



SIUE School of Education

Response to NCTQ

January, 2010

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Bette S. Bergeron, PhD
Dean



Introduction

The School of Education (SOE) at Southern Illinois University Edwardsville (SIUE) is submitting the attached documentation in response to the request for information on its programs by the National Council for Teacher Quality. This response is specific to two of the SOE's initial certification programs: Elementary Education and Special Education. (*Note: While the original request for documentation also included information related to a graduate program in Elementary Education, the SOE does not offer initial certification at this level. This clarification was shared and confirmed with Julie Greenberg via email on January 8, 2010.*)

All of the educator preparation programs at SIUE are approved and recognized by the National Council for Accreditation of Teacher Education (NCATE) and the State of Illinois. The SOE's last comprehensive site visit occurred in March of 2007, and concluded with a positive recommendation and full accreditation from both NCATE and the State of Illinois.

The SOE has adopted a Conceptual Framework focused on **“The Teacher as Inquirer-Professional,”** that is carefully aligned across all educator preparation programs, courses, and related experiences. The six tenets of the Inquirer-Professional include:

- Knowledge Application and Development
- Instructional Processes
- Context and Foundation of Education
- Learners and Learning
- Interpersonal Relation Skills
- Professional Relationships

The following report contains two sections: documents that have been requested for this review (**Section I**), and supplemental materials that support the SOE's application of the standards outlined by NCTQ (**Section II**). The requested documents for Section I include:

- 2009/2010 course syllabi for Elementary Education and Special Education
- Partner Schools and Student Teaching Handbooks
- Reports on systematic assessment efforts

Section II provides information and documentation specific to the NCTQ standards:

- A. Preparation Standards for All Teachers
 1. Selectivity
 2. 21st Century Teaching
 3. Student Teaching
 4. Program Evaluation
 5. Faculty
 6. Professional Training
- B. Standards Specific to Elementary Teachers
- C. Standards Specific to Special Education Teachers

SECTION I:

Required

Documentation

Section I: Required Documentation

Course Syllabi

The following section includes information specific to the 2009/2010 syllabi for required program courses in the Elementary and Special Education initial certification undergraduate programs at SIUE's School of Education. Upon the recommendation of the Program Directors and Department Chairs, it was determined that the syllabi for ***all required program courses*** be included, in order to provide a more accurate review of the programs and requirements. These syllabi are preceded by a chart that overviews the syllabi; the syllabi are provided in alphabetical order according to course prefix. (*Note: Course syllabi are attached in a separate file.*)

SOE Course Syllabi Overview

Elementary Education & Special Education

Course Number	Course Name	Requested Section(s)	Certification Programs	Notes
CI 307	The Middle and Junior High School	Reading, G. and two more sections	Elementary (UG)	Only 2 sections offered during requested timeframe
CI 311	Elementary/Middle Level Field Experience I	N/A	Elementary (UG)	Additional syllabus; this course replaces CI 314; 4 sections use a common syllabus
CI 312	Elementary/Middle Level Field Experience II	N/A	Elementary (UG)	Additional syllabus; this course replaces CI 314; 4 sections use a common syllabus
CI 314	Elementary/Middle Level Methods	Three spring 2010 sections	Elementary (UG)	This course has not been on the books for several semesters; it has been replaced by CI 311, 312, and 411
CI 337	Literacy at Elementary and Middle Levels	Cordova, R. and two more sections	Elementary (UG)	4 sections offered during requested timeframe; common syllabus used for fall/spring
CI 338	Assessment and Instruction of Literacy at Elementary and Middle Levels	Bolander, J.; Cordova, R.; McAndrews, C.	Elementary (UG)	4 sections offered during requested timeframe; common syllabus used for fall/spring
CI 343	Social Studies at Elementary and Middle Levels	McAndrews, C.; Murphy, D.; Pryor, C.	Elementary (UG)	A common syllabus is used for all sections; 4 sections taught during specified timeframe
CI 407	The Middle and Junior High School	Breck, S. and two more sections	Elementary (UG)	Syllabus not included per email w/ Julie Greenberg; this course is not used in either the elementary or special education programs (CI 307 is used for middle level endorsement)
CI 411	Elementary/Middle Level Field Experience III	N/A	Elementary (UG)	Additional syllabus; this course replaces CI 314; 4 sections use a common syllabus
CI 413	Literature Across the Curriculum	N/A	Elementary (UG)	Additional syllabi; 4 sections taught in specified timeframe; common syllabus used for two sections
CI 442	Teaching Science in Elementary & Middle Schools	N/A	Elementary (UG)	Additional syllabus; 4 sections taught in specified timeframe; common syllabus used
CI 451A	Student Teaching	N/A	Elementary (UG)	Additional syllabus; 4 sections taught in specified timeframe; common syllabus used
CI 452	Curriculum Integration & Change	N/A	Elementary (UG)	Additional syllabus; 4 sections taught in specified timeframe; common syllabus used

CI 415	Mathematics at the Elementary Level	Taylor, A. and two more sections	Elementary (UG)	A common syllabus is used for all sections; 4 sections taught during specified timeframe
CI 445	Language Arts at Elementary and Middle Levels	Bushrow, K.; Cordova R.; Jones, L.	Elementary (UG)	Four sections taught in specified timeframe; common syllabus used for two sections
CI 548	Study of Classroom Instruction	Bushrow, K.; and two more sections	Elementary (G)	Syllabus not included per email w/ Julie Greenberg; SIUE does not have a graduate elementary certification program
EPFR 315	Educational Psychology	Three spring 2010 sections	Special Education (UG) Elementary (UG)	
EPFR 320	Foundations of Education in a Multicultural Society	Logue, J., and two more sections	Special Education (UG) Elementary (UG)	
EPFR 504	Research Methods	Puchner, L.; and two more sections	Elementary (G)	Syllabus not included per email w/ Julie Greenberg; SIUE does not have a graduate elementary certification program
EPFR 515	Issues in Learning Theory	Puchner, L.; and two more sections	Elementary (G)	Syllabus not included per email w/ Julie Greenberg; SIUE does not have a graduate elementary certification program
EPFR 520	Analysis of Educational Issues: Philosophical-Historical Foundations	Theodore, P. and two more sections	Elementary (G)	Syllabus not included per email w/ Julie Greenberg; SIUE does not have a graduate elementary certification program
EPFR 524	Analysis of Educational Issues: Socio-cultural Foundations	Yu, T. and two more sections	Elementary (G)	Syllabus not included per email w/ Julie Greenberg; SIUE does not have a graduate elementary certification program
MATH 112a	Mathematics for Elementary Teaching	Hasty, M. and two more sections	Elementary (UG)	MATH 112a is taught through the College of Arts & Sciences
MATH 112b	Mathematics for Elementary Teaching	Voepel, T. and two more sections	Elementary (UG)	MATH 112b is taught through the College of Arts & Sciences
PSYC 111	Foundations of Psychology	Meeks, J. and two more sections	Special Education (UG) Elementary (UG)	
PSYC 201	Child Psychology	Pearson, P. and two more sections	Elementary (UG)	
SPE 200	Introduction to People with Disabilities in Society & School	N/A	Special Education (UG)	Additional syllabus for course required in the program; 1 section offered during requested timeframe
SPE 400	The Exceptional Child	Gessford, M. and two more sections	Elementary (UG)	Five sections offered during requested timeframe w/ 3 different instructors
SPE 401	Field Experience One in Special Education	N/A	Special Education (UG)	Additional syllabus for course required in the program; 2 sections offered but only 1 syllabus used

SPE 402	Field Experience Two in Special Education	N/A	Special Education (UG)	Additional syllabus for course required in the program; 2 sections offered during requested timeframe; common syllabus used
SPE 412	Assessment for Instructional Decision Making in Special Education	Bergstrom, M. and two more sections	Special Education (UG)	Only 1 section offered during requested timeframe
SPE 415	Microcomputers & Assistive Technology	N/A	Special Education (UG)	Additional syllabus for course required in the program; 1 section offered during requested timeframe
SPE 416	Functional Curriculum Methods	N/A	Special Education (UG)	Additional syllabus for course required in the program; 1 section offered during requested timeframe
SPE 417	Reading and Language Arts Methods in Special Education	Fuchs, W. and two more sections	Special Education (UG)	Only 1 section offered during requested timeframe
SPE 418	Instructional Methods Practicum	N/A	Special Education (UG)	Additional syllabus for course required in the program; 3 sections offered during requested timeframe; common syllabus used
SPE 421	Methods in Mathematics Instruction for Students with Learning/Behavior Problems	N/A	Special Education (UG)	Additional syllabus for course required in the program; 1 section offered during requested timeframe
SPE 422	Science and Social Sciences Methods in Special Education	Weishaar, P. and two more sections	Special Education (UG)	Only 1 section offered during requested timeframe
SPE 430	Classroom Management and Behavior Support in Special Education	Forbringer, L. and two more sections	Special Education (UG)	Only 1 section offered during requested timeframe
SPE 470	Transition Planning	N/A	Special Education (UG)	Additional syllabus for course required in the program; 1 section offered during requested timeframe
SPE 471	Student & Family Partnerships	N/A	Special Education (UG)	Additional syllabus for course required in the program; 1 section offered during requested timeframe
SPE 481	Senior Seminar Special Education	Miner, C. and two more sections	Special Education (UG)	Only 1 section offered during requested timeframe
SPE 499	Student Teaching	N/A	Special Education (UG)	Additional syllabus for course required in the program; 3 sections offered during requested timeframe; common syllabus used

(Course Syllabi are provided in a separate file)

Section I: Required Documentation

Partner Schools/Student Teaching Handbook

The following section contains tables that provide contact and demographic information for 10 partner schools for both the Elementary Education and Special Education programs.

Also included are the Student Teaching Handbooks for each of these program areas.

Partner Schools Elementary Education

School Name	Contact Information	White	Black	Hisp	Asian	N Am	Multi	Poverty
Abraham Lincoln Elementary School	820 Royal Heights Road Belleville, IL 62226-5799 (618)233-2414 Mr. Ed Langen	34.7%	48.9%	4.6%	1.6%	0.0%	10.3%	61.6%
Henry Raab Elementary School	1120 Union Avenue Belleville, IL 62220 (618)234-4330 Ms. Kim Enriquez	53.5%	33.1%	3.5%	0.0%	0.0%	9.9%	75.0%
Dorris Intermediate School	1841 Vandalia Street Collinsville, IL 62234-4895 (618)346-6311 Dr. Allen Ellington	72.8%	11.0%	13.2%	0.4%	0.2%	2.3%	51.7%
Elizabeth Morris Elementary School	1500 Andrews Drive Cahokia, IL 62206-2497 (618)332-3718 Ms. Gloria Perry	7.4%	92.3%	0.3%	0.0%	0.0%	0.0%	93.6%
Maplewood Elementary School	600 Jerome Lane Cahokia, IL 62206-2051 (618)332-3709 Ms. Vicki White	16.9%	82.7%	0.0%	0.4%	0.0%	0.0%	86.7%
Webster Elementary School	108 Church Street Collinsville, IL 62234 (618)346-6301 Ms. Carmen Loemker	73.3%	17.2%	6.0%	0.2%	0.2%	3.1%	62.8%
Union Elementary School	20 South 27th Street Belleville, IL 62226 (618)233-4132 Ms. Lori Taylor	44.1%	46.1%	2.5%	1.0%	0.3%	6.1%	61.3%
West Elementary School	1513 State Street Alton, IL 62002-3499 (618)463-2134 Ms. Cara Lytle	66.8%	25.4%	1.2%	1.2%	0.2%	5.3%	57.4%
West Jr. High School	840 Royal Heights Road Belleville, IL 62226-5798 (618)234-8200 Mrs. Pam Knobloch	41.6%	48.2%	2.5%	0.6%	0.3%	6.9%	51.8%
Woodland Elementary School	59 S. State Route 157 Edwardsville, IL 62025-1498 (618)692-8791 Ms. Tara Fox	81.9%	10.5%	0.7%	4.1%	0.0%	2.8%	17.0%

Partner Schools Special Education

School Name	Contact Information	White	Black	Hisp	Asian	N Am	Multi	Poverty
Belle Valley School South	1901 Mascoutah Road Belleville, IL 62220-3699 (618)234-7723 Dr. Tammy Leib	40.9%	45.5%	2.1%	1.6%	0.5%	9.4%	49.2%
Illini Elementary School	21 Circle Drive Fairview Heights, IL 62208 (618)398-5552 Mr. Travis Klein	52.9%	33.6%	2.9%	2.3%	0.0%	8.3%	0.0%
Kreitner Elementary School	9000 College Street Collinsville, IL 62234-1701 (618)346-6213 Mrs. Vicki Reulecke	37.0%	0.5%	60.8%	0.0%	0.0%	1.6%	92.1%
Lebanon Elementary School	102 W. Schuetz Lebanon, IL 62254-1562 (618)537-4553 Dr. Karen Buehler	74.8%	18.8%	0.8%	0.0%	0.0%	5.6%	30.5%
Mascoutah High School	1313 W. Main Street Mascoutah, IL 62258 (618)566-8523 Mrs. Sandy Jouglard	77.5%	8.8%	3.3%	1.6%	0.1%	8.6%	11.3%
Renfro Elementary School	311 Camelot Drive Collinsville, IL 62234 (618)346-6265 Mr. John Griffith	76.9%	12.4%	6.0%	0.8%	0.3%	3.5%	45.1%
Summit Elementary School	408 Willoughby Lane Collinsville, IL 62234-3742 (618)346-6221 Mr. Dave Stroot	64.1%	16.2%	10.3%	0.9%	0.0%	8.5%	58.1%
Twin Echo Elementary School	1937 Morrison Avenue Collinsville, IL 62234-1515 (618)346-6228 Dr. Julie Haake	63.7%	24.2%	6.5%	0.4%	0.0%	5.2%	58.1%
West Elementary School	1513 State Street Alton, IL 62202-3499 (618)463-2134 Ms. Cara Lytle	66.8%	25.4%	1.2%	1.2%	0.2%	5.3%	57.4%
Woodland Elementary School	59 S. State Route 157 Edwardsville, IL 62025 (618)692-8791 Ms. Tara Fox	81.9%	10.5%	0.7%	4.1%	0.0%	2.8%	17.0%

Elementary Education Program Handbook

Department of Curriculum & Instruction

Southern Illinois University Edwardsville

Overview

The two year Elementary Education program prepares teachers to be certified for grades K-9 in Illinois as part of a four year degree in Elementary Education. The program structure provides candidates with rich experiences in diverse local public schools concurrently with thorough university course work, all supported in a closely supervised cohort system. Together these program elements enable teacher candidates to develop the expertise and confidence to create classroom environments in which children and adolescents can learn and thrive. The extensive and well structured public school experiences in preparation for student teaching contribute to the program's reputation for providing the region with high quality teachers who are *Inquirer Professionals*, embodying the School of Education's conceptual framework for all educators. The elementary education program is approved by the state of Illinois and fully accredited by the National Council for the Accreditation of Teacher Education.

For general inquiries, please contact: Dr. Ann Taylor, Elementary Education Program Director
FH 1133 618.650.3446 ataylor@siue.edu

For advisement information, please contact:

Lorrie Stricklin (Advisor for students with last names beginning with A-K)

Lisa Hempen (Advisor for students with last names beginning with L-Z)

Office of Clinical Experiences, Certification, and Advisement (OCECA)

Founders Hall, room 1110, 618.650.3940

B.S. in Elementary Education (Grades K-9)		
General Education	Professional Education	Elementary Education Major
Skills (15) English, Speech, Technology, & Philosophy Fine Arts & Humanities (6) Interdisciplinary Studies (3) Science & Math (15) Social Sciences (12) Health & PE (3) Academic Emphasis (18) English, Mathematics, Science, or Social Studies	Introduction to Education (2) Foundations of Education in a Multicultural Society (3) Educational Psychology (3) Exceptional Child (3) Speech Communications (3) Child Psychology (3) Art Foundations in Elementary Education (3) Strategies for Elementary Physical Education (3)	Elementary/Middle Field Experiences (3 x 1) Literature at Elementary & Middle Levels (3) Literacy at Elementary & Middle Levels (3) Literacy Assessment & Instruction (3) Language Arts Elementary & Middle Level (3) Mathematics at Elementary & Middle Levels (3) Science at Elementary & Middle Level (3) Social Studies at Elementary & Middle Levels (3) Middle & Junior High School (3) Student Teaching & Seminar (10+2)

Teachers in elementary grades must be prepared to teach all students in all subject areas. Freshman at SIUE focus on general education courses that expand knowledge of the subject areas they will teach children. In addition to general education courses, students take additional courses in an area of emphasis (English, mathematics, science, or social studies) for middle school certification. During their sophomore years, students begin to take professional education courses to develop a broad understanding of children, the field of education and life in schools and make their formal application for program admission. During the last two years at SIUE, after admission as teacher candidates in the elementary education major, engage in full-time study of teaching.

Admission to Elementary Education

To be considered for admission to the Elementary Education program, a student must:

- Declare Elementary Education through Undergraduate Academic Advisement.
- Complete 42 semester hours of courses.
- Obtain a cumulative G.P.A. of 2.5 or higher and be in "good standing" status at SIUE.
- Pass the Illinois Certification Testing System – Test of Basic Skills (<http://www.icts.nesinc.com>)
- Pass CI 200, Introduction to Education (or equivalent), with a "C" or better.
- Complete the five skills courses with a "C" or better.
- Have transcripts evaluated by an advisor in O.C.E.C.A. to verify that all requirements have been met.
- Apply to the Elementary Education program on or before the published deadline.

Note: Meeting minimum requirements for admission to the Elementary Education program does not guarantee acceptance. Frequently there are more applicants than there are openings.

To apply to the Elementary Education program, a student must:

- Complete the application form for the Elementary Education program early in the spring semester.
- Submit the application to the OCECA office by the published deadline.

Program Structure

Teacher candidates learn about teaching through their own experiences and inquiries in public school classrooms, working alongside experienced co-operating teachers and under the supervision of a university faculty member. In three semesters of public school placements prior to student teaching candidates move from initial short one-on-one interactions with pupils, to teaching short sequences of lessons to whole classes. Related and concurrent campus course work with experienced faculty provides ideas, questions, explanations, discussions and research to enrich and extend the weekly time in schools.

Course assignments provide essential perspectives and challenges to candidates' growing intellectual understanding of their new profession. A particular focus of methods courses and a special feature of the program are repeated "lesson study" assignments in which candidates work

together to research, plan and teach a lesson in school, and then spend time studying, discussing and learning together from their observations of the pupil's responses during the lesson. Engaging in a "lesson study" process throughout methods courses provides a consistent vehicle through which teacher candidates learn to reflect on teaching and learning, enabling them to clearly articulate the theoretical framework that drives their decisions. The "lesson study" process helps shift teacher candidates' view from a focus on teaching to a focus on student learning as they inquire about the larger processes of a teacher's professional life:

- a) Setting long- and short-term goals for student learning based on an understanding of diverse students' academic, social, and developmental needs.
- b) Developing knowledge of curriculum related to each discipline.
- c) Planning instruction with multiple teaching strategies, using the knowledge of how diverse students learn the content specific to the lesson, and the benchmarks prescribed by nation and state standards.
- d) Using multiple assessments of students' understanding prior to, during, and after teaching, including reviewing student work samples to monitor student progress, identifying misconceptions and error patterns, proposing interventions and modification to address and increase student achievement.
- e) Understanding how effective curriculum planning, teaching, and assessment results in increased student motivation and improves classroom management and the learning environment in general.
- f) Articulating and sharing ideas with colleagues through creating a collaborative, professional team culture.

The Elementary Education major begins each fall for students with junior or higher status when they are placed in four cohorts with 30 students in each. The program provides experiences in rural, urban and metropolitan schools at multiple grade levels (primary, intermediate, and middle school). Schools are selected to partner with SIUE based on a number of criteria including: school demographics, quality of learning experiences afforded SIUE candidates, availability of qualified mentor teachers, school location, etc.

Elementary Education Major	
Year One	
Field Experience: Fall & Spring Semesters 3 10-week rotations, one full day per week Rural, Urban, & Metropolitan School - Primary, Intermediate, Middle Level Classroom Management Seminars Related Coursework: (2 courses each semester while completing content courses) Children's Literature & Literacy Methods – or – Math Methods & Science Methods	
Year Two	
Fall Semester Field Experience: Two full days per week Classroom Management Seminars Related Coursework: Literacy Assessment Language Arts Methods Social Studies Methods Middle Level Curriculum (prior to student teaching)	Spring Semester Field Experience: Five full days per week for 16 weeks Assumes Fulltime Responsibility Related Coursework: Large Group Seminars Small Group Seminars Professional Inquiry Teams

Year One Field Experiences

Teacher candidates, typically juniors, are in school placements all day on either Tuesday or Thursday depending on their section assignment, and on campus studying in methods classes (math, science, literacy, children's literature) for the other full day. Candidates' area of content emphasis is taken into consideration when making middle school placements.

After ten weeks in the field, candidates rotate to a new placement. Cooperating teachers receive notification about specific dates from their partnership supervisor. The second rotation is split between the fall and spring semesters, so candidates return to their Rotation 2 placement in January. By the end of the third and final ten-week placement candidates have had experiences in three different grade levels and three different schools. During each placement, candidates work with individuals and small groups, as well as have opportunities to teach lessons to the class. By rotation 3 all candidate will be involved in teaching the whole class. In addition, candidates will have completed two “lesson study” experiences with other candidates from their cohort.

Formal evaluation of their performance is an on-going part of the program. Formal field evaluation forms are completed by the cooperating teacher for each candidate at the end of their 10 week field rotation. The cooperating teachers and supervisors review these evaluations with

the candidates and at the end of each semester the supervisors complete an additional formal evaluation form which provides a grade to each candidate for their field performance.

Year Two Field Experiences

Fall Semester

Candidates return as seniors to one of their previous three schools for two full days per week (Tuesday and Thursday) while they continue to study literacy, language arts, and social studies on campus. Through teaching lessons to whole groups on a regular basis, and learning to work to adapt to the needs of all their students, they deepen their knowledge and extend their skills in preparation for their final student teaching experience. By the end of the Fall semester candidates planning and teaching a sequence of lessons that are the equivalent of about a half-day. Candidates complete a “lesson study” with a small group of other members of their cohort.

Formal evaluations continue as performance requirements increase and formal evaluation forms are completed by the cooperating teacher and supervisor at the end of their semester long field experience, based on the observed performance of the candidates. These forms are reviewed by all parties and if the candidate has successfully met the program performance requirements, including passing the Illinois Elementary/Middle level Content Test (see catalog), the candidate is eligible to advance to student teaching.

Teacher candidates are required to be at their placement from the first week of the university fall semester through until SIUE finals week. Candidates attend four full day classroom management seminars on campus and therefore miss four days of field placements; these dates will be communicated to cooperating teachers and administrators by the partnership supervisors.

Spring Semester - Student Teaching

Student teaching has long been the culminating experience in teacher preparation, and SIUE's candidates arrive at this point in their program with three semesters of deep preparation behind them. Candidates student teach in the same school in which they participated during semester three. Student teachers are in schools five full days a week, gradually taking over full-time responsibilities as a teacher. Thus, candidates continue to increase the amount of teaching and planning they do in the classroom until are able to launch themselves confidently into several weeks of continuous Full Time Teaching Experience where they are fully responsible for the students and instruction, under supervision of cooperating teacher, for three to five weeks. The dates for the Full Time Teaching Experience are planned by the cooperating teacher, the SIUE supervisor, and the candidate.

Student teaching runs from the Monday of the first week of the university spring semester until the week before finals week of the university calendar; candidates follow their individual school's calendar for all holidays. Teacher candidates return to campus for Student Teaching Seminars, cooperating teachers will be notified of these dates by their partnership supervisor.

Candidate's performance during student teaching is evaluated throughout the semester by formal observations of teaching by the supervisor and cooperating teacher, who both provide formal feedback to the candidate. In addition, cooperating teachers and supervisors complete end of

semester evaluations forms (Unit Student Teaching Evaluation and Program Student Teaching Evaluation).

Successful completion of all program requirements results in a Type 03 teaching certificate with an area of middle school endorsement corresponding to their SIUE emphasis area.

Closely Supervised School Placements

Each partnership section is supervised by one faculty member, who takes on the responsibility of guiding their group through the two years of increasingly complex field experiences. The SIUE supervisor provides supervision, informal and formal evaluation, information and support in the completion of the program. Questions, comments, and concerns about teacher candidate's performance are discussed with the partnership supervisor, faculty, and if necessary, the Program Director. Concerns about candidate's performance may range from identifying areas in need of further development during the program (Disposition Support Form) to documenting concerns about aspects of performance which may eventually result in the candidates exiting the program (Disposition Alert Form). Formal evaluations are completed at the end of each rotation and SIUE semester.

To prepare teacher candidates for their first field placement, university faculty meet with all new teacher candidates the first week of the university fall semester and dialogue about professionalism, the responsibilities of teacher candidates when they are in the classroom, and the elementary education coursework. There are clear Professional Expectations for behavior of SIUE Elementary Teacher Candidates in all their school placements. Additional requirements are listed in appropriate course syllabi (CI 311, CI 312, and CI 411). Student teachers are in schools five full days a week, gradually taking over full-time responsibilities as a teacher. Supervisors make regular visits to the candidates in their placements and talk with cooperating teachers about their progress. Thus supervisors act as important liaisons between the field and the university, ensuring consistent and quality performance is achieved by candidates.

Evaluation System

Expectations for the academic and professional performance of candidates in schools are shared during the program.

Professional Expectations of Teacher Candidates at Partnership Sites

Because SIUE teacher candidates complete much of their professional experiences in schools, it is essential for teacher candidates to understand and comply with the expectations that will be held for them by University faculty, teachers, and partner school administrators. While participating with partner schools, SIUE teacher candidates are considered as professionals-in-training, with responsibilities very similar to their cooperating s, the public school teachers. As co-instructors, cooperating teachers have the responsibility, in conjunction with University faculty, to supervise and evaluate the performance of teacher candidates assigned to them.

Regular attendance and punctuality are absolutely imperative. It is the teacher candidate's professional responsibility to attend every day and to be there on time, which means, at the same time, or before, teachers report to the building. Absences are to be avoided; if there is a

sufficiently serious reason to be absent, the teacher candidate must inform both the cooperating teacher and their partnership supervisor. Unexcused absences or repeated tardiness are not acceptable during the two-year program. The cooperating teachers will provide teacher candidates with information on how to inform the school of their absence.

Teacher candidates are expected to observe standard professional ethics throughout all program experiences, such as confidentiality of information about students and appropriate conduct with students, colleagues, and cooperating teachers. It is the teacher candidate's responsibility to follow the cooperating teacher's policies and practices for maintaining order and discipline. Teacher candidates must also comply with the school norms pertaining to dress and behavior.

In addition to completing assignments in connection with courses, the teacher candidate is responsible for carrying out both instructional and non-instructional tasks assigned by the cooperating teacher whenever possible. Instructional assignments can include individual tutoring, small group teaching, team teaching with the cooperating teacher, or leading a special project. Non-instructional tasks include, but are not limited to, assisting in playground and cafeteria supervision, grading and filing papers, and supervision of a planned recess activity. It is important to keep in mind that teacher candidates are part of the classroom team and should participate fully in the activities of the partner classroom and school.

Faculty members and partner school personnel expect that the primary commitment of every teacher candidate be to the instruction of the children in their classrooms and to their own on-going professional development. It is the teacher candidate's responsibility to reduce other commitments to a minimum, including employment. Successful performance in this program demands on long hours of preparation, for both course and teaching experiences. Teacher candidates who are unwilling or unable to invest the amount of time and effort that is demanded are encouraged to consider pursuing programs other than teacher education.

Teacher candidates are discouraged from taking an overload during their professional sequence. However, under unusual circumstances an overload may be attempted, but only with prior written approval of the Director of Elementary Education.

Professionalism Dispositions

Attendance, tardiness, and dispositions will be monitored throughout the program and failure to maintain professional standards in these areas could result in a reduction to the relevant final course grades and/or removal from the program. Candidates' professional dispositions and performance are assessed through multiple informal and formal processes during the program.

Dispositions Support - The teacher candidate, supervisor, cooperating teacher, and or a faculty member may use the Dispositions Support Form to identify an area of concern that is impeding the development of the candidate's professional progress. The intent of the process is to support and/or advise the candidate so that the disposition/situation improves. This form is to be used as an aid to plan how to adapt and/or develop the candidate's teaching or academic performance. Problem-solving suitable to the situation should take place between the appropriate individuals (usually the program director, faculty member, partnership supervisor and/or the cooperating teacher) and the candidate in a formal meeting. Appropriate responses may include, but are not

limited to: visiting campus support services (writing center, counseling services, etc.), changing behavior, writing and/or reflecting on the incident, etc.

The procedures for completing the Dispositions Support Form are:

1. Share the completed form with the teacher candidate. Have the candidate sign the form indicating he or she has seen the form.
2. Retain the original and give a copy to the candidate, to the program director, and to the candidate's partnership supervisor.

If a teacher candidate receives TWO Dispositions Support Forms or the response to the first form is unsuitable, a meeting may be scheduled with the appropriate individuals (usually, partnership supervisor, program director, and faculty if involved) and the candidate to further discuss the situation.

Dispositions Alert - A Dispositions Alert Form is initiated if a candidate's professional disposition or performance causes immediate and serious concern such that the teacher candidate may not successfully complete the program and/or that the teacher candidate may be unable to meet the performance requirements for the teaching profession. The Dispositions Alert Form alerts and advises the candidate of the areas of extreme weakness or persistent concern which may jeopardize his/her ability to complete the program. This form usually accompanies a meeting with the supervisor, cooperating teacher, faculty member, program director. The severity of the issue documented on Disposition Alert Form may result in immediate removal from the program.

The person who completes the form and the program director (or designee) must discuss the area(s) of concern with the candidate, suggesting methods for improvement and/or other courses of action. Notes on this discussion will be added to the form and signed by the candidate. A copy of the completed form will be given to the program director, the teacher candidate, Associate Dean, and OCECA Director. Further discussions with the candidate will take place if deemed warranted by the program director. The Dispositions Alert Form will be placed in the candidate's file. Upon completion of a Dispositions Alert Form, the teacher candidate may request a hearing with the Chair of the Department. If the candidate feels the assessment is inaccurate or unfairly administered the candidate may appeal to the Associate Dean. After a meeting with the Associate Dean the candidate has the right to file a grievance.

Students are cautioned to reserve ample time in their schedules to meet course requirements. The faculty expects that professional preparation is the highest priority of all students in teacher education. The coursework demands a good deal of time outside of class, not only for reading and writing assignments, but also for assignments in public school classrooms during daytime hours. Candidates must participate in school settings, and submit written analyses of their activities. These activities, plus other course requirements, require a time and energy commitment well beyond that of many academic courses.

Elementary Program Disposition Support Form

Name of Teacher Candidate _____ Date _____

BID: _____ Section Number _____ Year of Graduation _____

Partnership Supervisor _____

Name of Person Completing Form _____ Role/Job _____

1. Please state the area that the teacher candidate needs support in:
2. Please describe the evidence or incident(s) that indicated to you that the teacher candidate needs support. Provide dates where appropriate.
3. Please record any suggestion or plan for addressing the area in need of support. *(This may be completed later if further investigation is necessary)*

My signature indicates that I have read this form. It does not indicate that I agree.

(Teacher Candidate signature) _____

(Signature of faculty/staff member) _____

A copy of this form will be forwarded to the Elementary Program Director, your Partnership Supervisor, and appropriate other faculty and/or cooperating teachers.

DISPOSITIONS ALERT FORM SCHOOL OF EDUCATION

Initiator of form _____ Date _____
Position (check one): Faculty Member__ Supervisor__ Cooperating Teacher__ Advisor__
Other (Describe)_____

Teacher Candidate _____

Candidate's Certification Program____Elementary Education _____

Course or Field Experience_____

Disposition: Candidate values theory and research.

Nature of Concern:

Recommendation:

Disposition: Candidate believes all children can learn through the application of appropriate instructional processes.

Nature of Concern:

Recommendation:

Disposition: Candidate takes a critical perspective of the context of schools.

Nature of Concern:

Recommendation:

(Over)

Disposition: Candidate respects the diversity of all learners, colleagues, parents, and members of the wider community.

Nature of Concern:

Recommendation:

Disposition: Candidate values appropriate interpersonal relationships.

Nature of Concern:

Recommendation:

Disposition: Candidate has a sense of professional responsibility and values life-long learning.

Nature of Concern:

Recommendation:

The person who initiated this form has discussed his/her concern(s) with me.

Candidate's signature _____

Cc: Program Director

Associate Dean

Director of Office of Clinical Experience, Certification and Advisement

Adopted 4/04

Revised 8/31/06

SIUE Department of Curriculum & Instruction CI 311 & 312 – Field Experiences One & Two – Elementary Education Cooperating Teacher Final Evaluation		Directions for Cooperating Teachers: Please complete the evaluation as an <u>overall assessment</u> of the candidate's knowledge, skills, and dispositions during the placement. Teacher candidates in CI 311 and 312 are not yet expected to demonstrate the competencies required of a beginning teacher. They should, however, attempt to demonstrate the standard, but will probably do so in limited ways (rating of 1). Please provide support for ratings, other than 1, in each comment section. Upon completion of the evaluation, please have a conference with the candidate to provide feedback on the his/her initial development as a teacher. At that conference, the candidate should sign the last page of the evaluation. Please return the signed evaluation to the SIUE supervisor.
Candidate: _____	ID: _____	
Cooperating Teacher: _____	Section: _____	
School: _____	Date of Evaluation: _____	
SIUE Supervisor: _____	Rotation: 1___ 2___ 3___	
Rural ___ Urban ___ Metropolitan ___	Grade Level _____	

Evaluate the overall performance of candidate using the following ratings:

Not Applicable (NA)	Not Yet Evident (0)	Initial Development (1)	Developing Competence (2)
The teacher candidate currently does not have the opportunity to demonstrate the standard.	The teacher candidate fails to demonstrate the standard.	The teacher candidate attempts to demonstrate the standard, but does so in limited or inconsistent way, and frequently needs prompting to apply the standard.	The teacher candidate demonstrates the standard with some competence, but needs some prompting to apply the standard.

Professionalism	Not Applicable (NA)	Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)
Follows codes of professional conduct and Promotes and maintains a high level of integrity in the practice of the profession. (11J, 11Q)				
Demonstrates knowledge of current legal directives (11J, 11R, 11S)				
Follows school policy and procedures when working with students, colleagues, and families. (5I, 11K)				
Uses a variety of modes (verbal, nonverbal, and written) to effectively communicate with students, other professionals, and parent/guardians. (7I)				
Continuously seeks to improve professional practices through reflection, evaluation and revision. (10E, 10I)				

Professionalism (continued)	Not Applicable (NA)	Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)
Collaborates with other professionals to support his/her own development as a learner and a teacher. (10F, 10G, 10H, 10M)				
Collaborates with other professionals to enhance student success (such as co-planning, co-teaching. (9H, 9J, 9T)				
Participates in the school learning community in ways that respect individual differences among students, colleagues, and parents/guardians. (3G, 7J, 9I)				
Develops relationships with parents/guardians to acquire an understanding of students' lives outside of school to promote student learning and well-being. (9J, 9K, 9L, 9O, 9Q)				

Support for Ratings: Please state specific reasons for ratings of 0 or 2.

Learning Environment	Not Applicable (NA)	Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)
Uses effective behavior management techniques to create a functioning learning community (such as students assuming responsibility for themselves, showing mutual respect, participating in decision making, working collaboratively and independently, and engaging in purposeful learning activities). (5L, 5K, 5N, 5O)				
Uses a variety of approaches to promote positive social interactions among all students, including students with disabilities. (5Q, 5R)				
Organizes, allocates, and manages time, materials, and physical space to create expectations for behavior to achieve classroom goals. (5J, 5M, 5P)				

Support for Ratings:

Curriculum	Not Applicable (NA)	Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)
Uses the scope and sequence of the curriculum, including Illinois Learning Standards, to create short and long range plans to achieve appropriate expectations for student learning. (4I, 4J, 4K)				
Has sufficient knowledge of subject matter to appropriately plan for instruction, including the knowledge to anticipate and adjust for common misconceptions that impede student learning. (1A, 1J)				
<ul style="list-style-type: none"> • Reading/Language Arts 				
<ul style="list-style-type: none"> • Mathematics 				
<ul style="list-style-type: none"> • Science & Health 				
<ul style="list-style-type: none"> • Social Studies 				
<ul style="list-style-type: none"> • The Arts (Music, Art, Theater, etc) 				
<ul style="list-style-type: none"> • Physical Education 				
Develops curriculum that demonstrates an interconnection between subject areas that will reflect life and career experiences. (1L, 4O, 6L)				
Uses knowledge of students to create and/or select learning experiences that are appropriate to the subject area, curriculum goals, and principles of effective instruction (such as stages of development, strengths and needs, learning styles, families, cultures, and communities.) (3I, 3L, 4L, 4M, 4P, 4S)				
Uses teaching resources and curriculum materials, including technology, that are comprehensive, accurate, and useful for representing particular ideas and concepts in a subject area. (1F, 1I, 4Q)				

Support for Ratings:

Instruction	Not Applicable (NA)	Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)
Engages students in learning experiences that introduce and reinforce concepts at different levels of complexity so that they are meaningful to all students and help them make connections to other subject areas and to life. (1G, 1L, 1K, 2I, 4N)				
• Reading/Language Arts				
• Mathematics				
• Science & Health				
• Social Studies				
• The Arts (Music, Art, Theater, etc)				
• Physical Education				
Uses a wide range of instructional strategies, including technology, to engage students in the process of inquiry and enhance student learning. (1H, 3K, 4R, 6N)				
Activates students' prior knowledge and helps them connect new ideas to already familiar ideas and experiences. (2H)				
Adapts instruction and materials to facilitate student learning, particularly for individual students who have learning differences or needs. (3H, 6O)				

Support for Ratings:

Assessment	Not Applicable (NA)	Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)
Uses a variety of formal and informal assessments to appropriately evaluate the understanding, progress, and performance of the individual student and the class as a whole. (6P, 8J)				
Uses assessment strategies and devices which are nondiscriminatory and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. (8Q)				
Uses assessments appropriately, including technology, to diagnose student learning needs and to design, align and modify instruction. (6H, 8I, 8M, 8O, 8P)				
Involves students in self-assessment activities to help them become aware of their strengths and needs and to establish personal goals for learning. (8K)				
Maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents and colleagues. (8L)				

Support for Ratings:

Teacher Candidate _____

Date _____

Cooperating Teacher : _____

Date _____

SIUE Supervisor: _____

Date _____

**SIUE Department of Curriculum & Instruction
CI 411 – Field Experience Year 2 – Elementary Education
Cooperating Teacher Final Evaluation**

Directions for Cooperating Teachers:

Please complete the evaluation as an **overall assessment** of the candidate's knowledge, skills, and dispositions during the placement. Teacher candidates in CI 411 (Year 2) are expected to demonstrate some of the competencies required of a beginning teacher (rating of 2). Please provide support for ratings, other than 2, in each comment section.

Upon completion of the evaluation, please have a conference with the candidate to provide feedback on the his/her continuing development as a beginning teacher. At that conference, the candidate should sign the last page of the evaluation. Please return the signed evaluation to the SIUE supervisor.

Candidate: _____ **ID:** _____

Cooperating Teacher: _____ **Section:** _____

School: _____ **Date of Evaluation:** _____

SIUE Supervisor: _____ **Grade Level** _____

Evaluate the overall performance of candidate using the following ratings:

Not Applicable (NA)	Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)
The teacher candidate currently does not have the opportunity to demonstrate the standard.	The teacher candidate fails to demonstrate the standard.	The teacher candidate attempts to demonstrate the standard, but does so in limited or inconsistent way, and frequently needs prompting to apply the standard.	The teacher candidate demonstrates the standard with some competence, but needs some prompting to apply the standard.	The teacher candidate demonstrates the standard with competence and needs little or no prompting to apply the standard.

Professionalism	Not Applicable (NA)	Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)
Follows codes of professional conduct and Promotes and maintains a high level of integrity in the practice of the profession. (11J, 11Q)					
Demonstrates knowledge of current legal directives (11J, 11R, 11S)					
Follows school policy and procedures when working with students, colleagues, and families. (5I, 11K)					
Uses a variety of modes (verbal, nonverbal, and written) to effectively communicate with students, other professionals, and parent/guardians. (7I)					
Continuously seeks to improve professional practices through reflection, evaluation and revision. (10E, 10I)					

Professionalism (continued)	Not Applicable (NA)	Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)
Collaborates with other professionals to support his/her own development as a learner and a teacher. (10F, 10G, 10H, 10M)					
Collaborates with other professionals to enhance student success (such as co-planning, co-teaching. (9H, 9J, 9T)					
Participates in the school learning community in ways that respect individual differences among students, colleagues, and parents/guardians. (3G, 7J, 9I)					
Develops relationships with parents/guardians to acquire an understanding of students' lives outside of school to promote student learning and well-being. (9J, 9K, 9L, 9O, 9Q)					

Support for Ratings: Please state specific reasons for ratings of 0, 1 or 3.

Learning Environment	Not Applicable (NA)	Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)
Uses effective behavior management techniques to create a functioning learning community (such as students assuming responsibility for themselves, showing mutual respect, participating in decision making, working collaboratively and independently, and engaging in purposeful learning activities). (5L, 5K, 5N, 5O)					
Uses a variety of approaches to promote positive social interactions among all students, including students with disabilities. (5Q, 5R)					
Organizes, allocates, and manages time, materials, and physical space to create expectations for behavior to achieve classroom goals. (5J, 5M, 5P)					

Support for Ratings: Please state specific reasons for ratings of 0, 1 or 3.

Curriculum	Not Applicable (NA)	Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)
Uses the scope and sequence of the curriculum, including Illinois Learning Standards, to create short and long range plans to achieve appropriate expectations for student learning. (4I, 4J, 4K)					
Has sufficient knowledge of subject matter to appropriately plan for instruction, including the knowledge to anticipate and adjust for common misconceptions that impede student learning. (1A, 1J)					
<ul style="list-style-type: none"> • Reading/Language Arts 					
<ul style="list-style-type: none"> • Mathematics 					
<ul style="list-style-type: none"> • Science & Health 					
<ul style="list-style-type: none"> • Social Studies 					
<ul style="list-style-type: none"> • The Arts (Music, Art, Theater, etc) 					
<ul style="list-style-type: none"> • Physical Education 					
Develops curriculum that demonstrates an interconnection between subject areas that will reflect life and career experiences. (1L, 4O, 6L)					
Uses knowledge of students to create and/or select learning experiences that are appropriate to the subject area, curriculum goals, and principles of effective instruction (such as stages of development, strengths and needs, learning styles, families, cultures, and communities.) (3I, 3L, 4L, 4M, 4P, 4S)					
Uses teaching resources and curriculum materials, including technology, that are comprehensive, accurate, and useful for representing particular ideas and concepts in a subject area. (1F, 1I, 4Q)					

Support for Ratings: Please state specific reasons for ratings of 0, 1 or 3.

Instruction		Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)
Engages students in learning experiences that introduce and reinforce concepts at different levels of complexity so that they are meaningful to all students and help them make connections to other subject areas and to life. (1G, 1L, 1K, 2I, 4N)					
• Reading/Language Arts					
• Mathematics					
• Science & Health					
• Social Studies					
• The Arts (Music, Art, Theater, etc)					
• Physical Education					
Uses a wide range of instructional strategies, including technology, to engage students in the process of inquiry and enhance student learning. (1H, 3K, 4R, 6N)					
Activates students' prior knowledge and helps them connect new ideas to already familiar ideas and experiences. (2H)					
Adapts instruction and materials to facilitate student learning, particularly for individual students who have learning differences or needs. (3H, 6O)					

Support for Ratings: Please state specific reasons for ratings of 0, 1 or 3.

Assessment	Not Applicable (NA)	Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)
Uses a variety of formal and informal assessments to appropriately evaluate the understanding, progress, and performance of the individual student and the class as a whole. (6P, 8J)					
Uses assessment strategies and devices which are nondiscriminatory and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. (8Q)					
Uses assessments appropriately, including technology, to diagnose student learning needs and to design, align and modify instruction. (6H, 8I, 8M, 8O, 8P)					
Involves students in self-assessment activities to help them become aware of their strengths and needs and to establish personal goals for learning. (8K)					
Maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents and colleagues. (8L)					

Support for Ratings: Please state specific reasons for ratings of 0, 1 or 3.

Teacher Candidate _____

Date _____

Cooperating Teacher : _____

Date _____

SIUE Supervisor: _____

Date _____

SIUE Department of Curriculum & Instruction
CI 451A – Student Teaching – Elementary Education

Candidate: _____

BANNER ID: _____

Cooperating Teacher: _____ **Section:** _____ **SIUE Supervisor:** _____

School: _____ **Grade Level/Classroom** _____ **Date of Evaluation:** _____

Directions for Cooperating Teachers: Please complete this first part of the evaluation as an overall assessment of the teacher candidate's dispositions. Use the ratings below to indicate the competency level of your teacher candidate.

Not Applicable (N/A)	Not Evident (0)	Initial Development (1)	Beginning to Develop Competence (2)	Competence of a Beginning Teacher (3)	Outstanding Development for a Beginning Teacher (4)
The teacher candidate currently does not have the opportunity to demonstrate the standard.	The teacher candidate fails to demonstrate the standard.	The teacher candidate attempts to demonstrate the standard, but does so in limited or inconsistent way, and frequently needs prompting to apply the standard.	The teacher candidate demonstrates the standard with some competence, but needs some prompting to apply the standard.	The teacher candidate demonstrates the standard with competence and needs little or no prompting to apply the standard.	The teacher candidate demonstrates the standard consistently, skillfully and with no prompting.

Dispositions	Not Applicable (N/A)	Not Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)	Outstanding Development (4)
1. Values appropriate interpersonal relationships (D16)						
2. Participates actively and appropriately in the classroom environment (D8)						
3. Accepts differences of opinion and is open to new ideas (D13)						
4. Communicates effectively with different audiences (D12)						
5. Provides and accepts feedback and constructive criticism (D18)						

Dispositions	Not Applicable (N/A)	Not Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)	Outstanding Development (4)
6. Remains respectful and professional in difficult situations (D14)						
7. Treats others equitably and fairly and demonstrates empathy for the feelings of others (D15,D20)						
8. A sense of professional responsibility is evident (D21)						
9. Meets obligations and deadlines and high personal standards are evident in work (D22, D24)						
10. Is able to take the initiative and demonstrates some creativity (D25)						
11. Speech is articulate and models correct grammar (D26)						
12. Works and learns independently (D27)						
13. Demonstrates capacity for leadership (D9)						

Additional Comments:

Directions for Cooperating Teachers: Please complete this portion of the evaluation as an overall assessment of the teacher candidate's knowledge and skills in the areas of **Professionalism, Learning Environments, Curriculum, Instruction** and **Assessment**. Student teachers are expected to demonstrate the competencies required of a developing/beginning teacher (rating 2 or 3) in these areas. Ratings for each standard, other than 2 or 3, should be supported with specific examples. Space for these comments follows each section.

Not Applicable (N/A)	Not Evident (0)	Initial Development (1)	Beginning to Develop Competence (2)	Competence of a Beginning Teacher (3)	Outstanding Development for a Beginning Teacher (4)
The teacher candidate currently does not have the opportunity to demonstrate the standard.	The teacher candidate fails to demonstrate the standard.	The teacher candidate attempts to demonstrate the standard, but does so in limited or inconsistent way, and frequently needs prompting to apply the standard.	The teacher candidate demonstrates the standard with some competence, but needs some prompting to apply the standard.	The teacher candidate demonstrates the standard with competence and needs little or no prompting to apply the standard.	The teacher candidate demonstrates the standard consistently, skillfully and with no prompting.

Professionalism	Not Applicable (N/A)	Not Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)	Outstanding Development (4)
Follows school policy and procedures when working with students, colleagues, and families. (5I, 11K)						
Continuously seeks to improve professional practices through reflection, evaluation and revision. (10E, 10I)						
Collaborates with other professionals to support his/her own development as a learner and a teacher. (10F, 10G, 10H, 10M)						
Participates in the school learning community in ways that respect individual differences among students, colleagues, and parents/guardians. (3G, 7J, 9I, 3N, 11O, 11P)						
Develops relationships with parents/guardians to acquire an understanding of students' lives outside of school to promote student learning and well-being. (9J, 9K, 9L, 9O, 9Q)						

Evidence for Ratings: Please state specific reasons for ratings of 0, 1 or 4.

Curriculum	Not Applicable (N/A)	Not Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)	Outstanding Development (4)
Uses the scope and sequence of the curriculum, including Illinois Learning Standards, to create short and long range plans to achieve appropriate expectations for student learning. (4I, 4J, 4K)						
Has sufficient knowledge of subject matter to appropriately plan for instruction, including the knowledge to anticipate and adjust for common misconceptions that impede student learning. (1A, 1J)						
<ul style="list-style-type: none"> • Reading/Language Arts 						
<ul style="list-style-type: none"> • Mathematics 						
<ul style="list-style-type: none"> • Science 						
<ul style="list-style-type: none"> • Social Studies 						
<ul style="list-style-type: none"> • The Arts (Music, Art, Theater, etc) 						
<ul style="list-style-type: none"> • Physical Education & Health 						
Able to integrate different content areas and demonstrate relevance to real world situations. (1L, 4O, 6L)						
Uses knowledge of students to create and/or select learning experiences that are appropriate to the subject area, curriculum goals, and principles of effective instruction (such as stages of development, strengths and needs, learning styles, families, cultures, and communities.) (3I, 3L, 4L, 4M, 4P, 4S)						
Uses teaching resources and curriculum materials, including technology, that are comprehensive, accurate, and useful for representing particular ideas and concepts in a subject area. (1F, 1I, 4Q)						

Evidence for Ratings: Please state specific reasons for ratings of 0, 1 or 4.

Instruction	Not Applicable (N/A)	Not Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)	Outstanding Development (4)
Engages students in learning experiences that introduce and reinforce concepts at different levels of complexity so that they are meaningful to all students and help them make connections to other subject areas and to life. (1G, 1L, 1K, 2I, 4N)						
• Reading/Language Arts						
• Mathematics						
• Science						
• Social Studies						
• The Arts (Music, Art, Theater, etc)						
• Physical Education & Health						
Uses a wide range of instructional strategies and technologies to engage students in the process of inquiry and enhance student learning. (1H, 3K, 4R, 6N)						
Activates students' prior knowledge and helps them connect new ideas to already familiar ideas and experiences. (2H)						
Adapts instruction and materials to provide appropriate accommodations for the individual needs of each student. (3H, 6O)						

Evidence for Ratings: Please state specific reasons for ratings of 0, 1 or 4.

Learning Environments	Not Applicable (N/A)	Not Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)	Outstanding Development (4)
Uses effective behavior management techniques to create a functioning learning community (such as students assuming responsibility for themselves, showing mutual respect, participating in decision making, working collaboratively and independently, and engaging in purposeful learning activities). (5L, 5K, 5N, 5O)						
Uses a variety of approaches to promote positive social interactions among all students, including students with disabilities. (5Q, 5R)						
Demonstrates organizational and management skills essential to effective instructional environment. (5J, 5M, 5P)						

Evidence for Ratings: Please state specific reasons for ratings of 0, 1 or 4.

Assessment	Not Applicable (N/A)	Not Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)	Outstanding Development (4)
Uses a variety of formal and informal assessments to appropriately evaluate the understanding, progress, and performance of the individual student and the class as a whole. (6P, 8J)						
Is able to adjust assessment strategies and devices to accommodate variations in learners. (8Q)						
Uses assessments appropriately, including technology (when available), to diagnose student learning needs; design, align and modify instruction. (6H, 8I, 8M, 8O, 8P)						
Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning. (8K)						
Maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents and colleagues. (8L)						

Evidence for Ratings: Please state specific reasons for ratings of 0, 1 or 4.

Student Teacher: _____

Date _____

Cooperating Teacher: _____

Date _____

SIUE Supervisor: _____

Date _____

Undergraduate Special Education Handbook

Southern Illinois University Edwardsville



Revised Fall, 2008

*Although every attempt has been made to ensure the accuracy of this document,
check with the Program Director or Advisor for the latest information.*

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I.

CONCEPTUAL FRAMEWORK

GUIDING

TEACHER PREPARATION

IN

THE DEPARTMENT

OF

SPECIAL EDUCATION

I. The Department of Special Education

Introduction

The Special Education Program is the academic unit within the School of Education responsible for preparing teachers to work in special education grades K-12. Through this program, students qualify for the Bachelor of Science Degree in Education and for state teacher certification in special education.

The program is committed to open and wide-ranging inquiry of the phenomena that surround schooling, teaching, learning, and living. This spirit of inquiry embraces differing interpretations of the meaning of these complex phenomena. Educational practitioners can disagree about issues. We believe it is essential that the conflicts to which open inquiry inevitably lead take place in an environment that stresses professionalism.

Professionalism gives inquiry a sense of direction. Questioning and only questioning is not enough. Reflection is not enough. Educators at some point must act on the best available evidence at the time. Action may in turn lead to further inquiry, which may then result in a modification of action the next time around. Action and inquiry are ongoing processes.

Teacher candidates will be presented with points of views that sometimes conflict. This is to be expected in a society as diverse and complex as ours. Ultimately, the teacher candidate must resolve these conflicts to become an effective practitioner. What should remain constant, and what should help in the resolution of these conflicts, is the commitment to inquiry and professionalism. Our faculty maintains this commitment, and we expect our teacher candidates to do the same.

The model on the following page reinforces this commitment. Using knowledge gained over the years, the effective teacher must plan, manage, implement, and evaluate instruction. As this occurs, the spirit of inquiry and professionalism can flourish.

The program offered by the Special Education Program has been approved by the Illinois State Board of Education (ISBE) and by the National Council for the Accreditation of Teacher Education (NCATE).



SCHOOL OF EDUCATION

TEACHER AS AN INQUIRER-PROFESSIONAL CONCEPTUAL FRAMEWORK

The conceptual framework of the Teacher Education Unit of the School of Education focuses on developing inquirer-professionals. The six tenets of the inquirer-professional include:

Knowledge Application and Development

- Enhances teaching by integrating theory, research, and practice.

Instructional Process

- Uses appropriate resources, provides classroom environments, and aligns national, state, and local standards in order to plan, implement, and evaluate effective instruction for all learners.

Context and Foundations of Education

- Uses historical/philosophical perspectives of education to understand current educational issues, school climates, and global, multicultural perspectives.
- Builds learning communities among teachers, students, administrators, parents, and members of the wider community in order to identify barriers to and opportunities for improvements, progress, and equity.

Learners and Learning

- Applies knowledge of cognitive, affective, and psychomotor development in student-centered educational settings and provides for the uniqueness and diversity of all learners through instructional practice, assessment, and curricular development.

Interpersonal Relations Skills

- Demonstrates positive and collaborative interpersonal relationships with students, parents, and administrators, regardless of their culture, religion, gender, sexual orientation, or abilities.

Professional Relationships

- Participates in professional growth activities and is engaged in the local and national community of educators.

INTRODUCTION TO NCATE EXPLANATION FOR THE OVERALL QUALITY OF THE "PROFESSIONAL EDUCATIONAL UNIT OF THE TEACHER EDUCATION PROGRAMS."

The professional educational unit refers to the "school, college, department, or other administrative body within the institution that is primarily responsible for the preparation of teachers and other professional education personnel. The School of Education is responsible for ensuring that individual teacher education programs "are derived from a conceptual framework that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated" (NCATE, 1995). The unit ensures that "courses in general content, professional and pedagogical, and integrative studies complement one another".

The School of Education is composed of initial teacher education programs in early childhood education, elementary education, secondary education and special education, and advanced level programs in special education, elementary, ed. administration, instructional technology, kinesiology, secondary education, and literacy.

The overall theme for professional education programs at SIUE is the **TEACHER AS AN INQUIRER-PROFESSIONAL**. We are committed to the idea that teachers must perform as professionals, and as professionals, they must base their decisions on continued inquiry into best practice.

The teacher as an inquirer-professional model is the foundation upon which the School of Education programs are based. The application of the model provides a common bond among programs and offers students at the initial and advanced levels a clear picture of the program foci and anticipated learner outcomes. Each department and program within a department clarifies and extends the common professional core (initial and advanced levels) of the knowledge base in the delivery of their programs.

TENETS of the TEACHER AS AN INQUIRER-PROFESSIONAL

The major goal of the teacher education program at SIUE is to enable our students to function as an **INQUIRER-PROFESSIONAL** in performing their roles. We believe that a teacher who functions as an **INQUIRER-PROFESSIONAL** must be:

1. **KNOWLEDGE APPLICATION AND DEVELOPMENT**
One who accesses, uses and/or generates knowledge.
2. **INSTRUCTIONAL PROCESS**

One who plans, implements, and models best practice.

3. **CONTEXT AND FOUNDATIONS OF EDUCATION**

One who values diversity and makes decisions based on school context and historical and contemporary contexts.

4. **LEARNERS AND LEARNING**

One who is knowledgeable about diverse learners and learning.

5. **INTERPERSONAL RELATION SKILLS**

One who is able to interact with students, parents, and colleagues.

6. **PROFESSIONAL RELATIONSHIPS**

One who is a developing professional and a life-long learner.

PROGRAM OUTCOMES

The primary organizing framework for our TEACHER AS AN INQUIRER-PROFESSIONAL program flows logically from the School of Education Philosophy and Goal Statements. Six tenets embedded in the philosophy serve as the framework that undergirds our programs and are therefore designated as knowledge domains. Thirty initial program outcomes are categorized within the six domains and another twenty-six outcomes are categorized for all advanced programs with the exception of the educational administrative program, which has twenty-four outcomes. These outcomes, influenced by research and practice, constitute the purposes and objectives of the unit's programs.

The outcomes, categorized by the following domains, describe the knowledge, skills, and dispositions, which the INQUIRER-PROFESSIONAL is to demonstrate upon completion of the professional education initial level program:

KNOWLEDGE BASE DOMAINS

The TEACHER AS AN INQUIRER-PROFESSIONAL theme encompasses six knowledge base domains. These knowledge base domains are derived directly from the six tenets, which are embedded in our teacher education philosophy. Each of these knowledge domains has been identified and conceptualized from research. The knowledge base domains serve as the framework for our programs.

Knowledge Application and Development

A greater knowledge base provides an increased opportunity for student inquiry and investigation. Our program knowledge base has to be applicable to

concrete situations and yet provide students opportunities for reflective thinking about school practices.

Instructional Process

The knowledge base in this domain addresses the organizational planning, implementation, assessment and evaluation of curriculum and instruction. Teachers we prepare must be able to plan instructional strategies and policies which address knowledge of human conditions, the world, and the subject matter they profess to teach, and to contribute toward the attainment of program goals and objectives. Such plans must reflect an understanding of diverse educational and societal issues and address ways to facilitate growth and change using a dynamic perspective as a backdrop.

Our new teachers must be able to implement the plans which they formulate. This implementation must acknowledge the importance of the structure of the teaching models they use as they strive for both their own excellence as well as that of their students.

An important aspect of the instructional process is being able to manage it. This includes knowing how to organize activities for large groups or several small groups at one time. It includes everything from cooperative learning to independent group assignments. It takes into account setting rules and establishing norms for classroom behavior. Knowing how to manage a classroom also means knowing something about the social system of a classroom; that is, understanding the characteristics of a human group. Finally, one must be able to both assess and evaluate the degree of success of the tasks students perform. Assessing is the process of determining appropriate measures by which information may be obtained to determine whether or not learning has taken place.

Learner and Learning

Teachers also need to recognize that their learners' earlier experiences will play an important role in the acquisition of new knowledge. In a multicultural society, learners from diverse social, economic, ethnic and exceptionalities will enter school classrooms. Our students must be able to acknowledge these diverse student populations and recognize diversity in people as differences rather than deficits.

Interpersonal Relationships

Teachers find that a collaborative approach is enhanced when they use effective communication skills. Collaboration skills are needed by teachers to effectively and sensitively relate to the social backgrounds of learners and families.

These same collaboration skills are also valuable to teachers when interacting with colleagues.

Professional Relationships

This domain focuses on the professionalization of educators. Professionalism is talking about teaching to one's peers to either learn alternative ways of teaching or to reinforce particular methods of teaching. Professionalism is having a positive attitude about teaching and students. Professionalism is having a clear perspective on the direction, goals, and objectives of the profession. Professionalism is having a vision about what teaching is and what it can be in preparing students for now and in the future. It is being concerned about the direction of teaching and/or about the education of its prospective members. We want our students to realize learning is life-long and that we never know all we can or should know.

SPECIAL EDUCATION PROGRAM
FOUNDERS HALL, ROOM 1101, 650-5423

For more information, see the School of Education website:
<http://www.siue.edu/EDUCATION/>

<u>NAME</u>	<u>OFFICE</u>
Dr. Melissa Bergstrom.....	FH 3312
Dr. Anthony Denkyirah.....	FH 1104
Ms. Sara Eckert (Field Supervisor)	FH 1342
Dr. Allison Fahsl (Program Director)	FH 1327
Dr. Linda Forbringer	FH 1106
Dr. Wendy Fuchs.....	FH 1105
Ms. Judy Gover (Field Supervisor)	FH 1342
Dr. Jean Harrison (Chair)	FH 1102
Ms. Erlean Johnson (Instructor).....	FH 1107
Dr. Stacie Kirk.....	FH 1106
Dr. Craig Miner	FH 1105
Dr. Phillip Weishaar.....	FH 1108
Ms. Cathy McNeese (Secretary)	FH 1101
Ms. Elaine Farrar (Advisor)	FH 1110

In addition, the department receives support from many local school districts. This relationship has been formalized into a partnership agreement with approximately 30 districts.

II.

DEPARTMENT OF SPECIAL EDUCATION AND COMMUNICATION DISORDERS MISSION STATEMENT

***Mission Statement for the Department of
Special Education and Communication Disorders***

The mission of the Department of Special Education and Communication Disorders is to prepare undergraduate and graduate students to assume professional roles in special education and speech-language pathology and audiology, contribute to research in each discipline, and provide opportunities for continuing education and ongoing services to the surrounding community. The department fosters inquiry and critical thinking that exceeds guidelines of accreditation bodies, licensure requirements, and certification standards. The intent of the mission is multi-faceted:

- To have a positive impact on services for persons with disabilities within educational systems, healthcare facilities, and the community;
- To foster respect and support for diversity;
- To advocate for the rights of individuals; and
- To ensure students enter the field as confident and successful professionals.

III.

ADVISEMENT

II. ADVISEMENT

Students should contact the Office of Clinical Experiences and Advisement (OCECA) to establish a file and submit unofficial copies from each post high school institution to the OCECA office, Founders Hall, Room 1110. Once a file has been established in OCECA, a departmental advisor is available, by appointment, to assist students in planning programs. Early planning is especially important because teacher education programs require specific courses in general education beyond the University minimums. The advisor will help each student complete a program sheet, which every admitted student must have on file in the OCECA office. Students must continue to meet with their special education advisor early each semester to complete a Course Request Form (CRF) in order to register for the next semester.

Office of Clinical Experiences, Certification and Advisement

Founders Hall, Suite 1110

Phone: 618-650-3940

Ms. Gretchen Fricke, Director.....gfricke@siue.edu

Ms. Elaine Farrar, Advisor.....efarrar@siue.edu
Special Education Advisor

University administrators, faculty, and advisors are committed to planning and executing a smooth transition into the teaching profession. Up-to-date information will be available through the advisors.

IV.

ADMISSION

AND

GENERAL

REQUIREMENTS

III. ADMISSION AND GENERAL REQUIREMENTS

Grade Point Average

- I. At the minimum, students who wish to be considered for admission to the special education program must demonstrate strong intellectual capabilities and academic accomplishments. These qualities must be evidenced by solid performance in the general education curriculum. Students must complete forty-two semester hours in general education with a cumulative GPA of 2.5/4.0 (including all work from past institutions) to declare a major in special education.

Specific Prerequisite Course Standards

In order to apply for admission into the Special Education program, prospective students must receive grades of C or better in five of the following general education skills courses.

- | | | |
|----|----------|--|
| 1. | ENG 101 | English Composition I |
| 2. | ENG 102 | English Composition II |
| 3. | MATH 106 | Deductive Reasoning (or PHIL 106) |
| 4. | SPC 103 | Interpersonal Communication Skills (or SPC 104 or 105) |
| 5. | CMIS 108 | Applied Computer Concepts (or STAT 107) |

Departmental advisors may accept grades of C or better in equivalent courses (for example, in the case of transfer students). Students should consult a special education advisor to determine which skills courses fit best for the program. In addition to the five skills courses, applicants to the Special Education Cohort Program should have the majority of their general education requirements completed prior to beginning the program. Consult your OCECA advisor.

Once you are admitted to the Special Education Program, you should plan on beginning the sequence of cohort classes the following semester (see semester one classes listed on page 21).

Passing ICTS Basic Skills Test

In addition to the GPA (grade point requirement), students seeking admission to or declaring a special education major must present passing scores from the ICTS Basic Skills Test. Students may obtain registration information for the current tests from the Office of Clinical Experiences, Certification and Advisement, Founders Hall, Room 1110 or the testing website: <http://www.icts.nesinc.com>.

SPE 200 Introduction to People with Disabilities in Society and School (SPE 200)

All students planning to teach special education must take and pass the course SPE 200 - Introduction to People with Disabilities in Society and School, with a grade of B or higher. Students are allowed to take SPE 200 Introduction to People with Disabilities in Society and School after they have completed 30 credit hours, however they must have a cumulative GPA of 2.5/4.0 (including all work from past institutions).

V.

THE

SPECIAL EDUCATION

COHORT PROGRAM

IV. THE SPECIAL EDUCATION LEARNING BEHAVIOR SPECIALIST I COHORT PROGRAM

Admissions Procedure

General advisors at SIUE or other institutions may not be familiar with the particular requirements and procedures for the SPE Cohort Program admission. All students are strongly urged to seek advice in the Office of Clinical Experience, Certification and Advisement (618-650-3940) as soon as they know they have an interest in teacher certification. Students who transfer from other institutions should contact a special education advisor as soon as possible to plan a program of courses. Early planning is essential.

Declaring a major, and being admitted to the special education program are separate but necessary steps in pursuing a teaching certificate at SIUE.

1. Students should declare a major in Special Education when they have met all of the following minimum declaration criteria:
 - Minimum cumulative GPA of 2.5 or higher (from all secondary institutions attended)
 - Good standing at SIUE (if applicable)
 - Pass SPE 200 (B or higher)
 - Pass ICTS Basic Skills test
 - Pass five skills courses (C or higher)
 - Complete at least 42 semester hours
2. After declaring a major, students should seek admission to the SPE Program. Applications for the Special Education program are available in OCECA, and due to OCECA the first Monday of March for the fall semester or the first Monday in October for the spring semester. It is important to remember the Special Education Program is two years in length, with the last semester being an all day/every day commitment.

All admission decisions are made by the Special Education Admissions Committee. Admission to the Special Education Program is competitive. It is important to remember that meeting the minimum requirements does not guarantee admission to the program. When there are more applicants meeting minimum standards than available spaces, the Special Education Admissions Committee will rank order the applications. Highest-ranking applications will be accepted first. Rankings are based on over-all GPA (including all post-high school transcripts), ICTS Basic Skills Test Score, and a writing sample evaluation. The Special Education Admissions Committee may also

interview candidates as part of the admission decision. Those candidates who are not selected may choose to re-apply for the program the following semester.

Minimum Application Requirements for Special Education Major:

- Application to the Special Education Program
 - Completion of SPE 200 with B or higher
 - SPE 400 may be substituted for SPE 200 with program approval
 - Completion of all skills courses with C or higher
 - Completion of 42 earned semester hours
 - Cumulative GPA of 2.5 or higher (for all undergraduate courses including transfer hours)
 - Passing Score on the ICTS Basic Skills Test
 - Controlled writing sample
 - Possible interview with faculty
3. Applicants are notified of admission decisions by late March and late October prior to the program beginning in the Fall or Spring. Those students who are not selected may choose to re-apply for the program another semester. Their applications will be evaluated equally with the next pool of applicants.
 4. Accepted teacher candidates should continue to meet with their OCECA advisor each semester throughout their program to ensure they are on track for graduation.
 5. Students who have been convicted of a felony should recognize that obtaining certification under such circumstances can be difficult. There are certain enumerated offenses related to sex, narcotics, and/or controlled substances, which can bar a person from Illinois State Teacher Certification. All convictions are reviewed on an individual basis by the State of Illinois. **STUDENTS WILL NOT BE PERMITTED TO PARTICIPATE IN CLINICAL EXPERIENCES UNTIL A CLEAN CRIMINAL BACKGROUND CHECK IS ON FILE WITH THE OCECA OFFICE (FH 1110).** If students cannot provide a clean background check, they will be dropped from the program.

Program of Study

The Special Education Program has designed a “cohort” type model of undergraduate special education. In this model candidates take a set of special education classes together in a “block like” design. Candidates accepted into a cohort will take ten pre-selected course hours in semester one, eleven pre-selected

hours in semester two (leaving room for FLEX classes of choice), fifteen set hours in semesters three, and fifteen set hours in semester four.

PROFESSIONAL SEQUENCE FOR SPECIAL EDUCATION PROGRAM

Students have the option of taking FLEX courses during semesters 1, 2, or the summer BEFORE semester 3. SPE 415 and SPPA 290 can also be taken before semester one classes after acceptance into the program. EPFR classes can be taken after the student has declared a major and before formal acceptance into the program. All course work must be completed before semester three and semester four.

FLEX Courses:

Professional Education FLEX Courses:

EPFR 315 Educational Psychology

- Prerequisite declared major

EPFR 320 Multicultural Foundations

- Prerequisite declared major

Major FLEX Courses: (may be taken in semester one, two, or during the summer.

Courses are offered fall, spring, and summer)

SPE 415 Instructional and Assistive Technology

- Prerequisite admission to the program.

SPPA 290 Language Development

- Prerequisite admission to the program.

SPE 470 Transition Planning

- Prerequisite SPE 405 or concurrent enrollment

Order for Professional Education Classes:

SPE 200 Exceptional Child : Prerequisite to all SPE classes and admission to the program

Semester One (Must be taken concurrently)

SPE 401 Field Practicum One in Special Education

SPE 405 Foundations of Special Education

SPE 412 Assessment for Instructional Decision Making in Special Education

SPE 471 School and Family Partnerships in Special Education

Semester Two (Must be taken concurrently)

SPE 402 Field Practicum Two in Special Education

SPE 416 Functional Curriculum Methods

SPE 430 Classroom Management and Behavior Support in Special Education

SPE 450 Instructional Planning and Professional Collaboration in Special Education

Semester Three Must be taken concurrently the semester prior to student teaching. All general education and professional education classes (except SPE 481 and SPE 499) are prerequisites

SPE 417 Reading and Language Arts Methods in Special Education

SPE 418 Practicum Three in Special Education

SPE 421 Math Methods in Special Education

SPE 422 Science and Social Science Methods in Special Education

<p>Semester Four (Must be taken concurrently. All the classes above are prerequisites)</p>

<p>SPE 481 Senior Seminar</p>

<p>SPE 499 Special Education Student Teaching .</p>

Retention Policy

Students must maintain at least a 3.0 GPA and obtain at least a C in all professional education courses to remain in the program. If a student fails to get a C or above in a professional education course or his/her professional GPA drops below 3.0, the student must reapply to the program. If accepted, the student must establish a plan with faculty to enter a new cohort group.

Candidate Disposition Issues

Dispositions are goals that describe students' desired behaviors and attitudes as an outcome of their education. These goals address student development as a whole and relate to real-world functioning. According to the National Council for the Accreditation of Teacher Education (NCATE), teacher candidates should be able to work with students, families, and communities to reflect the dispositions of educators as delineated in professional standards. Several key dispositions include a respect for diversity, caring attitude, sensitivity to student differences, democratic values, commitment to teaching, ability to work well with others, and professional responsibility.

Disposition Support– The teacher candidate, supervisor, cooperating teacher, and or a faculty member may use the Disposition Support Form to aid and support a candidate by identifying an area that is of concern in their vocation of teaching. This form is to be used as an aid to correct, adapt and/or develop the candidate's teaching, academic, or professional performance. Faculty, university supervisor, and/or cooperating teacher should speak directly to the teacher candidate concerning the issue. (See Disposition Support Form in Appendix) The approach should be to support and/or advise the candidate so that the disposition/situation improves. Problem-solving suitable to the situation should take place between the appropriate individuals (usually the program director, faculty member, university supervisor and/or the cooperating teacher) and the candidate in a formal meeting. Appropriate responses may include, but are not limited to: visiting campus support services (writing center, counseling services, etc.), changing behavior, writing and/or reflecting on the incident, etc. The procedures for completing the Support Form are as follows:

1. Share the completed form with the teacher candidate and obtain the candidate's signature indicating he or she has seen the form.

2. Retain the original and give a copy to the candidate, program director, and the candidate's university supervisor (if applicable).

If a teacher candidate receives **TWO** Disposition Support Forms or the response to the first form is unsuitable, a meeting may be scheduled with the appropriate individuals and the candidate to further discuss the situation. This meeting may generate a **Dispositions Alert Form** (see Disposition Alert Form in Appendix).

Dispositions Alert Form – If a teacher candidate's disposition causes immediate and serious concern so that the faculty member believes that repeated behavior of this type may result in the teacher candidate's failure to successfully complete the program and/or the teacher candidate may be unsuited for the teaching profession, a Dispositions Alert Form will be completed immediately by a faculty member. The Disposition Alert Form is to alert and advise candidates of areas of extreme weakness or persistent concerns which may jeopardize their ability to complete the program. This form usually accompanies a meeting with the supervisor, cooperating teacher, faculty member, program director, and/or chair. Severity of the issue documented on the Alert Form may result in immediate removal from the program. The person who completes the form and the program director (or designee) must discuss the area(s) of concern with the candidate, suggesting methods for improvement and/or other courses of action. Notes on this discussion will be added to the form and signed by the candidate. The completed Alert Form will be given to the appropriate program director and a copy provided to the Associate Dean and OCECA Director. Further discussions with the candidate will take place if deemed warranted by the program director and faculty. The Alert Form will be placed in the candidate's file. Upon completion of a Dispositions Alert Form, the teacher candidate may request a hearing with the Chair of the Department. If the candidate feels the assessment is inaccurate or was unfairly administered the candidate may appeal to the Associate Dean. After a meeting with the Associate Dean the candidate has the right to file a grievance. Grievance Procedures are located at <http://www.siue.edu/POLICIES/3c3.html>.

Removal from the Program

Continuation in the program each semester requires a minimum cumulative GPA of 2.5 and a GPA of 3.0 in professional courses, with all professional courses receiving a minimum grade of C. If a student fails to get a C or above in a professional education course or his/her professional GPA drops below 3.0, the student must reapply to the cohort program. If accepted, the student must establish a plan with faculty to enter a new cohort group.

Testing Required by Illinois State Board of Education for Learning Behavior Specialist I (LBS I)

- **Basic Skills Test** (test code 096) → *must be passed before admission to program*
- **Learning Behavior Specialist I Content Area Test** (test code 155) → *must be passed before student teaching*
- **Special Education General Curriculum Test** (test code 163) → *must be passed before graduation*
- **Assessment of Professional Teaching Test** (test code 104) → *must be passed before graduation*

Because SIUE teacher candidates complete much of their professional experiences in schools, it is essential for students to understand and comply with the expectations that will be held for them by University faculty, teachers, and school administrators. While participating in partner schools, SIUE students are considered as professionals-in-training, with responsibilities very similar to their mentors, the public school teachers. As co-instructors, mentor teachers have the responsibility in conjunction with University faculty to supervise and evaluate the performance of teacher candidates assigned to them.

Regular attendance and punctuality are absolutely imperative. It is the student's professional responsibility to attend every day and to be there on time, which means, at the same time, or before, teachers report to the building. Absences are to be avoided; if there is a sufficiently serious reason to be absent, the student must inform both the cooperating teacher and University faculty involved. Unexcused absences are not acceptable during the two-year program. The Admission and Review Committee will review the record of a teacher candidate who has a pattern of tardiness and/or unexcused absences for possible dismissal from the program.

Teacher candidates are expected to observe standard professional ethics throughout all program experiences, such as confidentiality of information about students and appropriate conduct with students, colleagues, and mentors. It is the student's responsibility to follow the mentor's policies and practices for maintaining order and discipline. Candidates must also comply with the school norms pertaining to dress and behavior.

In addition to completing assignments in connection with courses, the student is responsible for carrying out both instructional and non-instructional tasks assigned by the mentor whenever possible. Instructional assignments can include individual tutoring, small group teaching, team teaching with the mentor teacher, or leading a special project. Non-instructional tasks include, but are not limited to, assisting in playground and cafeteria supervision, grading and filing papers, and supervision of a planned recess activity. It is important to keep in mind that teacher candidates are part of the classroom team and should participate fully in the activities of the partner classroom and school.

Faculty members and school personnel expect every teacher candidate to be committed to the instruction of children in their classrooms and to their own on-going professional development. It is the teacher candidate's responsibility to reduce other commitments to a minimum, including employment. Successful performance in this program demands long hours of preparation, for both coursework and teaching experiences. Teacher candidates who are unwilling or unable to invest the amount of time and effort that is demanded are encouraged to consider pursuing programs other than teacher education.

Teacher candidates are discouraged from taking more than 17 hours in the fall and spring semester or more than 6 hours in the summer semester. However, under unusual circumstances an overload may be attempted, but only with prior written approval of the Program Director.

Students who are removed from a practicum placement by the cooperating teacher, school, university supervisor, or university faculty due to concerns, may not be “re-placed” in another setting that semester. Students who are not “re-placed” must reapply to the cohort program. If accepted, the student must establish a plan with faculty to enter a new cohort group.

General Professionalism Statement

Attendance, tardiness, and dispositions will be monitored throughout the program and failure to maintain professional standards in these areas could result in a reduction to the relevant final course grades and/or removal from the program.

SPE 499 - SPECIAL EDUCATION STUDENT TEACHING (Year Two, Semester 4)

Student teaching is a culminating experience, during which time the student teacher is expected to demonstrate an ability to synthesize and apply what has been emphasized during other SIUE courses.

Student Teaching Assignment And Prerequisites

Teacher candidates who are majoring in Special Education must student teach for a full semester (12 semester hours) in a public school (grades K-12). One placement (8 weeks) is at the elementary level and one placement (8 weeks) at the secondary level. Teacher candidates must have successfully completed all professional education and methods courses, have an overall grade point average of 2.5 or above, have a professional grade point average of 3.0, and have passed LBS 1 Content Test before enrolling in student teaching.

Guidelines for the Special Education Student Teachers

Student teachers should follow these guidelines as fully as possible. Failure to do so may result in removal of the teacher candidate from the assigned site or designated course and/or program.

1. Avoid outside employment during full-time student teaching, if possible. Student teaching is a demanding responsibility and should be considered your main priority.
2. Be prompt and regular in attendance. Follow district regulations regarding school arrival and departure time and allow extra time for conferencing and preparing with the classroom teacher and university supervisor. If an absence is necessary, you **must** notify the university supervisor and school as early as possible. Please call your university supervisor if a visit is scheduled for that day. If a candidate has more than two absences per semester, their ability to complete student teaching may be in jeopardy. All absences must be made up. No absences can be made up after the end of the normal semester.
3. Attend the Senior Seminar Class: SPE 481, and make arrangements to meet requirements associated with the Senior Seminar Class, such as Senior Assignment/Portfolio Poster Presentations, and Professional Development Workshops held at SIUE.
4. Plan, with your cooperating teacher, for an intensive teaching period of one to two weeks for each placement –elementary and secondary. During this time the student teacher should have major classroom responsibility for planning, teaching, and evaluating.
5. Keep a daily journal reflecting on teaching experiences.
6. As a junior colleague in the classroom, the student teacher should cooperate fully with the cooperating teacher and building administration.
7. Meet the school personnel, study the school regulations, learn the types of school records that are kept, and become fully informed on the many complex tasks that make up the professional life of a beginning teacher.
8. Make the most of every kind of professional opportunity. Student teachers should participate in extra-curricular activities, attend faculty meetings, attend IEP meetings, attend P.T.A. and other functions, if required of the cooperating teacher and/or the school.
9. Strive to develop good rapport with the classroom teacher. If any serious conflicts do arise, the student teacher should contact the university supervisor as soon as possible for assistance.
10. Follow the dress code prescribed by the school and be aware of the professional appearance and conduct of the teachers.
11. Prepare lesson plans. Keep a notebook of all your lesson plans. The university supervisor will evaluate these lesson plans.
12. Plan, teach, and evaluate instruction.

13. Evaluations will be conducted periodically throughout the semester by the cooperating teacher and the university supervisor to let you know in which areas improvement should be made. You will be formally observed while teaching a lesson at each placement site.
14. Express individuality as a professional. New methods, management techniques, and teaching devices should be experimented with after consulting with and receiving the approval of the cooperating teacher and university supervisor.
15. Participation in any form of corporal punishment of students or acting as a witness to corporal punishment is unacceptable.
16. Transportation of the students to or from the school district in any vehicle is not permitted.
17. A "substituting" position in the classroom, if the cooperating teacher is absent, should not be accepted. A student teacher cannot be used by the school as a substitute. You can be responsible for teaching but cannot assume the official role as substitute teacher.
18. In the event of a work stoppage, assume the role of a neutral person, maintain an uninvolved status and report immediately to the University Supervisor.

Teacher candidates may begin their student teaching placement ONLY if all parts of the Student Teaching Application are on file in the OCECA office. NO TEACHER CANDIDATE WILL BE PERMITTED TO BEGIN STUDENT TEACHING UNTIL THE TB TEST REPORT IS ON FILE WITH THE OCECA OFFICE (FH 1110).

Other Important Student Teaching Reminders

1. *Applying for Graduation* – Fulfill any requirements listed on your graduation check. (Received upon applying for graduation in the Service Center.) The deadline is the first Friday of the semester you plan to graduate. Please apply when you have 90 hours. Do not wait until your final semester.
2. *Testing* – Take the required Illinois state tests:
 - Learning Behavior Specialist I Content Area Test (*test code 155*)
→ *must be passed before student teaching*
 - Special Education General Curriculum Test (*test code 163*) → *must be passed before graduation*
 - Assessment of Professional Teaching Test (*test code 104*) → *must be passed before graduation*

Registration bulletins and study guides are available in OCECA (Founders Hall, room 1110) and online at <http://www.icts.nesinc.com> (APT information is only available online). **Passing scores on all tests must be on file with the State prior to certification.** Passing scores on the subject matter test (LBS I) will be required prior to student teaching. It is recommended that the APT be passed at that time. APT and Special Education General Curriculum Test will be required for certification and graduation.

3. *Mandatory Meeting* – You will be required to attend a mandatory meeting during the student teaching semester regarding the certification process. If you have not received information by the end of week 6 of the semester, you should contact your advisor or Beth Weeks in the Dean's Office at 650-3350.
4. *Helpful Websites* –

<http://www.isbe.net/teachers/documents/tocminreq.htm>

<http://www.isbe.net>

Field Placement and Student Teaching Placement Policy

October 15, 2008

The following explanation of student teaching will appear in the SIUE 2009-2010 Undergraduate Catalog.

Student teaching is the culminating experience in professional teacher education programs. It is required in order to meet the degree requirements of the School of Education, the certification requirements of Illinois, and the standards of the National Council for the Accreditation of Teacher Education.

Student teaching requires full-day involvement in a school under the active supervision of a cooperating teacher who is certified and qualified to teach in the area and who is directly engaged in teaching subject matter or conducting learning activities in the area of student teaching. Accordingly, students should avoid taking other courses or employment during student teaching and should schedule it at a time when they will be free of other demands on their time and energy. Requests for course overload during student teaching must be approved by the department chair and the associate dean for instruction of the School of Education. Student teaching is not available during the summer term.

The student teaching application procedure begins during the year prior to the assignment. Students must pass the appropriate Illinois Certification Testing System Content Test before they can begin their student teaching placement. In addition, each department that has a program leading to teacher certification has established policies regarding the application for student teaching. Students should secure student teaching information from an adviser in the appropriate department. Junior and senior transfer students should contact an adviser for application information during or before orientation. Student teaching application packets may be obtained from the Office of Clinical Experiences, Certification and Advisement, Founders Hall, room 1110. Students should check with that office for application deadline dates.

The School of Education maintains the responsibility for student teaching assignments. Most pre-student teaching clinical assignments and student teaching placements are identified partner schools and school districts within 35 miles of the university. Pre-student teaching clinical experiences and student teaching will provide teacher candidates with a breadth of experiences in diverse settings. Following are additional prerequisites for registering for and receiving an assignment for student teaching:

- ◆ *All teacher candidates, regardless of teaching field or academic major, must be admitted to and follow an approved teacher education program. Students must, therefore, consult with an OCECA adviser to make certain they are meeting requirements of an approved program well in advance of student teaching.*
- ◆ *Student teaching assignments are made after admission to the School of Education and the completion of at least 96 hours. Students must have a minimum cumulative grade point average of 2.5 in advance of the student teaching assignment. Transfer students must be in residence for one semester prior to beginning student teaching.*
- ◆ *Students must have a 2.5 grade point average or higher in professional education course work. No grade lower than a C is acceptable in professional education courses.*
- ◆ *Students must have completed all required major and professional education courses, as well as all pre-student teaching clinical experiences.*

- ♦ *A report of a tuberculosis skin test or X-ray taken within 90 days prior to the student teaching assignment must be on file in University Health Service.*
- ♦ *The student teaching packet includes a student profile sheet, verification of eligibility form, student checklist, TB test form, and criminal background check. Students who have not had a criminal background check must complete one prior to student teaching.*

In addition to the above stated student requirements, the following policies guide all pre-student teaching and student teaching placement processes.

- Students may not be placed in a school from which they attended, regardless of the date of last attendance.
- Students may not be placed in a school in which a close relative is currently employed or attending. Additionally, students may not be placed in a school where a potential conflict of interest might exist.
- OCECA will work with the program faculty in locating suitable cooperating teachers. Good faith efforts are made to assure that candidates in field experiences or student teaching are provided with experiences that include:
 - Male and female P-12 students from different socioeconomic groups and at least two ethnic/racial groups*
 - English language learners
 - Students who have disabilities

*as reported in the US Census

Appeal Process

Students wishing to appeal a pre-student teaching and/or student teaching placement decision are expected to follow the steps outlined below, in accordance with University policy:

1. Students should first contact the Director of OCECA to obtain clarification on the placement decision. Many misunderstandings may be resolved during this informal process.
2. If not resolved, the student has the option to file a written note of complaint to the Director of OCECA. This informal appeal must be provided within 10 school days of the informal face-to-face meeting with the Director, described in step 1 above. The Director of OCECA will consult with the appropriate departmental faculty, supervisors, and/or P-12 school personnel to make a final recommendation about

the placement. This decision will be made within 10 school days of receipt of the student's written complaint.

3. SIUE STUDENT GRIEVANCE CODE: Students have the right to formally appeal the decision rendered after pursuing the above steps by following the Student Grievance Code as outlined in the Student Rights and Conduct (<http://www.siue.edu/policies/3c3.shtml>).

Approved by School of Education Dean: November 20, 2008

Presented to JCTP: December 1, 2008

Presented to SOE – Executive Committee: December 15, 2008

VI.

CERTIFICATION

REGULATIONS

AND

PROCEDURES

VII. CERTIFICATION REGULATIONS AND PROCEDURES

Procedure for Obtaining a Teaching Certificate

Teacher education students who complete the following programs and pass the required state tests may apply for an Illinois teaching certificate by entitlement. Information on the testing program follows this section. The entitlement process avoids the necessity of individual transcript evaluation by the State, and is therefore usually an advantage to the student. Students should check with their advisers on the differences between the Special K-12 certificates and other certificate programs.

Special Education K-12

To obtain the appropriate certificate, it is necessary to follow this procedure:

1. Two semesters prior to student teaching, obtain from the Office of Clinical Experiences, Certification and Advisement (Founders Hall, Room 1110) a student teaching application packet.
2. Complete the forms in the packet, and return them to the Office of Clinical Experiences, Certification and Advisement. Forms must be turned in by the announced deadline, prior to the student teaching semester.
3. After the student has completed all appropriate program and degree requirements, he or she will receive their appropriate teaching certificate by mail from the State Board of Education. The student must register the certificate at the Regional Office of Education (ROE) in the county where they will be teaching.
4. Students who do not successfully complete an education program at the end of the student teaching semester will be placed in a holding status. After that time, it will be necessary for the student to recontact the Office of Clinical Experiences, Certification and Advisement to provide proof of completion of deficiencies.
5. It is always the student's responsibility to notify the Office of Clinical Experiences, Certification and Advisement, as well as the Office of Admissions and Records, of any name change or change of address.

Illinois Certification Testing Program

The Education Reform Act requires that all persons seeking early childhood, elementary, special, high school, school service personnel, or administrative

certificates in Illinois must pass both a test of basic skills and a test of subject-matter knowledge. Those persons covered include new graduates from teacher preparation programs, educators moving to Illinois from other states, and Illinois educators applying for additional certificates.

Persons holding elementary and high school certificates who wish to add a different certificate may need to take additional courses, state tests, and complete further clinical experiences.

VII.

STUDENT

APPEALS

PROCEDURES

VIII. STUDENT APPEAL PROCEDURES

The Special Education Admissions and Review Committee was formed to assist students who request exceptions to policies and who may need special help and consideration. The Committee meets for the purpose of evaluating and making recommendations concerning students enrolled in the current Special Education Program. Students who wish to appeal decisions should contact the Department Chair about the appeals process.

VIII.

RESOURCES

AND

SERVICES

IX. RESOURCES AND SERVICES

The University offers a wide range of academic resources and services to students. Students should refer to the University Undergraduate Catalog to be sure they are aware of those resources and of the procedures for using them. A few resources of special interest to future teachers are mentioned in the following paragraphs.

Office of Instructional Services

The Office of Instructional Services was established to provide more effective academic support to all students enrolled in the university. It has been used mostly by education students to review fundamental reading, mathematics, and written expression skills that are needed to successfully pass tests in basic skills. The office is located in the Peck Hall, Room 1404 and the telephone number is 650-3717.

College Level Examination Program (CLEP) and Proficiency Examinations

Students who wish to gain college credit without actual class attendance may do so through CLEP or Proficiency in many general educational areas. Up to a maximum of 48 hours may be earned in this manner. CLEP examinations are given periodically and there are costs involved. Proficiencies are usually at no cost. For further information on either of these resources contact the Office of Instructional Services, Peck Hall, Room 1404.

Counseling and Testing Center

A variety of professional services are offered to students, free of charge, by the Counseling and Testing Center. Psychological counseling is available for persons who have personal, interpersonal, or developmental concerns. Educational counseling is provided for students entering or returning to the university, selecting or changing courses of study, or having academic difficulties. Career, marital, and crises counseling are also available. The Counseling Center is located in the Peck Hall, Room 1306. The Testing Center is located in Peck Hall, Room 1404B.

The Elijah P. Lovejoy Library

The library is centrally located on campus and contains over a million volumes, documents, maps, records, and special research collections. The Education Library is located on the second floor and has extensive holdings of interest to potential teachers. Also located in the library is a media center which offers films, tapes, audio visual aids, and other materials.

Student Work and Financial Assistance

The financial aid program is designed to assist students who may need additional finances to meet the expenses of attending college. Aid may be awarded in the form of grants, scholarships, and loans. Student employment is also available. Applications for financial assistance should be filed as early as possible for the academic year in which aid is requested. The office is located in the Rendleman Hall, Room 2308.

University Placement Services

A student who is seeking a teaching position should have credentials on file with the Career Development Center. Practically all school hiring procedures require an examination of the student's academic record, student teaching experience, letters of recommendation, and other data. These are kept on file and mailed out to prospective employers at no cost to the student. Other services include resume development, letters of inquiry advice, interview pointers, etc. Students should register at least three semesters before they expect to leave the university. The Career Development Center is in Founders Hall, Room 3126.

Early Childhood Resource Center

Another of the special resources available to students is the Early Childhood Education Resource Center. This center is designed to provide students with easy access to essential books and materials within the field of Early Childhood Education. The Center is located in the Reading Center, Founders Hall, Room 1317.

IX.

APPENDIX

**BACKGROUND CHECKS OF CANDIDATES
IN UNDERGRADUATE TEACHER EDUCATION PROGRAMS
FOR CLINICAL EXPERIENCES**

Southern Illinois University Edwardsville
School of Education
Office of Clinical Experiences, Certification and Advisement
Effective Fall, 2008

Policy:

It is the policy of the Southern Illinois University Edwardsville School of Education (SIUE-SOE) that all candidates to be enrolled in the Undergraduate Teacher Education programs, including field experience and clinical practice at public schools in the region, shall successfully complete a criminal history background check. Such background checks shall be administered by the Illinois State Police, shall access information maintained by the U.S. Federal Bureau of Investigation (FBI), as authorized by and in compliance with state and federal law, including provisions of the Adam Walsh Child Protection and Safety Act of 2006 (P.L. 109-248), and shall be administered at the candidate's expense. In addition, candidate names shall be checked against the Illinois sex offender website by a full time staff member in the Office of Clinical Experiences, Certification and Advisement (OCECA).

As detailed in this policy and as a matter of Illinois law, candidates with a record of criminal convictions may be ineligible for enrollment in an Undergraduate Teacher Education program. The candidate shall be solely responsible to correct, including expungement, any incorrect information contained in the criminal background report that may prevent enrollment.

Policy Implementation Schedule:

Effective Fall 2005, all candidates entering the undergraduate teacher education programs are required to complete a criminal background history form and submit to a name-based criminal background check through the Illinois State Police. Candidates completing a major in Speech Pathology and Audiology have additional background check requirements.

Effective Fall 2008, all candidates will successfully complete a fingerprint-based background check prior to field experience and clinical practice within the public school system.

Procedure:

Candidates enrolled in CI200 – Introduction to Education will be informed by Instructors on the first day of class about the criminal background check requirement. Candidates entering the Special Education program will submit to the check upon acceptance to the program. Candidates in Speech Pathology & Audiology will continue with the current policy.

Accurate Biometrics will provide on-campus fingerprinting once a semester. These dates/times will be shared with candidates in CI200 and with the Program Director in Special Education. If candidates are unable to attend the times Accurate Biometrics is on campus, candidates may use one of their local offices in Belleville, Collinsville and Alton. Students will sign a consent form allowing the background check results to be returned directly to SIUE-SOE.

Results of the criminal background checks shall be returned to the SIUE-SOE and maintained in OCECA. Any changes in criminal history at the state level are also be returned to SIUE-SOE. Because changes are forwarded to SIUE-SOE, the candidate does not need to undergo an additional background check when he/she reaches the student teaching semester. Students will be asked to complete a Statement of Freedom from Criminal Convictions prior to student teaching.

- D. Students will sign a consent form allowing SIUE-SOE to release a copy of their background, to include any updated information, to any school district at which a placement is being sought. Upon request, the school district will receive a copy of the background check. The school district will be informed that the student's are free of any convictions which will prevent them from becoming certified. Upon request, the school district may receive a copy of the student's background check.
- E. *Transfer candidates shall submit to the fingerprint-based check upon acceptance to a Teacher Education program and prior to field experience and clinical practice. As transfer candidates are admitted to the SIUE-SOE programs, they will be given the information on the background check. Efforts will be made to notify transfer candidates of the on campus fingerprinting dates.*

Results:

Actions taken by the School of Education based on the results of criminal background checks conform to requirements of Illinois law.

Candidates receiving a report of NO RECORD from the Illinois State Police/Federal Bureau of Investigations are considered to have no criminal record that would prevent them from continuing in a SIUE teacher preparation program and receiving certification from the state upon completion of their program.

Candidates receiving a report showing criminal convictions will require further review, under the standards established for teachers under Illinois law at 105 ILCS 5/10-21.9, as amended, before continuing in the program.

1. Non-enumerated felonies or any other sex, narcotics or drug offense (felony or misdemeanor) – the candidate will be allowed to continue in the program. The criminal information will be shared with school districts during the field placement process and may impact SIUE-SOE's ability to secure a placement. Additionally, the candidate will be counseled regarding the potential impact of the criminal information on final teacher certification, a process determined solely by the state of Illinois and beyond the control of SIUE-SOE.
2. Any other non-enumerated offenses (misdemeanors) – candidates will be allowed to continue in the program. The criminal information will be shared with school districts during the field placement process and may impact SIUE-SOE's ability to secure a placement. Additionally, the candidate will be counseled regarding the potential impact of the criminal information on final teacher certification, a process determined solely by the state of Illinois and beyond the control of SIUE.
3. Enumerated offenses – if the candidate has been convicted of any enumerated offense specified by Illinois law at 105 ILCS 5/10-21.9, *as amended*, (see the sample listing of enumerated offenses at Section C below), he/she shall not be eligible to continue enrollment in the program. Candidates in this category will meet with the Associate Dean, in addition to the program and OCECA directors. The candidate will be counseled regarding the potential impact of the criminal information on final teacher certification, a process determined solely by the state of Illinois and beyond the control of SIUE-SOE. Additionally, SIUE-SOE will not provide field placements for the candidate.

Disqualifying Criminal Convictions. The following list, based on provisions of Illinois law at 105 ILCS 5/10-21.9, as amended, provides a sampling of enumerated offenses prohibiting employment in a public school and the holding of an Illinois teaching certificate. This list is not exhaustive in scope and other offenses not listed may also disqualify. Candidates who

have been convicted of one or more of these enumerated offenses shall be disqualified from participation in the Undergraduate Teacher Education program.

Committing attempted 1st degree murder

2. Committing or attempting to commit 1st degree murder
3. Committing or attempting to commit Class X felony
4. State of Illinois Criminal Code of 1961 (720 ILCS 5, *et seq.*)
 - 11-6. Indecent Solicitation of a Child
 - 11-9. Public Indecency
 - 11-14. Prostitution
 - 11-15. Soliciting for a Prostitute
 - 11-15.1. Soliciting for a Juvenile Prostitute
 - 11-16. Pandering
 - 11-17. Keeping a place of Prostitution
 - 11-18. Patronizing a Prostitute
 - 11-19. Pimping
 - 11-19.1. Juvenile Pimping
 - 11-19.2. Exploitation of a Child
 - 11-20. Obscenity
 - 11-20.1. Child Pornography
 - 11-21. Harmful Material
 - 12-13. Criminal Sexual Assault
 - 12-14. Aggravated Criminal Sexual Assault
 - 12-14.1. Predatory Criminal Sexual Assault of a Child
 - 12-15. Criminal Sexual Abuse
 - 12-16. Aggravated Criminal Sexual Abuse
5. Those defined in the Cannabis Control act (720 ILCS 570/100 *et seq.*) except those defined in Sections 4(a), 4(b) and 5(a) of that Act (720 ILCS 550/4 and 720 ILCS 550/5)
6. Those defined in the “Illinois Controlled Substances Act” (720 ILCS 570/100 *et seq.*)
7. Any offense committed or attempted in any other state or against the laws of the United States, which if committed or attempted in this State, would have been punishable as one or more of the foregoing offenses.

8. Additionally, no school board shall knowingly employ a person who has been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987.

Documents Related to Policy:

- A. Fingerprint Authorization Form
- C. Statement of Freedom from Criminal Convictions



Disposition Support Form

Date _____

Teacher Candidate Name _____ Graduation Term _____

University Supervisor _____ Section _____

Name of Person Completing Form _____ Role/Job _____

1. Please state the area that the teacher candidate needs support in:

2. Please describe the evidence or incident(s) that indicated to you that the teacher candidate needs support. Provide dates where appropriate.

3. Please record any suggestion or plan for addressing the area in need of support. (*This may be completed later if further investigation is necessary.*)

My signature indicates that I have read this form. It does not indicate that I agree.

Teacher Candidate signature _____ Date _____

Faculty/Staff member signature _____ Date _____

A copy of this form will be forwarded to the Program Director and possibly the University Supervisor.

This form may be shared with other faculty.



DISPOSITIONS ALERT FORM

Initiator of form _____ Date _____

Position (circle one) Faculty member Supervisor Cooperating teacher Advisor

Teacher Candidate _____

Candidate's Certification Program _____

Course or Field Experience _____

Disposition: Candidate values theory and research.

Nature of Concern:
Recommendation:

Disposition: Candidate believes all children can learn through the application of appropriate instructional processes.

Nature of Concern:
Recommendation:

Disposition: Candidate takes critical perspective of the context of schools.

Nature of Concern:
Recommendation:

Disposition: Candidate respects the diversity of all learners, colleagues, parents and members of the wider community.

Nature of Concern:
Recommendation:

DISPOSITIONS ALERT FORM - Page 2

Disposition: Candidate respects the diversity of all learners, colleagues, parents and members of the wider community.

Nature of Concern:

Recommendation:

Disposition: Candidate values appropriate interpersonal relationships.

Nature of Concern:

Recommendation:

Disposition: Candidate has a sense of professional responsibility and values life-long learning.

Nature of Concern:

Recommendation:

The person who initiated this form has discussed his/her concern(s) with me.

Candidate's signature: _____

Date: _____

Section I: Required Documentation

Systematic Assessment Efforts

The School of Education engages in systematic review of all of its educator preparation programs on an on-going basis in order to reflect upon and improve the experiences for teacher candidates and insure that these experiences, and the SOE's graduates, are of the highest quality. Unit-wide assessment efforts are coordinated by the Associate Dean for Academic Affairs, who works closely with Program Directors, Department Chairs, faculty, and staff from the School's Office of Clinical Experiences, Certification, and Advisement (OCECA) to insure that the assessment system is implemented and continuously monitored and to make adjustments to the assessment process as needed. Assessment data is stored on the SOE's electronic shared drive, which allows access for all stakeholders in the unit's assessment process. This system is unique to the SOE, and was developed in close collaboration with the SOE's Director for Instructional Technologies.

The Associate Dean meets regularly with Program Directors to review data and the implications for programs and their candidates. The Associate Dean also provides annual updates on unit assessment to the School's Executive Committee, SOE Executive Advisory Board, and the University's Joint Council on Teacher Preparation.

The School's Unit Assessment System includes the following components, which are consistent across all of the SOE's initial certification programs:

Transition Point 1: Admission to Teacher Education

- Assessments:
 - Dispositions Checklist (Self-Assessment)
 - Admission Grade Point Average
 - Basic Skills Test Score
 - CI 200/SPE 200 Grades

Transition Point 2: Admission to Student Teaching

- Assessments:
 - Content Area Test
 - Field Evaluation/Candidate Ability to Plan Instruction
 - Disposition Evaluation (Faculty)
 - Professional Education Grade Point Average

Transition Point 3: Program Completion

- Assessments:
 - Student Teaching Evaluation
 - Assessment of Professional Teaching

Transition Point 4: Follow-Up

- Assessments:
 - Exit Survey

- Illinois Public Colleges/Teacher Graduate Survey
- Teacher Graduate Fifth Year Assessment

Additional Program Assessment Data

- Assessments:
 - Candidate Effect on Student Learning
 - Senior Assignment

The following section provides a more comprehensive description of the SOE's unit Assessment System and results for the Elementary Education and Special Education candidates. This report has been adopted directly from the SOE's 2008/2009 annual assessment review, prepared by the SOE's Associate Dean for Academic Affairs.

In addition to the Unit Assessment System described below, the University also collects data from all of its program graduates on an annual basis through its **Survey of Baccalaureate Graduates—One Year Out**, and disaggregates this data by School or College. The surveys include information specific to program satisfaction, employment status, and perceptions of the University's support services. This survey is described in more detail in *Section II: Standard A (Program Evaluation)* of this report.

Data Summary
School of Education Unit Assessment System
2008-2009
Initial Programs
 (Elementary Education & Special Education)

TRANSITION POINT 1: ADMISSION TO TEACHER EDUCATION

Assessment: Dispositions Checklist (Self-Assessment)

Assessment	Criterion for Passing	Findings†	What did we learn about our candidates?	Actions to Take Based on Data
Dispositions checklist-Self Assessment- Unit Wide n=431	Candidate self-assessment of 27 dispositions; Mean should be at least 2.0(Meet)	<u>Knowledge application & development</u> (mean)=3.33 100% Exceed or Meet expectations <u>Instructional process</u> =3.86 100% Exceed or Meet expectations <u>Context & foundations of education</u> =3.44 99% Exceed or Meet expectations <u>Learners & learning</u> =3.65 100% Exceed or Meet expectations <u>Interpersonal relations</u> =3.61 100% Exceed or Meet expectations <u>Professional relationships</u> =3.65 100% Exceed or Meet expectations	Candidates perceived themselves as displaying these dispositions; Candidates displayed awareness of the expected dispositions	None

†Reported findings reflect data from all of the SOE's initial certification programs.

**Rubric: 1=Not at all characteristic of me, 2=Somewhat characteristic of me, 3=Moderately characteristic of me, 4=Extremely characteristic of me Criteria for passing: Exceed=Mean scores greater than 2.99; Meet=Mean scores of 2.0-2.9 (Cut scores for passing); Does not meet=Mean scores of less than 2.0

Assessments: Admission Grade Point Average(GPA), Basic Skills Test Score, CI200/SPE 200/200 Grade

Criterion for passing: Each program determined the required grade point average for admission to a program. For most programs, the required GPA is 2.5. All candidates must pass the Illinois Basic Skills Test prior to admission to teacher education. Programs specify the required grade for the entry-level course, CI 200 or SPE 200. Most programs require a grade of “C” in one of these courses. Special education requires a grade of “B”.

Findings:

Elementary Education

NOTE: Data are based on cohorts determined by the date the student was *admitted* to the various program.

Entering GPA¹:

Cohort	Students	Mean
Fall 2005	115	3.30
Fall 2006	120	3.35
Fall 2007	114	3.29
Fall 2008	120	3.34
Fall 2009	114	3.21

Basic Skills Score:

Cohort	Mean	Cut Score	Pass Rate
Fall 2005	261.30	240	100%
Fall 2006	263.02	240	100%
Fall 2007	264.61	240	100%
Fall 2008	262.48	240	100%
Fall 2009	264.14	240	100%

CI 200 Grade:

Cohort	A	B	C	Transfer
Fall 2005	73	9	0	33
Fall 2006	76	8	1	31
Fall 2007	68	5	1	40
Fall 2008	88	5	1	66
Fall 2009	74	6	0	34

¹ Entering GPA for Elementary Education students includes any transfer work and is calculated at the time the student is admitted to the teacher education program.

Special Education

NOTE: Data are based on cohorts determined by the date the student was *admitted* to the various program.

Entering GPA²:

Cohort	Students	Mean
2005-2006	45	3.04
2006-2007	29	3.12
2007-2008	46	3.13
2008-2009	44	3.12

Entering GPA³ - Off Campus Cohort (Grow Your Own-E. St. Louis)

Cohort	Students	Mean
2008-2009	6	2.88

Basic Skills Score:

Cohort	Mean	Cut Score	Pass Rate
2005-2006	259.33	240	100%
2006-2007	258.07	240	100%
2007-2008	260.30	240	100%
2008-2009	263.69	240	100%

Basic Skills Score – Off Campus Cohort (Grow Your Own-E. St. Louis)

Cohort	Mean	Cut Score	Pass Rate
2008-2009	247.66	240	100%

SPE 400/SPE 200 Grade⁴:

Cohort	A	B	C	Transfer
2005-2006	34	9	0	2
2006-2007	22	5	0	2
2007-2008	20	14	0	12
2008-2009	17	17	0	10

SPE 400/SPE 200 Grade⁵ - Off Campus Cohort (Grow Your Own-E. St. Louis)

Cohort	A	B	C	Transfer
2008-2009				6

What did we learn about our candidates?

Across all programs, candidates displayed strong entering grade point averages and Basic Skills test scores. Additionally, candidates displayed high grades in the required early entry course, CI 200 or SPE 200. When comparing off-campus cohorts to their on-campus counterparts, all candidates met the same criteria. (In Special Education, the “Grow Your Own” cohort was collaboratively established with the Southwest College and East St. Louis School District 189 to provide a flexible program for nontraditional working adults who are committed to teaching within a highly diverse student population

² Entering GPA for Special Education students includes any transfer work.

³ Entering GPA for Special Education students includes any transfer work.

⁴ Beginning in Fall 2006, the Special Education Program began offering a SPE 200 course as an introduction to Special Education. The program had previously used the grade in SPE 400, Exceptional Child, as the course required for admission to the program.

⁵ Beginning in Fall 2006, the Special Education Program began offering a SPE 200 course as an introduction to Special Education. The program had previously used the grade in SPE 400, Exceptional Child, as the course required for admission to the program.

in the East St. Louis region.) However, some differences were noted. In special education, the mean entering grade point average was lower for the off-campus cohort than the on-campus cohort, although candidates met the stated GPA for admittance. Similarly, the off-campus cohort for special education displayed lower Basic Skills scores than the on-campus cohort. Strong GPA's across programs, Basic Skills test results, and early course grades suggest strong general education knowledge and skills that form the foundation for teacher education.

Actions to take based on data:

Transfer of early education coursework (CI 200/SPE 200) has implications for the number of sections that are scheduled for these courses. Continued monitoring of enrollment is recommended.

TRANSITION POINT 2: ADMISSION TO STUDENT TEACHING

Assessment: Content Area Test

Assessment	Criterion for passing	Findings	What did we learn about our candidates?	Actions to Take Based on Data
IL Content Test - standardized criterion-references tests (by content area) that are tied to State standards	Must pass – overall score must be 240 or above	100% pass rate	Overall, candidates are knowledgeable and well-prepared in their content fields	None at unit level; Program faculty should review subscores below 240 over time to determine if areas of concern exist

Findings:

Content Area and Number of Candidates	Findings – Overall mean (Note: Means below 240 may indicate area of relative weakness)
Elementary (112)	266.18
Special Education (96)	272.15

Elementary and Special Education program candidates exceeded state minimums in all areas.

Assessment: Field evaluation/Candidate ability to plan instruction (Revised assessment 2008-2009)

Each program developed an assessment of candidate ability to plan instruction that was aligned to the program's standards. Data was reported as the number of candidates who exceeded, met, or did not meet the program expectations.

Note: As part of the effort to align the SIUE Assessment Plans with the Unit Assessment Plan and to comply with NCATE (i.e., summarize additional data across programs), this assessment was revised. The field evaluation for this report was changed to reflect candidate ability to plan instruction in the field. It is also noted that programs collect additional data for the field evaluation.

Criterion for passing:

It was expected that at least 80% of each program's candidates would meet or exceed expectations.

Findings:

Program (and number of candidates)	Findings
Early childhood (n=29)	100 % of candidates exceeded or met expectations
Elementary education (n=115)	100% of candidates exceeded or met expectations

Actions to take based on data:

Continue to refine assessments to increase validity and reliability and alignment with SPA/State standards

Assessment: Disposition Evaluation (Faculty)

Assessment	Criterion for passing	Findings†	What did we learn about our candidates?	Action to Take Based on Data
Faculty Dispositions Checklist; Candidate is evaluated by program faculty during methods course on 27 dispositions** n=505	Mean should be at least 2.0	<u>Knowledge application & development (mean)=3.25</u> 98% Exceed or Meet expectations <u>Instructional process=3.42</u> 99% Exceed or Meet expectations <u>Context & foundations of education=3.21</u> 98% Exceed or Meet expectations <u>Learners & learning=3.41</u> 98% Exceed or Meet expectations <u>Interpersonal relations=3.35</u> 99% Exceed or Meet expectations	The majority of candidates display appropriate dispositions as rated by faculty	None

		<u>Professional relationships</u> =3.44 98% Exceed or Meet expectations		
--	--	--	--	--

†**Reported findings reflect data from all of the SOE's initial certification programs.**

****Rubric:** 1=Not at all characteristic of candidate, 2=Somewhat characteristic of me, 3=Moderately characteristic of candidate, 4=Extremely characteristic of candidate Criteria for passing: Exceed=Mean scores greater than 2.99; Meet=Mean scores of 2.0-2.9 (Cut scores for passing); Does not meet=Mean scores of less than 2.0

Assessment: Professional Education Grade Point Average (GPA)

Note: Data are based on cohorts determined by the date the candidate was admitted to the particular program.

Each program determines the cluster of professional education coursework required and the required grade point average for retention in the program.

Criterion for passing:

Candidates must have 3.0 GPA (Special Education) or 2.5 (all other programs) in professional education coursework to be retained in the program.

Findings:

Elementary Education

Professional Education GPA⁶:

Cohort	Range	Mean
Fall 2005	3.44 – 4.00	3.86
Fall 2006	3.21 – 4.00	3.85
Fall 2007	3.07 – 4.00	3.86
Fall 2008	TBD	TBD

(data not yet available)

Special Education

Professional Education GPA⁷:

Cohort	Range	Mean	Students who have reached this point
2005-2006	3.60 – 4.00	3.85	37
2006-2007	3.10 – 4.00	3.80	27
2007-2008	3.40 – 4.00	3.82	44
2008-2009	3.0-4.0	3.7	22

What did we learn about our candidates?

Almost all candidates met or exceeded requirements for Professional Education grade point average. Data indicated that candidates displayed strong professional knowledge, skills and dispositions.

⁶ Professional Education GPA for Elementary Education students is calculated using SPE 400, ART 300A, KIN 330, EPFR 320, EPFR 315, CI 311, CI 312, CI 337, CI 413, CI 415, CI 442, CI 411, CI 307, CI 338, CI 343 and CI 445. Professional Education GPA will be collected after the Fall semester prior to the Spring student teaching semester.

⁷ Professional Education GPA is calculated the term prior to student teaching. Professional Education GPA for Special Education students is calculated using EPFR 315, EPFR 320, KIN 325, SPE 405, SPE 412a, SPE 412b, SPE 415, SPE 416, SPE 430, SPE 450, SPE 470, SPPA 490, SPE 417, SPE 418 and SPA 421.

TRANSITION POINT 3: PROGRAM COMPLETION

Assessment: Student Teaching Evaluation

Assessment	Criterion for passing	Findings* †	What did we learn about our candidates?	Action to Take Based on Data
Unit student teaching evaluation; Faculty & Cooperating Teacher complete an online evaluation consisting of 29 forced choice statements, along with space for comments*	Means should be at least 2.0 (Does not meet expectations-less than 2.0; Meets expectations=2.0-2.99; Exceeds expectations=greater than 2.99)	<u>Knowledge</u> Mean=3.26 98% met or exceeded expectations <u>Skills</u> Mean=3.18 97% met or exceeded expectations <u>Dispositions</u> Mean=3.23 97% met or exceeded expectations <u>Technology</u> Mean=3.18 92% met or exceeded expectations <u>Knowledge application & development</u> Mean=3.22 96% met or exceeded expectations <u>Instructional Process</u> Mean=3.21 96% met or exceeded expectations <u>Context & Foundations of Education</u> Mean=3.15 95% met or exceeded expectations <u>Learners & Learning</u> Mean=3.14 90% met or exceeded expectations <u>Interpersonal Relations</u> Mean=3.36 93% met or	Candidates displayed appropriate knowledge, skills and dispositions necessary to become an effective teacher	None

		exceeded expectations <u>Professional Relationships</u> Mean=3.43 96% met or exceeded expectations		
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†**Reported findings reflect data from all of the SOE's initial certification programs.**

*Findings reported as overall mean and percent of *evaluations completed* that exceeded, met, or did not meet expectations. Some candidates had multiple evaluations because of several placements.

***Rubric:** 1=Unsatisfactory (unacceptable for beginning teacher); 2=Average (acceptable for a beginning teacher, but still developing); 3=Above Average (advanced ability for a beginning teacher); 4=Excellent (among the very best beginning teachers I have seen)

Assessment: Assessment of Professional Teaching (APT)

All candidates must pass the State-administered Assessment of Professional Teaching (APT) prior to certification. The APT is designed to assess candidates' pedagogical knowledge. The six subareas addressed include: foundations, characteristics, and assessment; planning and delivering instruction; managing the learning environment; collaboration, communication, and professionalism; language arts; and educational technology.

Criteria for passing:

Overall scores of 240 or above are considered passing per current certification standards established by the state. Because subarea (100-300) scores are on the same scale, subarea scores below 240 could suggest areas of relative weakness.

Findings:

APT Sub-Area Scores by Program (Average Scaled Score)

Program	Number of Candidates	Subarea 1	Subarea 2	Subarea 3	Subarea 4	Subarea 5	Subarea 6
Elementary <i>Tests 102 or 104</i>	107	259.45	275.93	267.48	271.07	266.25	269.43
Special Education	49	270.20	277.06	274.80	277.43	264.90	265.08

Note: Scaled Score of 240 or above indicates satisfactory performance

Subarea 1=Foundations, Characteristics, and Assessment; Subarea 2=Planning and Delivering Instruction;

Subarea 3=Managing the Learning Environment; Subarea 4=Collaboration, Communication, and

Professionalism; Subarea 5=Language Arts; Subarea 6=Educational Technology

What did we learn about our candidates?

Data is based on candidates who took the APT and who student taught during fall or spring semesters. All programs displayed mean subscores of 240 or greater, indicating that candidates demonstrated knowledge, skills, and dispositions in the subareas required for successful new teachers. Subareas included: 1) foundations, characteristics, and assessment; 2) planning and delivering instruction; 3) managing the learning environment; 4) collaboration, communication, and professionalism; 5) language arts; 6) educational technology.

TRANSITION POINT 4: FOLLOW-UP

Assessment: Exit Survey (Initial Candidates)

Initial candidates in teacher education programs assess the quality of their programs via a 26-item inventory. The exit survey is completed just prior to graduation. Candidates were asked to reflect on their level of preparation in a variety of areas using a four-point Likert scale. Means were computed for each statement across all programs. Data was also sorted into the following categories: Does not meet criteria-means less than 3.0; Meets criteria-means of 3.0; Exceeds criteria-means greater than 3.0.

Criteria for passing:

Means across all programs for each item should be at least 3.0 (i.e., agree or adequate preparation). Areas of potential concern are those where 75% or *fewer* met or exceeded the criteria, especially over a two-year period.

What did we learn about our candidates?

On all items, except those listed below, 76% or more candidates met or exceeded expectations (i.e., means of 3.0 or greater). Listed below are items that where 75% or fewer candidates met or exceeded expectations. In parenthesis, percentages from the previous year are listed.

Note: The following data are for all teacher education programs and are not provided for the purpose of this unit assessment report by specific programs.

Item 5. It appeared that the teacher education program was comprised of students from diverse backgrounds

Overall: 73 % met/exceeded criteria (2007-08: 75%)

Item 7. The general education courses were helpful in my overall preparation for teaching.

Overall: 66% met/exceeded criteria (2007-08: 61%)

Actions to take based on data:

These items were fairly consistent across two years. Diversity of candidates continues as a challenge and is part of a diversity initiative throughout the School of Education. Item 7 may indicate that candidates don't perceive the connection between general education coursework and preparation for teaching. The university is in the process of implementing a new general education plan. Advisors and faculty members may wish to continue stressing the importance of general education and the connection to successful foundational and content knowledge for teaching.

Assessment: Illinois Public Colleges Teacher Graduate Survey – One Year After Graduation

Initial program completers who are teaching in Illinois public schools and their supervisors are surveyed during the spring of the first year of full-time teaching as part of a state-wide initiative coordinated through the Illinois Association of Public Deans of Colleges of Education (IAPDCE). Aggregate responses are available for all public state universities and institution-specific data is disaggregated.

Criterion for passing:

This survey provides qualitative data about relative strengths and weaknesses in our teacher education programs. Relative strengths are areas where more than 90% of candidates were satisfied or felt prepared. Relative weaknesses are areas where less than 75% of candidates were satisfied or felt prepared. Patterns of either increase or decrease in levels of satisfaction or perceived preparation are also indicative of relative strength or weakness.

What did we learn about our SIUE candidates one year after completion?

Note: These items represent some highlights that include data from all educator preparation programs.

- **Some Relative Strengths**

- 98% were satisfied with the decision to become a teacher
- 94% were satisfied with the overall quality of the teacher education program
- 90% were satisfied with the student teaching supervisor

Actions to take based on data:

Faculty members should discuss what, if any, curriculum changes are needed to enhance: teaching English language learners, use of technology for classroom instruction, use of strategies used in multicultural education, how to address issues of socioeconomic diversity, how to teach reading skills in the subject area, working with school administrators, working with parents/guardians, and preparation for working in a high accountability environment.

Assessment: Teacher Graduate Fifth Year Assessment

The Teacher Graduate Fifth Year Assessment project is an assessment of teachers and other certificated educators in the fifth year following completion of an initial teacher certification program from one of the twelve public colleges of education in the state of Illinois. Aggregate responses are available for all public state universities and institution-specific data is disaggregated. For 2009, 1071 surveys were returned statewide (39%), with 59 responses from SIUE (49.5% of SIUE graduates returned the survey).

Criterion for passing:

This survey provides qualitative data about relative strengths and weaknesses in our teacher education programs. Relative strengths are areas where more than 90% of candidates were satisfied or felt prepared. Relative weaknesses are areas where less than 75% of candidates were satisfied or felt prepared. Patterns of either increase or decrease in levels of satisfaction or perceived preparation are also indicative of relative strength or weakness.

What did we learn about our SIUE candidates?

When comparing the 5-year survey results with the 1-year survey results, several trends are apparent. *Note:* The following data reflects responses from all of the SOE's educator

preparation programs and are not separated by program for the purpose of this unit-level assessment review.

Areas of relative strength when comparing responses after 1-year and 5-years

Area surveyed	1-year survey	5-year survey
Satisfied with decision to become a teacher	98%	99%
Satisfied with overall quality of the teacher education program	94%	92%
Prepared for or successful in addressing issues of socioeconomic diversity	60%	96%
Prepared for or successful in teaching reading (& writing-5-year survey) in the subject area	65%	93%
Prepared for or successful in working with school administration	53%	96%
Prepared for or successful in working with parents/guardians	57%	86%

It appears that some of the surveyed skills are more fully developed after experience in the field.

Actions to take based on data:

Faculty members should discuss what, if any, curriculum changes are needed to enhance: teaching English language learners, use of technology for classroom instruction, use of strategies used in multicultural education, and preparation for working in a high accountability environment.

ADDITIONAL PROGRAM ASSESSMENT DATA

As part of an effort to align SIUE Assessment Plans for all programs with the Unit Assessment Plan and to comply with NCATE (i.e., summarize more data across programs), the following assessment data was collected. These assessments, *Effect on Student Learning*, *Senior Assignment*, and *Planning Instruction* were program-specific. The assessment, *Planning Instruction*, was reported previously under the section, *Admission to Student Teaching* (Transition Point 2). These additional assessments allowed the Unit to evaluate important issues across all programs.

Assessment: Candidate Effect on Student Learning

Each program developed and administered an assessment of candidate effect on student learning. Data was reported by program as the number of candidates who exceeded, met, or did not meet program expectations for this assessment.

Criterion for passing:

Each program specified the criterion for candidates to exceed, meet, or did not meet program expectations for this assessment. It was expected that at least 80% of all candidates would meet or exceed expectations.

Findings:

Program (and number of candidates)	Findings
Early childhood (n=29)	97% of candidates exceeded or met expectations
Elementary education (n=115)	100% of candidates exceeded or met expectations

What did we learn about our candidates?

Across all programs, candidates demonstrated ability to affect student learning. For the Elementary and Special Education programs, between 97% and 100% of all candidates met or exceeded program-specific expectations.

Actions to take based on data:

Continue to refine assessment to increase validity and reliability and alignment with SPA/State standards.

Assessment: Senior Assignment

Each program developed and administered a Senior Assignment, which was connected to and aligned with the candidate's major area of study and general education skills and competencies. Data was reported by program as the number of candidates who exceeded, met, or did not meet program expectations for this assessment.

Criterion for passing:

Each program specified the criterion for candidates to exceed, meet, or did not meet program expectations for this assessment. It was expected that at least 80% of all candidates would meet or exceed expectations.

Findings:

Program (and number of candidates)	Findings
Early childhood (n=20)	100% of candidates exceeded or met expectations
Elementary education (n=115)	100% of candidates exceeded or met expectations

What did we learn about our candidates?

Across programs, candidates met or exceeded expectations; all candidates demonstrated skills and competencies in major area of study and general education coursework.

Actions to take based on data:

Continue to improve and refine quality of Senior Assignments as related to measurable objectives and connection between the major area of study and general education skills and competencies.

SECTION II:

Supplemental

Documentation

Section II: Supplemental Documentation

NCTQ Standard A : Preparation Standards for All Teachers (Selectivity)

The SOE is committed to admitting only those candidates who have **the potential for academic excellence** and who can therefore have the most positive impact on students' learning. The following Academic Profile sheets for the Elementary and Special Education programs outline the requirements for admission. These requirements, which exceed the minimums established by the state, include the following:

- Passage of the Illinois Test of Basic Skills
- A cumulative GPA of 2.5 or higher
- 42 hours of completed course work
- Completion of targeted courses with a grade of C or higher

In the Special Education program, candidates must also submit a writing sample and may be required to participate in an entrance interview with program faculty. ***For both programs, meeting the minimum criteria does not insure acceptance into the program of choice.*** Both the Elementary and Special Education programs cap enrollment, and therefore the application process is highly competitive.

For the 2009/2010 cohorts, candidates' overall GPA at the time of admission was much higher than the minimum criteria. In the Elementary program the mean GPA was 3.21 and the median was 3.16 (111 students). Special Education's mean GPA at admittance was 3.13, with a media of 3.10 (37 students). These means exceed both institutional and state minimums.

Information on mean GPA by School/College is also collected by the institution through a survey of baccalaureate graduates. The data from the 2007 graduates (the most recent data) clearly indicates that those who complete programs in the School of Education have a **higher mean GPA than any other academic unit at SIUE** at the time of graduation, as illustrated in the Table 1 below.

Table 1. Comparison of GPA: School/College Completers (2007 Graduates)

Arts & Science	Business	Education	Engineering	Nursing	SIUE Average
3.134	3.023	3.358	2.983	3.322	3.153

In order to remain in either the Elementary or Special Education programs, candidates must maintain a 3.0 GPA and, prior to student teaching, pass the appropriate state Content Area Test. Special Education candidates are required to pass three state exams prior to student teaching: Learning Behavior Specialist I, Special Education Curriculum, and the Assessment of Professional Teaching. In each program, policies are in place to insure that candidates' academic performance remains high throughout their experiences at SIUE.

In addition to monitoring their academic performance, a comprehensive dispositions process is used to monitor students' professionalism in the college classroom and, perhaps most importantly, in their field placements. This disposition process and related documentation was included in both the Elementary and Special Education Handbooks (Section I of this report).

In order to provide students with a **flexible program specifically tailored to meet the needs of nontraditional working adults**, the Special Education program has been collaborating on a state-wide “Grow Your Own” initiative that brings together the Department of Special Education and Communication Disorders with the Southwest Community College, community-based agencies, and the East St. Louis School District 189 in a unique partnership to support the preparation of educators from the East St. Louis region who are committed to teaching within this highly diverse and at-risk community. Program experiences are tailored to meet the needs of these working adults, and include evening courses held on-site in East St. Louis.

Attached Documents:

- Elementary Education Academic Profile Sheet
- Elementary Partnership Program; Two-Year Course Sequence
- Special Education Academic Profile Sheet

ELEMENTARY EDUCATION



School of Education • Department of Curriculum and Instruction

Degrees Available at SIUE

- Bachelor of Science

Teacher Certification: Grades Kindergarten - Grade 9
(Type 03 certification) in the State of Illinois

Why Elementary Education?

Teachers of elementary grades teach all subject areas, and those teaching at the middle level need endorsement in the subject area they teach.

Elementary Education at SIUE

During the first year at SIUE, students focus on general education courses that expand knowledge of the subject areas they will teach children. During the second year, students begin studying professional education courses to develop a broad understanding of children, the field of education, and life in schools. The program begins each fall for students with junior or higher status and comprises four semesters (two academic years) of course work and public school-based experiences at multiple grade levels. In the program, students spend at least 50 percent of course time working in public schools prior to full-time student teaching. This extensive field experience, combined with a closely supervised cohort system to support students, enables them to develop expertise in creating classroom environments in which children and young adolescents can learn and thrive.

Career Outlook

Graduates of the Elementary Education program may work in school settings from Kindergarten through grade 8. Some graduates apply their knowledge of teaching and learning in educational settings outside formal schools (museums, businesses, etc.).

How to Apply

Contact an Elementary Education academic advisor.

Admission Requirements

To be considered for admission to the Elementary Education program:

- Complete 42 semester hours of courses.
- Obtain a cumulative GPA of 2.5 or higher from all post-high school colleges and be in “good standing” status at SIUE.
- Pass the Illinois Certification Testing System – Test of Basic Skills (icts.nesinc.com).
- Pass CI 200, Introduction to Education (or equivalent) with a C or better.
- Complete the five skills courses with a C or better.
- Apply to the Elementary Education program on or before the published deadline.

Note: Meeting minimum requirements for admission to Elementary Education does not guarantee acceptance. There may be more applicants than openings.



Faculty

Jennifer A. Bolander, Ed.D.,
2002, Illinois State University

Susan E. Breck, Ph.D.,
1994, University of Kansas

Kathy M. Bushrow, Ph.D.,
1996, University of Texas at Austin

Martha W. Combs (Chair), Ed.D.,
1981, University of Florida

Ralph A. Cordova, Ph.D.,
2004, University of California, Riverside

Jessica Krim, Ed.D.,
2009, Montana State University

Stephen M. Marlette, Ph.D.,
2002, Kansas State University

Stephanie L. McAndrews, Ph.D.,
1998, University of Arizona

Barbara D. O'Donnell, Ed.D.,
1999, University of North Dakota, Grand Forks

Caroline R. Pryor, Ed.D.,
1990, Arizona State University

Gloria D. Reading, Ed.D.,
1999, Southern Illinois University Edwardsville

Randall E. Smith, Ph.D.,
1987, University of Missouri - Columbia

Ann R. Taylor, Ph.D.,
1995, Washington University

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE
SCHOOL OF EDUCATION

Sample Four-Year Curriculum

	FALL	SPRING
YEAR 1	ENG 101 English Composition I (3) MATH 112a Math for Elem Teachers: Number Sense and Algebra (Intro NSM) (3) MUS 111 Intro Music Hist/Lit (Intro FAH) (3) PHIL 106 Critical Thinking (3) PSYC 111 Foundation of Psyc (Intro SS) (3) SPC 103 Interpersonal Comm Skills (IGR) (3) Total hours 18	CMIS 108 Computer Concepts (3) Intro Natural Sciences+ (3) ENG 102 English Composition II (3) HIST 200 U.S. History: Constitution to 1877 (3) MATH 112b Math for Elem Teachers: Probability, Stats and Geometry (Dist NSM) (3) CI 200 Introduction to Education (2) Total hours 17 Note: During the first semester of course work, start a file in the School of Education undergraduate advisement office (OCECA).
YEAR 2	GEOG 111 Intro to Geography (Intro SS, IC) (3) HED 201 Healthful Living (3) HIST 201 US History: 1877 - Present (3) PSYC 201 Child Psychology (Dist SS)* (3) Academic Emphasis Area# (3) Total hours 15 TAKE ICTS BASIC SKILLS TEST	ENG Literature (Dist FAH) (3) SCI 241a Foundations of Science I+ (3) Academic Emphasis Area# (see advisor) (3) Academic Emphasis Area# (300-400 level) (3) Academic Emphasis Area# (300-400 level) (3) Ø Professional Education Course (3) Total hours 18
YEAR 3	ØØ Partnership Program Course (1) ØØ Partnership Program Course (3) ØØ Partnership Program Course (3) Ø Professional Education Course (3) Ø Professional Education Course (3) Interdisciplinary Studies (IS) (3) Total hours 16 TAKE CONTENT AREA TEST	Partnership Program Course (1) ØØ Partnership Program Course (3) ØØ Partnership Program Course (3) Ø Professional Education Course (3) Ø Professional Education Course (3) Ø Professional Education Course (3) Ø Professional Education Course (3) SCI 241b Foundations of Science II+ (3) Total hours 19
YEAR 4	ØØ Partnership Program Course (1) ØØ Partnership Program Course (3) ØØ Partnership Program Course (3) ØØ Partnership Program Course (3) Academic Emphasis Area# (3) Total hours 13	ØØ Partnership Program Course (10) ØØ Partnership Program Course (2) Total hours 12 (Full-Time Student Teaching Semester) TAKE APT TEST

* PSYC 111 is a prerequisite for PSYC 201; PSYC 201 must be completed with a grade of C or higher in order to be eligible for the Partnership Program. + One science course must include a lab; SCI 241a or b meets the lab requirement. Ø Professional education courses for declared Elementary Education majors only. Only Education advisors will advise and enroll students in these courses. ØØ Partnership Program courses are for Elementary Education majors accepted into the Partnership Program. Students will be enrolled in these courses as a block by Education advisors. The Partnership Program begins in the fall only. Students can submit an application to the Partnership Program even if they are in process of completing requirements. Applying to the Partnership Program is a separate application process from applying to SIUE or declaring a major. Admittance to SIUE or declaring an Elementary Education major does not guarantee acceptance into the Partnership Program.

Exit Requirements

Students are required to complete a senior assignment. Successful completion of an appropriate student teaching placement is the culmination of the student's professional preparation program.

Application Deadline

Students should contact an Elementary Education advisor for admission requirements and deadlines. The Elementary Education program begins in the Fall semester, and applications are accepted in the Spring semester.

Other Curriculum and Instruction Programs at SIUE

Undergraduate Programs

- Early Childhood Education
- Elementary Education
- Secondary Education

Graduate Programs

- Curriculum and Instruction
- Literacy Education
- Secondary Education
- Masters of Arts in Teaching

Academic Advising Information

Lorrie Stricklin, lstrick@siue.edu, (Advisor for students with last names beginning with A-L)
 Lisa Hemen, lhemen@siue.edu, (Advisor for students with last names beginning with M-Z)
 Office of Clinical Experiences, Certification and Advisement
 Campus Box 1062
 Edwardsville, IL 62026-1062
 618.650.3940

Contact Info

Dr. Ann Taylor
 Department of Curriculum and Instruction
 Campus Box 1122
 Edwardsville, IL 62026-1122
 618.650.3446
 ataylor@siue.edu

Elementary Education Two-Year Course Sequence

Elementary Partnership - Two Year Program																										
301 - 302 - 303 - 304 = Begin On Even Years		305 - 306 - 307 - 308 = Begin On Odd Years																								
<p style="text-align: center;">1st Semester</p> <p>CI 311 (1) - Elem & Middle Level Methods CI 415 (3) - Math at Elementary Level CI 442 (3) - Science at Elem & Mid Levels Public School - Tuesday & Thursday</p> <p style="text-align: center;">Or</p> <p>CI 311 (1) - Elem & Middle Level Methods CI 337 (3) - Literacy at Elem & Mid Levels CI 413 (3) - Literature at Elem & Mid Levels Public School - Tuesday & Thursday</p>	<p style="text-align: center;">1st Semester - On Campus Dates 4 - Rooms for 30 Students</p> <table> <tr> <td>Week 1</td><td>Tuesday</td><td>10:30 - 12:00 pm</td></tr> <tr> <td>Week 1</td><td>Thursday</td><td>8:00 - 12:00 pm</td></tr> </table> <p style="text-align: center;">Special Dates - On / Off Campus</p> <table> <tr> <td>Week 10</td><td>Tues - 415 & 442</td><td>8:00 - 4:00 pm</td></tr> <tr> <td>Week 10</td><td>Tues - 337 & 413</td><td>8:00 - 4:00 pm PS</td></tr> <tr> <td>Week 10</td><td>Thurs - 337 & 413</td><td>8:00 - 4:00 pm</td></tr> <tr> <td>Week 10</td><td>Thurs - 415 & 442</td><td>8:00 - 4:00 pm PS</td></tr> </table>		Week 1	Tuesday	10:30 - 12:00 pm	Week 1	Thursday	8:00 - 12:00 pm	Week 10	Tues - 415 & 442	8:00 - 4:00 pm	Week 10	Tues - 337 & 413	8:00 - 4:00 pm PS	Week 10	Thurs - 337 & 413	8:00 - 4:00 pm	Week 10	Thurs - 415 & 442	8:00 - 4:00 pm PS						
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<p style="text-align: center;">4th Semester</p> <p>CI 451A (10) - Elementary Student Teaching CI 452 (2) - Curriculum Integration & Change Public School - Mon - Tues - Wed - Thurs - Fri</p>	<p style="text-align: center;">4th Semester - On Campus Dates CI 452 - 1 room for 150 students - 8:00 - 9:00 am 4 rooms for 30 students - 9:00 am - 12:00 pm</p> <table> <tr> <td>Week 1</td><td>Friday</td><td>8:00 - 12:00 pm</td></tr> <tr> <td>Week 5</td><td>Friday</td><td>8:00 - 12:00 pm</td></tr> <tr> <td>Week 8</td><td>Friday</td><td>8:00 - 12:00 pm</td></tr> <tr> <td>Week 13</td><td>Friday</td><td>8:00 - 12:00 pm</td></tr> <tr> <td>Week 16</td><td>Friday</td><td>8:00 - 12:00 pm</td></tr> </table>		Week 1	Friday	8:00 - 12:00 pm	Week 5	Friday	8:00 - 12:00 pm	Week 8	Friday	8:00 - 12:00 pm	Week 13	Friday	8:00 - 12:00 pm	Week 16	Friday	8:00 - 12:00 pm									
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SPECIAL EDUCATION

School of Education • Department of Special Education and Communication Disorders

Degrees Available at SIUE

- Bachelor of Science

Teacher Certification: Kindergarten – Grade 12 (Type 10 certification) in the State of Illinois

Why Special Education?

The Special Education program offers a National Council for Accreditation of Teacher Education (NCATE) approved preparation program at the undergraduate level for the Illinois Learning-Behavior Specialist I certification. The program provides course work and practicum experiences which focus on mild, moderate, and severe disabilities at all levels through adulthood.

Special Education at SIUE

The Special Education program at SIUE is delivered through a collaborative partnership agreement between SIUE and public school districts. Classroom teachers and university professors work together to provide Special Education majors a unique opportunity to regularly interact with children from Kindergarten to Grade 12. The Special Education program, in conjunction with the Early Childhood program in Curriculum and Instruction, also provides courses required for Early Childhood Special Education approval.

Career Outlook

Graduates of the Special Education program have the opportunity to work in a multitude of settings, such as public or private schools, alternative schools, and day treatment or residential settings. The LBS I certification will allow graduates to teach students with a variety of disabilities from Kindergarten through Grade 12.

How to Apply

Contact the academic advisor or visit siue.edu/education.

Admission Requirements

Requirements for admission to the Special Education major are:

- Passage of the Illinois State Test of Basic Skills; no student will be allowed into Special Education course work beyond Special Education (SPE) 200 until he or she passes this test.
- A cumulative grade point average of 2.5 or higher.
- 42 semester hours of course work.
- Grades of C or higher in each course included in the 15 hours of skills coursework.
- A grade of B or higher in Special Education 200 or an equivalent professional level course.
- Application for admission to the Special Education program and transcript of all course work completed.

Exit Requirements

Students are required to complete a senior assignment. Successful completion of an appropriate student teaching assignment culminates the student's professional preparation.



Faculty

Allison J. Fahsl, Ph.D.,

2001, Oklahoma State University

Melissa K. Bergstrom, Ph.D.,

2003, University of Oregon

Anthony M. Denkyirah, Ph.D.,

2003, Southern Illinois University Carbondale

Linda L. Forbringer, Ph.D.,

2003, St. Louis University

Wendy W. Fuchs, Ph.D.,

2008, Southern Illinois University Carbondale

Stacie M. Kirk, Ph.D.,

2006, University of Kansas

Craig A. Miner, Ph.D.,

1994, Southern Illinois University Carbondale

Phil M. Weishaar, Ph.D.,

1984, St. Louis University

Field Supervisors

Erlean Johnson

Sara Eckert

Judy Gover

Sample Four-Year Curriculum

	FALL	SPRING
YEAR 1	BIOL 111 Contemporary Biol (Intro NSM) (3) ENG 101 English Composition I (3) MUS 111 Intro Music Hist/Lit (Intro FAH) (3) PSYC 111 Foundations of Psych (Intro SS) (3) SPC 103, 104, or 105 Speech Comm (3) Total hours 15	ART 111 Introduction to Art (Intro FAH) (3) ENG 102 English Composition II (3) GEOG 111 Introduction to Geog (II/IC) (3) MATH 111 Math for Life or MATH 120 College Algebra (Intro NSM) (3) STAT 107 Concepts of Statistics or CS/CMIS 108 Computer Concepts (3) Total hours 15 Note: After two semesters of course work is complete, start a file in the School of Education's undergraduate advisement office (OCECA).
YEAR 2	SPE 200 Disabilities in Society (IGR) ^ (3) HIST 200 or HIST 201 U.S. Hist (Dist SS) (3) PHIL 106 Critical Thinking or MATH 106 Deductive Reasoning (3) CHEM 120a/124a General Chemistry or SCI 241a Foundations of Science (3-4) ENG Literature 200 - 300 level (3) Total hours 15 - 16 COMPLETE ICTS BASIC SKILLS TEST AND DECLARE A SPECIAL EDUCATION MAJOR	GEOG 210 Physical Geography or GEOG 211 Meteorology (Dist. NSM) (3) BIOL 203 Human Sexuality or BIOL 205 Human Diseases (3) POLS 112 American National Government (3) Dist Fine Arts & Humanities (3) Ø EPFR 315 Educational Psychology (3) Total hours 15 APPLY FOR ADMISSION TO SPECIAL EDUCATION
YEAR 3	Ø SPE 401 Field Practicum One (1)* Ø SPE 405 Foundations of Special Ed. (3)* Ø SPE 412 Assessment for Instructional (3) Decision Making in Special Ed. (3)* Ø SPE 471 School & Family Partnerships (3)* Ø SPPA 490 Language Development (3) Ø EPFR 320 Foundations of Education (3) Total hours 16	Ø SPE 402 Field Practicum Two # (2) Ø SPE 416 Functional Curriculum Methods # (3) Ø SPE 430 Classroom Management & Behavior Support in Special Ed. # (3) Ø SPE 450 Instructional Planning & Professional Collaboration in Spe. Ed.# (3) Ø SPE 415 Instructional & Assistive Tech or Ø SPE 470 Transition Planning (3) Interdisciplinary Studies (IS) (3) Total hours 17
	SUMMER ØSPE 415 Instructional & Assistive Tech. or Ø SPE 470 Transition Planning (3) Total hours 3	
YEAR 4	Ø SPE 417 Reading & Language Arts Methods in Special Ed.+ (6) Ø SPE 418 Field Practicum Three+ (3) Ø SPE 421 Mathematics Methods in SPE+ (3) Ø SPE 422 Science & Social Science Area Methods in Special Ed.+ (3) Total hours 15	Ø SPE 481 Senior Seminar in Special Ed.- (3) Ø SPE 499 Special Education Student Teaching- (12) Total hours 15

^ Students are required to complete 30 hours and have a 2.5 GPA to enroll in SPE 200 (also meets IGR requirement). Ø Professional Education and Special Education courses for declared majors only; Special Education courses are for students who are officially accepted into the SPE program. * These courses must be taken concurrently. # These courses must be taken concurrently. + These courses must be taken concurrently the semester prior to student teaching. All General Education and Professional Education courses are prerequisites. - These courses must be taken concurrently. All other required courses are prerequisites.

Application Deadline

Students should contact a Special Education advisor for admission requirements and deadlines. Application deadline for the Fall cohort is the first Monday in March, and the deadline for the Spring cohort is the first Monday in October.

Other Special Education and Communication Disorders Programs at SIUE

Undergraduate Programs

- Special Education
- Speech-Language Pathology

Graduate Programs

- Special Education
- Speech-Language Pathology

Academic Advising Information

Elaine Farrar
 efarrar@siue.edu
 Office of Clinical Experiences, Certification and Advisement
 ocecahelpdesk@siue.edu
 Campus Box 1062, Edwardsville, IL 62026-1062
 618.650.3940

Contact Information

Dr. Allison Fahsl
 Department of Special Education and
 Communication Disorders
 Campus Box 1147, Edwardsville, IL 62026-1147
 618.650.3488
 afahsl@siue.edu

Section II: Supplemental Documentation

NCTQ Standard A : Preparation Standards for All Teachers (21st Century Teaching)

The School of Education is committed to providing its candidates and faculty with **access to a range of technologies** to support innovative instructional practices. For example, all of the SOE's classrooms are equipped with SmartBoard technologies and projection podiums, and faculty are provided with in-house training on the use and application of these technologies. Several faculty members also engage candidates in the use of response "clickers" during instruction. It is expected that candidates not only understand how to use these technologies to learn, but also how to apply them once in their own classroom. Most courses utilize BlackBoard to support candidates' learning and enhance communication with faculty and peers. Candidates also use technology, when available in field placements, to deliver instruction while in the classroom.

In order to support Elementary Education candidates in further developing collaborative inquiring stances within their classroom practices, each candidate learns how to use WebDIVER™ video analysis archiving and analysis software as part of CI 445 Language Arts in the Elementary and Middle School (see also the CI 445 syllabus in Section I). A collective written analysis is developed by a Research Lesson Group, accompanied by individual reflective analyses written by each member that synthesizes their neighborhood and classroom maps, three observations, and own growth as a teacher. Detailed guidance and Studio Time are provided in class.

While uses of technology are imbedded in all teacher preparation program courses, Special Education has developed a unique course that is required of its candidates, entitled SPE 415 Microcomputers and Assistive Technology (see also the SPE 415 syllabus in Section I). As part of their experiences for this course, candidates have the opportunity for hands-on instruction using an array of new technologies that are available in the program's fully-equipped **Assistive Technology Lab**.

During the past academic year, the faculty and Special Education candidates have participated in and implemented two collaborative workshops for special educators that have focused specifically on technology. In the summer, the Department offered a workshop on Augmentative and Alternative Communication (AAC) for regional special educators and related service agencies. During the spring 2010 semester, a full-day workshop on "Learning Tools for the 21st Century" was offered in collaboration with the Madison County Regional Office of Education. This workshop focused on technology's use in the classroom and understanding today's digital learners. Special education faculty participated in workshop sessions, which were attended by area educators as well as SOE's teacher candidates and faculty.

Candidates in both the Elementary and Special Education programs gain an **understanding of different cultures and traditions** through directed experiences in their foundational courses (specifically, EPFR 320 Foundations of Education; see the syllabi in Section I). As noted in the syllabus for EPFR 320, the purpose of this foundations course is to introduce candidates "to the philosophical, historical, social, and cultural foundations of education in a multicultural society,

with a focus on understanding education in context to improve teaching practices.” Course assignments include participation in a Diversity Workshop, through which candidates work collaboratively to prepare and present a one-hour workshop on one of five critical issues of cultural difference, and the creation of a digital story that critically analyzes one formative moment in the construction of each candidate’s cultural identity. In addition, field placements for all of the SOE’s education preparation programs are made in order to insure that candidates have **experiences with the principal minority and ethnic groups within the community and broader metropolitan region.**

Understanding language acquisition and the **impact on English Language Learners (ELLs)** is integrated through literacy courses. The emphasis on differentiation in all methods courses provides students with “best practices” which are at the heart of ELL methodology. Currently, faculty in the SOE’s Department of Educational Leadership are collaborating with faculty in the College of Arts and Sciences to develop unique modules specific to instructional methodologies for English Language Learners, which will be imbedded into foundational course experiences.

Attached Document:

- Learning Tools for the 21st Century Program

SPONSORED BY THE

**MADISON COUNTY REGIONAL OFFICE OF EDUCATION
DR. ROBERT A. DAIBER, REGIONAL SUPERINTENDENT**

AND THE

**SPECIAL EDUCATION & COMMUNICATION DISORDERS DEPARTMENT
SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE**

**3RD ANNUAL WINTER CONFERENCE
JANUARY 29, 2010**

LEARNING TOOLS FOR THE 21ST CENTURY



WHO SHOULD ATTEND

- GENERAL AND SPECIAL EDUCATION FACULTY
- SCHOOL COUNSELORS AND SOCIAL WORKERS
- SCHOOL SUPERINTENDENTS
- DIRECTORS OF SPECIAL EDUCATION
- SPEECH LANGUAGE PATHOLOGISTS
- ADMINISTRATORS
- UNIVERSITY STUDENTS



SIUe

Districts Encouraged to Bring a Team

the details

Location

Southern Illinois University
Morris University Center
2nd Floor Conference
Center
Edwardsville, IL 62026

Date

Friday
January 29, 2010
8:30 a.m.—3:00 p.m.

Lunch

A \$10 lunch voucher will be provided for use in either the cafeteria, food court, or Faculty Dining Room

Reservations

Lodging reservations are available at the:

Hampton Inn
5723 Heritage Crossing
Glen Carbon, IL 62025

Parking

Parking is available at the Morris University Center. Participants will be sent a parking pass via e-mail approximately one week before the conference.

about the conference

In the 21st Century, classroom technology will become the transparent component that integrates all areas of the curriculum. Digital classrooms will largely replace textbooks and teacher lectures as the way students access new information. Technology will link students to the world with teachers as their guides and coaches. Consequently, the focus of this conference is to showcase learning strategies and digital learning tools that will assist educators in this ever changing digital learning environment.

Presenters

MARILEE SPRENGER

Marilee Sprenger, an educator who has applied the principles of brain-based teaching at all grade levels, will provide a fast-paced engaging session, activities and discussions will supply participants with specific techniques designed to capitalize on learning. Educational neuroscience combines the best practices taken from cognitive science, psychology, and education. Take this opportunity to listen to a teacher and ASCD author who has been applying the research in her classrooms since 1989. It is one thing to talk about brain-compatible learning, but using it with students requires a different kind of understanding. Lowering stress, enhancing complex cognitive skills, and understanding memory become essential. Receiving, encoding, storing, and retrieving information make sense as the memory systems are defined. Assessing student learning becomes the simple task of accessing the same memory systems that were used for teaching.

BREAKOUT SESSION PRESENTERS

Breakout sessions will be provided by a variety of professionals as well as faculty from the Department of Special Education and Communication Disorders at SIUE as well as those from the Madison County Regional Office of Education.

Vendors

Vendors will be in the Oak/Redbud Room from 8:30a.m. to 3:00p.m. with items available for demonstration and for purchase. Please make time to visit the following vendors:

Dynavox

PRC

Enabling Devices

Proloquo2Go

Illinois Assistive Technology

Attainment Company

Abilitations

Conference agenda

8:15a.m.—8:45a.m. **Registration**

8:45a.m.—9:00a.m. **Opening Remarks**

Dr. Robert Daiber

Regional Superintendent of Schools

Keynote

Marilee Sprenger

Digital Brain, How Kids Learn Differently in the Digital Age

Maple/Doogwood
9:00a.m.—10:00a.m. Marilee Sprenger gives us insight on the digital world our students live in everyday; she applauds the upside of this—kids who will be actively engaged in a digital world. Further, she explains that extended use of digital tools often used simultaneously, is a direct result of an effort to stay connected. Sprenger warns that this digital multitasking is a misnomer and often results in partial attention to task. Data exchange is efficient, but frequently limits the ability to connect face-to-face. Kids come up short recognizing facial/body language and reading emotional feelings of others accurately.

10:15a.m.—12:00p.m. **Morning Sessions**

Session I: Assistive Technology

Faculty/Students from the Department of Special Education and Communication Disorders

Hackberry
10:15a.m.—11:00a.m. This session will provide low and high tech options for assistive technology to support students with varying abilities and educational needs. Presenters will provide participants with ideas for incorporating technology to better meet the needs of all students in the classroom.

Session II: Co-Teaching

Alexa Tate, Madison County ROE

Hickory
10:15a.m.—11:00a.m. This co-teaching workshop will focus on “how to” effectively implement the practical aspects of a co-teaching model and why implementing the co-teaching model as a classroom instructional tool will improve student achievement. Questions will be addressed.

Session III:

Marilee Sprenger

Maple/Dogwood
10:15a.m.—11:00a.m. This session will be a follow-up to the keynote presentation in which educators can ask questions and gain more in-depth knowledge about the digital brain and how students are wired differently in the digital age.

11:00a.m.—11:15a.m. **Break**

Session I: Sensory Integration Issues

Lauren Milton OTD, OTR/L

Hackberry
11:15a.m.—12:00p.m. This session will focus on the issues related to students who have sensory integration challenges in the classroom. The presenter will provide participants with information to increase awareness of sensory issues and the impact of these issues on children, as well as, suggestions for how to incorporate simple solutions to help students with sensory integration issues succeed in the school environment.

Session II:

Illinois Virtual School

Hickory
11:15a.m.—12:00p.m. Come learn how the Illinois Virtual School plans to increase learning opportunities for both students and educators throughout the state. They offer both synchronous and asynchronous online courses to all Illinois public school students in grades 5-12.

Conference agenda

Session III: Marilee Sprenger

Maple/Dogwood
11:15a.m.—12:00p.m. This session will be a follow-up to the keynote presentation in which educators can ask questions and gain more in-depth knowledge about the digital brain and how students are wired differently in the digital age.

12:00p.m.—1:00p.m. **Lunch On Your Own**
(a \$10 lunch voucher will be provided)

1:15p.m.—3:00p.m. **Afternoon Sessions**

Session I: AAC and Natural Speech-Integrating Treatments Amie King

Hackberry
1:15p.m.—2:00p.m. Many parents and professionals hold the belief that implementing AAC may inhibit natural speech development in their children and clients. This widely held belief has resulted in an “either/or” attitude towards AAC and traditional speech therapy. The goals of this presentation are as follows: (1) briefly review the research on this topic in order to facilitate well-informed discussions all stakeholders regarding AAC and natural speech development, and (2) describe an intervention approach which integrates AAC and traditional speech therapy. The intervention will be discussed within the context of a case example.

Session II: 1 to1 Laptop Initiative Bethalto School District

Hickory
1:15p.m.—2:00p.m. At the Wilbur Trimpe Middle School every 7th and 8th grade student has his/her own laptop. All the classes use the laptops as part of their program and most students use their laptops at home, as well as, at school. Hear how this one-to-one initiative has affected students, staff, curriculum, and learning; lessons the school has learned from the experience; and such things as how the program was planned and funded. The presenters will share professional development and curriculum changes were needed and how parents participated.

2:00p.m.—2:15p.m. **Break**

Session I: Make and Take Faculty/Students from the Department of Special Education and Communication Disorders

Hackberry
2:15p.m.—3:00p.m. This session will provide ideas about quick and easy adaptations and supports to use with students. Participants will have the opportunity to choose from several types of speech/language-based supports, as well as low-tech adaptations and supports.

Session II: Tech Showcase Regional Office Staff

Hickory
2:15p.m.—3:00p.m. Have you wanted to try some of the new technologies that are appropriate for educational use and ask questions about their capabilities and uses in the classroom? If so, come to this session lead by ROE staff where you will see, try out, and be given the opportunity to ask questions about the Dell Netbooks, the Amazon Kindle electronic books, FLIP Video Cameras, and the Elmo Document Camera.

Section II: Supplemental Documentation

NCTQ Standard A : Preparation Standards for All Teachers (Student Teaching)

The SOE's educator preparation programs provide sustained and focused field experiences for all candidates in order to prepare them for the realities of today's classrooms within diverse educational settings. These experiences include internships that are conducted in the three semesters prior to student teaching, which provide **early and meaningful exposure to fieldwork** as well as the semester-long student teaching experience. When placing candidates in the field, careful attention is made to insure that candidates have the advantage of a range of sites including **rural/urban/metropolitan schools, multiple grade levels, and experiences with economically and culturally diverse populations**. Placements are carefully monitored through the SOE's Office of Clinical Experiences, Certification, and Advisement (OCECA) to insure quality and diversity in individual candidate's placements. By the time of program completion, candidates will have had sustained experiences in at least three diverse classroom placements; Elementary Education candidates will have completed 480 classroom hours prior to the student teaching semester. The Tables below overview the field-based experiences of the SOE's candidates.

Table 2. Elementary Education Partnership

Course	Type of Placement	Length of Placement
CI 311 – 1 st Semester	Internship	2 half days/week/15 weeks
CI 312 – 2 nd Semester	Internship	2 half days/week/15 weeks
CI 411 – 3 rd Semester	Internship	2 full days/week/15 weeks
CI 451a – 4 th Semester	Student teaching	5 full days/15 weeks

Table 3. Special Education Partnership

Course	Type of Placement	Length of Placement
SPE 401 – Field Pract I	Internship	2 half days/week
SPE 402 – Field Pract II	Internship	2 ¾ days/week
SPE 418 – SPE Practicum	Internship	2 full days/15 weeks
SPE 499 – SPE Elem ST	Student teaching	5 full days/8 weeks
SPE 499 – SPE SEC ST	Student teaching	5 full days/8 weeks

As candidates proceed through the program, their field experiences become more intensive as they assume more responsibilities in the classroom. Therefore, candidates build upon initial observations of master teachers to individualized, small-group, and whole-group instruction. This scaffolded process provides them the experiences they need to teach full-time, for all content areas, once they student teach.

Because the Elementary and Special Education programs use a partnership cohort model, the **candidates, supervisors, and classroom teachers form a professional relationship that**

strengthens the quality of the experiences for the candidates. University supervisors (SOE faculty) work with the candidates, teachers, and school administrators to ensure a strong match between the classroom mentor teacher and student teacher. District partners play a key role in the selection and assignment of cooperating teachers, who are carefully screened by the University Supervisor to insure competence in mentoring as well as content mastery. For student teaching, it is typical that candidates have already interned in the classroom to which they are assigned, and can therefore more effectively build upon students' learning and the teacher's instruction.

Both the Elementary and Special Education programs have instituted seminars or "invite nights" to bring together cooperating teachers, University supervisors, and candidates to overview guidelines and expectations for the student teaching experience. Fulltime University supervisors provide professional development to all cooperating teachers related to program updates, and within the Elementary Education program facilitate a Cooperating Teacher Organizational Meeting (CTOM) each year. This ongoing communication is critical to candidates' success in their intern placements as well as student teaching.

Student teachers are evaluated throughout their semester-long experience by both the University Supervisor and the classroom mentor teacher, using observational forms based on professional teaching standards. Because of the effective communication that is developed between all parties, difficulties in student teaching can be identified early. In the case of these difficulties, the student teacher meets with the University Supervisor, classroom teacher, and/or Program Coordinator to develop a remedial plan. Decisions to withdraw student teachers from their placements are made on a case-by-base basis. However, student teachers are immediately withdrawn if this action is directly requested by the partnering school. In some instances, student teachers may be reassigned to another classroom for an additional semester. However, in those cases where it is evident that the student teacher lacks the skills, knowledges, and/or dispositions to be a highly successful teacher, program dismissal is recommended. Those student teachers who are dismissed from an educator preparation program can work with their Program Director and academic advisor to develop an **alternative plan of study to enable that individual to complete a Bachelor's degree in Education**, without certification.

Attached Document:

- "Invite Night" PowerPoint (Special Education)

Welcome Cooperating Teachers!

(Special Education)

Fall 2009

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

General Information

- One student teacher per cooperating teacher
 - Each student will spend 8 weeks in an elementary school setting and 8 weeks in a secondary school setting
 - Students should have an “intensive” period
 - Student teachers are expected to follow the schedule of the school where they are placed
-

University (Field) Supervisors

- Each student teacher will be observed by the university supervisor at least twice per 8 week placement
 - University supervisors are there to support the cooperating teacher and the student teacher
 - Supervisors will contact you periodically to check on progress
-

Student Teacher Expectations



- We expect the student teachers to:
 - ❑ Arrive prepared and on time
 - ❑ Dress appropriately
 - ❑ Maintain open communication with CT
 - ❑ Accept critical feedback
 - ❑ Communicate and prepare for absences
 - ❑ Maintain appropriate rapport with staff and students

Expectations (cont.'d)

- Lesson planning
- Accuracy of content being presented
- Clear objectives, assignments, activities
- Student involvement and teacher expectations are high
- Use of appropriate teaching methods and strategies
- Classroom Management
- Communication Skills



Student Teacher Class Assignments for Seminar

- Philosophy of Education
- Resume
- Effects on Student Learning
- Behavior Management Plan
- Collaboration Paper
- Poster Presentation to Faculty



Cooperating Teacher Expectations

- Instructional and professional role model
- Provide critical and constructive feedback to the student teacher throughout the 8 weeks
- Maintain open communication with the student teacher and university supervisor
- Fill out the student teacher evaluations at end of period



Section II: Supplemental Documentation

NCTQ Standard A : Preparation Standards for All Teachers (Program Evaluation)

As has been described in Section I of this report, the School of Education has developed a unique **unit-level assessment system**, stored electronically, that is accessible to faculty and administrative leaders across the preparation programs and multiple academic units. This system allows for efficient sharing of information to insure that programs continuously collect and use data to inform program review and reform.

As part of its evaluation efforts, the School of Education participates in a state-wide survey of its graduates, which has been developed as a collaborative endeavor by the Illinois Association of Public Deans of Colleges of Education (IAPDCE). These surveys are administered to all graduates of educator preparation programs from public universities in the state. Surveys are also administered to the novice's direct building supervisor, **thus providing critical data from partnering districts regarding their perceptions of the quality of the SOE's program graduates**. A second follow-up survey is also administered to graduates after five years in the classroom. These data provide the SOE with invaluable information on graduates' perceptions of the effectiveness of their preparation, as well as the perceptions of school-based supervisors. These surveys also provide data on the retention rates of these graduates. An overview of this survey system and the survey forms are provided.

In addition to the IADPCE annual survey, SIUE administers a one-year out baccalaureate survey through Alumni Services. The purpose of this survey is to provide data for the University's undergraduate program reviews and to participate in the Illinois Board of Education's Baccalaureate Graduate Follow-Up System. The information gathered through this survey provides data on **graduates' demographics, final GPA, employment, and satisfaction with their program and the University's student services**. Information specific to the School of Education's graduates regarding employment is provided in Table 4 below.

Table 4. SIUE School of Education Baccalaureate Survey: Employment Data

Employment	2007 Graduates- SOE (All majors)	2006 Graduates- SOE (All majors)	2005 Graduates- SOE (All majors)
<i>Full-Time</i>	75.5%	64.6%	66.9%
<i>Part-Time</i>	13.3%	16.9%	13.2%
<i>Elementary/Secondary School Job Placement</i>	53.2%	49.5%	44.8%
<i>Position Related/Closely Related to Degree</i>	81.1%	80.2%	77.3%

Overall, the data from the SIUE's baccalaureate survey clearly indicate that a majority of the SOE's graduates are employed one year after graduation, and are holding a position that is related to their preparation at SIUE. *It should be noted that the data for the SOE's baccalaureate graduates includes non-teaching majors*. Slightly over half of the School's undergraduate

majors are in fields that are not tied to a P-12 certification and include Psychology, Exercise and Wellness, and Speech Pathology.

Attached Documents:

- Overview of IAPDCE Survey
- Recent Teacher Graduate Survey Form
- Recent Teacher Graduate Survey Form (Supervisors)
- Fifth-Year Teacher Survey

Illinois Teacher Graduate Assessment

Project Overview

The Teacher Graduate Assessment project is an assessment of teachers in their first year of teaching directly following graduation from one of the twelve public colleges of education in the state of Illinois. For the 2009 assessment, one private college—Illinois Wesleyan University—is again participating in the assessment. The project is a cooperative effort of the Illinois Association of Deans of Public Colleges of Education (IADPCE) in conjunction with the Illinois Teacher Data Warehouse (TDW). The participating colleges of education, the Illinois Board of Higher Education (IBHE), and the Illinois State Board of Education (ISBE) have provided the financial support for the project.

By surveying first-year teachers and their supervisors, information is generated that can be used for teacher education program improvement and that is responsive to broader state education needs. Specifically, the project aims to:

1. Provide a standardized assessment of new teacher graduates of all public colleges in Illinois.
2. Provide a specific examination of teacher skills related to the Illinois Professional Teaching Standards and the Illinois Learning Standards for the purpose of identifying areas of improvement for teacher preparation programs and for ongoing new teacher professional development needs.
3. Provide institutions with institution-specific data on student learning in teacher education programs that will assist with program improvement efforts.
4. Proactively respond to calls for accountability related to teacher preparation by gathering information that can inform policy makers and the public about teacher preparation programs in Illinois and new teacher practice in the first year of teaching.

In March 2004, an advisory committee named by the project partners was created to oversee the development of survey instruments, administration protocol, and data reporting. This advisory committee has continued to meet in order to review each year's survey results and to modify the survey as needed. The process for survey development and modification is guided by project staff operating under the direction of the Dean of the College of Education and Professional Studies at Eastern Illinois University.

First-year teachers are identified each year by the Teacher Data Warehouse, which combines college institutional graduation data with the State of Illinois's Teacher Service Record database to identify the survey population. Identified graduates and their supervisors (typically, school principals) are surveyed each spring as they near completion of their first full year of teaching.

Survey results are reported relative to the degree that new teachers from colleges of education in Illinois are prepared to address the Illinois Professional Teaching Standards, the Illinois Learning Standards, and the Illinois Technology Standards. First-year teachers also provide open-ended, written feedback about key teacher preparation program elements. Reporting takes the form of institution-specific and state aggregate data reports.

The success of this project rests not just in the ability to collect valid data on new teachers, but also in the ability of the partners to use data to improve teacher education in Illinois. The creation of an ongoing assessment project produces reliable data for program improvement and state policy consideration and is an important step in the ongoing P-16 collaboration efforts in Illinois.

Project History

The assessment of new teacher graduates from colleges of education in Illinois is housed at Eastern Illinois University and is conducted under the guidance of the deans of the public colleges of education and an advisory committee made up of the deans' designees. The project started in March 2004 with the financial support of the Illinois Board of Higher Education, the Illinois State Board of Education, and the twelve participating public institutions of higher education: Chicago State University, Eastern Illinois University, Governors State University, Illinois State University, Northeastern Illinois University, Northern Illinois University, Southern Illinois University Carbondale, Southern Illinois University Edwardsville, University of Illinois at Chicago, University of Illinois at Springfield, University of Illinois at Urbana-Champaign, and Western Illinois University. For the 2009 assessment, a private institution—Illinois Wesleyan University—is again participating in and financially supporting the project.

The assessment effort has been created with the primary purpose of providing information that can help facilitate program improvement at each participating institution. The secondary purpose is to be responsive to calls for educational accountability while facilitating information gathering for the purpose of making informed judgments about programs. The primary assessment questions examined in project development to date include:

1. How are teacher education programs performing in the preparation of students related to understanding and using key educational standards in Illinois?
2. What is the usefulness or value of instructional, pre-student teaching, and student teaching experiences from the perspective of recent graduates?

The survey instrument has evolved in response to the program improvement purpose of the evaluation and the guidance of the key assessment questions. The survey development process has involved input by project partners via group meetings and e-mail communications. In May 2004, nineteen individuals representing thirteen project partners met in Champaign, IL to kick off the project. The outcome of this first gathering was an initial survey draft that addressed key content areas. Survey drafts were modified through the rest of 2004 until a first project version was established for a pilot administration in January 2005. Following the pilot administration,

minor modifications to survey instruments were completed and in March 2005, the first administration of the survey was completed with graduates from the twelve public colleges of education. The current (2007) version of the survey instruments is a result of revisions to the survey following the 2005 and 2006 administrations.

Survey Administration Method

Survey administration draws upon existing data resources of the Teacher Data Warehouse at the University of Illinois. The Teacher Data Warehouse matches Illinois State Board of Education Teacher Service Records (the employment records of the state's public teachers) with the program data provided by the participating colleges of education. The survey is administered in a confidential manner, which provides safeguards for participants' individual answers but allows for the linking of teacher and supervisor responses. Additionally, the confidential survey format facilitates connecting archived data from the Teacher Data Warehouse to be matched with survey responses in order to reduce the survey length and to maximize new teacher data currently available.

Survey administration for the 2009 Teacher Graduate Assessment began during the week of March 9, when postcard primers were mailed to the 2007-08 teacher education graduates of the thirteen participating institutions. Primer postcards were also mailed to the supervising principals of these new teachers. Packets containing an invitation letter, paper survey, and directions for accessing the survey website were mailed to participants during the week of March 16. Reminder postcards were mailed to participants during the weeks of March 30 and April 13, and individual institutions began making follow-up phone calls during the same weeks. Collection of survey responses through the project's website ended on April 27.

Although all postcards and packets were sent from the project office at Eastern Illinois University, each piece of correspondence was customized to the graduating institution of each identified new teacher. For example, a teacher who had graduated from Western Illinois University would receive a participation invitation printed on WIU letterhead. The invitation letter contained a paper survey and, for participants who preferred to submit their answers online, the project's website address, along with a unique and confidential user name and password. A postage paid envelope was also included for those choosing to fill out and return a paper survey.

The protocol for survey administration included a postcard primer sent to announce the coming survey; this postcard was mailed about ten days prior to the mailing of the invitation packets. A reminder postcard was mailed out about ten days following the invitation packet mailing. Following the mailing of the reminder postcards, each institution had the option of making follow-up phone calls to schools. Institutions were provided with hard-copy lists of survey participants, along with access to the survey website in order to use real-time response tracking as an aid.

(Source: Illinois Association of Public Deans of Colleges of Education; August, 2009)

Recent Teacher Graduate Survey

Questions for 2007-2008 Graduates of Teacher Education Programs in Illinois

Instructions: Please use a PENCIL or BLUE or BLACK INK. No gel pens, please.
Completely fill in the circles; do not "check" or "x" the circles.

Please take 15 to 20 minutes to answer the following questions based upon your experience in your first year of teaching after graduating from a teacher preparation program. Your responses are confidential and important to improve teacher education in the state of Illinois. Thank you for taking the time to complete this valuable survey.

I. Background – The first set of questions asks about you, your teacher education program, and your current teaching position.

1. At which institution did you complete your professional teacher education program to earn teaching certification? (Select one answer.)

- ☐ Chicago State University
- ☐ Eastern Illinois University
- ☐ Governors State University
- ☐ Illinois State University
- ☐ Illinois Wesleyan University
- ☐ National-Louis University
- ☐ Northeastern Illinois University
- ☐ Northern Illinois University
- ☐ Southern Illinois University Carbondale
- ☐ Southern Illinois University Edwardsville
- ☐ University of Illinois at Chicago
- ☐ University of Illinois at Springfield
- ☐ University of Illinois at Urbana-Champaign
- ☐ Western Illinois University

2. What was your zip code of residence prior to beginning your teacher education program? _____

3. How much of your preparatory coursework did you complete at a community college? (Select one answer.)

- ☐ None
- ☐ 1 to 15 credit hours
- ☐ 16 to 29 credit hours
- ☐ 30 to 59 credit hours
- ☐ 60 credit hours or more

4. What level(s) are you currently teaching? (Select all answers that apply.)

- ☐ Early childhood, including pre-kindergarten
- ☐ Elementary school
- ☐ Middle school/junior high school
- ☐ High school
- ☐ Special education
- ☐ Bilingual education
- ☐ Other (please specify): _____

5. To what extent are the following groups of students represented in your classroom? (Select one answer for each category of student.)

	None	Some	Quite a Bit	All
ELL (English language learners)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Title I (low-SES/free-reduced lunch)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special education students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gifted (those who are specifically identified)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. If you are teaching in a departmentalized school, which content area do you primarily teach? (Select the one response that best reflects your content area.)

- ☐ I am not teaching in a departmentalized school
- ☐ Agriculture
- ☐ Art
- ☐ Bilingual or ESL education
- ☐ Business
- ☐ English Language Arts
- ☐ Foreign Language
- ☐ Health
- ☐ Library
- ☐ Mathematics
- ☐ Music
- ☐ Science
- ☐ Social Science
- ☐ Physical Education
- ☐ Special Education
- ☐ Other (specify): _____

7. Using the scale, please indicate the extent to which you are satisfied with each of the listed items. Select one response for each item.)

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Your decision to become a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choice of grade level for certification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choice of subject area for certification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interaction with teacher preparation faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher education program advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall quality of teacher education program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student teaching supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II. Knowledge and Practice of Illinois Professional and Core Teaching Standards

8. Knowledge and practice of standards – Select the response that best reflects your view for <u>each</u> of the two questions to the right.	As a new teacher, to what extent do you <u>understand</u> the following standards:				As a new teacher, to what extent do you <u>use or practice</u> the following standards:			
	Not at all	Some-what	Mostly	Com-pletely	Not at all	Some of the time	Most of the time	All of the time
The central concepts, methods of inquiry and structures of the discipline(s) that are necessary to create learning experiences that make the content meaningful to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How individuals grow, develop, and learn in order to provide learning opportunities to support the intellectual, social, and personal development of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How students differ in their approach to learning in order to create instructional opportunities adapted to diverse learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional planning in order to design instruction based upon knowledge of the discipline, students, the community, and curriculum goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual and group motivation and behavior in order to encourage positive social interaction, active engagement in learning and self motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A variety of instructional strategies to encourage student's development of critical thinking, problem solving, and performance skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective written, verbal, nonverbal, and visual communication techniques in order to foster active inquiry, collaboration, and supportive interaction in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Various formal and informal assessment strategies necessary to support the continuous development of all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The role of the community in education in order to develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The role of the teacher as a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education as a profession and the standards of professional conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The hardware and software necessary to integrate technology into your classes in an appropriate and responsible manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ways to integrate technology into your classes to support learning by all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literacy strategies to develop each student's ability to read, write, speak, and listen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Illinois Learning Standards for student in your content area(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

III. Program Experience – The following questions ask about your experience in your teacher education program.

Instruction

9. Using the scale, indicate the extent to which your teacher education program prepared you to be a successful new teacher. (Select one response for each item.)

Instruction in:	Not at All	Somewhat	Moderately	Extremely
The workplace environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching English language learners (ELL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies used in multicultural education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accommodating instruction for students with exceptionalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using technology for classroom instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing developmentally appropriate instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing issues of socioeconomic diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing the learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing student behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing equity in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching of my primary subject/content area(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching of reading skills in my subject area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with school administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with parents/guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working in a high accountability environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing community resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostering community relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pre-Student Teaching Experience

10. Using the scale, indicate how valuable each of the items was for you during your pre-student teaching experiences. (Select one response for each item.)

	Not at all Valuable	Somewhat Valuable	Moderately Valuable	Extremely Valuable
Lesson planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-student teaching field experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Teaching Experience

11. Using the scale, indicate how valuable each of the items was for you during your student teaching experience. (Select one response for each item.)

	Not at all Valuable	Somewhat Valuable	Moderately Valuable	Extremely Valuable
Cooperating teacher observing my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperating teacher meeting with me to discuss my lesson plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperating teacher meeting with me to discuss my teaching performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University supervisor observing my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University supervisor meeting with me to discuss my lesson plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University supervisor meeting with me to discuss my teaching performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Methods of Teaching

12. Which statements describe your classroom experience as part of your teacher education program? (Select one response for each item.)

	Yes	No
The program included discussions of different strategies and models of teaching	<input type="radio"/>	<input type="radio"/>
Different strategies and models of teaching were consistently demonstrated throughout the program	<input type="radio"/>	<input type="radio"/>
The program included opportunities to practice different strategies and models of teaching	<input type="radio"/>	<input type="radio"/>

IV. Experience in First Year of Teaching – The following questions ask about your experience in your first year of teaching.

13. During this first year of teaching, were you supported by a formally assigned coach, mentor, or master teacher? (Select one response.)

- ☐ Yes
- ☐ No

14. Was your assigned coach, mentor, or master teacher's subject area the same as yours? (Select one response.)

- ☐ Yes
- ☐ No
- ☐ I did not have a coach, mentor, or master teacher

15. To what extent was your assigned coach, mentor, or master teacher helpful to you during your first year? (Select one response.)

- ☐ Not at all
- ☐ To some extent
- ☐ To a moderate extent
- ☐ To a great extent
- ☐ I did not have a coach, mentor, or master teacher

16. How frequently did you interact with your assigned coach, mentor, or master teacher during your first year?

(Select one response.)

- ☐ Several times a week
- ☐ Once a week
- ☐ Once a month
- ☐ Once every couple months
- ☐ I did not have a coach, mentor, or master teacher

17. During your first year of teaching, did you receive any of the following supports? (Select one response for each item.)

	Did Not Receive this Support	Yes, But It Was Not at All Valuable	Yes, and It Was Somewhat Valuable	Yes, and It Was Moderately Valuable	Yes, and It Was Extremely Valuable
Access at school or district expense to workshops on topics such as teaching methods, lesson planning, or student discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Common planning time with other teachers in your subject area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regularly scheduled collaboration with other teachers on issues of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in a network of teachers organized by an agency or over the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supportive communication with your supervisor (e.g., principal, department chair, other administrator)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduced teaching schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduced or no committee work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extra classroom assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Release time to see other teachers teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observation and feedback from other experienced teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal support from your teacher education program in the form of workshops, access to professors, or reduced tuition for ongoing classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. During your first year of teaching, to what extent did you have access to adequate instructional resources (e.g., textbooks and supplies) to support your instruction? (Select one answer.)

- ☐ No access
- ☐ Minimal access
- ☐ Adequate access
- ☐ Excellent access

19. During your first year of teaching, to what extent did you have access to adequate technology and computers to support your instruction? (Select one answer.)

- ☐ No access
- ☐ Minimal access
- ☐ Adequate access
- ☐ Excellent access

20. How long do you plan to remain in teaching? (Select one response that best reflects your plans.)

- ☐ As long as possible
- ☐ Plan to remain in teaching, but intend to take a break to care for family
- ☐ Plan to remain in teaching, but intend to seek employment in a different school or district
- ☐ Plan to remain in education, but will seek a role other than teaching
- ☐ For a few years
- ☐ Plan to leave as soon as possible

V. Short Response Questions – Respond briefly to the following four questions. Limit your answers to the lined response areas.

21. Briefly describe one element of your program, other than student teaching, that was MOST VALUABLE in your preparation. Briefly tell what made that element valuable for you in your preparation.

22. Briefly describe one element of your program, other than student teaching, that was LEAST VALUABLE in your preparation. Briefly tell what made that element least valuable for you in your preparation.

23. What recommendations or other feedback specific to field experiences and student teaching would you like to share?

24. What specific improvement do you think should be made in the teacher education program where you earned your teaching certification?

Thank you for answering our questions.
Your information will enable us to improve teaching education programs in Illinois.
Please mail your completed survey in the provided envelope.

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Stephen Lucas, Ph.D.
Director, Teacher Graduate Assessment
Illinois Association of Deans of Public Colleges of Education
(217) 581-2116
selucas@eiu.edu

Eastern Illinois University
2406 Buzzard Hall
600 Lincoln Avenue
Charleston, IL 61920

Recent Teacher Graduate Survey

Questions for Supervisors of 2007-2008 Graduates of Teacher Education Programs in Illinois

Instructions: Please use a PENCIL or BLUE or BLACK INK. No gel pens, please.
Completely fill in the circles; do not "check" or "x" the circles.

Please take 10 to 15 minutes to answer the following questions based upon your experience with the TEACHER LISTED ON THE INVITATION TO PARTICIPATE LETTER during his/her first year of teaching after graduating from a teacher preparation program. Your responses are confidential and important to improve teacher education in the state of Illinois. Thank you for taking the time to complete this valuable survey.

I. Background – The first set of questions asks about you and your school setting.

1. What is your current professional position? (Select one answer.)

- ☐ School principal
- ☐ School vice principal or assistant principal
- ☐ Academic department chair or grade-level lead teacher
- ☐ Other (please specify): _____

2. What is your sex? (Select one answer.)

- ☐ Male
- ☐ Female

3. What is your race/ethnicity? (Select one answer.)

- ☐ African-American, non-Hispanic
- ☐ Asian/Pacific Islander
- ☐ Hispanic
- ☐ Native American/Alaskan Native
- ☐ Caucasian
- ☐ Other

4. How many years have you functioned as a teacher supervisor? (Select one answer.)

- ☐ 0-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ More than 20 years

5. What is the level of your school? (Select all answers that apply.)

- ☐ Early childhood, including pre-kindergarten
- ☐ Elementary school
- ☐ Middle school/junior high school
- ☐ High school

6. Please select the most appropriate response regarding mentoring or induction programs and this teacher.
(Select one response.)

- ☐ This school does not have a mentoring or induction program for beginning teachers
- ☐ The school has a mentoring or induction program, but this teacher has not participated
- ☐ The school has a mentoring or induction program, and this teacher has been involved in some way
- ☐ The school has a mentoring or induction program, and this teacher participates actively

II. Knowledge and Preparation of New Teacher – Tell about your familiarity with and the preparation of the teacher who is the subject of this survey.

7. Estimate how many times you visited this beginning teacher's classroom while he/she was providing instruction to a class of students. (Select one response.)

- ☐ None
- ☐ 1-3 times
- ☐ 4-6 times
- ☐ 7-9 times
- ☐ 10 or more times

8. Estimate how many times you have discussed this beginning teacher's classroom teaching in face-to-face conferences (lasting longer than ten minutes) with the teacher. (Select one response.)

- ☐ None
- ☐ 1-3 times
- ☐ 4-6 times
- ☐ 7-9 times
- ☐ 10 or more times

9. Using the scale, indicate the extent to which this teacher was prepared by his/her teacher education program to be a successful new teacher. (Select one response for each item.)

Instruction in:	Not at All	Somewhat	Moderately	Extremely
The workplace environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching English language learners (ELL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies used in multicultural education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accommodating instruction for students with exceptionalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using technology for classroom instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing developmentally appropriate instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing issues of socioeconomic diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing the learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing student behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing equity in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching of my primary subject/content area(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching of reading skills in my subject area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with school administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with parents/guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working in a high accountability environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing community resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostering community relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

III. Knowledge and Practice of Illinois Professional and Core Teaching Standards

10. Knowledge and practice of standards – As this teacher's supervisor, select one response to <u>each</u> of the questions on the right. →	To what extent does this teacher <u>understand</u> the following standards:				To what extent does this teacher <u>use or practice</u> the following standards?			
	Not at all	Some-what	Mostly	Com-pletely	Not at all	Some of the time	Most of the time	All of the time
The central concepts, methods of inquiry and structures of the discipline(s) that are necessary to create learning experiences that make the content meaningful to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How individuals grow, develop, and learn in order to provide learning opportunities to support the intellectual, social, and personal development of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How students differ in their approach to learning in order to create instructional opportunities adapted to diverse learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional planning in order to design instruction based upon knowledge of the discipline, students, the community, and curriculum goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual and group motivation and behavior in order to encourage positive social interaction, active engagement in learning and self motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A variety of instructional strategies to encourage student's development of critical thinking, problem solving, and performance skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective written, verbal, nonverbal, and visual communication techniques in order to foster active inquiry, collaboration, and supportive interaction in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Various formal and informal assessment strategies necessary to support the continuous development of all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The role of the community in education in order to develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The role of the teacher as a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education as a profession and the standards of professional conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The hardware and software necessary to integrate technology into your classes in an appropriate and responsible manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ways to integrate technology into your classes to support learning by all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literacy strategies to develop each student's ability to read, write, speak, and listen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Illinois Learning Standards for student in his/her content area(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IV. Short Response Questions – Respond briefly to the following question, using the provided lines.

11. In the space below, describe (a) an area of strength and (b) an area of weakness that is in your view related to this teacher's preparation program.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Thank you for answering our questions.
Your information will enable us to improve teaching education programs in Illinois.
Please mail your completed survey in the provided envelope.

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Stephen Lucas, Ph.D.
Director, Teacher Graduate Assessment
Illinois Association of Deans of Public Colleges of Education
(217) 581-2116
selucas@eiu.edu

Eastern Illinois University
2406 Buzzard Hall
600 Lincoln Avenue
Charleston, IL 61920

Fifth-Year Teacher Survey

Questions for 2003-04 Graduates of Teacher Education Programs in Illinois

Please take 15 to 20 minutes to answer the following questions based upon your experience in your five years since graduating from a teacher preparation program. Your responses are confidential and important to improve teacher education in the state of Illinois. Thank you for taking the time to complete this valuable survey.

PLEASE NOTE: For all questions, “employment” refers to teaching in a contracted position in a school. Do not consider substitute teaching or working as a noncertified employee as “employment” for the purposes of this survey.

I. Your Background

1. At which institution did you complete your initial teacher education program to earn teaching certification? (Select one answer.)

- ☐ Chicago State University
- ☐ Eastern Illinois University
- ☐ Governors State University
- ☐ Illinois State University
- ☐ Illinois Wesleyan University
- ☐ National-Louis University
- ☐ Northeastern Illinois University
- ☐ Northern Illinois University
- ☐ Southern Illinois University Carbondale
- ☐ Southern Illinois University Edwardsville
- ☐ University of Illinois at Chicago
- ☐ University of Illinois at Springfield
- ☐ University of Illinois at Urbana-Champaign
- ☐ Western Illinois University

2. What was your zip code of residence prior to beginning your initial teacher education program? _____

3. Indicate in which years and school settings you have been employed as a contracted teacher since you completed your program. (Select one answer for each year.)

Year	Illinois Public School	Illinois Private School	Non-Illinois School	Not Employed as a Teacher
2004-05	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2005-06	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2006-07	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2007-08	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2008-09	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Indicate the school position you were employed in for each school year. (Select one answer for each year.)

Year	Teacher	Other Certified	Administrator	Substitute Teacher	Noncertified Position	Not Employed In a School
2004-05	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2005-06	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2006-07	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2007-08	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2008-09	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. In how many schools have you been employed as a contracted teacher? (Select one answer.)

- ☐ One school
- ☐ Two schools
- ☐ Three schools
- ☐ Four schools
- ☐ Five schools

6. Have you moved from “Initial” to “Standard” teacher certification? (Select one answer.)

- ☐ Yes
- ☐ No

II. Your Current Setting

7. Are you tenured in your current position? (Select one answer.)

- ☐ Yes
- ☐ No

8. What level are you currently teaching? (Select all answers that apply.)

- ☐ Early childhood, including pre-kindergarten
- ☐ Elementary school
- ☐ Middle school/junior high school
- ☐ High School
- ☐ Special education
- ☐ Bilingual education
- ☐ Other (please specify): _____

9. If you are teaching in a departmentalized school, in which content areas are you teaching this year? (Select all answers that apply.)

- ☐ I am not teaching in a departmentalized school
- ☐ Agriculture
- ☐ Art
- ☐ Bilingual or ESL education
- ☐ Business
- ☐ English/Language Arts
- ☐ Foreign Language
- ☐ Health
- ☐ Library
- ☐ Mathematics
- ☐ Music
- ☐ Science
- ☐ Social Science
- ☐ Physical Education
- ☐ Special Education
- ☐ Other (specify): _____

10. Regardless of your current school setting, in which content areas are you certified or endorsed? (Select all answers that apply.)

- ☐ Agriculture
- ☐ Art
- ☐ Bilingual or ESL
- ☐ Business
- ☐ Early Childhood
- ☐ Elementary
- ☐ English Language Arts
- ☐ Family and Consumer Sciences
- ☐ Foreign Language
- ☐ Health
- ☐ Library
- ☐ Mathematics
- ☐ Music
- ☐ Physical Education
- ☐ Reading Specialist
- ☐ Science
- ☐ Social Science
- ☐ Special Education
- ☐ Technology
- ☐ Library
- ☐ Other (specify): _____

11. To what extent are the following groups of students represented in your current classroom? (Select one answer for each category of student.)

Students	None	Some	Quite a Bit	All
ELL (English Language Learners)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Title I (Low-SES/Free-reduced lunch)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special education students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gifted (those who are specifically identified)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. To what degree do you have access to adequate instructional resources (e.g., textbooks and supplies) at your current school to support your instruction? (Select one answer.)

- ☐ No access
- ☐ Minimal access
- ☐ Adequate access
- ☐ Excellent access

13. To what degree do you have access to adequate technology and computers at your current school to support your instruction? (Select one answer.)

- ☐ No access
- ☐ Minimal access
- ☐ Adequate access
- ☐ Excellent access

14. Indicate the extent to which you are satisfied with each of the listed items. (Select one answer for each item.)

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Your decision to become a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your choice of grade level for certification.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your choice of subject area for certification.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall quality of your teacher education program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Please select the answer which best represents you current position and anticipated career plans. (Select one answer.)

- ☐ I am currently in a teaching position and plan to remain in teaching as long as possible without any breaks.
- ☐ I am currently in a teaching position and plan to remain in teaching, but will take a break (or breaks) to care for family.
- ☐ I am currently in a teaching position and plan to remain in teaching, but intend to seek employment in a different school or district.
- ☐ I am currently in a teaching position and plan to remain in education, but will seek a role other than teaching.
- ☐ I am currently in a teaching position and plan on teaching for a few more years.
- ☐ I am currently in a teaching position and plan to leave teaching as soon as possible.
- ☐ I am not currently in a teaching position; I plan to remain in education as long as possible without any breaks.
- ☐ I am not currently in a teaching position; I plan to remain in education, but will take a break (or breaks) to care for family.
- ☐ I am not currently in a teaching position; I plan to remain in education, but intend to seek employment in a different school or district.
- ☐ I am not currently in a teaching position; I plan to remain in education, but will seek a role other than my current one.
- ☐ I am not currently in a teaching position; I plan on remaining in education for a few more years.
- ☐ I am not currently in a teaching position; I plan to leave education as soon as possible.

III. Professional Teaching Standards

16. Professional Teaching Standards - <i>Select the response that best reflects your view for <u>each</u> of the two questions to the right.</i>	How <u>important</u> is each of the following standards in your current setting?				To what extent do you <u>use</u> the following standards in your current setting?			
	Not at all	Some-what	Mode-rately	Very	Not at all	Some of the time	Most of the time	All of the time
The central concepts, methods of inquiry and structures of the discipline(s) that are necessary to create learning experiences that make the content meaningful to all students.	0	0	0	0	0	0	0	0
How individuals grow, develop, and learn in order to provide learning opportunities to support the intellectual, social, and personal development of all students.	0	0	0	0	0	0	0	0
How students differ in their approach to learning in order to create instructional opportunities adapted to diverse learning.	0	0	0	0	0	0	0	0
Instructional planning in order to design instruction based upon knowledge of the discipline, students, the community, and curriculum goals.	0	0	0	0	0	0	0	0
Individual and group motivation and behavior in order to encourage positive social interaction, active engagement in learning, and self-motivation.	0	0	0	0	0	0	0	0
A variety of instructional strategies to encourage student's development of critical thinking, problem solving, and performance skills.	0	0	0	0	0	0	0	0
Effective written, verbal, nonverbal, and visual communication techniques in order to foster active inquiry, collaboration, and supportive interaction in the classroom.	0	0	0	0	0	0	0	0
Various formal and informal assessment strategies necessary to support the continuous development of all students.	0	0	0	0	0	0	0	0
The role of the community in education in order to develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well being.	0	0	0	0	0	0	0	0
The role of the teacher as a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community.	0	0	0	0	0	0	0	0
Education as a profession and the standards of professional conduct.	0	0	0	0	0	0	0	0
The hardware and software necessary to integrate technology into your classes in an appropriate and responsible manner.	0	0	0	0	0	0	0	0
Ways to integrate technology into your classes to support learning by all students.	0	0	0	0	0	0	0	0
Literacy strategies to develop each student's ability to read, write, speak, and listen.	0	0	0	0	0	0	0	0
The Illinois Learning Standards for students in your content area(s).	0	0	0	0	0	0	0	0

17. Are there any Professional Teaching Standards that you consider to be important but that you do not currently implement? Please explain: _____

18. Are there any Professional Teaching Standards that you implement but that you consider to be unimportant? Please explain: _____

IV. Professional Responsibilities

19. Professional Responsibilities - <i>Select the response that best reflects your view for <u>each</u> of the two questions to the right.</i>	What do you think is your <u>current</u> level of success?				How has your level of success changed since you began teaching?		
	Not at all successful	Somewhat successful	Moderately successful	Very successful	Decreased success	About the same success	Increased success
The workplace environment.	0	0	0	0	0	0	0
Teaching English language learners (ELL).	0	0	0	0	0	0	0
Strategies used in multicultural education.	0	0	0	0	0	0	0
Accommodating instruction for students with exceptionalities.	0	0	0	0	0	0	0
Using technology for classroom instruction.	0	0	0	0	0	0	0
Implementing developmentally appropriate instruction.	0	0	0	0	0	0	0
Addressing issues of socioeconomic diversity.	0	0	0	0	0	0	0
Student assessment.	0	0	0	0	0	0	0
Managing the learning environment.	0	0	0	0	0	0	0
Managing student behavior.	0	0	0	0	0	0	0
Establishing equity in the classroom.	0	0	0	0	0	0	0
Teaching of my primary subject/content area(s).	0	0	0	0	0	0	0
Teaching of reading and writing skills in my subject area.	0	0	0	0	0	0	0
Working with school administration.	0	0	0	0	0	0	0
Working with parents/guardians.	0	0	0	0	0	0	0
Working in a high accountability environment.	0	0	0	0	0	0	0
Utilizing community resources.	0	0	0	0	0	0	0
Fostering community relationships.	0	0	0	0	0	0	0
Working with other school personnel (teachers, counselors, social workers, etc.)	0	0	0	0	0	0	0

V. Professional Growth and Education

20. Respond to the following questions about being mentored in your first five years of teaching. (Select one answer for each category for each year.)

Year	Did you have a formally assigned coach, mentor, or master teacher?		Was he/she in the same subject area as you?		Was he/she in the same building as you?		How helpful was he/she to you?				How frequently did you meet with him/her?			
	Yes	No	Yes	No	Yes	No	Not at all	Some-what	Mode-rately	Greatly	Several times a week	Once a week	Once a month	Once every couple months
2004-05	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2005-06	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2006-07	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2007-08	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2008-09	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Which of the following apply to you in regard to graduate degrees after earning teaching certification? (Select one answer for each area of study.)

	Completed Degree	Currently Enrolled	Plan to Enroll	Considering Enrollment	Do Not Plan to Enroll
Elementary teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School psychology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School social work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library/media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bilingual/ESL education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specific content area (e.g., English, history, math, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other non-education area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Professional Growth Activities - Select the response that best reflects your view for <u>each</u> of the two questions to the right.	Have you participated in this activity?		How valuable has this activity been to your professional growth?		
	Yes	No	Somewhat	Moderately	Extremely
Attending school and district workshops.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending professional conferences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in online professional development modules, webinars, or web-based resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Joining a professional educational organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing courses toward a graduate degree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in teacher-led book studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing coursework for additional certification or endorsements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent reading of professional books or journals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiting or collaborating with professionals in other schools or districts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a mentor teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervising practicum or student teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing curriculum for your school or district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborating with other teachers in my school (e.g., Professional Learning Communities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in non-education (e.g., community-based) training or workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify): _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VI. Your Feedback

Based on your teaching experiences:

23. What (other than student teaching) do you now consider to have been the MOST VALUABLE element in your teacher preparation program? Why?

24. What (other than student teaching) do you now consider to have been the LEAST VALUABLE element in your teacher preparation program? Why?

25. What recommendations specific to field experiences and student teaching would you now make for your preparation program?

26. What other specific recommendations would you now make to your preparation program?

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Stephen Lucas, Ph.D.
Director, Teacher Graduate Assessment
Illinois Association of Deans of Public Colleges of Education
(217) 581-2116
selucas@eiu.edu

Eastern Illinois University
2406 Buzzard Hall
600 Lincoln Avenue
Charleston, IL 61920

Section II: Supplemental Documentation

NCTQ Standard A : Preparation Standards for All Teachers (Faculty)

The faculty who are assigned to the SOE's educator preparation programs are experts in their disciplines, have extensive experience as classroom teachers and/or school leaders, and work in close partnership with a range of schools and districts in the region. Within the Elementary and Special Education programs, **all program courses are taught by full-time faculty members** (see the following charts). Most foundational courses are also taught by full-time faculty members. Therefore, candidates in the SOE have the advantage of learning with faculty who are experienced experts who can effectively facilitate experiences so that they are meaningful, field-imbedded, and focused on current best practices.

Attached Documents:

- SIUE Elementary Education Program: Faculty Status
- SIUE Special Education Program: Faculty Status

SIUE Elementary Education Program Faculty Status

Course Number	Course Name	Faculty Member	Faculty Status
CI 307	The Middle and Junior High School	Bushrow, K. Associate Professor Reading, G. Associate Professor	Full-Time; Tenured
CI 311	Elementary/Middle Level Field Experience I	Fedorchak, R. Instructor McAndrews, C. Instructor Menzer, T. Instructor Weimers, B. Instructor	Full-Time
CI 312	Elementary/Middle Level Field Experience II	Fedorchak, R. Instructor McAndrews, C. Instructor Menzer, T. Instructor Weimers, B. Instructor	Full-Time
CI 337	Literacy at Elementary and Middle Levels	Cordova, R. Assistant Professor	Full-Time; Tenure-Track
CI 338	Assessment and Instruction of Literacy at Elementary and Middle Levels	Bolander, J. Associate Professor McAndrews, C. Instructor	Full-Time; Tenured Full-Time
CI 343	Social Studies at Elementary and Middle Levels	Smith, R. Professor Pryor, C. Associate Professor Murphy, D. Instructor	Full-Time; Tenured Full-Time; Tenured Full-Time

CI 411	Elementary/Middle Level Field Experience III	Costello, K. Instructor Jones, L. Instructor Lipe, L. Instructor Murphy, D. Instructor	Full-Time
CI 413	Literature Across the Curriculum	Reading, G. Associate Professor Weimer, B. Instructor	Full-Time; Tenured Full-Time
CI 442	Teaching Science in Elementary & Middle Schools	Marlette, S. Associate Professor Krim, J. Assistant Professor	Full-Time; Tenured Full-Time; Tenure-Track
CI 451A	Student Teaching	Costello, K. Instructor Jones, L. Instructor Lipe, L. Instructor Murphy, D. Instructor	Full-Time
CI 452	Curriculum Integration & Change	Cordova, R. Assistant Professor	Full-Time; Tenure-Track
CI 415	Mathematics at the Elementary Level	Taylor, A. Associate Professor O'Donnell, B. Associate Professor	Full-Time; Tenured
CI 445	Language Arts at Elementary and Middle Levels	Bushrow, K. Associate Professor Cordova R. Assistant Professor Jones, L. Instructor	Full-Time; Tenured Full-Time; Tenure-Track Full-Time
EPFR 315	Educational Psychology	Lui, Y. Associate Professor Powell, M. Lecturer	Full-Time; Tenured Part-Time

EPFR 320	Foundations of Education in a Multicultural Society	Logue, J. Assistant Professor	Full-Time; Tenure-Track
		Theodore, P. Associate Professor	Full-Time; Tenured
MATH 112a	Mathematics for Elementary Teaching	Voepel, T. Associate Professor	Full-Time; Tenured
		Stuart, K. Lecturer	Part-Time
		Simms, J. Lecturer	Part-Time
MATH 112b	Mathematics for Elementary Teaching	Voepel, T. Associate Professor	Full-Time; Tenured
		Journey, A. Lecturer	Part-Time
PSYC 111	Foundations of Psychology	Meeks, J. Assistant Professor	Full-Time; Tenure-Track
		Dudley, M. Associate Professor	Full-Time; Tenured
		Everett, G. Assistant Professor	Full-Time; Tenure-Track
PSYC 201	Child Psychology	Everett, G. Assistant Professor	Full-Time; Tenure-Track
		Hupp, S. Associate Professor	Full-Time; Tenured
		Pearson, P. Instructor	Full-Time

SIUE Special Education Program Faculty Status

Course Number	Course Name	Faculty Member	Faculty Status
EPFR 315	Educational Psychology	Lui, Y. Associate Professor	Full-Time; Tenured
		Powell, M. Lecturer	Part-Time
EPFR 320	Foundations of Education in a Multicultural Society	Logue, J. Assistant Professor	Full-Time; Tenure-Track
		Theodore, P. Associate Professor	Full-Time; Tenured
PSYC 111	Foundations of Psychology	Meeks, J. Assistant Professor	Full-Time; Tenure-Track
		Dudley, M. Assistant Professor	Full-Time; Tenure-Track
		Everett, G. Assistant Professor	Full-Time; Tenure-Track
PSYC 201	Child Psychology	Everett, G. Assistant Professor	Full-Time; Tenure-Track
		Hupp, S. Associate Professor	Full-Time; Tenured
		Pearson, P. Instructor	Full-Time
SPE 200	Introduction to People with Disabilities in Society & School	Miner, C. Assistant Professor	Full-Time; Tenure-Track
SPE 401	Field Experience One in Special Education	Eckert, S. Instructor	Full-Time
		Hudzik, D. Instructor	
SPE 402	Field Experience Two in Special Education	Eckert, S. Instructor	Full-Time
		Hudzik, D. Instructor	
SPE 412	Assessment for Instructional Decision Making in Special Education	Bergstrom, M. Assistant Professor	Full-Time; Tenure-Track
SPE 415	Microcomputers & Assistive Technology	Miner, C. Assistant Professor	Full-Time; Tenure-Track

SPE 416	Functional Curriculum Methods	Denkyirah, A. Associate Professor	Full-Time; Tenured
SPE 417	Reading and Language Arts Methods in Special Education	Fuchs, W. Assistant Professor	Full-Time; Tenure-Track
SPE 418	Instructional Methods Practicum	Johnson, E. Instructor	Full-Time
SPE 421	Methods in Mathematics Instruction for Students with Learning/Behavior Problems	Forbringer, L. Associate Professor	Full-Time; Tenured
SPE 422	Science and Social Sciences Methods in Special Education	Weishaar, P. Assistant Professor	Full-Time; Tenure-Track
SPE 430	Classroom Management and Behavior Support in Special Education	Forbringer, L. Associate Professor	Full-Time; Tenured
SPE 470	Transition Planning	Denkyirah, A. Associate Professor	Full-Time; Tenured
SPE 471	Student & Family Partnerships	Miner, C. Assistant Professor	Full-Time; Tenure-Track
SPE 481	Senior Seminar Special Education	Miner, C. Assistant Professor	Full-Time; Tenure-Track
SPE 499	Student Teaching	Fuchs, W. Assistant Professor Hudzik, D. Instructor	Full-Time; Tenure-Track Full-Time

Section II: Supplemental Documentation

NCTQ Standard A : Preparation Standards for All Teachers (Professional Training)

Candidates in each of the SOE's educator preparation programs gain knowledge and experiences in **child development, an array of classroom assessments, classroom management, special education, and a range of methodologies that are based on evidence-based practices.**

One of the ways in which the SOE insures that each of its candidates has the skills and knowledges needed for the profession is through the **Senior Assignment**. SIUE is nationally recognized for its Senior Assignment program, which requires every graduate from the institution to complete a comprehensive capstone experience. For both the Elementary and Special Education programs, this capstone Senior Assignment is a professional portfolio that focuses on candidates' broad application of professional knowledge and which is directly aligned with professional standards. Descriptions of these Senior Assignment portfolios and their accompanying rubrics are attached.

In the Elementary Education program, candidates also complete "**Lesson Study**" assignments through various courses. With these assignments, candidates collaboratively research, plan, and teach lessons in actual classrooms and then "debrief" with peers and faculty to reflect on this instructional process. The goal of the Lesson Study is to focus on student learning. As noted in the Elementary Handbook, "the 'lesson study' process helps shift teacher candidates' view from a focus on teaching to a **focus on student learning** as they inquire about the larger processes of a teacher's professional life:

- a. Setting long- and short-term goals for student learning based on an understanding of diverse students' academic, social, and developmental needs.
- b. Developing knowledge of curriculum related to each discipline.
- c. Planning instruction with multiple teaching strategies, using the knowledge of how diverse students learn the content specific to the lesson, and the benchmarks prescribed by national and state standards.
- d. Using multiple assessments of students' understanding prior to, during, and after teaching, including reviewing student work samples to monitor student progress, identifying misconceptions and error patterns, proposing interventions and modification to address and increase student achievement.
- e. Understanding how effective curriculum planning, teaching, and assessment results in increased student motivation and improves classroom management and the learning environment in general.
- f. Articulating and sharing ideas with colleagues through creating a collaborative, professional team culture." (*Elementary Education Handbook pg. 3*)

In their foundation PSYC 201 Child Development course, candidates "focus on **several aspects of childhood development** including physical, perceptual, motor, cognitive, communication, emotional, social, moral, gender, and behavioral development" (PSYC 201 syllabus; Section I). Course topics include the science of child development, perceptual and motor development,

intelligence and individual differences in cognition, emotional development, and gender and development.

Attached Documents:

- Senior Assignment: Elementary Education
- Elementary Education: Student Teaching Portfolio Requirement Checklist
- Elementary Education: Student Teaching Portfolio Rubric
- Senior Assignment: Special Education
- Lesson Study
- Grading Rubric: Lesson Study (Math Methods)
- Grading Rubric: Lesson Study (Language Arts)

Unit Assessment for Elementary Education Teacher Preparation Program Senior Assignment

Transition Point #3:

Standards: Clinical practice evaluation

Professional Pedagogical Knowledge & Skills

*Reflect on practice

*Engage in professional activities

*Understand context (school, family, community)

*Collaborate

*Aware of current research & policies & explain implications

Assessment: Portfolio

Description of Assessment:

All students have to complete their student teaching experience along with a portfolio. The portfolio has to have specific items required by the syllabus and check sheet for the CI 452 Curriculum Integration and Change / Senior Assignment course. The student must also attend the five scheduled seminars throughout the semester. Within the seminars there are breakout sessions the students are mandated to attend and write a reflection on the content and knowledge gained. Students are to prepare a portfolio that can demonstrate their ability to demonstrate the following goals:

- Present knowledge of their general studies as a foundation for study and practice.
- Present knowledge of professional studies in the areas of child growth and development; learning theory; philosophy and organization of American Education; and the content, structure and methodology of the elementary and early childhood.
- Integrate theoretical knowledge through field-based experiences.
- Present clinical and field-based experiences that demonstrate candidates' ability to practice newly acquired skills and knowledge.
- Reflect on candidates' ongoing commitment to teaching.
- Promote learning among children with different cultural and social –class backgrounds.
- Develop competencies to teach effectively in a variety of settings.
- Meet the needs of exceptional children in the regular classroom.
- Promote their knowledge, abilities, and themselves in a professional manner through their portfolio. (Print form and electronically)

Faculty and University partnership supervisors are continually supporting the portfolio process over the two years of the candidates' program. The final assessment of the portfolio is a collaborative effort of the program faculty, supervisors and instructor of record.

**Southern Illinois University Edwardsville
Elementary Education
Student Teaching Portfolio Requirement Checklist**

Student' Name: _____

University Supervisor: _____

Cooperating Teacher: _____

School: _____ Grade: _____

This portfolio has a dual purpose. It will be evaluated for your grade in CI 452 and can be used when interviewing for employment. Its contents and appearance should reflect that dual purpose.

_____ ***Letter of Introduction:*** Letter should be constructed so that it can be personalized for specific interviews. It should contain a paragraph about yourself, your qualifications and your interest in teaching elementary school.

_____ ***Resume with References:*** Resume should be two pages including reference named and with addresses and phone numbers. We suggest 3- 6 letters of reference from people that have had an opportunity to watch you teach, for example cooperating teacher, university supervisor, building principals, and/or practicum cooperating teachers.

_____ ***Statement of Philosophy of Education:*** half page

_____ ***Lesson Plans, Lesson Plan(s), Unit Plan(s), and/or Lesson Study Used During Student Teaching:***
Consider plans developed in earlier experiences that have been adapted to your current placement. They should be typed; clean copies eliminate hand written comments, grades, etc. Suggestion: School districts are looking for teachers who can incorporate some of the following in their lesson plans: analytical and problem solving skills, communications skills, a foundation in liberal arts, appreciation of multiple cultures, scientific literacy, a sense of ethics, content knowledge, and originally developed teaching materials.

_____ ***Classroom Management Plan:*** Revised classroom management plan incorporating all your experiences.

_____ ***Critical Incident:*** Describe a real-life situation, procedure or problem from your student teaching placement. Reflect on this and propose possible changes, solutions, alternatives that might improve the teaching /learning environment.

Additional optional items:

_____ Photos and/or video tape of student teaching performance and classroom materials newspaper articles, etc.

Elementary Education Student Teaching Portfolio Scoring RUBRIC for Portfolio

Key parts as listed on Portfolio Sheet. Letter of Intro Resume, CI, facts/supporting details; themes/issues; and concepts/ideas	Optional Items Photos, Newsletters, Bulletin Boards etc	Communication: Demonstrates knowledge and reasoning through oral, written, visual, dramatic, or mixed media presentation through the media
<p>4 Superior/Targeted</p> <ul style="list-style-type: none"> Key parts included and concepts/themes/issues/ideas are thoroughly identified, defined and described Significant facts/supporting details are included and accurately described Has little or no factual inaccuracies 	<p>4 Superior/Targeted</p> <ul style="list-style-type: none"> Identifies and logically organizes all relevant evidence of items Uses appropriate and comprehensive critical thinking skills and habits of mind to analyze, evaluate, and synthesize materials presented Reasons for materials is on the evidence presented 	<p>4 Superior/Targeted</p> <ul style="list-style-type: none"> Almost all ideas in the presentation are expressed in a way that provides evidence of the student's knowledge The presentation is well focused with a well-defined thesis Presentation shows substantial evidence of organization Presentation shows attention to the details of specific performance conventions
<p>3 Meeting</p> <ul style="list-style-type: none"> Key parts included and concepts/themes/issues/ideas are identified, defined, and described Facts/supporting details are included May have an major inaccuracy, but most information is correct 	<p>3 Meeting</p> <ul style="list-style-type: none"> Identifies and organizes almost all of the relevant evidence Uses a variety of items Reaches informed conclusions based on the evidence for the materials presented Uses a few optional items of their own 	<p>3 Meeting</p> <ul style="list-style-type: none"> Most ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes The presentation demonstrates a focus and thesis with some gaps Presentation demonstrates adequate evidence of organization Presentation has a few mistakes in attention to the details of specific performance
<p>2 Does Not Meet</p> <ul style="list-style-type: none"> Some key parts included and concepts/themes/issues/ideas are identified, defined, and described Some facts/supporting details are included Has some correct and some major incorrect information 	<p>2 Does Not Meet</p> <ul style="list-style-type: none"> Identifies and organizes some relevant evidence and omits most of the other evidence Uses unclear, inappropriate, materials or incomplete critical thinking skills and habits of mind to analyze, evaluate, and synthesize evidence Reaches incomplete or inaccurate conclusions based on the evidence (Just throws items in) 	<p>2 Does Not Meet</p> <ul style="list-style-type: none"> Some ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes The presentation demonstrates an inadequate focus and thesis Presentation demonstrates inadequate evidence of organization Presentation has insufficient attention to the details of specific performance
<p>1 Beginning/Redo</p> <ul style="list-style-type: none"> Few or no key parts included and concepts/themes/issues/ideas are identified, defined, and described Few or no facts/supporting details are included Information is largely inaccurate, absent or irrelevant 	<p>1 Beginning/Redo</p> <ul style="list-style-type: none"> Important evidence relevant to the materials are not identified Critical items are not presented or are absent Evidence is lacking, absent or unclear 	<p>1 Beginning/Redo</p> <ul style="list-style-type: none"> Expression of almost all ideas in the presentation is unclear The presentation demonstrate little focus and lacks a thesis Presentation demonstrates little or no evidence of organization Presentation has multiple mistakes in attention to the details of specific performance conventions.

Unit Assessment for Special Education Teacher Education Program Senior Assignment

Transition Point: The senior assignment for the Special Education Program is a portfolio, which demonstrates the candidate's skill and knowledge in relation to several CEC standards. The portfolio is completed in SPE 481: Senior Seminar in Special Education which is taken concurrently with student teaching (SPE 499) the last semester of the program.

Standards: The Special Education Portfolio Assessment primarily addresses the following CEC standards:

Standard 1: Foundations
Standard 2: Development & Characteristics of Learners
Standard 3: Individual Learning Differences
Standard 4: Instructional Strategies
Standard 5: Learning Environments & Social Interactions
Standard 7: Instructional Planning
Standard 8: Assessment
Standard 9: Professional & Ethical Practice
Standard 10: Collaboration

Description of the Assessment: The portfolio is an organized collection of documents, such as teaching work and self-reflections that help describe the candidate's level of skill and knowledge. The portfolio demonstrates the candidate's growth and competence in working with students with disabilities, families, and related professionals. It is a synthesis of the candidate's experiences in the field and in seminar and provides a format for the documentation of learning. Candidates are required to collect artifacts, select particular examples for each artifact and reflect upon learning. The artifacts required, along with the corresponding CEC standards, are listed below.

Portfolio Artifact	CEC Standard (s)
Personal philosophy of education	1 (Foundations), 2 (Development & Characteristics of Learners), 3 (Individual Learning Differences)
Behavior management plan	2 (Development & Characteristics of Learners), 3 (Individual Learning Differences), 5 (Learning Environments & Social Interactions)
Effect on student learning	3 (Individual Learning Differences), 4 (Instructional Strategies), 7 (Instructional Planning), 8 (Assessment)
Professional resume	9 (Professional & Ethical Practice)
Daily journal/reflection	9 (Professional & Ethical Practice)
Evidence of collaboration	10 (Collaboration)

Criteria for Passing: The portfolio is worth a total of 200 points. Each of the six categories are assessed and scores from each category are combined for a total score. Candidates must have a rating of “good” or “acceptable” on all artifacts to pass.

A total score between 179 points and 200 points is considered “good.” If the total score is between 159 points and 178 points, it is considered “acceptable.” If the total score is below 159 points, it is considered unacceptable.

Scoring Guide:

**Content Knowledge
Scoring Rubric
Senior Project (Teaching Portfolio)**

Senior Assignment-Portfolio Grading Rubric-SPE 481

Artifact	Good	Acceptable	Unacceptable
	40-37	36-33	32-0
Journal - CEC Standard #9 (Professional & Ethical Practice Standard)	<u>Journal summary</u> includes an example of each (4) of the following situations in which you participated: *legal and ethical considerations *professional activities *sensitivity to diversity *use of evidence-based activities <u>Journal summary clearly</u> describes growth over time, giving at least 3 examples. <u>Daily journal</u> included & entries dated	<u>Journal summary</u> Includes an example of 3 of the following situations in which you participated: *legal and ethical considerations *professional activities *sensitivity to diversity *use of evidence-based activities <u>Journal summary</u> describes growth over time using 1-2 examples <u>Daily journal</u> included & entries dated	<u>Journal summary</u> Includes an example of 1 of the following situations in which you participated: *legal and ethical considerations *professional activities *sensitivity to diversity *use of evidence-based activities <u>Journal summary does not describe</u> growth over time and does not use examples <u>Daily journal</u> not complete-two or more weeks missing; Entries inconsistently dated
	20-18	17-15	15-0
Personal Philosophy of Education -CEC Standards 1 (Foundations), 2 (Development and Characteristics of Learners), 3 (Individual Learning Differences)	1-2 pages including statements about diversity, individual differences, how language, culture, and family backgrounds interact with the child’s disability, inclusion, importance of evidence-based theory & principles	1 page including statements about diversity, individual differences, family background and the interaction with the child’s disability, importance of evidence-based theory & principles	Less than 1 page-no statements about diversity, individual differences, how language, culture, and family backgrounds interact with the child’s disability, inclusion, importance of evidence-based theory & principles

	40-37	36-33	32-0
Behavior Management Plan – CEC Standards 2 (Development and Characteristics of Learners), 3 (Individual Learning Differences), 5 (Learning Environments & Social Interactions)	<p>*1-2 page plan outlining management system that includes creation of positive learning environment that encourages development of each of the following: independence, self-motivation, self-direction, personal empowerment, and self-advocacy</p> <p>*Focus on individual differences (adapt for 1 different age level and 1 different disability)</p> <p>*Addresses crisis intervention; addresses working with paraprofessionals and other related service personnel</p>	<p>*1-2 page plan outlining management system that includes creation of positive learning environment that encourages two of the following: self-motivation, self-direction, personal empowerment, and self-advocacy</p> <p>*Focus on individual differences (adapt for 1 different age level or 1 different disability); address crisis intervention</p> <p>*Addresses working with paraprofessionals</p>	<p>*1-page plan that is unclear or sketchy that does not include a comprehensive management system or the creation of positive learning environment – includes mostly negative consequences and punishment – not adapted for any other age level or disability – does not include working with other professionals</p>
	20-18	17-15	15-0
Professional Resume – CEC Standard 9 (Professional and Ethical Practice)	<p>Includes:</p> <p>*list of professional activities in which you were involved that demonstrate your commitment to lifelong learning</p> <p>*your use of evidence-based practice</p> <p>*your experience with a diverse student population</p> <p>*chronological list of educational background</p> <p>*no typing errors</p> <p>*use of resume format</p>	<p>Includes some, but not all of the following:</p> <p>*list of professional activities in which you were involved that demonstrate your commitment to lifelong learning</p> <p>*your use of evidence-based practice</p> <p>*your experience with a diverse student population</p> <p>*chronological list of educational background</p> <p>*1 or 2 minor format or typing errors</p> <p>*use of resume format</p>	<p>Lists education & experience, but not in chronological order; does not list or highlight important experience or lists too many experiences; not clear & difficult to follow; more than 2 typing errors – does not address commitment to lifelong learning or use of evidence-based practice or experience with a diverse student population</p>

	40-37	36-33	32-0
Collaboration – CEC Standard 10 (Collaboration)	<u>3 or more pieces of evidence</u> where collaboration occurred with: *families *other educators *related service providers *personnel from community agencies <u>1 piece of evidence</u> where successful transition occurred <u>Self-Reflection for each</u> addressing: *Context *Complete description of what happened *How collaboration or transition positively affected child (children) with disabilities	<u>3 pieces of evidence</u> where collaboration occurred with <u>one</u> of the following groups: *families *other educators *related service providers *personnel from community agencies <u>Lacking or incomplete evidence or self-reflection</u>	<u>2 piece of evidence</u> where collaboration occurred with: *families *other educators *related service providers *personnel from community agencies <u>Transition not included</u> <u>Self-reflection not</u> complete, does not clearly describe how collaboration affected child (children) with disabilities
	40-37	36-33	32-0
Effect on Student Learning - CEC Standards 4, Instructional Strategies, 8, Assessment, & 7 Instructional Planning Using Technology	<u>3 sections to document student learning.</u> Description was detailed, actual pieces of evidence were included, technology represented advanced instructional technology, reflection shows critical thinking.	<u>3 sections to document student learning.</u> Either description lacked detail, evidence wasn't provided, technology was not advanced, or reflection lack detail or critical thinking.	<u>2 sections to document student learning.</u> Description was detailed, actual pieces of evidence were included, technology represented advanced instructional technology, reflection shows critical thinking.

Criterion for passing: Must have rating of “good” or “acceptable” on all artifacts.

Lesson Study Overview

Elementary Education

This assignment is linked directly to the findings from TIMSS about the benefit of researching, teaching and evaluating one lesson in detail. Lesson study is used successfully as a professional development model in Japan, and is gaining widespread acceptance in the US. Lesson study is “a cycle in which teachers work together to consider their long-term goals for students, bring those goals to life in actual ‘research lessons,’ and collaboratively observe, discuss, and refine the lessons” (Lewis, 2002, p.1). You will complete a shortened version of the lesson study cycle by planning, teaching and evaluating one math lesson (called “a research lesson”) and then make improvements in the written lesson plan paying special attention to your use of language. This process addresses all phases of the Mathematical Tasks Framework, and directly examines student learning.

You need to use a specific textbook lesson as the basis for your lesson plan. Chose from: National Science Foundation Curriculum textbooks *Investigations in Number, Data, and Space* (k-5) or *Connected Math_* (6-8), (a reference copy of these texts is available in the Reading Center and another reference copy is in Curriculum Collection the SIUE library). You may also use the NCTM’s *Navigations Series* (available in the IMC in Founders Hall). By using these textbooks you will be drawing on extensive research into how children learn mathematics (most school texts do not do this).

The lesson study process you will follow is divided into four parts.

1. Goal Setting and Planning
 - a. Set a research theme, select a topic to bring these goals to life, and identify a date to teach.
 - b. Study research on the content ideas, curriculum and student learning for your grade level and topic.
 - c. Plan your lesson.
2. Research Lesson
 - a. Teach and observe the research lesson.
3. Lesson Discussion
 - a. Meet immediately after the research lesson to share and analyze the lesson based on evidence from your observations.
4. Consolidation of Learning
 - a. Evaluate and revise the written lesson plan based on what your students learned, your observations, and group analysis
 - b. Reteach the lesson where possible.
 - c. Complete the written report summarizing what you have learned.

You will work in a group with other teacher candidates on this lesson study project. You will present one report of your work (one paper copy and one electronic copy) from your entire group and receive the same grade. However, some sections of the report need to be completed by each individual, these questions are marked with the designation: (INDIVIDUAL). Group participation will be evaluated separately. Each group member is required to have a copy of all the documents produced during the project.

Steps to complete a Lesson Study

1. Goal Setting and Planning

- a) On your first visit to your placement, consult with your teacher and arrange to teach a mathematics lesson. Identify the topic area and date and negotiate this with the teacher. For those in school who use “Saxon” as the textbook, negotiate the freedom to use a different textbook lesson plan than the Saxon one.
- b) Write a one sentence research theme. Use copies of the worksheet “Choosing a Research Theme for Lesson Study” (available on Blackboard). To accomplish this, interview the cooperating teacher to find out what her/his long-term goals are for his/her students. The answers to this survey will help you determine how you can teach the lesson to move students toward these goals.
- c) **Find a textbook lesson** that is appropriate for your students and that will help move them toward the goals the teacher has in mind. Remember to use the texts listed earlier as the basis for your lesson.
- d) **Math matters!** Explain in your own words the meaning of the main mathematical concepts and procedures in the textbook lesson you chose, label this writing “1st Draft.” The purpose of this 1st draft is for you to find out and explore what you know about the math involved your chosen lesson. Now to thoroughly understand the **mathematical concepts and processes** use your texts and other materials (*Math Matters*, *Connecting Mathematics for Elementary Teachers*, Van de Walle the *Investigations*, *Connected Math*, or *Navigations* series) to write a 2nd draft of this piece. The second draft should be your best attempt to explain all the mathematics behind the lesson you are teaching. (This is not about how children learn, it’s about math ideas as you understand them). **(INDIVIDUAL)**
- e) **Teaching and learning matters too!** You need to understand how children think about and learn math, and effective ways to teach it. You will next **research** the textbook topic from an educational point of view by reading:
 - i) Your school textbook series,
 - ii) Chapters you select from *Math Matters*, *Connecting Mathematics for Elementary Teachers*, Van de Walle the *Investigations*, *Connected Math*, or *Navigations* series,
 - iii) Appropriate sections of NCTM *Principles and Standards* for your grade level and strand (e.g. Geometry Grade 3).Write a 2-paragraph **summary** of what you learn about teaching and learning these topics. For example, what key concepts do children need to know prior to learning the concepts you are teaching? Is there a particular sequence of activities that seems to help children learn? What are typical misconceptions they may have? What kind of activities are recommended? **(INDIVIDUAL)**
- f) As a group produce a **detailed teacher-modified lesson plan using the four-column research lesson plan format** provided.
 - i) **Copy and carefully study the material associated with the textbook lesson**, and anything else your teacher recommends (Van de Walle may offer supporting ideas).
 - ii) Reference Illinois Learning Standards and NCTM Principles and Standards as well as the specific math strand addressed.

- iii) Determine a classification for your lesson that identifies the cognitive demand of the lesson. Is it Procedures with Connections or Doing Math?

2. Research Lesson

- a) **Teach** the research lesson (video-tape it if possible to aid you in studying how students learn in response to your group's lesson). See the document "Lesson Study Observation and Debriefing" under course content to help you prepare lesson study members.
 - i) The teacher of the lesson needs to record their immediate response after teaching.
 - ii) Tips for Observers: Non-teaching group members, your cooperating teacher, SIUE faculty, and other SIUE interns in your building should observe and take detailed notes on student learning during the lesson. Observers are NOT teacher-helpers, but observers of learning so they should not interact with the students. Use your lesson plan to guide your observation. Try to focus on one or two students and note down exactly what they think, say, and do (**INDIVIDUAL**).
- b) **Meet as a group and analyze and evaluate Student Work Samples** produced during the teacher-modified lesson. You will check student work for mathematical misconceptions and error patterns. Write a 2 page **report of your findings** that identifies how you assessed student understanding, the proportion of students who were successful, those with minor errors, and those who had major misconceptions about the concepts in the enacted lesson. Include a description of the main misconceptions. Next, **propose modifications** to the lesson to account for those students who demonstrated misconceptions, **keeping in mind the diverse nature of your students** (academic, linguistic, gender, physical, etc.). Please make copies of the students' work with names removed to include in the report.

3. Lesson Discussion

- a) Refer to the "Lesson Study Observation and Debriefing" document to guide your discussion.
- b) **Discuss as a group:**
 - i) What evidence do you have that your goals for student learning and development were fostered?
 - ii) Did the lesson remain mathematically challenging from start to finish or did it deteriorate as the lesson progressed? Justify your answer with evidence from observations.
 - iii) Which specific pedagogical moves, on the lesson plan or during the enacted lesson, and which student responses caused the lesson to remain mathematically challenging or slip to a lower level?
 - iv) What improvements to the lesson could you make? Keep in mind the diversity of your learners (academic, linguistic, gender, physical, etc.).

4. Consolidation of Learning

- a) **Write a Reflective Analysis and Evaluation** of the research lesson. Include a discussion of the effectiveness of your teacher-modified enacted lesson in addressing your research theme, and how effectively students learned the mathematical ideas.
Reference:
 - Notes from the teacher of the lesson,
 - Observer's notes,
 - Review of your video tape,
 - Analysis of student
 - Lesson Discussion
- b) **Rewrite your teacher-modified lesson plan** to accommodate improvements and changes based on your experience, reflection, feedback, and student work analysis. Use a different font for any changes. Please **justify your changes on the lesson plan or in a paragraph at the end.**
- c) **Optional, but suggested:** Another group member may teach the rewritten lesson, implementing the changes. In this case, the lesson study group may choose to analyze students' work samples from the second, revised lesson.
- d) **Conclude** the lesson study with what you have learned from this process about:
 - i) Using a research theme to guide the lesson planning.
 - ii) The use of written and oral feedback to determine the success of your lesson
 - iii) The specific impact you had on student learning of mathematics
 - iv) Comments on the value of lesson study
- e) **Group members will present** a short summary of your **report** to your colleagues in class focusing on your conclusions.

Summary of written report requirements

Hand in your final report which will include these sections:

- a) **Introduction** giving background to your district, school, classroom, curriculum and children (one paragraph).
- b) **Research theme** (include responses to teacher interview).
- c) **Math Matters Drafts** (1st and 2nd drafts from each lesson study group member).
- d) **Teaching and Learning Matters Summary** (including research, reading, observations, and your teacher's comments from each group member).
- e) **Detailed, teacher-modified lesson plan using 4 column format.** (Include a **photocopy of the original** lesson from Investigations or other source book as appropriate).
- f) Immediate **post-teaching reflection (teacher) and observation notes and five-minute post teaching reflection** (non-teaching group members). Observation notes are handwritten, but other reflections should be typed.
- g) **Report analyzing student work samples** as evidence of their learning.
- h) Group **Reflective Analysis and Evaluation** of the enacted lesson.
- i) **Rewritten lesson plan** with justifications.
- j) **Four-part Conclusion.**

- k) **Work log sheets** which document the participation of each group member (an example of a work log is available on Blackboard).

The instructor should be able to easily find each of the lesson study sections, so it is advisable to use tabs indicating each of the above items.

Teacher candidates will be asked to evaluate each of their group member's participation in the lesson study process. This will contribute to the final grade.

Highest quality work always includes references to literature and research, makes connections to ideas discussed in class, and is written in fluent English.

CI 415 Elementary Mathematics Methods GRADING RUBRIC: Lesson Study Report

Professional Completion of Assignment

All required sections of assignment completed as directed:

- Introduction
- Research Theme
- Math Matters
- Teaching and Learning Matters Summary
- Detailed Teacher-modified Lesson Plan
- Immediate Post-teaching Reflection and Observation Reports
- Report on Student Work Samples
- Reflective Analysis and Evaluation
- Rewritten lesson plan
- Four-part Conclusion
- Work Log

Trait: Writing conventions, use of pedagogical terminology, and appearance of final report

6pts (A)	5 pts (B)	4.5 pts (C)	4 pts or less (D/F)
Word choice and usage supports statements and conveys writer's ideas accurately and effectively.	Word choice and usage are adequate and correct in a general sense, offering sufficient support for writer's ideas.	Word choice and usage are nonspecific, inaccurate, and/or impair understanding.	
Demonstrates effective grasp of standard writing features and uses them to provide a clear, thorough, focused discussion.	Demonstrates reasonable control of standard writing features with possible minor errors making discussion less clear and/or focused.	Demonstrates errors in standard writing features which make the text unfocused, difficult to read, and may impair understanding.	
Project is organized, sequenced according to directions, and visually presented in a professional way so examiners can easily review and evaluate the required components.	For the most part, the project is organized, but reviewer has problems locating all required components.	Organization of the final product makes it hard to find information.	
Design conventions (page numbers, headings, title, page, table of contents, font) used are appropriately and enhance the professional look of the project.	A few design conventions may be misused or omitted, but overall presentation is not greatly affected.	Design conventions are misused, or omitted (page numbers, headings, title page, table of contents, font, etc). Overall effect is of unprofessional work.	

Trait: Individual Research on Mathematics and Teaching

10 pts A	8 pts B	7 pts C
Explanations of mathematical concepts and processes thorough with evidence of accurate concept knowledge, curiosity, and mathematical connections.	Explanations show minor misconceptions of math concepts and processes or explanations limited in scope. Evidence of some curiosity to explore.	Severe misconceptions about math concepts and processes or major concepts or processes of topic are omitted.
Evidence of clear understanding of some aspects of teaching and learning math. Evidence of curiosity about aspects of children's thinking at this age. Understands significance of research for teaching.	Partial understanding of teaching and learning math. Research is provided, but may not be synthesized. Teachers seem not to have understood fully the findings of the research.	Little evidence of understanding any aspects of teaching and learning math. Research is assumed to be an exact picture of children's abilities. Or research findings may be misunderstood, perhaps taken out of context.
Thorough explanations deepened through frequent reference to well chosen quotations from Van de Walle, <i>Connecting Mathematics for Elementary Teachers</i> <u>and</u> <i>Math Matters</i>	Basic reference to Van de Walle, <i>Connecting Mathematics for Elementary Teachers</i> and <i>Math Matters</i> , or reference from only two.	Little or no reference to Van de Walle, <i>Connecting Mathematics for Elementary Teachers</i> and <i>Math Matters</i> to substantiate explanation.

Trait: Goal Setting, and Planning

7 pts (A)	6(B)	5.5 (C)	4.75 pts or less D/F
A long-term, constructive research theme is created based on a reflective look at the teacher interview and is directly tied to teacher concerns and long-term goals.	Research theme seems to address some of teacher's concerns about students' growth and long-term goals.	A disconnect is evident between the teacher's concerns, long-term goals and the research theme.	
Developed a detailed four-column lesson plan which provides teacher language, anticipate students' mathematical thinking, and specific interventions – focuses on math over management.	Four-column lesson plan used, but not as thoroughly as possible. Some student thinking may not have been anticipated, or teacher language not planned and articulated. Classroom management is main ingredient.	Use of lesson plan is limited. Evidence shows that it is not seen as a useful document, or there is incomplete attention to detail.	
Clear evidence of connections between research ideas (on mathematics and teaching and learning) and teacher-modified lesson plan. Changes in textbook lesson plan to adapt to a particular context.	Some evidence how research ideas (on mathematics and teaching and learning) influence the teacher-modified lesson plan. Some changes in lesson plan, but not clearly identified.	Little or no evidence how the research has influenced the teacher-modified lesson plan or its execution. No evidence of adaptation of lesson to particular context.	
Appropriate reference to <i>Illinois Learning Standards</i> and <i>NCTM Principles and Standards</i> .	Reference is either misapplied, or excessive. For example, all standards are listed rather than main ones.	No reference to one or both sets of curriculum standards.	

Trait: Observation and Analysis of Enacted Research Lesson

16 pts (A)	14 (B)	12.5 (C)	10pts or less (D/F)
Evidence of detailed note-taking about children's mathematical thinking during the lesson. Examples of exact responses by teacher and students are included.	Observations of children's thinking are present, but are not detailed. Some moments in lesson are well documented, but these may not be the most significant ones.	Generalizations made about children's responses with little or no specific evidence. Observations are mainly from the teacher's point of view.	
Attempt to explore relationship between lesson activities, mathematical concepts, teacher role, and students' responses.	A few connections made between lesson activities, mathematical concepts, teacher role, and students' responses.	No connections made between lesson activities, mathematical concepts, teacher role, and students' responses.	
Willingness to questions strong and weak parts of lesson, and identify opportunities that were missed.	Only asks questions about some aspects of lesson. Does not seem to go beyond the obvious.	Seems to exhibit false level of satisfaction. Focus is whether students "had fun" rather than their mathematical learning.	
Evidence of ability to offer explanations for children's responses noted in observations and use these as starting points for future inquiry.	Teacher seems more interested in finding the "one right way to teach" than in thinking about multiple explanations.	Points identified are descriptive and do not lead to conclusions, or redirection of lesson, or important ideas.	
Connections to research fully referenced. Includes specific quotations from self-selected reading in Van de Walle.	General ideas from Van de Walle are included, but no quotations or references are provided.	No reference to literature, only personal experience as basis for explanations.	

Trait: Analysis of Student Learning

9pts (A)	8pts (B)	7pts (C) 6pts or less (D/F)	
Provides a detailed summary of student understanding which shows how effective the lesson was.	Summary is limited in scope and does not fully address the effectiveness of the lesson.	Summary is a listing of student scores or totally omitted.	
Demonstrates ability to clearly identify students' error patterns and misconceptions about the concepts presented in the lesson.	Some student error patterns are missed or some misconceptions are misinterpreted.	Unable to identify major student error patterns and misconceptions	
Offers insights into student motivation for errors and misconceptions.	Reasoning for student errors and misconceptions may be faulty or unsubstantiated.	Little or no reasoning is offered as to why students lack understanding of the task.	
Offers viable modification suggestions for diverse learners (academic, linguistic, gender, physical, etc.) who demonstrated errors and misconceptions.	Modifications are limited or will not fully accommodate the range of identified student misconceptions.	Modifications to accommodate students who demonstrate error patterns are non-existent.	

Trait: Ability to Change Lesson Plan in Response to Analysis, and to Draw Conclusions

12 (A)	10.5pts (B)	9.25pts (C)	8pts or less D/F
Final teacher-modified lesson plan shows clear evidence of changes that correspond to post-teaching reflections. Rationale for these changes is provided and connects to previous individual and group analysis reports.	Final teacher-modified lesson plan shows some evidence of changes based on post-teaching reflections. Rationale is provided but is not as fully linked to previous individual and group analysis reports.	Little evidence of change, perhaps because of over satisfaction with previous lesson. Or changes are apparent, but do not correspond to analysis, or rationale is short or unclear.	
Lesson modifications are planned to take into account majority of student errors and misconceptions. These modifications are substantiated effectively.	Modifications show change due to observation and analysis of some student errors, but may not be well substantiated.	Modifications for student errors are very limited or completely omitted or substantiation is omitted.	
Conclusions drawn about teaching mathematics to children, and lesson study. Evidence of deep thought and questioning.	Some conclusions drawn in each area, perhaps ideas less well developed.	Comments are descriptive, or little challenge to existing beliefs, or less complete.	

Lesson Study Rubric: Language Arts

Lesson Study Cycle	Objectives	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Pts
Lesson Discussion	Evidence that objectives for student learning and development were fostered.	In-depth discussion of student learning includes written analysis of assessment results of lesson, examples of these results, and numbers and percentages that demonstrate levels of student learning based on pre/post assessment results. Student Learning Table is complete and attached. (35)	Discussion of actual student learning compared to objectives of lesson is minimal. Few examples are included. (25)	Discussion of actual student learning compared to objectives of lesson is vague and unclear, or not included. No examples are included. (15)	
	Improvements to the lesson and to instruction	Discussion of possible changes to increase student learning demonstrates in-depth reflection, and is complete, clear, and appropriate to lesson. Appropriateness to lesson and/or grade is evident and includes examples. (15)	Discussion of how the lesson should be changed to increase student learning is limited. Appropriateness to lesson and/or grade is evident. (10)	Discussion of how the lesson should be changed to increase student learning is not appropriate to lesson or grade, or it is not included. (5)	
	Effectiveness of the rubric	Thorough discussion of the success of the original rubric in assessing student learning of objectives, as well as modifications to the rubric to align it more appropriately with objectives. (20)	Discussion of the original and modified rubric is limited. Some mention of the alignment of the rubric to the objectives. (15)	Alignment of original and/or modified rubric to lesson objectives is vague and incomplete. (10)	
	Assessment of Writing to Inform Instruction	Detailed discussion over using the assessment of writing to inform instruction. Discussion includes writing in all content areas. Examples are used to support position. (20)	Discussion includes one or more content areas and brief details over the use of writing assessment in instruction. (15)	Discussion over using writing to assess learning, but vague or no connection to informing instruction. (10)	
Organization of paper & Mechanics of Writing	Logic in Writing	Paper is well organized. All sections are included and organized in an easy to follow format. Sections include transitions to next section. Paper does not contain any errors in spelling, punctuation, and/or grammar. (10)	Paper is organized. All sections are included and organized in an easy to follow format. Mechanics of paper are adequate. There are fewer than 3 errors in spelling, punctuation, and/or grammar. (7)	Paper is unorganized. Information is difficult to understand and follow. Paper contains 4+ errors in spelling, punctuation, and/or grammar. (4)	
				Total Points	

Section II: Supplemental Documentation

NCTQ Standard B : Standards Specific to Elementary Teachers

Throughout their preparation program, Elementary Education candidates gain knowledge and skills reflective of a **broad liberal arts education** that focuses specifically on the background and experiences that are most relevant to future classroom teachers. Instruction in methods includes a **specific focus on scientifically-based reading instruction and rigorous preparation in mathematics instruction.**

In addition to the institution's general education requirements, which are completed by all program graduates, all Elementary Education candidates complete additional courses in a content area of emphasis that includes English, Mathematics, Science, or Social Studies. Candidates also complete the coursework required for the state's Middle School Endorsement; therefore, **all candidates who graduate from SIUE's Elementary Education program are prepared in a specific content and are eligible for the Middle School endorsement.**

In the previous section (Professional Training), an overview was provided of the SOE's Senior Assignment, which consists of a comprehensive professional portfolio. By completing this capstone experience, Elementary Education candidates demonstrate their proficiency in general education as well as the direct application of subject area content and effective methodologies. Also described in the section on Professional Training is the program's implementation of Lesson Studies, which focuses specifically on rigorous Mathematics and Language Arts content, while deepening candidates' knowledge about content as well as effective instructional practices.

Elementary Education candidates are required to complete two courses specific to Mathematics content that are **designed for Elementary teachers and delivered out of the College of Arts and Sciences** (see the syllabi for MATH 112a and 112b in Section I). This unique collaboration between the SOE and College of Arts and Sciences provides Elementary candidates with a firm foundation in math content prior to their mathematics methods course. Elementary Education candidates also deepen their understanding of mathematical thinking and concepts through a reflective "Audio Recording" assignment, completed in the Mathematics Methods course (see attached). Through this unique assignment, candidates record and transcribe an instructional exchange with a student while in the field placement and reflect on the student's mathematical thinking and knowledge of fundamental math concepts.

Candidates in the Elementary Education program have direct experiences **with scientifically-based reading practices**, and focus on the five core elements of reading, through a variety of course and field-based experiences. In literacy methods courses (see the syllabi for CI 337 Literacy at Elementary and Middle Levels and CI 338 Assessment and Instruction of Literacy at Elementary and Middle Levels; Section I), candidates develop an understanding of the theoretical and research bases of scientifically-based reading practices and their role in a balanced literacy program through strategy demonstrations, micro-teaching, and the application of assessment and explicit strategy instruction during the Research Lesson (Lesson Study) assignment completed in their field placement. The attached excerpt from the CI 338 syllabus, which includes an overview of two course assignments, illustrates how scientifically-based

practices are embedded into course instruction. In addition, the classroom cooperating teachers model effective uses of scientifically-based reading practices and assessments. Candidates, with the support of their University Supervisor and cooperating teacher, implement scientifically-based reading practices and supporting assessments. As partnership schools move further into differentiated assessment and instruction (e.g. Response to Intervention), candidates have opportunities throughout their two-year program to develop the knowledge, skills, and dispositions to effectively support the learning of each child.

Attached Documents:

- Audio Recording Assignment
- CI 338 Syllabus Excerpt; Assignment Overview

THE AUDIO RECORDING ASSIGNMENT

CI 415 Mathematics at the Elementary Level

Purpose

The TIMSS study revealed startling differences between methods of teaching mathematics. One of these differences was in the type of interaction and mathematical thinking done by students in class. For example 96% of US students' time is spent practicing routine procedures with low level mathematical thinking, whereas in Japan half the time is spent on practicing and half is spent on inventing new strategies or thinking or analyzing a situation in a new way. Using the Mathematical Tasks Framework, we can refer to these classroom interactions around mathematical activities as Enacted Tasks. As a beginning teacher you will need to find ways to observe and evaluate yourself so you can improve your own teaching, particularly in the area of Enacted Tasks. You will not always be able to get the help of busy colleagues, and listening to an audio-tape of your students and yourself can help you to research your teaching. This process of studying your own practice for the purpose of changing your classroom actions is called "Action Research." An audio recording can be more powerful than a video recording: it is less intrusive in the classroom and allows you to concentrate on the language you and your students use.

Directions

1. Obtain any necessary district, or school permissions to audio record. Emphasize to your teacher (and the Administrators if appropriate) that the recording is **only to help you hear yourself**, and will only be used for your own **private research for the purpose of improving your teaching**.
2. Identify one or two students to work with on a mathematical task (a homework or class assignment they need help with, or a task of your choosing). You need to read and study chapters from *Math Matters*, *Connecting Mathematics for Elementary Teachers* and Van de Walle that help you learn more about the task. You may do this *before and/or after* you record the Enacted Task.
3. Ideally, record about three **5 min. exchanges between you and the student. Strange things happen to electrical equipment in schools.... Do not leave this assignment until the last minute!**
4. Select and **transcribe** the **ONE** exchange that you think is most significant. (Record for longer than 5 minutes, but only select a 5 minute section to transcribe. It will take you about 30 minutes to transcribe a 5 minute recording. You need to record the exact language used.)
5. **Analyze** this Enacted Task, by interspersing interpretive comments and questions as paragraphs throughout your transcript. (You could italicize these comments). Reference your reading and research in math education, and include specific quotations from Van de Walle, *Connecting Mathematics for Elementary Teachers (CMET)* and *Math Matters*. Try to make sense of and learn from the following:
 - a) The mathematical thinking of the students
How do you know what your student understands?
 - b) Your own language and thoughts at you manage mathematical discourse with a student.
Who is doing the mathematical work?

Do students only give brief responses to teacher's questions?
Why is that?

- c) Ways in which you could improve as a mathematics teacher. Provide specific suggestions for **exactly what you could say** instead of what you did say.
- 6. Either provide embedded references as they pertain to the context of the discussion or add a one page summary of how readings in Van de Walle, *Math Matters*, and *CMET* helped you learn more about mathematical content and/or pedagogy before or after you taught this Enacted Task.
- 7. Add a **concluding paragraph** summarizing what you learned and what you need to do to improve your questioning and teaching techniques.
- 8. Add a **one paragraph introduction**.
 - a) Summarize the context of your audio recording (school size, district, grade level).
 - b) Explain the mathematics curriculum as you see it taught (textbook; methods used; time of day; reason for choice of student, etc.)
- 9. Carefully label your recording and provide an electronic/digital copy with your name and date of the recording to your teacher. Hand it in with your assignment.

Audio Recording Assignment

Audio Analysis Rubric (40% - 120 pts)

CI 415 Mathematics at the Elementary Level

Trait: Professional Completion of Assignment

All required sections of assignment **completed as directed**:

- Introduction
- One paragraph describing context (district, school, grade), and the mathematics curriculum (text, methods)
- Embedded references as pertains to the dialogue or one page summarizing what learned from Van de Walle, *Connecting Mathematics for Elementary Teachers* and *Math Matters*
- Transcription of 5 minutes of interaction with student
- Analysis embedded in transcript.
- Concluding paragraph summarizing your learning

Trait: Knowledge of learners and process of learning math

18-17pts (A)	16 pts(B)	14 pts (C)	12pts or less D/F
Central purpose of exchange seems to be to understand the mathematical thinking of the students .	Teacher values mathematical thinking sometimes, but is not able to pursue this.	Student's own reasoning and language does not seem to be important. Exchange dominated by teacher's agenda with little evidence that student is learning.	
<p>Demonstrates their knowledge of fundamental mathematics. Shows their ability to evaluate their practice to see if students are learning effectively.</p> <p>Can identify mathematical weaknesses as conceptual or procedural, or areas students may not be clear about. Makes suggestions to address these problems.</p>	<p>Although some problem areas in mathematical understanding are identified, it is not clear why they are seen as problems. Attempts are made to distinguish between conceptual understanding and procedural understanding of students, but these are not clear or inaccurate.</p> <p>Alternatives are not identified, or not articulated to show evidence that teacher understands fundamental mathematics and how it is learned.</p>	<p>No evidence that areas of the discourse are problematic for the learner, or the learning process. No reference to good instructional practice or sound mathematical thinking.</p> <p>No evidence of distinguishing pupils conceptual understanding from their procedural understanding</p>	
<p>Demonstrates that children learn mathematics by making sense through their own reasoning and language, not being told by teacher.</p> <p>Evidence of how they can work with learners to enhance their learning of mathematics.</p>	Some evidence that teacher may believe children learn by making sense, but their practice does not match this belief.	Teacher shows no awareness that children learn through making sense. Evidence suggests that teacher believes children learn by being told.	

Thorough explanations about mathematics, including referenced quotations from Van de Walle, <i>Connecting Mathematics for Elementary Teachers</i> <u>and</u> <i>Math Matters</i>	Basic reference to mathematics from Van de Walle, <i>Connecting Mathematics for Elementary Teachers</i> and <i>Math Matters</i> , or references from one or two of the sources.	No reference to Van de Walle, <i>Connecting Mathematics for Elementary Teachers</i> and <i>Math Matters</i>	
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Trait: Identifying Nature of Mathematical Discourse

18-17pts (A)	16 (B)	14Pts (C)	12.5pts (less D/F)
Recognizes that teacher's main interaction is/needs to be through asking questions . These questions require students to reason and justify their responses.	Recognizes that teacher asks some questions, but may not always recognize when teacher tells students . May not recognize that some questions require only simple one word answers .	Does NOT recognize that teacher's language dominates and is used to give directions, or tell students what to think, or how to proceed. Object of interaction is to go through mathematical procedures.	
Teacher language does not reinforce right answers or correct wrong ones . Attempts to engage student in order to think, reason, problem solve and use their own logic.	Teacher decides what is right and wrong in most cases , rather than asking students to clarify and justify their own thinking. Praises right answers frequently , so student does not have to think. Offers hints sometimes so students know when they are wrong	Teacher always praises right answers, and always intervenes immediately to correct wrong answers . No evidence that teacher expects to engage students in discourse to understand their thinking and reasoning.	

Trait: Analysis of the Mathematical Discourse

36 pts (A)	31pts (B)	28 27pts (C)	25pts or less F
Demonstrates consistently insightful awareness of teacher language and its significance to successful learning . Ability or desire to recognize productive discourse, and non-productive discourse and articulate the impact of this on student thinking and learning.	Shows understanding of significance of some of teacher's language. Able to suggest some of consequences of for student learning	Little evidence of understanding the significance of teacher's role in developing and shaping the discourse. Seems unaware of opportunities to explore ideas in depth. Little or no recognition of the impact of this on student's learning.	
Ability to identify times when these things were, or were not done by teacher: <ul style="list-style-type: none"> listening to students' language in order to understand their ideas asking students for clarification and justification, rather than accepting a response encouraging student to: 	May identify some occasions when teacher used language significantly, but misses opportunity to identify other significant problems and why they occurred.	Little or no awareness of the ways in which the teacher could use language other than to direct or tell students what to do, or how to think. Cannot identify dialogue was ineffective or offer examples of moments that are unproductive for learning mathematics.	

reason, question, conjecture, explore, convince.		Focuses on issues that are not related to mathematical thinking, like use of same phrases, grammar etc.	
Evidence is provided that the teacher weighs decisions about what, how, or whether to pursue a topic in depth. Or recognizes the need to do this.	Significance of a particular moment in the interaction may be identified as an opportunity to make a connection to another topic, or pursue a different line of reasoning. But this is not explained fully, or is only hinted at.	No evidence that there may have been other things that could have happened in this interaction. Or, the lack of possibilities may be stated overtly.	
Uses appropriate language of mathematics education to describe and analyze the interaction.	Mathematical language may be inappropriate in some, but not all interactions.	Mathematical language is inappropriate or misused.	

Trait: Development of interventions based on analysis

24 (A)	21Pts (B)	18.5 (C)	16pts or less (D/F)
Identifies all opportunities where interventions and new dialogue are needed to improve the interaction.	Identifies many instances where interventions and new dialogue are needed to improve instruction.	Only identifies only the most obvious places in the dialogue where interventions and new dialogue are needed.	
Able to suggest possible ways to re-word interactions that require students to reason for themselves or explain their thought processes and actions.	Recognizes need to make different responses, but does not offer rewording. Or rewording does not seem likely to require students to reason for themselves or explain their thought processes and actions.	No suggestions are made for rewording identified problem areas in the dialogue. Or suggestions are omitted for problem areas not identified.	

Trait: Making connections to research and reading

12 (A)	10.5 (B)	9pts (C)	8pts or less (D/F)
Connections to research are fully referenced in APA format and include specific quotations from all three sources: Van de Walle, CMET and Math Matters.	General ideas from Van de Walle, CMET and Math Matters are included, but no quotations or references are specifically made. Citations are not accurately referenced in APA format.	No reference to sources outside experience of self.	
References to research correspond to the mathematical context being analyzed and add further insights into the learning process.	Attempts to use research to support the analysis, but references may not appropriate for the mathematical context.	No reference to sources outside experience of self.	

Trait: Writing conventions and use of pedagogical terminology

12 (A)	10pts (B)	9pts (C)	8pts or less (D/F)
Word choice and usage supports statements and conveys writer's ideas accurately and effectively.	Word choice and usage are adequate and correct in a general sense, offering sufficient support for writer's ideas.	Word choice and usage are nonspecific, inaccurate, and/or impair understanding.	
Demonstrates effective grasp of standard writing features and uses them to provide a clear, thorough, focused discussion.	Demonstrates reasonable control of standard writing features with possible minor errors making discussion less clear and/or focused.	Demonstrates errors in standard writing features which make the text unfocused, difficult to read, and may impair understanding.	

**CI 338 Assessment & Instruction of Literacy at Elementary & Middle Levels
Focus on Five Areas of Reading**

Excerpt from Fall 2009 Class Schedule:

	Course Topics	Assignment
Week 12	Overview of various formal and informal assessment tools/strategies (Phonemic Awareness/Phonics and Vocabulary)	Partner Presentations Critical Friend Feedback
Week 13	Overview of various formal and informal assessment tools/strategies (Vocabulary)	Partner Presentations Detention Center Reflection
Week 14	Overview of various formal and informal assessment tools/strategies (Comprehension and Fluency)	Partner Presentations Notebook or CD

Sample Assignments:

Strategy Presentations (100 points):

With a partner, pick a strategy that is scientifically based to share with the rest of the class. You will give a short description of the strategy and demonstrate it using your classmates as your students. You will also provide information on how the strategy can be used as an assessment tool, as well as how it can be differentiated to meet the need of **ALL** students.

Support Information for Assignment: Students are randomly paired to present strategies in the five areas. They decide which area of reading will be their focus, and research, develop, and present a strategy in that area. Strategies are shared with the entire class and become part of their resource notebook (see following assignment criteria).

Resource Notebook (50 points)

All course work and notes will be organized in a three-ring notebook.

Recommended sections:

- General Course Information
- Assessment
 - Reading
 - Writing
 - Spelling

- Strategies
 - **Phonics**
 - **Vocabulary**
 - **Comprehension**
 - **Phonemic Awareness**
 - **Fluency**
 - Writing
 - Spelling
 - Study Skills
- Readability
 - Text Leveling
 - Informational Text
- Differentiated Instruction
 - Variations in Learning
 - Social
 - RTI
 - Tiered Lessons
 - Technology

Section II: Supplemental Documentation

NCTQ Standard C : Standards Specific to Special Education Teachers

As with the Elementary Education program, candidates in the Special Education program gain knowledge and skills reflective of a **broad liberal arts education** that focuses specifically on the background and experiences that are most relevant to future special educators. Described earlier in this report, the Senior Assignment provides one avenue for evaluating candidates' knowledge in general education content as well as the application of that content to the special education setting. As part of their capstone Senior Assignment, candidates prepare a poster presentation that is shared with program faculty and their peers. The presentations are to include information on the candidate's philosophy of education, behavior management plan, and effects on student learning. Assignments specific to **field-based data collection and modification of instruction** based on data outcomes are required in the program's three field practicum experiences (see course syllabi for SPE 401, 402, 418 provided in Section I).

A focus on **scientifically-based reading and the five core elements of reading** are imbedded in course syllabi, class activities, and exams. Three exams from SPE 417 Reading and Language Arts Methods in Special Education are included to illustrate how candidates are evaluated in these critical areas.

Preparation in Mathematics includes a rigorous methods course **that extends candidates' mathematical knowledge** gained in general education math classes and which includes a deepening of understanding of conceptual knowledge and classroom application. The final exam from SPE 421 Mathematics Methods in Special Education is included, which clearly demonstrates expectations for candidates to have gained deep knowledge in a range of mathematical concepts.

Special Education faculty and candidates are engaged in a variety of initiatives intended to provide **professional resources for special educators across the region** that are delivered specifically to meet the instructional needs of these educators. Within the current academic year, the Department of Special Education and Communication Disorders collaborated with regional partners in offering full-day professional workshops on Response to Intervention, Augmentative and Alternative Communication, and Instructional Technologies. These workshops were also attended by University faculty and candidates from the educator preparation programs. A program overview for the "Learning Tools for the 21st Century" workshop, developed in collaboration with the Madison County Regional Office of Education, was provided in Section II, 21st Century Teaching.

Attached Documents:

- SPE 417: Comprehension Check #1
- SPE 417: Exam #2
- SPE 417: Final Reflection
- SPE 421: Final Exam

SPE 417 Reading & Language Arts Methods in Special Education Comprehension Check #1

1. Describe an activity (in detail...what you would model, guide, test) that would **promote pre-reading skills**. What skills for emergent readers does this specific activity or group of activities target? (20)
2. Briefly **describe Direct Instruction and Whole Language. What are the advantages and disadvantages of each approach?** (20)
3. What is the “discrepancy definition” when we look at diagnosing learning difficulties? Do you agree or disagree with this definition? Explain? (20)
4. What is the basic question we ask when using the “functional definition”? Do you think this is more or less accurate than the discrepancy definition? (20)
5. What pre-reading skills **(phonological awareness)** behaviors can you teach using picture books? (20)
6. Of the 5 categories of “factors of reading difficulties”, which factor do you think has the most significant impact on student learning? Explain. (20)
7. List 5 concepts about books and print that are important for emergent readers to know. (20)
8. Which list contains ONLY words that use the most common sounds for the letters? (20)

List A find, cat, jar, run

List B gem, was, bat, him
List C shell, top, look, get
List D bit, help, sun, mug

9. From the above lists, sort the words into two categories:

- a. Words using the most common sounds
- b. Words that do NOT use the most common sounds (20)

10. Why is it important for young children to have **phonemic awareness**? What can we predict (academically) will happen to children who do not master this set of skills? (20)

SPE 417 Reading & Language Arts Methods in Special Education Exam #2

1. Assume students know the letter combinations **sh, th, ol,** and **wh,** all single letters, and the suffixes **ing** and **er.** Below are discrimination word lists various teachers prepared several days after the suffix **est** was introduced. Tell which teacher constructed an acceptable list. Specify the problem with the other two lists.

Teacher 1

biggest hottest hotter fattest coldest colder hitting

Teacher 2

hottest biggest fattest coldest maddest wettest

Teacher 3

cheapest cheaper shortest trainer smallest falling

2. Assume students know the most common sounds of all single letters and can decode all types of regular words. Circle the prefixes and suffixes below which the students would not be able to *decode*.

ment ist un pro re ion

3. Construct a 10-word discrimination list. Students know all common sounds for all single letters and the letter combinations and suffixes **ar, ee, ea,** endings **er, ing, ed, y.** The teacher is introducing words that end with **est.**
4. Choose 9-12 vocabulary words and **design a word sort activity** for 3-5th graders. Tell whether it is a closed or open sort. Describe the specific steps of teaching this activity to students.
5. Describe how you would **use a semantic map** in a vocabulary/reading lesson.
6. Assume the teacher has taught the following skills:

- a. Decoding all types of 1- and 2- syllable regular words and words containing letter combinations;
- b. The most common sounds of all single letters;
- c. The most common sound of these combinations and affixes: **ai, ar, ea, ee, ck, ou, th, sh, wh, ch, er, ing, ed, y, igh, al, oa;**
- d. VCe words with long sound for initial vowel.

Circle each of the following words the student would not be able to decode. Next to each of the circled words, write the abbreviation for the explanation below that tells why the student could not decode the word.

- **Letter (L)**—The word contains a letter combination the students do not know.
- **Irregular (I)**—Some letter or letter combination is not representing its most common sound.

___spoil	___float	___cough
___ground	___blame	___smell
___blew	___steak	___warn
___trait	___cheer	___done
___groan	___bleach	___roam
___soup	___sigh	___shame
___broad	___rough	___build

7. **Why is it important to read aloud** to students? (Especially naïve learners and older students). Provide multiple reasons.
8. List at least 3 valid reasons that communicate to students the **importance of learning new words**.
9. Assessment should _____ instruction. Explain.
10. **Design a lesson that explicitly teaches a small group** of students a target skill in vocabulary. Describe the lesson procedure: **modeling, guided practice, and independent practice**.
11. Clearly communicate the connection between the following big ideas in reading: **phonemic awareness, phonics, fluency, and vocabulary**. How do they build on one another? How are they

interrelated? What happens when certain components are deficient or absent from a child's skill set?

12. Using the following data, write up a summary of this child's skills (both strengths and weaknesses) and provide clear instructional activities that would help build her weaker skills.

DIBELs scores

Student's Scores

Test	Fall	Winter
PSF	42	52
LSF	18	30
LNF	41	46
NWF	7	29

	Grade	Fall	Winter	Spring
Deficient (10 th percentile)	1 st	PSF-8 LSF-9 LNF-20 NWF-7	PSF-26 LSF-18 LNF-25 NWF-24	PSF-35 LSF-23 LNF-31 NWF-32
Emerging (25 th percentile)	1 st	PSF-23 LSF-18 LNF-31 NWF-16	PSF-38 LSF-29 LNF-40 NWF-35	PSF-44 LSF-33 LNF-46 NWF-44
Established (50 th percentile)	1 st	PSF-36 LSF-28 LNF-42 NWF-27	PSF-48 LSF-40 LNF-53 NWF-48	PSF-53 LSF-44 LNF-59 NWF-62

SPE 417 Reading & Language Arts Methods in Special Education Final Reflection

Total Possible Points= 50

2-3 pages

After reflecting on your entire semester, answer the following questions thoroughly:

1. What is your understanding of how the “Big 5” reading areas go together?
2. Which aspect of teaching reading/writing will be the easiest for you to teach?
3. Which aspect will be the most difficult?
4. Thinking about this semester, and also looking ahead to next semester (student teaching), choose three goals that you would like to achieve or work toward achieving next semester.
 - a. Describe the goals.
 - b. What will you do to achieve these goals?

**SPE 421 Methods in Mathematics Instruction for Students with
Learning/Behavior Problems
Final Exam**

Name:

Questions are worth 2 points each, unless otherwise stated.

Instructional Concepts & Strategies

1. Define each of the following. (2 pts each)
 - a. cardinal numbers
 - b. whole numbers
 - c. integers
 - d. rational numbers
 - e. prime number
 - f. mixed number
2. Which of these would be the easiest task?
 - a. Identify from choices
 - b. List
 - c. Label
 - d. Make a diagram

Multiplication & Division

3. Give an example of the following properties of multiplication: (2 pts each)
 - a. Associative property
 - b. Commutative property
 - c. Distributive property
4. Describe a strategy for teaching students to solve multiplication problems that requires regrouping. In other words, list the steps you would teach your students to follow. For this question, you may choose to teach either the traditional algorithm or an alternative algorithm. (6 pts)

5. Draw how you would use an array of base ten blocks to model the following problem. (4 pts)

$$\begin{array}{r} 14 \\ \times 18 \\ \hline \end{array}$$

6. Label the parts of this division problem. Use the terms *divisor*, *dividend*, and *quotient*.

$$\begin{array}{r} 8 \\ 2 \overline{) 16} \end{array}$$

Fractions

7. Which of the following fractions should be introduced first?
- one third
 - one seventh
 - two and one half
 - two thirds
8. Draw a pictorial representation of $\underline{2} \times \underline{3}$ Draw a ring around the answer. (4 pts)
9. Describe how you could use two different manipulatives to demonstrate the concept of equivalent fractions. (4 pts)
10. What are unit fractions?
11. Describe the steps you would use to teach students to reduce fractions using either factor trees, repeated division, or the shortcut method. (6 pts)

Decimals

12. When teaching math, it is important to provide concrete representation when introducing new concepts. Describe two manipulatives you could use to model the relationship between whole numbers and decimal tenths and hundredths. (4 pts)

Integers

13. Draw how you would use 2-sided counters to model the following expression. Use shaded circles to represent negative integers and open circles to represent positive integers. Then

explicitly link C-R-A (i.e. write what you would say as you link the concrete model to the abstract expression). (6 pts)

$$-8 - (-5)$$

14. If you did not have 2-sided counters, describe one other way you could model the above problem.

Algebra

15. **Directions:** For the next two problems, Draw how you would use algebra tiles to model the problems, then show how you would model simplifying the expression for the students. Use open shapes for positive numbers and filled in shapes for negative numbers. (6 pts each)

For all problems, let $\square = x^2$ $\text{rectangle} = x$ $\square = 1$

a. $4x^2 + 2x - 5$

b. $(x + 2)(2x - 1)$

Geometry

16. Pick TWO of the following manipulatives: GeoBoards, Tangrams, GeoReflector. For each manipulative you pick, explain how you could use that manipulative to teach at least 2 different geometry concepts. (4 pts)
17. For a 4th grade mathematics unit on area and perimeter, which of the following materials would be most helpful in supporting the learning of a student with deficits involving visual discrimination and numeral identification?
- a. Geoboards & pattern blocks for constructions
 - b. A tape recorder with headphones for repeated instructions
 - c. Highlighter and pens to emphasize important information
 - d. A calculator for any assignments using computations

Differentiated Instruction

18. What is the difference between adaptations, curriculum accommodations, and curriculum modifications? (4 points)

19. Describe how you could use stations to differentiate instruction, as explained in the assigned article on differentiating instruction. (6 points)

Word Problems

20. Describe how you would teach students to use a graphic organizer to solve the following problems. Draw the graphic organizer and write out how you would explain the strategy to students. (4 points each):
- Brad has a bottlecap collection. After Brad gave 28 of his bottlecaps to Madison, he had 83 bottlecaps left. How many bottlecaps did Brad have before he gave Madison some?
 - There are 21 hamsters and 32 kittens at the pet store. How many more kittens are at the pet store than hamsters?
21. The *What Works Clearinghouse* recommends that teachers insert worked examples into assignments in order to increase instructional efficiency and improve transfer of learning. Explain what this means.

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- Ann Taylor, Program Director, Elementary Education
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- Faculty, Department of Curriculum and Instruction
- Faculty, Department of Special Education and Communication Disorders
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