

PROGRAM EVALUATION SYSTEM

Evidence of Teacher Candidate Learning Based On Professional Standards

<ul style="list-style-type: none"> <li>· SED Department Disposition Indicators</li> <li>· National Board Professional Teaching Standards (NBPTS)</li> </ul>		<ul style="list-style-type: none"> <li>· Illinois State University Teacher Education Conceptual Framework "Realizing the Democratic Ideal"</li> <li>· Illinois Professional Teaching Standards (IPTS)/Interstate New Teachers Assessment Standards Consortium (INTASC)</li> <li>· Illinois Content Standards for Special Educators which are aligned with Council for Exceptional Children (CEC) Common Core and Specialty Standards</li> </ul>				<ul style="list-style-type: none"> <li>· Illinois Core Language Arts Standards</li> <li>· Illinois Core Technology Standards</li> </ul>		
<b>KNOWLEDGE</b>	<b>Admission</b>	<b>Orientation to the Profession</b>	<b>Core Preparation</b>	<b>Major Sequence Preparation</b>	<b>Advanced Field Experiences</b>	<b>Student Teaching</b>	<b>Graduation</b>	<b>Post Graduation</b>
<b>PERFORMANCE</b>	<b>PROGRAM GOALS</b>		<b>LEARNER OUTCOMES</b>					
STANDARD 1 Foundations	Predictors of student success for those admitted to SED are at or above the University average		Teacher candidates have a broad general education background necessary for successful beginning special educators.			Teacher candidates meet knowledge and performance standards for successful beginning special educators at a proficiency level.		Graduates are prepared to teach children with disabilities in their area of preparation.
STANDARD 2 Characteristics of Learners	Teacher candidates demonstrate the ability to document their professional development through portfolios.		<b>Successful completion of General Education or AA/AS degree</b>			<i>Analysis of data from assessment measures including:</i>		<b>Graduates obtain employment in the field.</b>
STANDARD 3 Assessment	Initial Resume online through e-Recruiting		Teacher candidates have the following skills necessary for successful beginning special educators.			<ul style="list-style-type: none"> <li>· SED 245 and STT course grades</li> <li>· Content area certification tests</li> <li>· Observation of Instruction in SED 245 and STT</li> <li>· Essential Applications in Student Teaching</li> <li>· Evaluation of Instructional Practices in Student Teaching</li> <li>· Plans for remediation of Improvement Needed/Not Recommended for Profession of Teaching</li> </ul>		Summary of teacher candidate program evaluations
STANDARD 4 Planning for Instruction	Portfolio introduction in SED 201		<ul style="list-style-type: none"> <li>· Oral and written communication</li> <li>· Mathematics</li> <li>· Literacy</li> <li>· Technology</li> </ul>			<ul style="list-style-type: none"> <li>· Summary of portfolio artifact ratings</li> </ul>		Summary of teacher candidate professional development plans
STANDARD 5 Learning Environment	Admissions Data		<b>Admission to Professional Studies</b>			<ul style="list-style-type: none"> <li>· Summary of portfolio artifact ratings</li> </ul>		Graduates maintain quality performance and bring about student learning.
STANDARD 6 Instructional Delivery	<ul style="list-style-type: none"> <li>· ACT/Class Rank</li> <li>· Transfer GPA</li> </ul>		<b>Technology Passport</b>			<ul style="list-style-type: none"> <li>· Summary of portfolio artifact ratings</li> </ul>		Graduates engage in continuous professional development.
STANDARD 6B CEC Language	<ul style="list-style-type: none"> <li>· Ethnic diversity of SED Teacher candidates is at or above University average</li> </ul>		<b>Enhanced Basic Skills Certification exams</b>			<ul style="list-style-type: none"> <li>· Summary of portfolio artifact ratings</li> </ul>		Graduates serve as mentors to new and pre-service teachers.
STANDARD 7 Collaborative Relationships	<ul style="list-style-type: none"> <li>· Ethnicity data</li> </ul>		Teacher candidates meet knowledge and performance standards for successful beginning student teachers at a proficiency level.			<ul style="list-style-type: none"> <li>· Summary of portfolio artifact ratings</li> </ul>		Employer surveys
STANDARD 8 Professional Conduct and Leadership	<ul style="list-style-type: none"> <li>· Target numbers in each sequence are met</li> </ul>		<ul style="list-style-type: none"> <li>· Analysis of Student Knowledge and Performance including:</li> <li>· SED course grades</li> </ul>			<ul style="list-style-type: none"> <li>· Summary of portfolio artifact ratings</li> </ul>		Alumni surveys
STANDARD 9 Reflection and Professional Growth	<ul style="list-style-type: none"> <li>· Admissions Data</li> <li>· Low Vision &amp; Blindness</li> <li>· Deaf &amp; Hard of Hearing</li> <li>· Learning &amp; Behavior</li> </ul>					<ul style="list-style-type: none"> <li>· Summary of portfolio artifact ratings</li> </ul>		

			<ul style="list-style-type: none"> <li>· <i>Plans for remediation of Improvement Needed/Not Recommended for Advanced Fieldwork/Student Teaching</i></li> <li>· <i>Summary of portfolio artifact ratings</i></li> <li>· <i>Specialty area proficiency tests (Braille and signed communication proficiency interview)</i></li> </ul>			
<p><b>DISPOSITION</b></p> <p>Collaboration</p> <p>Honesty/Integrity</p> <p><b>Respect</b></p> <p>Reverence for Learning</p> <p><b>Emotional Maturity</b></p> <p>Reflection</p> <p>Flexibility</p> <p>Responsibility</p>			<ul style="list-style-type: none"> <li>· Teacher candidates demonstrate the dispositions necessary for beginning special educators.</li> </ul> <p><b>Documentation of Student Conferences, Realizing the Democratic Ideal Philosophy, Evaluation of Instructional Practices, Essential Applications, Observation of Instruction</b></p> <ul style="list-style-type: none"> <li>· Teacher candidates bring about student learning in diverse settings with diverse learners.</li> </ul> <p>Summary of Documentation of Diverse Experiences, Evidence of Student Learning, Essential Applications</p> <ul style="list-style-type: none"> <li>· Teacher candidates use collaborative practices to bring about student learning.</li> </ul> <p>Summary of Documentation of Collaborative Experiences, Evaluation of Instructional Practices, Essential Applications</p> <ul style="list-style-type: none"> <li>· <b>Teacher candidates demonstrate the ability to improve their teaching practice through reflection.</b></li> </ul> <p><b>Teaching - Learning Video, Essential Applications, Evaluation of Instructional Practices, Observation of Instruction</b></p>			

