3,4	SPED 689: Foundations of Special Education SPED 691: Adaptations/Accommodations for Students with Disabilities SPED 695: Practicum Students with Disabilities SPED 697: Student Teaching: Students with Disabilities
Standard 2 – Characteristics of Learners	• Knowledgeable Professional – 2,4,5 • Caring Practitioner – 7,8,9,12	SPED 690: Characteristics of Students with Disabilities SPED 693: Language Disorders and Instruction in Diverse Classrooms SPED 695: Practicum Students with Disabilities SPED 697: Student Teaching: Students with Disabilities
Standard 3 - Assessment	• Knowledgeable Professional – 2,3,4,5,6 • Caring Practitioner – 7,8,9,10,11,12	SPED 689: Foundations of Special Education SPED 692: Diagnostic Assessment for Educational Decision-Making SPED 694: Methods of Teaching Students with Disabilities SPED 695: Practicum Students with Disabilities SPED 697: Student Teaching: Students with Disabilities

Illinois Common Core of Standards for All Special Educators	Conceptual Framework Theme and Candidate Proficiencies	Graduate Program Courses
Core Teaching		
Standard 4 - Planning for Instruction	• Knowledgeable Professional – 1,2,3,4,5,6 • Caring Practitioner – 7,8,10 • Lifelong Learner – 15,16	SPED 689: Foundations of Special Education SPED 690: Characteristics of Students with Disabilities SPED 691: Adaptations/Accommodations for Students with Disabilities SPED 693: Language Disorders and Instruction in Diverse Classrooms SPED 694: Methods of Teaching Students with Disabilities EDU 530: Methods of Teaching Reading (Elementary) EDU 541: Methods of Teaching Mathematics (Elementary)
Standard 5 - Learning Environment	• Knowledgeable Professional – 2,4 • Caring Practitioner – 7,8,9,10,12,13 • Lifelong Learner – 17	SPED 689: Foundations of Special Education SPED 691: Adaptations and Accommodations for Students with Disabilities SPED 693: Language Disorders and Instruction in Diverse Classrooms SPED 694: Methods of Teaching Students with Disabilities SPED 695: Practicum Students with Disabilities SPED 697: Student Teaching: Students with Disabilities

Illinois Common Core of Standards for All Special Educators	Conceptual Framework Theme and Candidate Proficiencies	Graduate Program Courses
Core Teaching		
Standard 6 - Instructional Delivery	• Knowledgeable Professional – 2,4,5 • Caring Practitioner – 7,8,10	SPED 693: Language Disorders and Instruction in Diverse Classrooms SPED 694: Methods of Teaching Students with Disabilities SPED 695: Practicum Students with Disabilities SPED 697: Student Teaching: Students with Disabilities
Standard 7 - Collaborative Relationships	• Caring Practitioner – 7,8,9,10,11,13 • Lifelong Learner – 15,16,17,18,19,20	SPED 689: Foundations of Special Education SPED 691: Adaptations/Accommodations for Students with Disabilities SPED 695: Practicum Students with Disabilities SPED 697: Student Teaching: Students with Disabilities
Standard 8 - Professional Conduct and Leadership	• Knowledgeable Professional – 2,4 • Caring Practitioner – 8,9,10,11 • Lifelong Learner - 17, 18, 20	SPED 689: Foundations of Special Education SPED 695: Practicum Students with Disabilities SPED 697: Student Teaching: Students with Disabilities
Standard 9 - Reflection and Professional growth	• Knowledgeable Professional – 2,4 • Caring Practitioner 10, 11 • Lifelong Learner – 15, 17 18, 20	SPED 689: Foundations of Special Education SPED 694: Methods of Teaching Students with Disabilities SPED 695: Practicum Students with Disabilities SPED 697: Student Teaching: Students with Disabilities

Illinois Common Core of Standards for All Special Educators	Conceptual Framework Theme and Candidate Proficiencies	Graduate Program Courses
Core Teaching		
CLA STANDARD 1: All teachers must know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.	• Knowledgeable Professional – 3,4 • Caring Practitioner - 9	EDU 530: Methods of Teaching Reading (ELEM) SPED 693: Language Disorders and Instruction in Diverse Classrooms SPED 694: Methods of Teaching Students with Disabilities SPED 695: Practicum: Students with Disabilities SPED 697: Student Teaching: Students with Disabilities
CLA STANDARD 2: All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.	• Knowledgeable Professional – 3 • Caring Practitioner – 9	SPED 689: Foundations of Special Education SPED 690: Characteristics of Students with Disabilities SPED 691: Adaptations and Accommodations for Students with Disabilities SPED 695: Practicum: Students with Disabilities SPED 697: Student Teaching: Students with Disabilities
CLA STANDARD 3: All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learners' needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.	• Knowledgeable Professional – 4,5 • Caring Practitioner – 9,10	SPED 693: Language Disorders and Instruction in Diverse Classrooms SPED 694: Methods of Teaching Students with Disabilities SPED 695: Practicum: Students with Disabilities SPED 697: Student Teaching: Students with Disabilities

Illinois Common Core of Standards for All Special Educators	Conceptual Framework Theme and Candidate Proficiencies	Graduate Program Courses
Core Teaching		
CTECH STANDARD 1: Basic Computer/Technology Operations and Concepts - The competent teacher will use computer systems to run software; to access, generate, and manipulate data; and to publish results. He or she will also evaluate performance of hardware and software components of computer systems and apply basic trouble-shooting strategies as needed.	• Knowledgeable Professional – 6 • Caring Practitioner – 13 • Lifelong Learner – 16	CAT1 Assessment and Tutorial; SPED 690: Characteristics of Students with Disabilities SPED 694 Methods of Teaching Students with Disabilities SPED 695 Practicum: Students with Disabilities SPED 697 Student Teaching: Students with Disabilities
CTECH STANDARD 2: Personal and Professional Use of Technology - The competent teacher will apply tools for enhancing personal professional growth and productivity; will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources.	• Knowledgeable Professional – 4 • Caring Practitioner – 13, 14 • Lifelong Learner – 15, 16	CAT1 Assessment and Tutorial; SPED 689 Foundations of Special Education SPED 690: Characteristics of Students with Disabilities SPED 691 Adaptations and Accommodations for Students with Disabilities SPED 694 Methods of Teaching Students with Disabilities SPED 695 Practicum: Students with Disabilities SPED 697 Student Teaching: Students with Disabilities

Illinois Common Core of Standards for All Special Educators	Conceptual Framework Theme and Candidate Proficiencies	Graduate Program Courses
Core Teaching		
CTECH STANDARD 3: Application of Technology in Instruction - The competent teacher will apply learning technologies that support instruction in his or her grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.	• Knowledgeable Professional – 2,3,4,6 • Caring Practitioner – 13 • Lifelong Learner 15, 16	CAT1 Assessment and Tutorial; SPED 692 Diagnostic Assessment for Educational Decision-Making SPED 694 Methods of Teaching Students with Disabilities SPED 695 Practicum: Students with Disabilities SPED 697 Student Teaching: Students with Disabilities
CTECH STANDARD 4: Social, Ethical, and Human Issues - The competent teacher will apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computing and technology. The competent teacher will understand the changes in information technologies, their effects on workplace and society, their potential to address life-long learning and workplace needs, and the consequences of misuse.	• Caring Practitioner – 7,13 • Lifelong Learner – 15, 16	CAT1 Assessment and Tutorial; SPED 690: Characteristics of Students with Disabilities SPED 694 Methods of Teaching Students with Disabilities SPED 695 Practicum: Students with Disabilities SPED 697 Student Teaching: Students with Disabilities

Illinois Common Core of Standards for All Special Educators	Conceptual Framework Theme and Candidate Proficiencies	Graduate Program Courses
Core Teaching		
CTECH STANDARD 5: Productivity Tools - The competent teacher will integrate advanced features of technology-based productivity tools to support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and become more productive in daily tasks.	• Knowledgeable Professional – 6 • Caring Practitioner – 9,10,13	CAT1 Assessment and Tutorial; SPED 689 Foundations of Special Education SPED 690: Characteristics of Students with Disabilities SPED 692 Diagnostic Assessment for Educational Decision-Making SPED 694 Methods of Teaching Students with Disabilities SPED 695 Practicum: Students with Disabilities SPED 697 Student Teaching: Students with Disabilities
CTECH STANDARD 6: Telecommunications and Information Access - The competent teacher will use telecommunications and information-access resources to support instruction.	• Knowledgeable Professional – 4,6 • Caring Practitioner – 9,10	CAT1 Assessment and Tutorial; SPED 689 Foundations of Special Education SPED 690: Characteristics of Students with Disabilities
CTECH STANDARD 7: Research, Problem Solving, and Product Development - The competent teacher will use computers and other technologies in research, problem solving, and product development. The competent teacher will appropriately use a variety of media, presentation, and authoring packages; plan and participate in team and collaborative projects that require critical analysis and evaluation; and present products developed.	• Lifelong Learner – 15,16,18	CAT1 Assessment and Tutorial; SPED 689 Foundations of Special Education SPED 690: Characteristics of Students with Disabilities SPED 691 Adaptations and Accommodations for Students with Disabilities SPED 693 Language Disorders and Instruction in Diverse Classrooms SPED 695 Practicum: Students with Disabilities SPED 697 Student Teaching: Students with Disabilities

Illinois Common Core of Standards for All Special Educators	Conceptual Framework Theme and Candidate Proficiencies	Graduate Program Courses
Core Teaching		
CTECH STANDARD 8: Information Literacy Skills - The competent teacher will develop information literacy skills to be able to access, evaluate, and use information to improve teaching and learning.	• Knowledgeable Professional – 6 • Caring Practitioner – 13 • Lifelong Learner – 15, 16, 18	CAT1 Assessment and Tutorial; SPED 694 Methods of Teaching Students with Disabilities SPED 695 Practicum: Students with Disabilities SPED 697 Student Teaching: Students with Disabilities
STANDARD 1 - Mathematics The competent special education teacher demonstrates proficiency in the use of mathematics; understands, communicates, and connects the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics, probability and algebra; and promotes all students' ability to apply, interpret, and construct mathematical thinking skills in a variety of situations.	• Knowledgeable Professional – 1, 2, 3, 4, • Caring Practitioner – 7, 9, 12 • Lifelong Learner – 15	Focus Assessment of Undergraduate Transcripts - minimum two math courses with one at least at the level of Finite Math EDU 541 Methods of Teaching Mathematics (ELEM) SPED 691: Adaptations/Accommodations for Students with Disabilities SPED 692 Diagnostic Assessment for Educational Decision-Making SPED 694 Methods of Teaching Students with Disabilities SPED 695 Practicum: Students with Disabilities SPED 697 Student Teaching: Students with Disabilities

Illinois Common Core of Standards for All Special Educators	Conceptual Framework Theme and Candidate Proficiencies	Graduate Program Courses
Core Teaching		
<i>STANDARD 2 - Reading</i> The competent special education teacher has a general understanding of reading and reading instruction and knows how to assess, teach, and support the education of students with disabilities.	• Knowledgeable Professional – 1, 2, 3, 4, 5 • Caring Practitioner – 7, 9, 12 • Lifelong Learner – 15	EDU 530 Methods of Teaching Reading in the Elementary School SPED 691: Adaptations/Accommodations for Students with Disabilities SPED 692 Diagnostic Assessment for Educational Decision-Making SPED 694 Methods of Teaching Students with Disabilities SPED 695 Practicum: Students with Disabilities SPED 697 Student Teaching: Students with Disabilities
<i>STANDARD 3 – Natural and Social Sciences</i> The competent special education teacher understands the fundamental concepts and principles related to the natural and social sciences.	• Knowledgeable Professional – 1, 2, 3, 4, 5 • Caring Practitioner – 7, 9, 12 • Lifelong Learner – 15	Focus Assessment of Undergraduate Transcripts – minimum one course each in biological and physical sciences with at least one lab component SPED 691: Adaptations/Accommodations for Students with Disabilities SPED 692 Diagnostic Assessment for Educational Decision-Making SPED 694 Methods of Teaching Students with Disabilities SPED 695 Practicum: Students with Disabilities SPED 697 Student Teaching: Students with Disabilities

Table 3 - Teacher Leadership Program - Graduate

Illinois Professional Teaching Standards (INTASC)	Conceptual Framework Theme and Candidate Proficiencies	Graduate Program Courses
Core Teaching		
Standard 1 - Content knowledge	• Knowledgeable Professional – 1,2,3,4, Core Prop 2,3	Multidisciplinary Studies Seminar; Curriculum Theory and Design; Instructional & Curriculum Design & Evaluation; Educational Research and Statistics; Action Research Planning; Action Research Project; Action Research Thesis
Standard 2 - Human development and learning	• Knowledgeable Professional – 2,4,5, Core Prop 2,3 • Caring Practitioner – 7,8,9,12, Core Prop 1	Advanced Educational Psychology; Curriculum Theory and Design; Instructional & Curriculum Design & Evaluation; Educational Research and Statistics; Character Development in Education;
Standard 3 - Diversity	• Knowledgeable Professional – 2,4,5, Core Prop 2,3 • Caring Practitioner – 7,9,10,12, Core Prop 1	Multicultural Education; Character Development in Education; Multidisciplinary Studies Seminar; History and Philosophy of Education; Advanced Educational Psychology course; Curriculum Theory and Design; Instructional & Curriculum Design & Evaluation; CAT1 Assessment and Tutorial

Illinois Professional Teaching Standards (INTASC)	Conceptual Framework Theme and Candidate Proficiencies	Graduate Program Courses
Standard 4 - Planning for instruction	• Knowledgeable Professional – 1,2,3,4,5,6, Core Prop 2,3 • Caring Practitioner – 7,8,10, Core Prop 1 • Lifelong Learner – 15,16,Core Prop 4,5	Advanced Educational Psychology; Curriculum Theory and Design; Instructional & Curriculum Design & Evaluation; Content methods courses; Educational Research and Statistics; CAT1 Assessment and Tutorial; Field Experiences; Student Teaching
Standard 5 - Learning environment	• Knowledgeable Professional – 2,4, Core Prop 2,3 • Caring Practitioner – 7,8,9,10,12,13, Core Prop 1 • Lifelong Learner – 17, Core Prop 4,5	Curriculum Theory and Design; Instructional & Curriculum Design & Evaluation; Multicultural Education; Educational Research and Statistics; School Law
Standard 6 - Instructional delivery	• Knowledgeable Professional – 2,4,5, Core Prop 2,3 • Caring Practitioner – 7,8,10, Core Prop 1	Advanced Educational Psychology; Curriculum Theory and Design; Instructional & Curriculum Design & Evaluation; Educational Research and Statistics; Action Research Planning; Action Research Project; Action Research Thesis; CAT1 Assessment and Tutorial

Illinois Professional Teaching Standards (INTASC)	Conceptual Framework Theme and Candidate Proficiencies	Graduate Program Courses
Standard 7 - Communication	• Knowledgeable Professional – 1,2,3,4, Core Prop 2,3 • Caring Practitioner – 7,8,9,12, Core Prop 1	Curriculum Theory and Design; Instructional & Curriculum Design & Evaluation; Multicultural Education; Character Development in Education; Multidisciplinary Studies Seminar; School Law for Teachers
Standard 8 - Assessment	• Knowledgeable Professional – 2,3,4,5,6, Core Prop 2,3 • Caring Practitioner – 7,8,9,10,11,12, Core Prop 1	Advanced Educational Psychology; Curriculum Theory and Design; Instructional & Curriculum Design & Evaluation; Educational Research and Statistics; Action Research Planning; Action Research Project; Action Research Thesis
Standard 9 - Collaborative relationships	• Caring Practitioner – 7,8,9,10,11,13, Core Prop 1 • Lifelong Learner – 15,16,17,18,19,20, Core Prop 4,5	History and Philosophy of Education Multicultural Education Character Development in Education Advanced Educational Psychology; School Law

Illinois Professional Teaching Standards (INTASC)	Conceptual Framework Theme and Candidate Proficiencies	Graduate Program Courses
Standard 10 - Reflection and Professional growth	• Knowledgeable Professional – 2,4, Core Prop 2,3 • Caring Practitioner 10, 11, Core Prop 1 • Lifelong Learner – 15, 17 18, 20, Core Prop 4,5	History and Philosophy of Education; Curriculum Theory and Design; Instructional & Curriculum Design & Evaluation; Educational Research and Statistics; Action Research Planning; Action Research Project; Action Research Thesis
Standard 11 - Professional conduct	• Knowledgeable Professional – 2,4, Core Prop 2,3 • Caring Practitioner – 8,9,10,11, Core Prop 1 • Lifelong Learner - 17, 18, 20, Core Prop 4,5	History and Philosophy of Education; Character Development in Education Advanced Educational Psychology; Curriculum Theory and Design; Instructional & Curriculum Design & Evaluation; School Law; Educational Research and Statistics; Action Research Planning; Action Research Project; Action Research Thesis

Table 4 - NBPTS Alignment - Graduate

NBPTS Core Propositions	Conceptual Framework Component
Proposition 1: Teachers are committed to students and their learning.	•Caring Practitioner
Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.	• Knowledgeable Professional
Proposition 3: Teachers are responsible for managing and monitoring student learning.	• Knowledgeable Professional
Proposition 4: Teachers think systematically about their practice and learn from experience.	• Lifelong Learner
Proposition 5: Teachers are members of learning communities.	• Lifelong Learner

Table 5 - Illinois Professional Educational Administration and Leadership Program Aligned with Conceptual Framework

Illinois Standard (ISLLC)	Conceptual Framework Component	Course Title and Number and/or Experiences
<i>STANDARD 1 - Facilitating a Vision of Learning</i> A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	Knowledgeable Professional – 1, 2, 3 Caring Practitioner – 8, 10, 12	EDU 611 Curriculum Theory and Design EDU 612 Instructional and Curriculum Design and Evaluation EDU 641 Educational Research & Statistics EDU 645 Action Research Planning EDL 630 Leadership Theory EDL 640 School and Community Relations EDL 650 Principalship EDL 697 Internship EDL 699 Portfolio Assessment
<i>STANDARD 2 - School Culture and Instructional Program</i> A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff's professional growth.	Knowledgeable Professional – 1, 2, 3 Caring Practitioner – 7, 8, 9, 10, 11, 14 Lifelong Learner – 15, 16, 17, 18, 19, 20	EDU 611 Curriculum Theory and Design EDU 612 Instructional and Curriculum Design and Evaluation EDU 641 Educational Research & Statistics EDU 645 Action Research Planning EDL 610 Supervision of Instruction EDL 630 Leadership Theory EDL 640 School and Community Relations EDL 650 Principalship EDL 697 Internship EDL 699 Portfolio Assessment
<i>STANDARD 3 - Management</i> A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	Knowledgeable Professional – 2, 5, 6, Caring Practitioner – 10, 12, 13 Lifelong Learner – 15, 16, 17, 20	EDL 610 Supervision of Instruction EDL 620 School Law EDL 625 Finance and Facilities for Principals EDL 630 Leadership Theory EDL 650 Principalship EDL 697 Internship EDL 699 Portfolio Assessment
<i>STANDARD 4 - Collaboration with Families and Communities</i> A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.	Caring Practitioner – 7, 9, 10, Lifelong Learner – 17, 20	EDL 630 Leadership Theory EDL 640 School and Community Relations EDL 650 Principalship EDL 697 Internship EDL 699 Portfolio Assessment

Illinois Standard (ISLLC)	Conceptual Framework Component	Course Title and Number and/or Experiences
<i>STANDARD 5 - Acting with Integrity, Fairness, and in an Ethical Manner</i> A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.	Caring Practitioner – 7, 8, 11, 14 Lifelong Learner – 19	EDL 610 Supervision of Instruction EDL 630 Leadership Theory EDL 640 School and Community Relations EDL 650 Principalship EDL 697 Internship EDL 699 Portfolio Assessment
<i>STANDARD 6 - The Political, Social, Economic, Legal and Cultural Context</i> A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	Caring Practitioner – 7, 9, 14 Lifelong Learner – 17, 18, 19, 20	EDL 620 School Law EDL 625 Finance and Facilities for Principals EDL 630 Leadership Theory EDL 650 Principalship EDL 697 Internship EDL 699 Portfolio Assessment

Table 6 – Teacher Candidate Assessment Flowchart

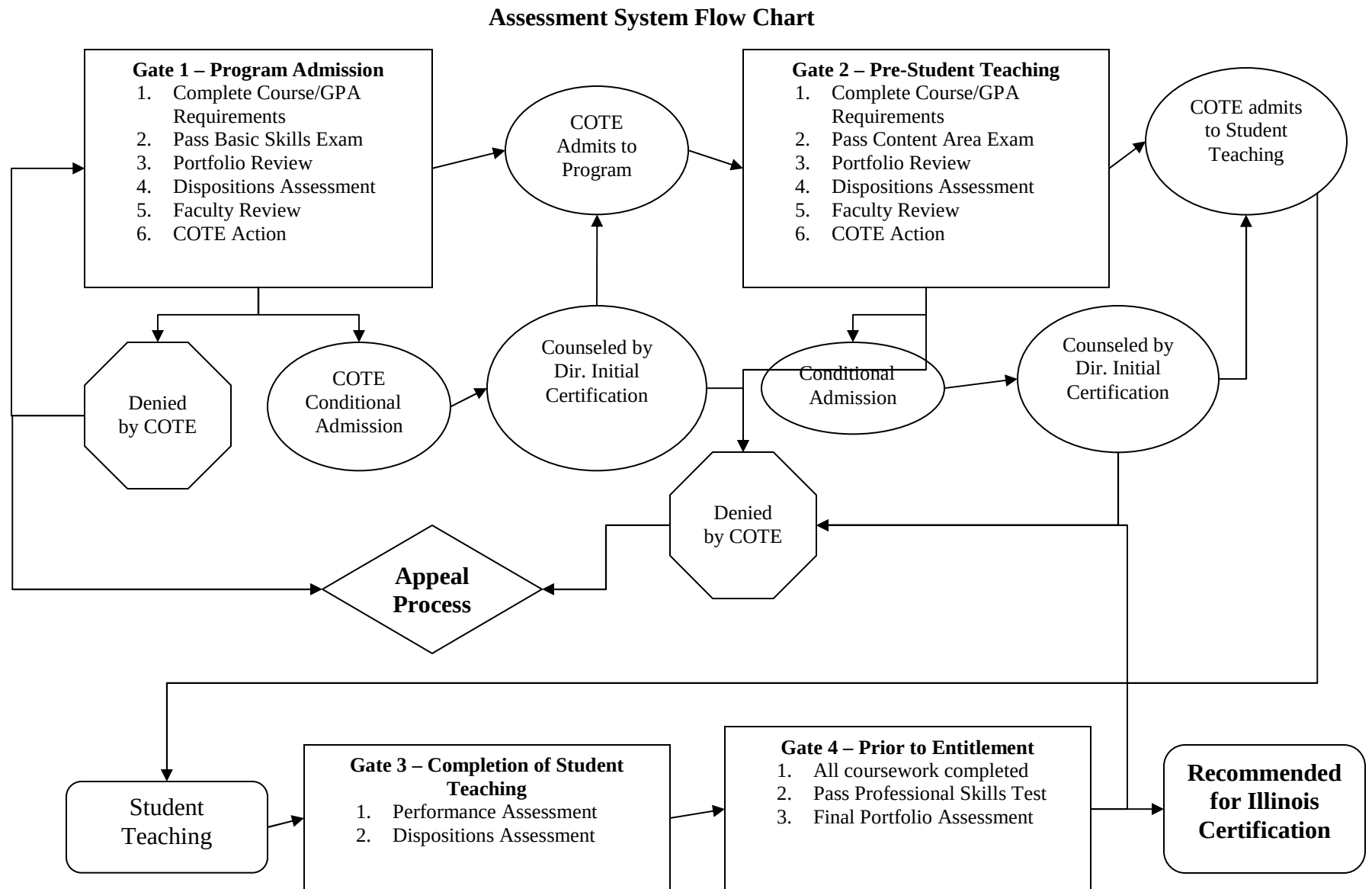


Table 7 – Educational Leadership Assessment Flowchart

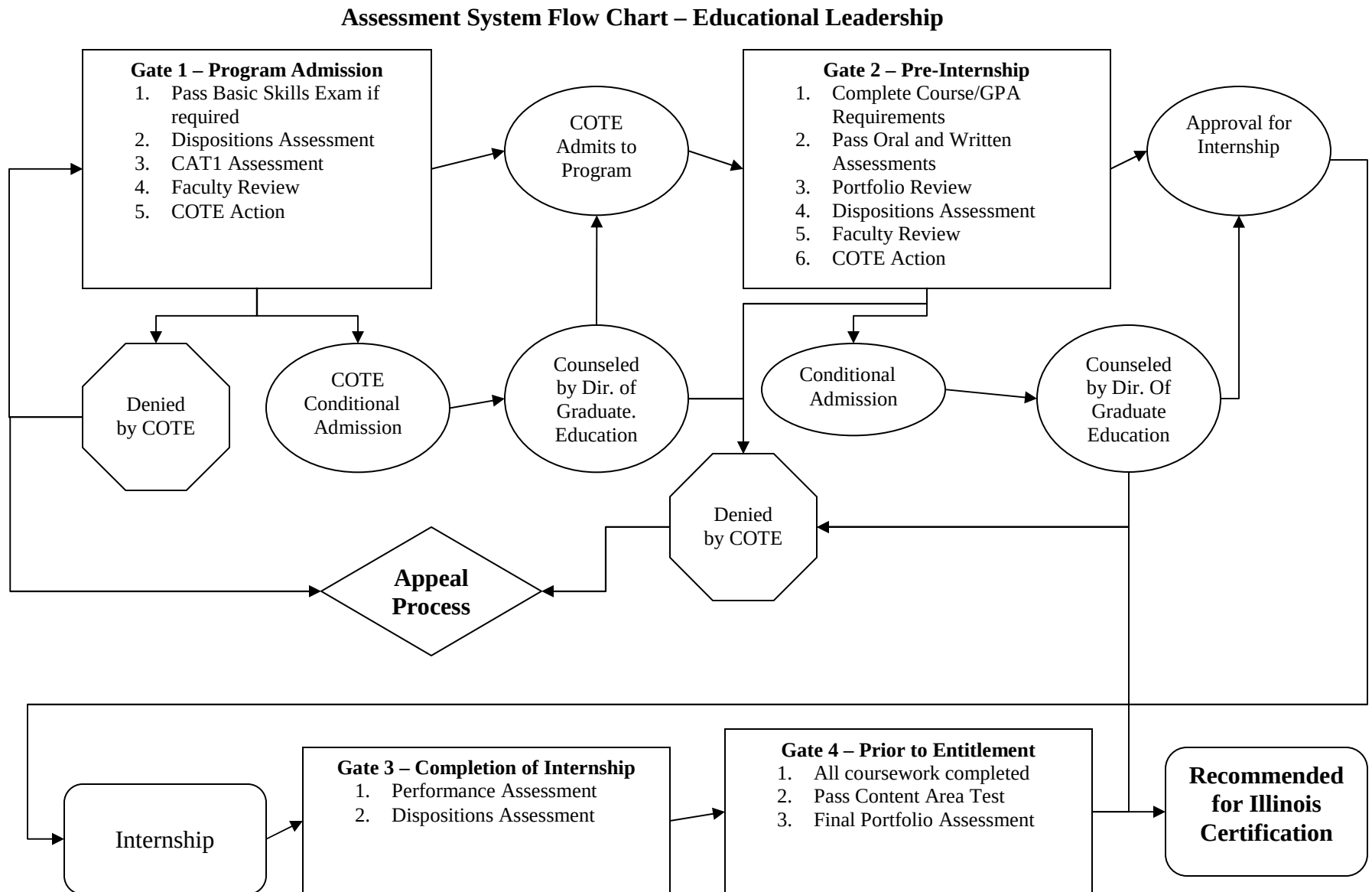


Table 8 – Teacher Leadership (Development) Assessment Flowchart

Assessment System Flow Chart – Teacher Development

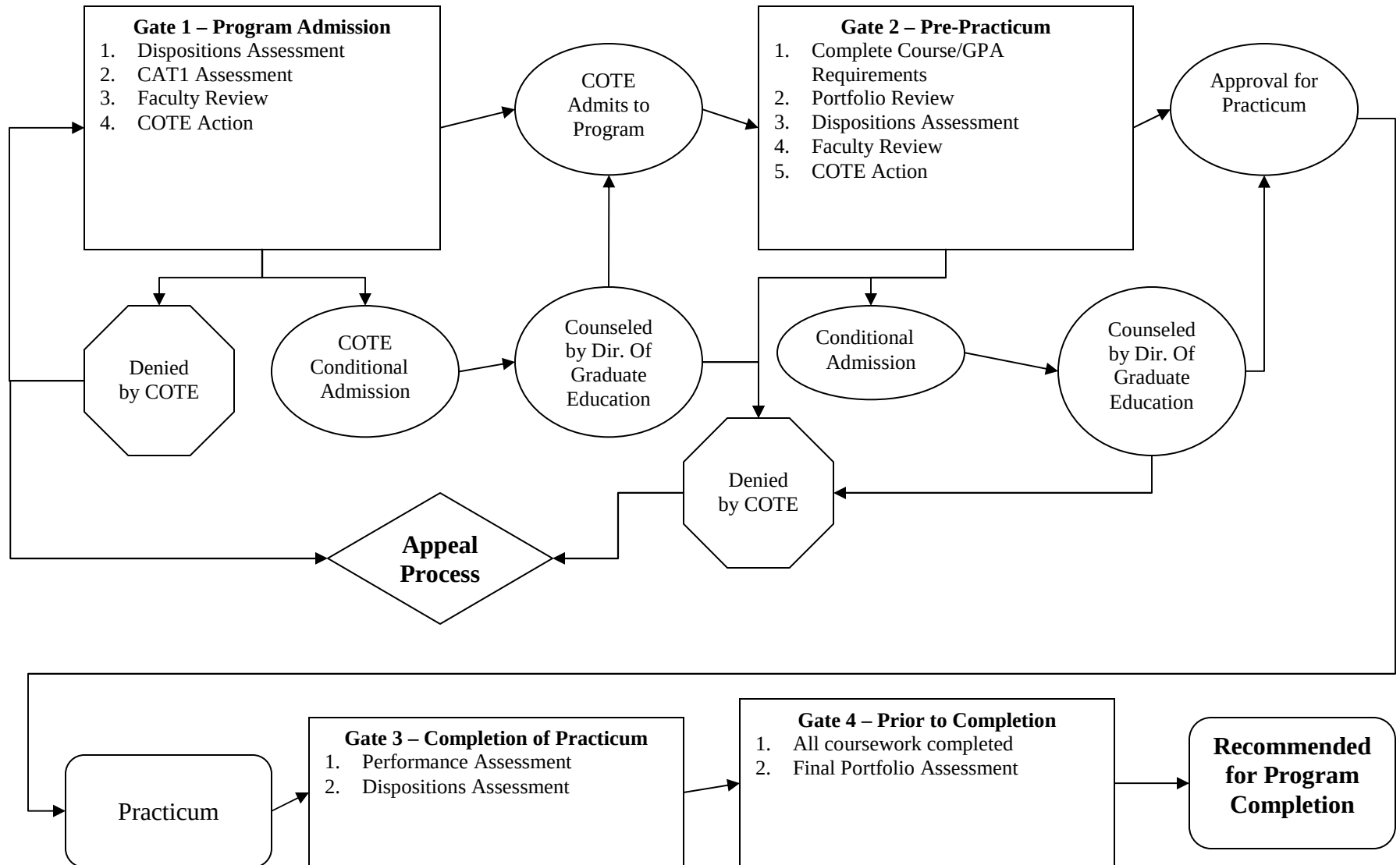


Table 9 – Assessment Gates Linked to Initial Certification Candidate Proficiencies

GATE	PROGRAM REQUIREMENTS	CANDIDATE PORTFOLIO ARTIFACTS	PROFICIENCIES ASSESSED
ONE – ADMISSION TO TEACHER EDUCATION PROGRAM	• Complete course/GPA requirements. • Pass Basic Skills Exam. • Portfolio Assessment • Dispositions Assessment • Faculty Review or Letters of Reference (Graduate program) • COTE Action	• Philosophy of Education • Completion of CAT1 technology assessment • Reflections on First Field Experience (6)	• Knowledgeable Professional 1, 6. • Caring Practitioner 7, 10, 11, 14. • Lifelong Learner 16, 17, 19.
TWO – PRE-STUDENT TEACHING	• Complete application for student teaching at least one year in advance. • Complete all course/GPA requirements. • Complete content methods course(s) with field experiences • Pass Content Area Exam. • Portfolio Assessment. • Dispositions Assessment • Faculty Review • COTE Action	• Minimum six assessed lesson plans • Philosophy of Education updated • Reflections on field experiences (14) • Field experience teaching evaluations • Evidence of participation in professional development/service activity • Content Area Assessment	• Knowledgeable Professional 1, 2, 3, 5, 6. • Caring Practitioner 7, 8, 10, 11, 12, 14. • Lifelong Learner 16, 17, 18, 19.
THREE – COMPLETION OF STUDENT TEACHING	• Performance Assessment • Dispositions Assessment	• Minimum five assessed lesson plans from student teaching • Unit plan • Weekly reflections on teaching (16)	• Knowledgeable Professional 1,2,3,4,5,6. • Caring Practitioner 7,8,9,10,11,12,13,14. • Lifelong Learner 15,16,17,18,19,20.
FOUR – PRIOR TO ENTITLEMENT	• All coursework completed. • Pass Professional Skills Exam. • Final Portfolio Assessment • Dispositions Assessment	• Complete Portfolio addressing all standards • Content Area Assessment • Philosophy of Education updated • Teaching evaluations by College Supervisor and Cooperating Teacher • Evidence of participation in professional Development/Service activities	• Knowledgeable Professional 1,2,3,4,5,6. • Caring Practitioner 7,8,9,10,11,12,13,14. • Lifelong Learner 15,16,17,18,19,20.

Table 10 – Assessment Gates Linked to Teacher Leadership Candidate Proficiencies

GATE	PROGRAM REQUIREMENTS	CANDIDATE PORTFOLIO ARTIFACTS	PROFICIENCIES ASSESSED
ONE – ADMISSION TO TEACHER LEADERSHIP PROGRAM	• Complete course/GPA requirements. • Portfolio Assessment • Dispositions Assessment • Faculty Review • COTE Action	• Philosophy of Education • Completion of CAT1 technology assessment • Reflections on Teaching Experiences (6)	• Knowledgeable Professional 1, 6. • Caring Practitioner 7, 10, 11, 14. • Lifelong Learner 16, 17, 19.
TWO – PRE-PRACTICUM	• Complete all course/GPA requirements. • Portfolio Assessment. • Dispositions Assessment • Faculty Review • COTE Action	• Minimum six assessed lesson plans • Philosophy of Education • Reflections on teaching • Field experience evaluations • Evidence of participation in professional development/service activity	• Knowledgeable Professional 1, 2, 3, 5, 6. • Caring Practitioner 7, 8, 10, 11, 12, 14. • Lifelong Learner 16, 17, 18, 19.
THREE – COMPLETION OF PRACTICUM	• Performance Assessment • Dispositions Assessment	• Assessed lesson plans • Unit plan • Diversity plan • Character Development plan • Performance Assessment • Reflections on teaching	• Knowledgeable Professional 1,2,3,4,5,6. • Caring Practitioner 7,8,9,10,11,12,13,14. • Lifelong Learner 15,16,17,18,19,20.
FOUR – PRIOR TO PROGRAM COMPLETION	• All coursework completed. • Final Portfolio Assessment • Dispositions Assessment	• Complete Portfolio addressing all standards • Philosophy of Education updated • Teaching evaluations by College Supervisor • Evidence of participation in professional Development/Service activities	• Knowledgeable Professional 1,2,3,4,5,6. • Caring Practitioner 7,8,9,10,11,12,13,14. • Lifelong Learner 15,16,17,18,19,20.

Table 11 – Assessment Gates Linked to Educational Leadership Candidate Proficiencies

GATE	PROGRAM REQUIREMENTS	CANDIDATE PORTFOLIO ARTIFACTS	PROFICIENCIES ASSESSED
ONE – ADMISSION TO EDUCATIONAL LEADERSHIP PROGRAM	• Complete course/GPA requirements. • Writing Assessment • Portfolio Assessment • Dispositions Assessment • Faculty Review • COTE Action	• Philosophy of Education • Completion of CAT1 technology assessment	• Knowledgeable Professional 1, 6. • Caring Practitioner 7, 10, 11, 14. • Lifelong Learner 16, 17, 19.
TWO – PRE-INTERNSHIP	• Complete all course/GPA requirements. • Portfolio Assessment. • Oral Assessment. • Dispositions Assessment • Faculty Review • COTE Action	• Statement of philosophy relating to education and the role of an administrator in education; • Analyses of employment contracts, job descriptions, and evaluation systems; • Case Study Reaction Papers Relating to Fairness, Ethics; • Curriculum Design Project; • School Improvement Plan; • Issues Analyses Relating to School Law; • Research Paper Relating to Civil Rights in the School Setting; • Statement of Personal Vision, Professional Resume, Personal Growth and Professional Development Plan, Leadership Case Study Reaction Papers; • Sample School newsletter; • Statement of Philosophy for parent/community involvement with the school; • Outline for Strategic Planning; • Case Study Reaction Papers Relating to Fairness and Ethics in School Problems; • Student Handbook Analysis; • Class Schedule Project; • School Climate Analysis; • Case Study Reaction Papers Relating to Communication With Various Cultural, Ethnic, Racial, and Special Interest Groups; • Promoting Cultural Sensitivity Plan for a School	• Knowledgeable Professional 1, 2, 3, 5, 6. • Caring Practitioner 7, 8, 10, 11, 12, 14. • Lifelong Learner 16, 17, 18, 19.

GATE	PROGRAM REQUIREMENTS	CANDIDATE PORTFOLIO ARTIFACTS	PROFICIENCIES ASSESSED
THREE – COMPLETION OF INTERNSHIP	• Performance Assessment • Dispositions Assessment	• Analysis of school finances • Analysis of school building and facilities • Analysis of family involvement and use of community resources • Reflections on the school culture and instructional program • Observe and reflect on student discipline actions • Observe and reflect school's use of library resources as a learning tool • Applied technology project analyzing and reporting on student achievement • Project related to school vision development • Action research project	• Knowledgeable Professional 1,2,3,4,5,6. • Caring Practitioner 7,8,9,10,11,12,13,14 . • Lifelong Learner 15,16,17,18,19,20.
FOUR – PRIOR TO ENTITLEMENT	• All coursework completed. • Final Portfolio Assessment • Dispositions Assessment • Performance Assessment	• Complete Portfolio addressing all standards • Philosophy of Education updated • Performance Assessment by College Supervisor • Evidence of participation in professional Development/Service activities	• Knowledgeable Professional 1,2,3,4,5,6. • Caring Practitioner 7,8,9,10,11,12,13,14 . • Lifelong Learner 15,16,17,18,19,20.

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