



**Conceptual Framework: Educator Preparation Programs**



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**Preamble: Characteristics of Eastern Illinois University' Educator Preparation Programs (EPP)**

Eastern Illinois University strives to prepare the very best educators for the region and state. Reflecting the beliefs of Eastern's Educator Preparation Programs (EPP) and its school and community partners, Eastern is committed to graduating candidates who embody the following characteristics:

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

## **Conceptual Framework: Eastern Illinois University**

### **Development of the Conceptual Framework:**

#### **History**

Initially, the Conceptual Framework was created as a “knowledge base” for the College of Education and Professional Studies for the 1995 NCATE/ISBE visit. A committee of professional educators, including P-12 practitioners, developed the Conceptual Framework. The Conceptual Framework continues and is a “living document.” It has been regularly revisited and revised over the academic years since it was first created. In 2002, the initial nineteen outcomes identified by the EPP were supplanted in the Conceptual Framework with the Illinois Professional Teaching Standards (IPTS). Most recently the revised 2010 Illinois Professional Teaching Standards were used to up-date the conceptual framework, coursework, and the EPP assessments and their rubrics.

#### **On-going updates**

The Eastern EPP Conceptual Framework is not a static document. The most recent series of tasks related to up-dating the Conceptual Framework, coursework, assessments and rubrics commenced in 2010 with the State of Illinois’ 2010 revisions to the Illinois Professional Teaching Standards (IPTS). Additional modifications have been made to reflect the 2013 CCSSO revisions of the InTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0. The EPP Conceptual Framework document reflects the IPTS and InTASC revisions and up-dating of language to be consistent with CAEP changes in language (e.g. Educator Preparation Programs).

## **The Vision and Mission of the Institution and EIU Educator Preparation Programs**

### **Eastern Illinois University Mission Statement:**

The Eastern Illinois Mission Statement reflects the inclusion of the “professions”: The University Mission, as provided in the University 2016-2017, catalog states: “Eastern Illinois University is a public comprehensive university that offers superior, accessible undergraduate and graduate education. Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching, research, creative activity, and service. The University community is committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student centered campus culture. Throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders.”

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

Consistent with the tradition of the College of Education and Professional Studies at Eastern Illinois University and across the University Educator Preparation Programs (EPP) the mission/vision is to provide an educational environment that is conducive to interaction, inquiry, and service. The goal of the College and each of the EPP is to prepare professionals who will advance the intellectual, physical, psychological and social well-being of our pluralistic democracy and global society. Offering preparation in varied fields and on multiple levels of study, the College and each of the University’s EPP serve a diverse student body at the undergraduate and graduate levels. The College and the EPP each have a reputation for programmatic excellence, holding candidates to high expectations for learning, and accountability that assures quality of academic programs and the assessment of learning and candidate performance.

The College across Educator Preparation Programs continues to create and sustain varied partnerships among faculty, candidates and community agencies, including business, industry and PK-12 settings. Administration, faculty and staff are committed to the design and implementation of Educator Preparation Programs that reflect the changing community. All candidates participate in field-based experiences that are designed to facilitate candidates' ability to relate theory to their professional practice. Candidates are prepared to be leaders in their professions. Candidates integrate technology effectively and responsibly in their personal and professional lives. Graduates demonstrate respect for the dignity of individuals because they have seen it modeled and integrated across their perspective programs and preparation program experiences.

**Relationship between the Conceptual Framework and the University's Mission and the Mission of EIU Educator Preparation Programs (EPP):**

The university and its Educator Preparation Programs articulate in their mission a commitment to diversity and inclusion, which is expressed through the five domains of the EPP Conceptual Framework. The university and the Educator Preparation Programs are committed to preparing professionals who provide an effective educational environment through applied learning experiences.

**Shared Vision and Beliefs:**

Kindsvatter, R., Wiley, W., and Ishler, M. (2000) in Dynamics of Effective Teaching, describe beliefs as being the basis for much of everyday behavior, and set forth the premise that beliefs guide the development of individuals professional philosophies. The

Eastern' EPP belief statements have as their core the EPP theme: the “educator as creator of effective educational environments:” The belief statements of the EPP are:

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

### **Theme and Domains of the Conceptual Framework:**

The overall theme of “educator as creator of effective educational environments” also provides the core for the five domains that in turn provide a scaffold for the structure, coherence, and continuity of the “Educator Preparation Programs.” As James Banks noted: “A school is a social system in which all of its major variables are closely related” (Banks, 2004, p.22). The College of Education and Professional Studies uses the five

domains as a framework to provide a balance between the levels of candidate challenge and support, scaffolding the development of candidates' knowledge and skills, while increasing the levels of challenge as candidates' progress in the development of knowledge and skills. In creating an effective educational environment all educators must: establish environments for positive development of learners; demonstrate professional knowledge and skills; establish environments for academic achievement; and respond to the school and community. Educators must have knowledge of students, subject areas and levels, strategies, technologies, and the diversity of societies and communities to prepare effective educational environments. Table 1 reflects the "Elements of Effective Educational Environments and the five "Knowledge and Skill" domains of the EPP Conceptual Framework). The "Knowledge and Skill" are organized around five domains:

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

### **Diverse Students**

Educators must consider a range of individual differences. These include differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and geographical area. Educators must have the knowledge bases to make educational decisions that are appropriate in the framework of a pluralistic society. Within educational environments and in the context of all collaborative relationships, educators must reflect their understanding and acceptance of diversity.

### **Diverse Strategies**

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

### **Diverse Technologies**

The use of technology is defined as what students must know and understand about information technology in order to use technology effectively in the delivery, development, prescription, and assessment of instruction; problem solving; school and classroom administration; educational research; electronic information access and exchange; and personal and professional productivity. Diverse technologies apply not

only to skill in using computers but also the effective use of technology to enhance teaching and learning. Technology provides a bridge connecting research and theory and professional practice. Appropriate and effective use of technology results in creation of more effective educational environments.

### **Diverse Societies/Communities**

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

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

### **Diverse Subjects and Levels**

Professional education programs build upon a foundation of general education and culminate in the acquisition and demonstration of professional knowledge, skills, and dispositions. Pedagogical content knowledge, general education knowledge, and professional education knowledge are essential. Educators must facilitate the

transformation of disciplinary knowledge into forms of knowledge that are appropriate for students in their respective environments.

**Coherence:**

The EPP Conceptual Framework establishes the shared vision for all initial and advanced educator preparation programs. The present document reflects revisions which accommodate the changing state and national standards of teacher education at the initial and advanced levels as well as the University's mission statement. Through its fundamental components (belief statements, theme, core concepts and knowledge bases, and five domains), the Conceptual Framework provides a structure for ensuring coherence of curriculum design, instructional strategies, sequence of clinical experiences and practicum, and systematic assessment throughout candidate's program. All initial and advanced educator preparation programs incorporate the EPP Conceptual Framework components which are in alignment with state and national standards. The Conceptual Framework continues to provide the context for developing and assessing candidates proficiencies based on the Illinois Professional Teaching Standards at the initial level (Table 2). The advanced level outcomes are undergirded in the Eastern Illinois University Council on Graduate Studies Assessment of Student Learning Outcomes. These outcomes requirements provide a framework for the assessments of proficiencies for the candidates in the programs (Table 3).

### **Professional Educator Dispositions:**

Dispositions' are the attitudes, perceptions and/or beliefs that form the basis for behavior." Eastern Illinois University has adopted this definition, and uses it as the foundation for the identification and assessment of candidate dispositions. During the initial development of the Unit Assessment System, evaluation of candidate dispositions was an integral part of the discussion, development, and implementation process. The initial set of InTASC Standards provided guidance in creating the first set of dispositional assessment statements. In spring of 2006, an ad hoc committee, with University-wide and P-12 representation, was formed to specifically address dispositional concerns. The EPP continued to evaluate the efficacy of the Assessments and as part of this process, the ad hoc dispositions committee was reconvened in spring 2007 to examine assessments for the presence, and appropriateness, of dispositional items.

Each of the EPP Assessments was analyzed, and out of this process, the following dispositional areas were identified:

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

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

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

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

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

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

- Respects and values student/client and family/guardian privacy and confidentiality. (Diverse Societies/Communities)

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

- Candidate models effective oral and written language skills that are age and audience appropriate. (Diverse Subjects and Levels)
- Candidate models effective grammar and pronunciation when presenting ideas and information. (Diverse Subjects and Levels)

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

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

- Candidate accepts responsibility for the success of students/clients and the organization. (Diverse Students)

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

- Candidate demonstrates a positive regard for all learners. (Diverse Students)
- Candidate demonstrates understanding and a positive regard for students and their families regardless of culture, religion, gender, sexual orientation, and varying abilities. (Diverse Students)
- Candidate's assessment demonstrates a positive regard for diverse learners. (Diverse Students)
- Candidate recognizes the importance of understanding students' interest or cultural heritage. (Diverse Students)

**Commitment to Diversity:**

Diverse students and diverse societies make up two of the five domains within the Unit's Conceptual Framework. Academically, the candidates are required to take course work in general education covering non-western, third world countries and cultures. All initial certification candidates are required to take our introductory foundations course, EDF 2555G, Diversity of Schools and Society, for three credit hours. The course covers the basic cultural factors of diversity, exceptionalities and has a global perspective on how

other nations deal with diversity of their schools. In addition, all initial teacher education candidates are required to take STG 4000, Multicultural/Disabilities Practicum. STG 4000 is designed to assure that each candidate has an experience in a school setting that meets a given set of requisite characteristics representing diversity. The assignments completed in this component of student teaching require candidates to reflect on varying aspects of diversity and their own belief structures.

**Commitment to Technology:**

Eastern has an “Instructional Technology Center (ITC) which supports both candidates and faculty. The ITC is staffed by a full-time director and support staff to assist candidates and faculty in technology usage. Classrooms technologies support teaching and learning.

**Candidate Proficiencies Aligned with Professional and State Standards:**

The Conceptual Framework provides the context for developing and accessing candidates’ performance. The Illinois Professional Teaching Standards (IPTS) constitute the expected candidate outcomes at the initial level (Table 2). The advanced level outcomes reflect the EIU Graduate School “Student Learning Outcomes” (Table 3).

## **The Relationship of the EPP Assessment System and the Conceptual Framework**

### **Educator Preparation Programs (EPP) Assessment System – Initial Programs:**

The EPP assessment system at the initial level is built around the five knowledge and skill domains essential to creating effective educators as presented throughout this document. These domains have been mapped to the Illinois Professional Teaching Standards (IPTS) and to the 2012 InTASC Core Teaching Standards (Table 4). The EPP Assessment System, at the initial level, includes five stages of assessment tied to the University Admission to Teacher Education process; three assessment points, entry, midpoint and completion/follow up; and nine performance assessments that are completed across the candidates' program (Table 5). Each assessment has a corresponding evaluation rubric that is mapped to the Illinois Professional Teaching Standards and the 2012 InTASC "Model Core Teaching Standards and Learning Progressions for Teachers." With the exception of test results and graduate follow-up data, all assessment information is collected, assessed, and reported through LiveText, an E-portfolio system. The College of Education and Professional Studies Assessment Committee for Initial Programs, the Council on Teacher Education (COTE) and teacher education programs are involved in the review of assessment data. The College Assessment Committee has primary responsibility for monitoring, reviewing, and recommending changes to the components of the EPP assessment system.

**EPP Assessment System – Advanced Programs:**

The EPP assessment system at the advanced level is also built around the five knowledge and skill domains essential to creating effective educators. These 5 domains and the EIU EPP Graduate “Student Learning” Outcomes are interrelated (Table 6).

The EPP Advanced Program Assessment System requires that each advanced program includes a minimum of three assessment points in its programmatic assessment system and a minimum of four performance assessments (Table 7). Each program must address the Graduate “Student Learning” Outcomes and the program specific “Specialty Program Association (SPA) Standards and elements.”

TABLE 1

**Elements of Effective Educational Environments, and Knowledge and Skill Domains**

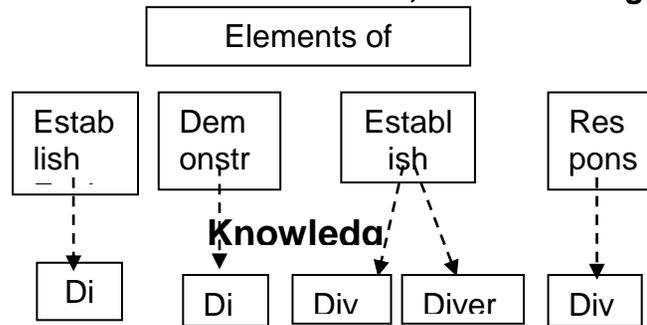


TABLE 2

**Illinois Professional Teaching Standards: EPP Initial Outcomes**

<p>1. <b>Teaching Diverse Students</b>-The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.</p>
<p>2. <b>Content Area and Pedagogical Knowledge</b>-The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence – based practice.</p>
<p>3. <b>Planning for Differentiated Instruction</b>-The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.</p>
<p>4. <b>Learning Environment</b>-The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.</p>
<p>5. <b>Instructional Delivery</b>-The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. The teacher understands that the classroom is a dynamic environment requiring on-going modification of instruction to enhance learning for each student.</p>
<p>6. <b>Reading, Writing, and Oral Communication</b>-The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.</p>
<p>7. <b>Assessment</b>-The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.</p>
<p>8. <b>Collaborative Relationships</b>-The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.</p>
<p>9. <b>Professionalism, Leadership, and Advocacy</b>-The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.</p>

TABLE 3

**Assessment of “Student Learning” Outcomes: Advanced Programs-  
Eastern Illinois University**

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

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

TABLE 4

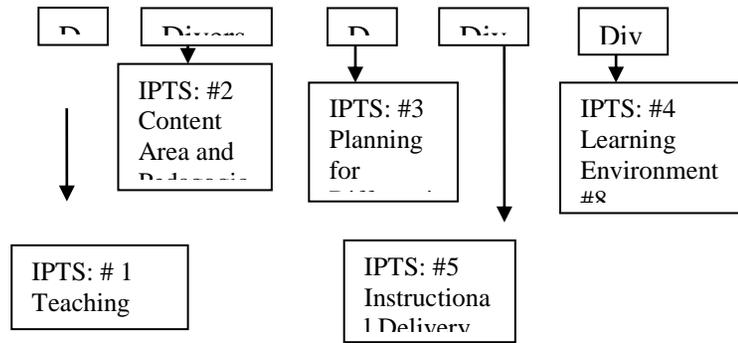


TABLE 5  
**EPP Assessments: Initial Programs**

<b>Assessment Point</b>	<b>Assessment</b>	<i>Students</i>	<i>Subjects</i>	<i>Strategies</i>	<i>Societies</i>	<i>Technologies</i>
Entry	ILTS TAP (ACT or SAT maybe used)		X			
	Field Experience 1	X	X	X	X	
Midpoint	Lesson Plan/Unit Plan	X	X	X	X	X
	Field Experience 2	X	X	X	X	X
	Impact on P-12	X	X	X	X	X
	ILTS Discipline Area Content Test		X	X		X
Completion/Follow-up	Student Teaching Evaluation	X	X	X	X	X
	edTPA	X	X	X	X	X
	Teacher Graduate Assessment	X	X	X	X	X

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

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

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

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

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

TABLE 6

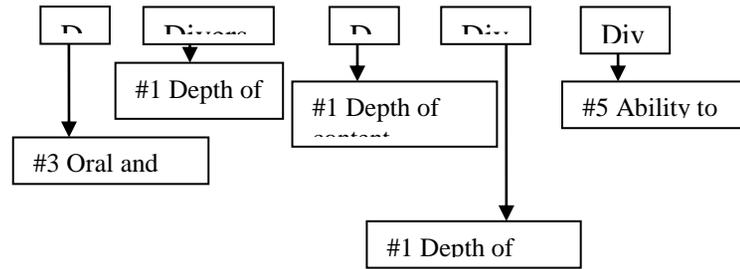


Table 7  
**EPP Assessments; Advanced**

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

**Artifacts that May be Reviewed in Making Assessments**

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

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

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

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**ADDENDUM A**  
**RESEARCHERS/THEORISTS**

**Researchers/Theorists  
Initial Level**

**Knowledge of Diverse Students**

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

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

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

### **Knowledge of Diverse Subject Areas and Levels**

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

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

### **Knowledge of Diverse Strategies**

<b>METHODS</b>	
Bloom, B.	Critical thinking; objectives; instructional evaluation; cognitive development; “Bloom’s Taxonomy;” mastery learning; taxonomies of educational objectives; taxonomy of higher thinking skills and affective and psychomotor skills; instructional evaluation; taxonomy of learning

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

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

### **Knowledge of Diverse Societies/Communities**

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

### **Knowledge of Diverse Technologies**

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

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

**Researchers/Theorists  
Advanced Level**

**Knowledge of Diverse Students**

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

**Knowledge of Diverse Subject Areas and Levels**

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

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

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

## Knowledge of Diverse Strategies

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

## SUPERVISION AND ADMINISTRATION

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

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

### **Knowledge of Diverse Societies/Communities**

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

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

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Bitter, Gary	Computer application in the K-16 schools
Cyrs, T.	Distance learning
Driscoll, M.P.	Psychology of learning for instruction
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Seels, B.B. Richey, R.	Defining the instructional technology field
Shank, R.	On-line learning