

**ILLINOIS STATE UNIVERSITY - DEPARTMENT OF SPECIAL EDUCATION
OVERVIEW OF INDIVIDUAL STUDENT PERFORMANCE-BASED ASSESSMENT SYSTEM
MASTER OF SCIENCE IN EDUCATION
(updated 2003)**

	NBPTS Assessment Activity	Assessment Informs Instruction	Fostering Communications Development	Enhancing Social Development	Documentation of Accomplishments: Student Learning	Professional Vocabulary Pre/Post	Documented Accomplishments
	Illinois State University Portfolio Entry	Functional Assessment Report Indicators of Disposition for Special Education	Instructional Project in Communications/Literacy Indicators of Disposition for Special Education	Articulation of Behavior Management Philosophy Functional Behavior Analysis/Behavior Intervention Program Research Social Skills Development Action Research Indicators of Disposition for Special Education	Collaborative Student Learning Project Indicators of Disposition for Special Education	Professional Glossary Post Test on Professional Vocabulary Capstone Project Proposal: Commitment to the Profession Indicators of Disposition for Special Education	Capstone Project: Commitment to the Profession Indicators of Disposition for Special Education Portfolio Rating
	ISU Core Courses	SED 410	SED 422	SED 448	SED 454	SED 440 SED 482	SED 440 and SED 482 Capstone Experiences (SED 400, 431, 498, or 499)
	NBPTS Core Propositions	NBPTS Early Childhood – Young Adulthood Exceptional Needs Specialist Standards					
1. Teachers are committed to students and their learning.	Knowledge of Students	X	X	X	X		X
	Diversity	X	X	X	X		X
2. Teachers know the subjects they teach and how to teach those subjects to students.	Knowledge of Special Education	X		X	X	X	X
	Knowledge of Subject Matter	X	X		X	X	X
	Multiple Paths to Knowledge		X		X	X	X
3. Teachers	Communication		X	X	X		X

are responsible for managing and monitoring student learning.	Meaningful Learning	X	X	X	X		X
	Learning Environment		X	X	X		X
	Social Development	X		X	X		X
	Assessment				X		X
4. Teachers think systematically about their practice and learn from experience .	Reflective Practice	X	X	X	X	X	X
5. Teachers are members of learning communities.	Instructional Resources	X		X	X	X and Technology Passport	X
	Family Partnerships			X	X		X
	Contributing to the Profession and to Education				X		X