

ILLINOIS STATE UNIVERSITY - DEPARTMENT OF SPECIAL EDUCATION

OVERVIEW OF INDIVIDUAL STUDENT PERFORMANCE-BASED ASSESSMENT SYSTEM

	Admission	Orientation to the Profession	Core Preparation	Major Sequence Preparation	Advanced Field Experiences	Student Teaching	Graduation	Post Graduation
Knowledge Performance STANDARD 1 Foundations STANDARD 2 Characteristics of Learners STANDARD 3 Assessment STANDARD 4 Planning for Instruction STANDARD 5 Learning Environment STANDARD 6 Instructional Delivery STANDARD 6B CEC Language STANDARD 7 Collaborative Relationships STANDARD 8 Professional Conduct and Leadership STANDARD 9 Reflection and Professional Growth Disposition Collaboration Honesty/Integrity Respect Reverence for Learning Emotional Maturity Reflection Flexibility Responsibility	Meet: -Univ. Admission Criteria -Dept. Admission Criteria -Specialist in Deaf and Hard of Hearing Sequence Admission Criteria	Open <i>Student Performance-Based Assessment Portfolio</i> (SED 201) • <i>Initial Resume</i> (SED 201)	Development of Student Performance-Based Assessment Portfolio				Complete all university requirements for: • General Education • SED core courses • SED major courses • Field experiences • Student teaching Earn minimum cumulative and major GPAs of 2.5 Recommended for certification	Obtain employment in the field Maintain quality performance and bring about student learning Continue professional development Mentor new and pre-service teachers <i>Alumni Surveys</i> <i>Employer Surveys</i>
	Meet General Education requirements Meet College of Education Admission to Professional Studies requirements: • <i>Minimum cumulative and major GPA of 2.5</i> • <i>Enhanced Basic Skills Exam</i> • <i>ENG 101 and COM 110 or equivalents with a minimum grade of C</i> • <i>Documentation of experience with children</i> • <i>Criminal background self report</i> • <i>Criminal background check</i> • <i>T.B. Test</i> <i>Technology Passport</i> <i>University Writing Examination</i> Meet Department of	Earn minimum grade of C in all required SED courses Demonstrate specialty knowledge and performance standards necessary for successful beginning teacher candidates and obtain formal recommendation to proceed to advanced fieldwork <i>Student Readiness for Advanced Field Experiences</i> Pass Specialty area proficiency tests: • <i>Braille proficiency tests</i> • <i>Signed communication proficiency interview</i>	Demonstrate specialty knowledge and performance standards necessary for successful beginning student teachers and obtain formal recommendation to proceed to advanced fieldwork <i>Student Readiness for Student Teaching</i> <i>Teaching - Learning Video</i> Revised "Realizing the Democratic Ideal:" <i>Philosophy of Teaching Statement</i> (SED 245) <i>Illinois Content Area Certification Examination</i>	Demonstrate proficiency in knowledge and performance standards necessary for successful beginning special educators as documented by: <i>Theory to Practice: Essential Applications of Professional Performance Standards for Special Educators</i> • <i>Instructional Plans</i> • <i>Sequence of Instruction</i> • <i>Assessment/IEP/Data-Based Instruction</i> • <i>Functional Analysis of Behavior</i> • <i>Evidence of Student Learning</i> • <i>Accommodation Plan</i> • <i>Specialty Application(s)</i> • <i>Resume</i> • Final "Realizing the Democratic Ideal:" <i>Philosophy of Teaching Statement</i> • <i>Articulation of Philosophy of</i> • <i>Teaching that reflects "Realizing the Democratic Ideal:"</i> • <i>Completed Assessment Portfolio</i> • <i>Professional Development Plan</i>				

			<p>Special Education Admission to Professional Studies requirements:</p> <ul style="list-style-type: none"> • Earn minimum grade of C in SED core courses of 200 or 300 level • Complete "Realizing the Democratic Ideal:" Philosophy of Teaching Statement (SED 202) 				<p><i>Evaluation of Instructional Practices</i></p> <p><i>Observation of Instruction</i></p> <ul style="list-style-type: none"> • 		
<p>Collaboration: <i>Documentation of Collaborative Experiences</i></p> <p>Diversity: <i>Documentation of Diverse Teaching Experiences in Field Experience</i></p> <p>Disposition: Response to <i>Disposition Indicators for Effective Teaching</i> (as needed)</p> <p>Reflection: Opportunities for reflection included throughout the curriculum</p>									