



Conceptual Framework For Professional Preparation Programs



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OVERVIEW

The theme of the professional teacher preparation programs at Eastern is "**Educator as Creator of Effective Educational Environments.**" All educators must have the knowledge bases to be able to effectively plan and manage educational environments that maximize learning by all students. Knowledge of how individuals learn, subject area competence, pedagogical knowledge, and understanding the communities and societies in which schools function are essential.

Initial programs are assumed to provide the underlying foundation for advanced programs. All initial and advanced teacher preparation programs incorporate the Unit Conceptual Framework components. The components are: belief statements, the theme, core concepts and knowledge bases, and the five domains.

The Unit Conceptual Framework establishes the shared vision for all initial and advanced teacher preparation programs. In addition, each teacher preparation program, initial and advanced, is designed to meet State licensure requirements and "Specialized Professional Association" standards. The pedagogical content knowledge, field experiences and clinical practice are specific to state licensure requirements and "Specialty Professional Association" standards.

Multiple assessments provide regular and comprehensive data on candidate performance. Data are used for program improvement; data are also used to evaluate and improve Unit operations. Unit assessment data includes state certification test results, student

teaching evaluations, products and field experience assessments, graduate surveys and employer surveys. Program assessment is aligned with the Unit Assessment System and State and "Specialty Professional Association" standards. Program assessments vary with six to eight assessments of candidate performance included. The **Professional Preparation Program Structure** is depicted in Figure 1.

The **Unit Conceptual Framework** (Figure 2) ensures coherence of curriculum, instruction, field experiences, clinical practice and assessment across a candidate's program. It includes the knowledge bases of general education, professional education and pedagogical content. The knowledge bases are the foundation of all teacher preparation programs.

The five knowledge and skill domains are: diverse students, diverse strategies, diverse subjects and levels, diverse societies and communities, and diverse technologies. Mastery of these five knowledge and skill domains enables candidates to apply their knowledge and skills to "create effective educational environments" which encourage the academic achievement and positive development of all learners within the contexts of school, community, and society as they fulfill their respective roles as classroom teachers, curriculum specialists, counselors, and administrators. Candidates progress from a more general, broadly based study of theory and research regarding educational psychology, learning theory, instructional design, and

humanistic studies to a more specific and concentrated application of such concepts to the student's program area of concentration. In like manner, the program is performance-based, with clinical experiences designed to assure the student progresses from observation to individual instruction, to small and large group instruction, culminating with the capstone experience of a full semester of student teaching or advanced practica.

All programs educate candidates to become creators and managers of effective educational environments whether they are classroom teachers, curriculum specialists, principals, counselors, or superintendents. In the programs for classroom teachers at the initial level, the Illinois Professional Teaching Standards are the Unit exit level competencies. In the graduate level programs for master teachers, curriculum specialists, leaders, supervisors, and administrators, or helping professionals and counselors, the Illinois Professional Teaching Standards are the entry level competencies. The advanced level objectives build on the Illinois Professional Teaching Standards and are role specific: Educator as Master Teacher, Curriculum Specialist, Educator as Leader/Supervisor/Administrator, and Educator as Helping Professional.

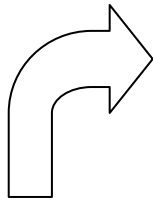
Figure 1

**Eastern Illinois University
College of Education and Professional Studies**

Professional Preparation Program Structure

Unit Conceptual Framework Components

- **Belief Statements**
 - **Theme**
 - **Knowledge and Skill Domains**
- **Performance Expectations and Objectives**
- **Knowledge Bases and Core Experiences/Concepts**

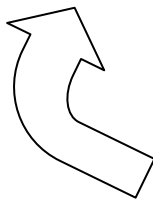


**Unit
Assessment
System**



**Professional
Preparation Programs**

- **Initial**
- **Advanced**

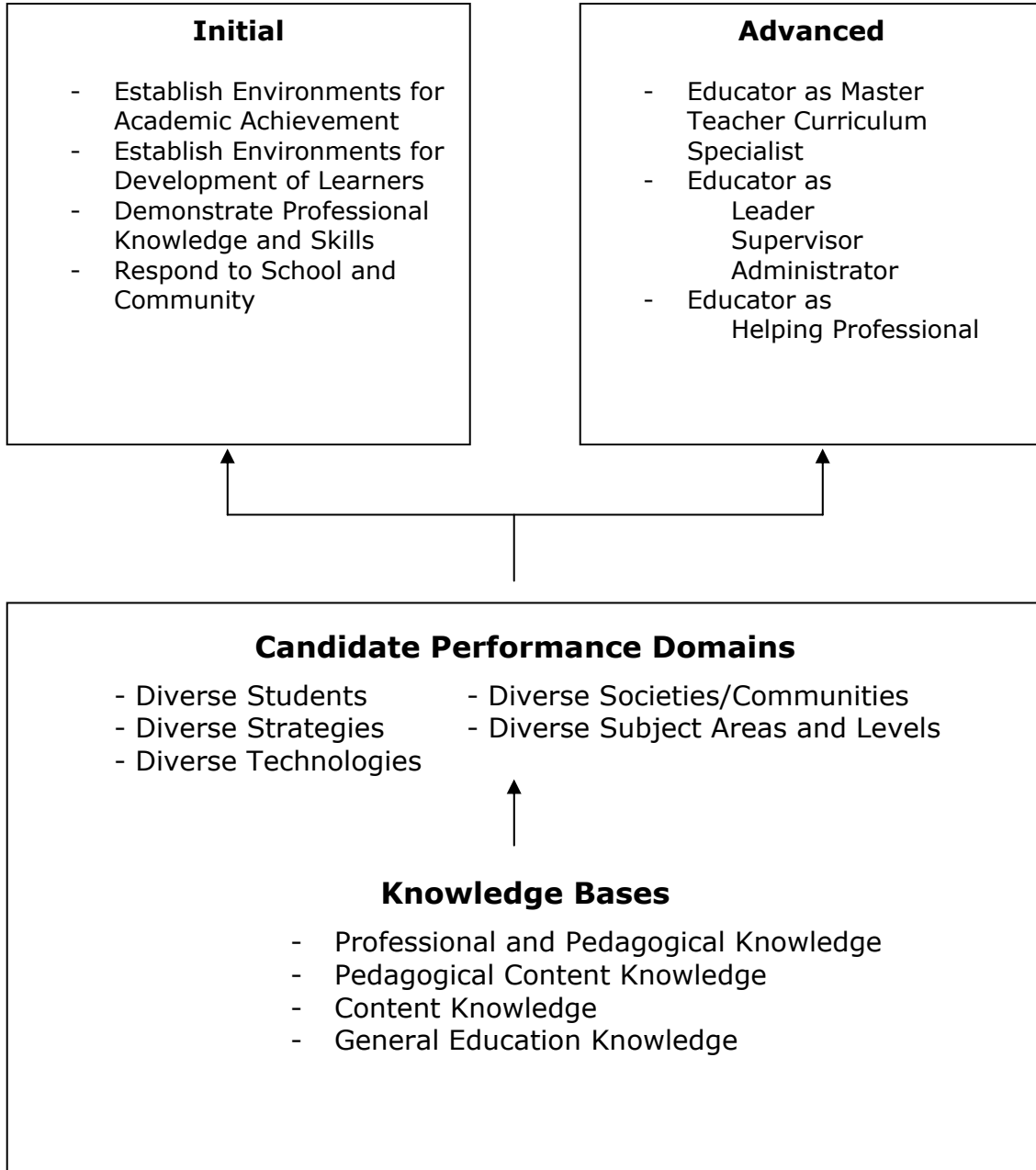


- **Program Objectives**
- **-Pedagogical Content Knowledge**
- **Field Experience and Clinical Practice**
 - **State Program Review**
- **Specialty Professional Association Program Review**



Figure 2

**Unit Conceptual Framework:
Educator as Creator of Effective Educational Environments**



THE UNIT CONCEPTUAL FRAMEWORK: INITIAL AND ADVANCED TEACHER PREPARATION PROGRAMS

The “Unit Conceptual Framework” has five components. The components are the belief statements; the theme; knowledge and skill domains; expected candidate performance; and knowledge bases and core experiences.

Belief Statements

The theme “**Educator as Creator of Effective Educational Environments**” reflects eight (8) belief statements. An educator may be an early childhood, elementary, middle level, high school, or special education teacher; supervisor; administrator; or counselor.

1. The educator who is a creator of effective educational environments has acquired a learned set of behaviors requiring extensive knowledge bases and preparation.

To be optimally effective as an educator requires an extensive knowledge base. It is through extensive preparation, with breadth and depth, opportunities to practice what one has learned with on-going supervision and formative and summative evaluation, that an educator learns and practices effective professional behaviors.

2. The educator must be an effective decision maker.

Decision-making is a process basic to establishing classroom climate, planning for teaching, interacting with students, assessing performance and achievement, supervising and administrating, and providing guidance to students. Decision-making must be conducted with appropriate attention to the

context in which the decision is made. In other words, the educator must consider the diversity and similarities among the students, other educators, the school, the community, and society. Decision-making must result in the integration of all students, subjects (content), strategies, and appropriate and effective use of technologies.

3. The educator creates environments conducive to learning.

The environment created by the educator must be conducive to learning. The role and the setting in which the supervisor, administrator, or counselor performs may be different from that of the teacher, but the setting remains a significant factor. In structuring the setting, its physical attributes, the learners involved, and the social context must be considered. An educator draws from his/her understanding of developmental learning and behaviors to structure the environment for all learners.

4. The educator uses higher level thinking skills in order to create effective environments.

Creating effective environments is a deliberate, thoughtful, and reflective process. The interaction of the educator's thinking skills and knowledge bases results in his/her ability to create effective environments for all learners.

5. The educator is committed to life-long learning.

Educators distinguish among levels and kinds of knowing, are respectful of varying sources of knowledge, and are committed to reflective practice. Effective educators realize learning is a life-long process.

6. The educator develops a personal approach to the profession keeping in mind individual identity and integrity while guided by tenets of pedagogy and concepts of diversity.

An educator is most effective when professional performance reflects individual identity and integrity. An effective educator is guided by the tenets of pedagogy and his/her understanding of the concepts of diversity, adjusting professional behavior appropriately.

7. The educator, as professional practitioner, must believe in the science and the art of the profession.

The creation of an effective educational environment depends on knowledge and skills anchored in professionally responsible pedagogy. A science of pedagogy is derived from current research and learning theories, and is validated by practice.

The educator's repertoire of skills must relate research to practice and be reflective.

8. The educator reflects, respects, and understands the diversity of students, subjects, strategies, and societies.

Personal sensitivity to diversity must be developed in each educator. Educators must create effective educational environments in changing schools, communities and societies.

Effective educators understand issues of diversity: exceptionalities, ethnicity, race, gender, language, sexual orientation, geographical area, socio-economic status and religion. These understandings are reflected in professional practices.

Elements of Effective Educational Environments and Knowledge and Skill Domains

The theme of the Unit “Educator as Creator of Effective Educational Environments” captures the elements of effective educational environments.

Elements of Effective Educational Environments

In creating effective educational environments all educators must: establish environments for positive development of learners; demonstrate professional knowledge and skills; establish environments for academic achievement; and respond to the school and community. Educators must have knowledge of students, subject areas and levels, strategies, technologies, and the diversity of societies/communities to prepare effective educational environments.

Knowledge and Skill Domains

The knowledge and skill domains will be the standards addressed in the Unit’s performance based assessment. The Illinois Professional Teaching Standards (Figure 3) and the advanced level objectives are organized within the five domains (Figure 4). The core experiences reflect the domains. The initial program performance expectations reflect behaviors, including dispositions, that relate to increasing student achievement and establishment of effective educational environments which are conducive to learning. The professional education program is designed to assure that educators have the knowledge, skills, and dispositions needed to effectively plan

and manage educational environments in order to maximize individual learning. Knowledge of a culturally pluralistic society, the uniqueness of individuals, diverse strategies and technologies to support teaching and learning, and subject area competence are essential. The five knowledge and skill domains are: diverse students, diverse subject and levels, diverse strategies, diverse technologies, and diverse societies and communities.

Core experiences in each initial certification program address essential core concepts and sources of knowledge. The five domains provide the organizing structure. Categories of experiences relate to these five domains. Every program completor takes one or more courses in each category to assure mastery of core concepts and knowledge of educational research.

Diverse Students

Eastern Illinois University is committed to preparing educators who create effective educational environments. Educators must consider a range of individual differences. These include: cultural, racial, ethnic, and religious differences; exceptionalities; sexual orientation; geographic and socio-economic diversity; and gender differences. Educators must have the knowledge bases to make educational decisions that are appropriate in the framework of a pluralistic society. The teacher must consider diversity of students; the supervisor/ administrator must consider diversity of faculty and students; and the counselor must consider diversity of clients.

Public schools reflect an increasing diversity of students. The development of the intellectual, social, and personal growth of each learner will occur if the educator is prepared to appropriately address differences, including disabilities and learning styles.

Within educational environments and in the context of all collaborative relationships, educators must reflect their understanding and acceptance of diversity. Collaborative relationships include interactions with the learner, colleagues, parents/guardians, and the community.

Diverse Subject Areas and Levels

Professional education programs build upon a foundation of general education and culminate in the acquisition and demonstration of professional knowledge. Professional education undergraduate coursework progresses from a general, broadly based study of learning theory, research, and instructional design to clinical experiences. Clinical experiences are designed to help the candidate progress from a general focus through observations to more specific applications in clinical settings. Field experiences culminate in a semester of full-time student teaching. At the advanced level appropriate practica and culminating experiences are included. Knowledge of diverse subjects is required to create effective educational environments. Depending on the certificate being pursued, the content area knowledge base will differ while professional knowledge addresses the five domains. Pedagogical content knowledge, general education knowledge, and

professional education knowledge are each essential. Professional education must facilitate the transformation of disciplinary knowledge into forms of knowledge that are appropriate for students in their respective environments and specific to the tasks of teaching, counseling, and school administration.

Diverse Strategies

Educators must consider social, psychological, linguistic, cognitive, and cultural factors. Effective educational environments provide flexible, interactive, multiple and varied opportunities to learn and practice. A variety of instructional strategies promote and maintain learner interest while accommodating individual learning styles, differing stages of development and individual needs or interests. Individual differences, needs and interests are influenced by culture, language, socioeconomic status, religion, gender, sexual orientation, geographical area and exceptionalities. The effective educator draws from his/her understanding of: individual differences, content and curricular goals, and formal and informal assessment to support the continuous development of all students. Creation of effective educational environments requires the educator have content knowledge and the skills to adapt instruction to the diverse needs of learners. An effective educator communicates effectively with students, parents, and other professionals.

Diverse Technologies

Technology supports teaching and learning. Technological support of teaching includes design, delivery, and assessment of instruction. Technology is used to provide learning opportunities that are adapted to the varied needs of learners and used in the assessment of learning.

The effective educator will acquire, and continually develop, the knowledge and skills in the use of learning technologies to be able to appropriately and responsibly use tools, resources, processes, and systems to retrieve, assess and evaluate information from various media. Responsible use of technology involves the consideration of ethical, social and human issues. The effective educator will use that knowledge, along with the necessary skills and information, to assist learners, personnel, and clients in solving problems, communicating clearly, making informed decisions, and in constructing new knowledge, products, or systems in diverse, engaging environments.

An effective educator in our rapidly changing technological society will have the knowledge of technology and skills necessary to facilitate efficiency in completion of class, school, agency, or client administrative tasks. In addition, the effective educator will use technology as a tool for educational research, as a vehicle for personal and professional productivity, and in the pursuit of life-long learning.

Diverse Societies/Communities

Eastern Illinois University strives to prepare educators capable of performing successfully within a variety of school and community contexts. An understanding and appreciation of a culturally pluralistic society is essential if one is to perform successfully in diverse communities and provide for the uniqueness of individual learners, personnel, or clients.

Eastern graduates may professionally practice in an inner city, a rural area, or a geographic setting somewhere in-between. A district or agency employing an Eastern graduate may have significant resources (i.e., a suburban Chicago school) or limited resources (i.e., some rural and inner city schools). The demographic characteristics of the employing districts/agencies will vary, reflecting a growing presence in our society of language, cultural, ethnic, racial, economic, and religious diversity.

The Unit is committed to preparing educators to deal successfully with the complexities of a pluralistic society. Collaborative, positive relationships with colleagues, parents/guardians, and the community are essential to support learning and well being. Fostering the development of the intellectual, social, and personal growth of all learners is imperative and challenging in a multicultural society. The effective educator continuously assesses and encourages the development of critical thinking, problem solving and performance skills in all learners.

Certification programs focus on the development of content knowledge and skills that foster in educators an understanding and appreciation of a complex multicultural state, nation, and world as a central domain of knowledge. In this domain, dispositions are of ultimate importance if educators are to be truly effective with all learners, personnel, and clients. Confronting issues of diversity affects teaching and student learning.

Figure 3: Initial Level

Elements of Effective Educational Environments, Knowledge and Skill Domains, and the Illinois Professional Teaching Standards

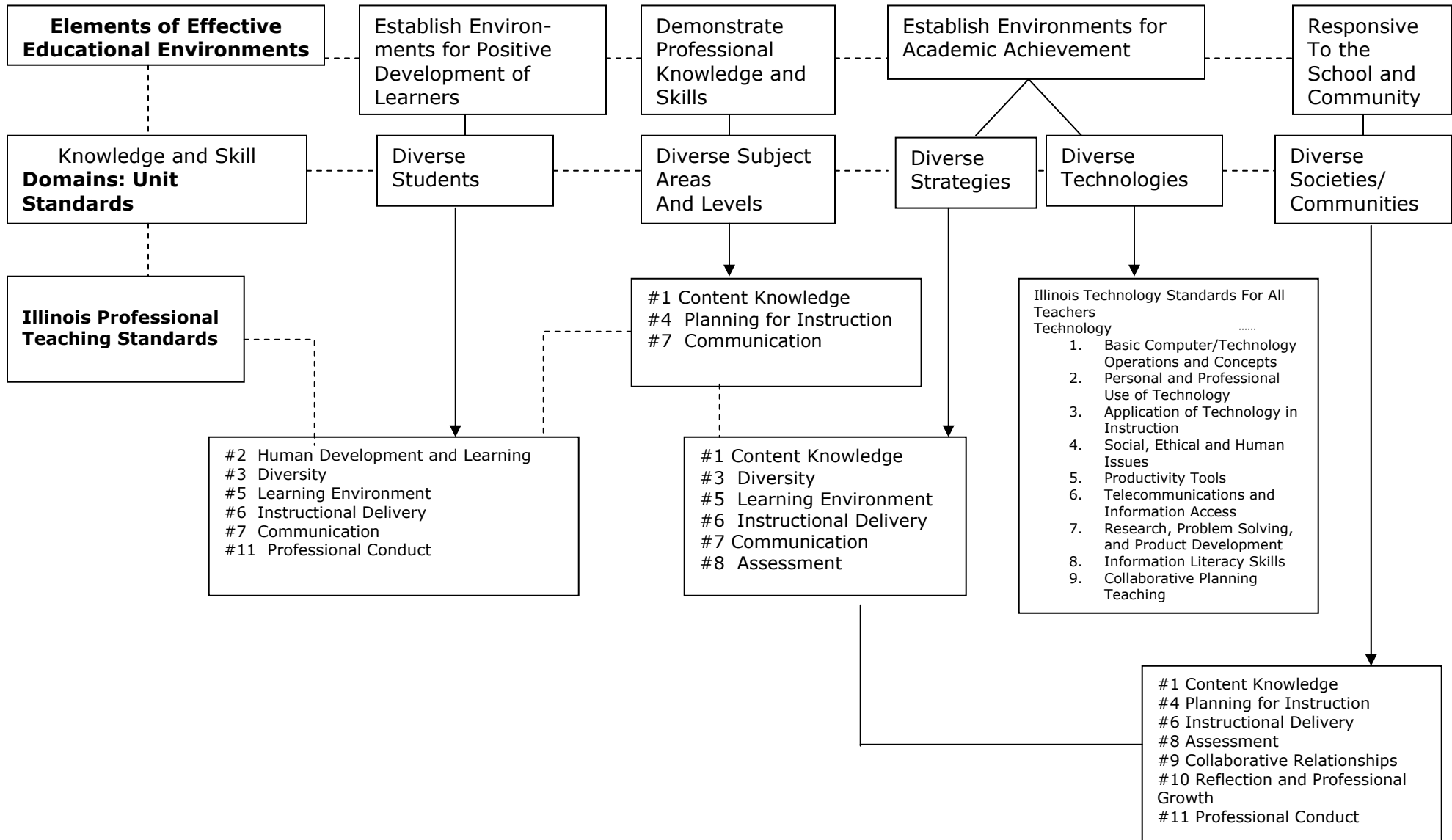


Figure 4: Advanced Level

Knowledge and Skill Domains, Professional Roles, and Objectives

Professional Roles		
Educator as Master Teacher, Curriculum Specialist	Educator as Leader/Supervisor/ Administrator	Educator as Helping Professional
Objectives for Advanced Programs		
Educator as Master Teacher, Curriculum Specialist	Educator as Leader Supervisor	Educator as Helping Professional
<ol style="list-style-type: none"> 1. Analyze current curricular, instructional, and legal issues in U.S. 2. Synthesize knowledge gained from published research in Education on curricular, instructional, and legal issues. 3. Engage in reflective inquiry about program and practice. 4. Apply knowledge gained from published research in Education to current curricular, instructional, and legal issues. 5. Design programs, curriculum, and strategies based on the current body of professional research and best practices. 6. Demonstrate an ability to independently and collaboratively make and implement educational decisions appropriate to the diversity of societies, schools, and students. 7. Demonstrate the professional competence to analyze, propose, and defend educational policy in appropriate educational forums (e.g., oral presentations, position papers, literature reviews, research, and grants.) 	<ol style="list-style-type: none"> 1. Facilitate the development and implementation of shared vision and strategic plan for the school or district utilizing motivational and leadership theory and problem solving techniques. 2. Ensure management and evaluation of the organization, operations, and resources for a safe, efficient, and effective learning environment. 3. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning. 4. Apply effective policies and procedures that promote organization health, learning communities, and professional growth. 5. Apply the principles of student development to the learning environment, develop and administer a safe and healthy school and environment. 6. Apply system principles to effectively establish operational plans and processes to effect strategic goals. 	<ol style="list-style-type: none"> 1. Apply knowledge in human growth and development including the nature and needs of individuals at all developmental levels. 2. Use knowledge in social and cultural foundations including issues and trends in a multicultural and diverse society. 3. Demonstrate knowledge in the helping relationships including the consultation process and skills. 4. Facilitate group work including group development, dynamics, theories, group methods and skills, and group work approaches. 5. Identify and explain career development and related life factors. 6. Acquire knowledge in appraisal including individual and group approaches to assessment and evaluation.

Figure 4 (continued)

<p align="center">Educator as Master Teacher, Curriculum Specialist</p>	<p align="center">Educator as Leader Supervisor</p>	<p align="center">Educator as Helping Professional</p>
<ol style="list-style-type: none"> 8. Demonstrate commitment to the profession (e.g., involvement in professional organizations, community activities, and participation in policy decision making at the local/regional level). 9. Explicate the purposes of schooling in a culturally diverse society. 10. Describe past and current historical, philosophical, sociological, and psychological trends, issues, and events in Education. 11. Identify and explain philosophical, sociological, and psychological perspectives/models that undergird curricular and instructional approaches. 12. Articulate and defend one's own philosophical, sociological, and psychological perspectives. 13. Assess, plan, implement, and evaluate curriculum and instructional programs. 14. Differentiate between types and various components of educational research. 15. Complete a literature review on a current issue in Education in APA style. 16. Critically evaluate various types of Education research as to their usefulness for research and practice in the field. 17. Relate research to the world of practice. 18. Design appropriate research projects relative to curriculum and instruction. 19. Engage in activities which demonstrated sensitivity to and respect of individuals cultural/ethnic diversity, families, schools, communities, societies, democracy, and institutions. 20. Demonstrate a commitment to life long learning. 	<ol style="list-style-type: none"> 7. Use interpersonal, written, verbal, and non-verbal communication skills effectively and promote multicultural awareness and sensitivity. 8. Maximize major sources of fiscal and nonfiscal resources for school and budget planning management and resource instruction. 9. Use technology, telecommunications, and information systems to manage resources and enrich curriculum and instruction. 10. Understand, respond to, and influence the larger political, social, economic, and cultural context including media, community, and other power structures. 11. Utilize decision-making based on current educational, law, public policy, political systems, federal and state statutes, and moral and ethical principles. 12. Acquire knowledge in practice of administration and supervision, including activities essential to professional practice. 	<ol style="list-style-type: none"> 7. Use knowledge in research and program evaluation including types of research methods, basic statistics, and ethical and legal considerations in research. 8. Understand all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing. 9. Reflect knowledge in foundations of professional practice, professional functioning within the schools and related ethical, legal, and political issues. 10. Acquire knowledge in management and coordination of programs as they relate to school and community. 11. Demonstrate knowledge and skills in program development, implementation, and evaluation. 12. Use knowledge and skills in consultation. 13. Acquire skills essential to professional practice.

Initial Program Unit Exit Level Competencies and Advanced Level Objectives

The process for determining the initial level outcomes and advanced level program objectives was initiated in 1988.

Approximately 240 public school personnel who participated directly in Eastern's programs, academic departments, all faculty in the College of Education and Professional Studies, and students enrolled in the Unit's certification programs were involved in determining initial level outcomes and advanced program level objectives. The Unit developed the "Basic Outcomes for Beginning Teachers" and the "Objectives for Advanced Certification Programs" by gaining consensus, via a modified Delphi technique, among public school personnel, Eastern faculty, and graduate students.

In 2002, by faculty consensus and in order to assure congruence with the State of Illinois Standards, the initial program nineteen outcomes which had already been aligned with the Illinois Professional Teaching Standards, were then supplanted in conceptual framework by the Illinois Professional Teaching Standards. Initial program unit exit level competencies and advanced level objectives are matched to the guidelines of the appropriate professional organizations and learned societies. Incorporation of these initial exit level competencies and advanced level objectives with the specialty requirements, field experiences, and student teaching ensures uniform, essential and theoretical knowledge bases. The "Advanced

Level Objectives” were revised in 1999 to reflect standards and criteria of specialty professional association accrediting bodies.

Initial Level

The Illinois Professional Teaching Standards describe the fundamental knowledge and skills necessary to achieve mastery of the five knowledge and skill domains which are necessary to create effective educational environments for all learners. These exit level competencies articulate the knowledge, skills, and professional dispositions required for exit from all initial programs (Table 1).

Advanced Level

In like manner, the graduate program objectives are organized by professional role; these objectives build upon the Illinois Professional Teaching Standards and develop appropriate role-specific knowledge and skills. The five knowledge and skill domains and the related objectives address the specialized roles: Master Teacher; Curriculum Specialist; Leader/Supervisor; and Helping Professional (Table 2).

Table 1

Illinois Professional Teaching Standards

<p>#1 Content Knowledge</p> <p>The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.</p>
<p>#2 Human Development and Learning</p> <p>The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.</p>
<p>#3 Diversity</p> <p>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>
<p>#4 Planning for Instruction</p> <p>The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.</p>
<p>#5 Learning Environment</p> <p>The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>
<p>#6 Instructional Delivery</p> <p>The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>
<p>#7 Communication</p> <p>The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>
<p>#8 Assessment</p> <p>The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.</p>
<p>#9 Collaborative Relationships</p> <p>The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.</p>
<p>#10 Reflection and Professional Growth</p> <p>The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.</p>
<p>#11 Professional Conducts</p> <p>The teacher understands education as a profession, maintains standards of professional conduct and provides leadership to improve student learning and well-being.</p>

Table 2

Advanced Program/Objectives

Educator as Master Teacher, Curriculum Specialist	Educator as Leader/ Supervisor
<p>The Master Teacher/Curriculum Specialist will be able to:</p> <ol style="list-style-type: none"> 1. Analyze current curricular, instructional, and legal issues in U.S. 2. Synthesize knowledge gained from published research in Education on curricular, instructional, and legal issues. 3. Engage in reflective inquiry about program and practice. 4. Apply knowledge gained from published research in Education to current curricular, instructional, and legal issues. 5. Design programs, curriculum, and strategies based on the current body of professional research and best practices. 6. Demonstrate an ability to independently and collaboratively make and implement educational decisions appropriate to the diversity of societies, schools, and students. 7. Demonstrate the professional competence to analyze, propose, and defend educational policy inappropriate educational forums (e.g., oral presentations, position papers, literature reviews, research and grants.) 8. Demonstrate commitment to the profession (e.g., involvement in professional organizations, community activities, and participation in policy decision making at the local/regional level). 9. Explicate the purposes of schooling in a culturally diverse society. 10. Describe past and current historical, philosophical, sociological, and psychological trends, issues, and events in Education. 11. Identify and explain philosophical, sociological, and psychological perspectives/models that undergird curricular and instructional approaches. 	<p>The institution's program prepares school leaders who demonstrate an understanding of, and the capability to:</p> <ol style="list-style-type: none"> 1. Facilitate the development and implementation of shared vision and strategic plan for the school or district utilizing motivational and leadership theory and problem solving techniques. 2. Ensure management and evaluation of the organization, operations, and resources for a safe, efficient, and effective learning environment. 3. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning. 4. Apply effective policies and procedures that promote organization health, learning communities, and professional growth. 5. Apply the principles of student development to the learning environment, develop and administer a safe and healthy school and environment. 6. Apply system principles to effectively establish operational plans and processes to effect strategic goals. 7. Use interpersonal, written, verbal, and non-verbal communication skills effectively and promote multicultural awareness and sensitivity. 8. Maximize major sources of fiscal and nonfiscal resources for school and budget planning management and resource instruction. 9. Use technology, telecommunications, and information systems to manage resources and enrich curriculum and instruction.

Table 2 (continued)

Advanced Program/Objectives

<p>12. Articulate and defend one's own philosophical, sociological, and psychological perspectives.</p> <p>13. Assess, plan, implement, and evaluate curriculum and instructional programs.</p> <p>14. Differentiate between types and various components of educational research.</p> <p>15. Complete a literature review on a current issue in Education in APA style.</p> <p>16. Critically evaluate various types of Education research as to their usefulness for research and practice in the field.</p> <p>17. Relate research to the world of practice.</p> <p>18. Design appropriate research projects relative to curriculum and instruction.</p> <p>19. Engage in activities which demonstrated sensitivity to and respect of individuals cultural/ethnic diversity, families, schools, communities, societies, democracy, and institutions.</p> <p>20. Demonstrate a commitment to life long learning.</p>	<p>10. Understand, respond to, and influence the larger political, social, economic, and cultural context including media, community, and other power structures.</p> <p>11. Utilize decision-making based on current education, law, public policy, political systems, federal and state statutes, and moral and ethical principles.</p> <p>12. Acquire knowledge in practice of administration and supervision, including activities essential to professional practice.</p>
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Table 2 (continued)

Advanced Program/Objectives

Educator as Helping Professional

Educator as helping professional will be able to:

1. Apply knowledge in human growth and development including the nature and needs of individuals at all developmental levels.
2. Use knowledge in social and cultural foundations including issues and trends in a multicultural and diverse society.
3. Demonstrate knowledge in the helping relationships including the consultation process and skills.
4. Facilitate group work including group development, dynamics, theories, group methods and skills, and group work approaches.
5. Identify and explain career development and related life factors.
6. Acquire knowledge in appraisal including individual and group approaches to assessment and evaluation.
7. Use knowledge in research and program evaluation including types of research methods, basic statistics, and ethical and legal considerations in research.
8. Understand all aspects of professional functioning including history, roles, organizational structures, ethics, standards and credentialing.
9. Reflect knowledge in foundations of professional practice, professional functioning within the schools and related ethical, legal, and political issues.
10. Acquire knowledge in management and coordination of programs as they relate to school and community.
11. Demonstrate knowledge and skills in program development, implementation, and evaluation.
12. Use knowledge and skills in consultation.
13. Acquire skills essential to professional practice.

Knowledge Bases and Core Experiences/Concepts

The Unit Conceptual Framework has at its foundation four knowledge bases: General Education, Content Knowledge, Pedagogical Content, and Professional and Pedagogical Knowledge. The core experiences and concepts addressed in professional education courses reflect the five domains. At the initial level, the core experiences are: Multicultural Exceptionalities, Human Growth and Development Perspectives, Multicultural/Disabilities Practicum, Methods, Global Perspectives, History and Philosophy, Organization and Structure of Schools, Technology, and Student Teaching. At the advanced level, the core experiences include: History and Philosophy, Curriculum, Research, Individual Differences, Social Foundations, Methods, Supervision/ Administration, Field Experiences, and Technology.

Core concepts and sources of knowledge were arrived at through dialog across professional disciplines. The dialog resulted in agreed to essential core concepts and sources of knowledge. Sources of knowledge are not static. Additions are made periodically and systematically. All program completers are thus assured a common set of experiences, concepts and exposure to a given set of sources of knowledge even though the professional education courses taken may differ by teacher education major.

Knowledge Bases

General Education, Content Knowledge, Pedagogical Content Knowledge, and Professional and Pedagogical Knowledge are the knowledge bases in the initial program. Advanced programs are focused on professional and pedagogical content.

General Education

As stated in the Eastern Illinois University Catalog:

General Education provides students an intellectual foundation for their future academic, professional, and personal lives. Mindful scholarship necessitates not only dedicated study but also reflection on the purposes and consequences of that study.

By fostering serious and enthusiastic learning, Eastern Illinois University seeks to instill the value of intellectual curiosity and lifelong education in its students. Equipped with the values and traditions of scholarship, students will be better prepared to fulfill their duties as responsible citizens and capable leaders in a diverse world.

The mission of the General Education program at Eastern Illinois University is three-fold:

- * to enhance student literacy and oral communication
- * to encourage students to think critically and reflectively
- * to introduce students to knowledge central to responsible global citizenship.

In addition to the University General Education requirements, teacher education candidates successfully complete a diversity course or third world/non-Western course and an American government course.

Content Knowledge

Teacher education candidates have in-depth knowledge of their subject matter. State content standards and speciality association content standards are addressed across major content coursework.

Pedagogical Content Knowledge

All teacher education programs at the initial level are designed to meet specialty association pedagogical content knowledge standards. In addition, State of Illinois Content Area Standards, Illinois Professional Teaching Standards, Illinois Technology Standards for All Teachers and Illinois Reading/Language Arts Standards for All Teachers are addressed. Candidate performance is assessed specific to these standards.

Professional and Pedagogical Knowledge

Professional and Pedagogical Knowledge are addressed in professional education. Professional education is designed to ensure that the knowledge, skills, and dispositions necessary to be a creator of effective educational environments are acquired and demonstrated. Field and clinical experiences are completed in settings appropriate to the students' pedagogical content at the initial level and to specialized roles/certifications at the advanced level.

Core Experiences/Concepts and Sources of Knowledge

The theme, belief system, and knowledge domains provide the rationale and philosophical basis for the core experiences/concepts. Core experiences/concepts at the initial level are common across all initial programs. The core experiences/concepts at the advanced level build on the initial core experiences/concepts specific to the role for which the educator will be licensed upon completion of a graduate degree.

The expectation that each program completer will be a creator of effective educational environments permeates the professional preparation programs. The Unit examined the core experiences specific to core concepts and sources of knowledge through faculty dialogue. Revisions have occurred using the delphi methodology.

Consistent with the Unit Conceptual Framework, the core experiences/concepts and sources of knowledge are integral to assuring that candidates have the knowledge and skills to demonstrate attainment of the Illinois Professional Teaching Standards and the advanced role-specific objectives. Core experiences/concepts reflect the five knowledge and skill domains. The core experiences are supported by concepts and sources of knowledge which are organized within the five knowledge and skill domains. At the initial level, these categories of core experiences/concepts are: Multicultural, Exceptionalities, Human Growth and Development, Multicultural/Disabilities Practicum, Methods, Global Perspectives, History and Philosophy, Organization and Structure of Schools,

Technology, and Student Teaching. At the advanced level, the categories of core experiences/concepts include: history and philosophy, curriculum, research, individual differences, social foundations, methods, supervision and administration, field experience and technology.

Core experiences are provided at the initial and advanced levels to all certification candidates. Tables 3 and 4 include: core experiences/concepts, the professional education courses in which the experience/concept is addressed, and sources of knowledge.

Sources of knowledge were arrived at through faculty dialog and consensus with particular attention to historical and classical studies and are updated periodically and systematically using a delphi approach. Course syllabi reflect these agreed upon studies. Appendices A and B provide lists of these historical and classical studies. Additional sources of knowledge are determined by professional education faculty as appropriate to the course content and are included on course syllabi.

Table 3

Initial Level Core Experiences

Core Experiences/ Concepts	Professional Education Courses	Sources of Knowledge
Knowledge of Diverse Students		
<p>Multicultural</p> <ol style="list-style-type: none"> 1. Understanding cultural diversity 2. Culturally responsive teaching 3. Language diversity and culture 4. Bias and its effects/affects (e.g., on teaching/assessment/placement.) 	<p>SPE 2000: Disabilities in the Context of Education and the Lifespan.</p> <p>SPE 3000: Education of Individuals with Exceptional Learning Needs.</p> <p>SPE 3500: Education of Individuals with Exceptional Learning Needs: Access to the General Curriculum.</p> <p>EDF 2555: Diversity of Schools and Societies: Social-Global Perspectives.</p>	<p>Banks; Bennett; Hall; Hernandez; Hilliard; Ravitch; Tiedt & Tiedt</p>
<p>Exceptionalities</p> <ol style="list-style-type: none"> 1. Diverse disabilities 2. Legal mandates 3. Least restrictive environment 4. Historical and current perspectives 5. Pre-referral and the referral process 6. Parent Involvement and student/parent rights 7. Individual educational plan (IEP) 8. Intervention strategies 	<p>SPE 3000: Education of Individuals with Exceptional Learning Needs.</p> <p>SPE 3500: Education of Individuals with Exceptional Learning Needs: Access to the General Curriculum.</p> <p>SED 3000: Level I: Alternate Secondary Education Program.</p> <p>SED 3100: Level II: Alternate Secondary Education Program.</p> <p>SED 4000: Level III: Alternate Secondary Education Program.</p>	<p>Aristotle; Bloom; Brophy; Brophy & Good; Canter; Dewey; Kirk; Pavlov; Piaget; Plato; Skinner</p>
<p>Human Growth and Development</p> <ol style="list-style-type: none"> 1. Theories of Development – Development theories, cognitive theories, learning strategies 2. Cultural diversity of students/learners 	<p>ELE 2320: Childhood and Early Adolescent Development.</p> <p>ELE 2321: Child Growth and Development.</p> <p>EDP 3331: Theories of Learning and Development for Secondary Teachers.</p>	<p>Bandura; Erikson; Freud; Kohlberg; Pavlov; Piaget; Skinner; Vygotsky</p>

Table 3 (continued)

Core Experiences/ Concepts	Professional Education Courses	Sources of Knowledge
Knowledge of Diverse Students		
<p>Multicultural/Disabilities Practicum</p> <ol style="list-style-type: none"> 1. Awareness of differences in learners. 2. Examine racial, cultural and gender issues in instruction and raise awareness of existence of biased instructional materials and practices. 3. Awareness of methods to promote interaction between students from diverse cultural/ethnic backgrounds. 4. Awareness of cultural factors that may be confused with mild/moderate disabilities. 5. Awareness of culturally and socially diverse groups and the issues of non-biased teaching and evaluation. 6. Adaptation of curriculum for diverse population groups. 7. Awareness of linguistic differences and language and environment effects on learning. 	<p>STG 4000: Multicultural/Disabilities Practicum.</p>	<p>All knowledge base sources applied in clinical/practical applications.</p>

Table 3 (continued)

Core Experiences/ Concepts	Professional Education Courses	Sources of Knowledge
Knowledge of Diverse Students (continued)		
<p>Methods</p> <ol style="list-style-type: none"> 1. Models for teaching and learning and the philosophy that undergirds the instructional approaches. 2. Student assessment 3. Team involvement/assessment 4. Planning for instruction 5. Implementation of planning 6. Classroom management 7. Evaluation and measurement 	<p>SED 3330: Instructional Tasks in the Secondary School</p> <p>ELE 3000: Instructional Strategies for the Elementary Classroom</p> <p>ELE 3250: Facilitating Learning in Early Childhood Programs</p> <p>ELE 3281: Developmental Reading in Early Childhood</p> <p>ELE 3350: Language Arts in the Elementary School</p> <p>ELE 3340: Social Studies for Elementary School Children</p> <p>ELE 3290: Science in the Elementary School</p> <p>ELE 4880: Diagnostic-Prescriptive Reading Instruction</p> <p>SPE 4900: Instructional Strategies for Individuals with Exceptional Learning Needs.</p> <p>SPE 4901: Practicum with Individuals with Exceptional Learning Needs</p> <p>MLE 3150: Interdisciplinary Teaching in the Middle-Level School</p> <p>MLE 3110: Curriculum and Instruction in Middle-Level School</p> <p>MLE 4760: Student Social-Emotional Development in the Middle Grades</p> <p>MLE 4280: Teaching Reading in the Middle/Secondary School</p> <p>ELE 4770: Methods and Curriculum in the Primary Grades</p> <p>ELE 3280: Developmental Reading in the Elementary School</p>	<p>Bloom; Brophy; Bruner; Doyle; Dunn; Glasser; Grossman; Hunter; Johnson & Johnson; Joyce & Showers; Kindsvatter; Kohlberg; Piaget; Rosenshine; Salvin; Shulman; *Swaim & Stefanich; Wilson</p> <p>*or other program appropriate reference to standards</p>

Table 3 (continued)

Core Experiences/ Concepts	Professional Education Courses	Sources of Knowledge
Knowledge of Diverse Societies/Communities		
Global Perspectives 1. Culture 2. Cultural diversity 3. Puralism 4. Global village 5. Interdependency of nations 6. Diversity in educational systems 7. Culturally responsive teaching 8. Global education	EDF 2555: Diversity of Schools and Societies: Social and Global Perspectives	Albach; Banks; Bennett; Clarke; Hall; Husen; Kurlan; Neave
Knowledge of Diverse Subject Areas and Levels		
History and Philosophy 1. Absolutists: Idealism, Realism 2. Relativists: Pragmatism, Existentialism 3. Naturalism, Individualism 4. History: Common School Movement, Progressive Education 5. 19 th /20 th Century Historical/Social Political contexts of schooling	EDF 4450: Philosophy and History of Education	Aristotle; Conant; Counts; Cremin; Dewey; Jefferson; Mann; Rousseau
Organization and Structure of Schools 1. Teaching as a Professional 2. Teaching Metaphors and Models (Reflective teacher; Artistic teacher; Effective teacher; Constructivist teacher) 3. Classrooms (Organization and Management; Student centered; Teacher centered; Democratic) 4. Educational Reform	ELE 2000: The Teacher and the School SED 2000: Inquiry into Teaching	Brophy; Brophy & Good; Cuban; Eisner; Glasser; Goodlad; Jackson; Kohn

Table 3 (continued)

Core Experiences/ Concepts	Professional Education Courses	Sources of Knowledge
Knowledge of Diverse Subject Areas and Levels (continued)		
<p>Student Teaching Student teachers should demonstrate during the practicum:</p> <ol style="list-style-type: none"> 1. Ability to plan, teach, and evaluate with appropriate attention to developmental theories, learning theories, and the diversity of students in the classroom. 2. Understanding of cultural diversity and responsiveness to the diversity within the classroom. 3. Global perspectives in planning, teaching, and evaluating student learning. 4. Knowledge of the history/philosophy of education and its effects on today's models of instruction and overall classroom structure, practices, etc. 5. Knowledge and understanding of the legal mandates affecting his/her professional work with individuals with disabilities. 6. Sensitivity to students' learning needs in planning, teaching and evaluating student learning. 7. Skills of planning and teaching with attention to diversity of students and subjects. 8. Repertoire of strategies to enhance the learning of each student. 9. Appropriate professional behaviors which reflect knowledge and understanding of the organization and structure of schools. 	<p>STG 4001: Student Teaching</p>	<p>All knowledge base sources applied in clinical/practical applications.</p>

Table 3 (continued)

Core Experiences/ Concepts	Professional Education Courses	Sources of Knowledge
Knowledge of Diverse Technologies		
<p>Technology</p> <ol style="list-style-type: none"> 1. Basic Computer/Technology Operations and Concepts 2. Personal and Professional use of Technology 3. Application of Technology in Instruction 4. Social, Ethical and Human Issues 5. Productivity Tools 6. Telecommunications and Information Access 7. Research, Problem Solving, and Product Development 8. Information Literacy Skills 9. Collaborative Planning and Teaching 	<p>Technology is integrated across the professional education program culminating with application in the classroom settings.</p>	<p>Barron & Orwig; Becker; Bitter; Cyrs; Driscoll; Dwyer & Moore; Ely; Grabe & Grabe; Heinich, Molenda, Russell & Smaldino; International Society for Technology in Education; Jonassen; Kemp & Smellie; Lamb; Papert; Reigeluth; Roblyer; Seels & Richey; Shank</p>

The professional core experience and its outcomes for student preparation and development are complemented by general education which provides the general intellectual background and pre-professional skills, related historical and contemporary value orientations, and important connections between the cultural contexts in which educators will practice.

Specialty studies, the major subject areas of concentration, provide the student with the knowledge base in a discipline and the related special methodology, including relevant interdisciplinary connections.

Table 4

Advanced Level Core Experiences

Core Experiences/ Concept	Professional/ Pedagogical Courses	Sources of Knowledge
Knowledge of Diverse Subject Areas and Levels		
History and Philosophy <ol style="list-style-type: none"> 1. Ethical development 2. Values clarification 3. Nature of human condition 4. Moral development 5. Social development 6. Intellectual development 7. Theories of truth 8. Theories of knowledge 9. Learning theory 10. Reflective thinking, problem solving 	EDF 5530: Theory into Practice: Philosophy for Educational Practice. EDF 5535: Philosophy of Education: Clinical EDF 5540: Theory into Practice: History for Educational Practice.	Comenius; Dewey; Kierkegard; Lock; Plato; Rousseau
Curriculum <ol style="list-style-type: none"> 1. Determination/diagnosis of needs of learner 2. Educational goals and objectives 3. Knowledge/development as related to curriculum 4. Assessment and evaluation Illinois Goal Assessment Program 	EDF 5500: Theory into Practice: Curriculum Development ELE 5260: Advanced Developmental Reading SPE 5920: Curriculum and Methods in Early Childhood Special Education SPE 5940: Curriculum and Methods for Infant/Toddler Early Intervention SPE 5970: Curriculum and Methods for K-12 Special Education	Coleman; Conant; Dewey; Goodlad; Holt; Sizer; Taba; Tyler
Research <ol style="list-style-type: none"> 1. Types of educational research 2. Development and/or understanding of a research/proposal 3. Concepts of research design and methodology 4. Statistical analysis and educational measurement 5. Methods for securing existing research and analyzing it 6. Computer applications for processing data 7. How to evaluate and interpret published research 	SPE 5900: Research in Special Education EDA 5900: Introduction to Research in Education ELE 5000: Introduction to Research in Elementary Education CSD 5500: Research Methods	Beliner; Bloom; Bogdan; Borg & Gall; Brophy; Bruner; Cronbach; Glass; Guba; Joint Committee on Standards for Education Evaluation; Kerlinger; Stanley & Campbell

Table 4 (continued)

Core Experiences/ Concepts	Professional/ Pedagogical Courses	Sources of Knowledge
Knowledge of Diverse Students		
Individual Differences 1. Theories of Development- Development theories, cognitive theories, learning theories 2. Communication (including interpersonal and communication with family/caregiver)	EDP 5300: Theory into Practice: Psychological Foundation for Educational Practice SPE 5220: Typical and Atypical Development in Children Birth to Five	Erikson; Freud; Maslow; Rogers; Skinner
Knowledge of Diverse Societies/Communities		
Social Foundations 1. Theoretical positions dealing with relationships between school and society: Functional, Conflict, and Interpretive 2. Nature of American society and cultural issues/problems related to education 3. Education and equality of opportunity: minorities and education: "at-risk" populations; gender in education; mainstreaming; multicultural education 4. Institution of education: Politics of schooling 5. The education profession 6. Education and reform	EDF 5510: Theory into Practice: Social Foundations for Educational Practice. EDF 5550: Comparative and International Education	Apple; Banks; Blumer; Coleman; Counts; Dahrendorf; Dewey; Dreeben; Finn; Freire; Giroux; Illich; Marx; Mead; Merton; Ravitch; Young

Table 4 (continued)

Core Experiences/ Concepts	Professional/ Pedagogical Courses	Sources of Knowledge
Knowledge of Diverse Strategies		
<p>Methods</p> <ol style="list-style-type: none"> 1. Models for teaching and learning and counseling and the philosophy that undergird the instructional approaches. 2. Assessment: (a) individual, group, and/or family (b) program-conducted by an individual or team 3. Planning and implementing for learning 4. Management of learning environment 	<p>ELE 5640: Teaching and Supervision of Social Studies in Elementary Schools ELE 5650: Language Arts in the Elementary School ELE 5600: Diagnosis of Reading Problems ELE 5660: Science Curriculum in the Elementary School SPE 5920: Curriculum and Methods in Early Childhood Special Education SPE 5940: Curriculum and Methods for Infant/Toddler Early Intervention SPE 5970: Curriculum and Methods for K-12 Special Education CSD 5530: Pre-Practicum CSD 5640: Play Therapy</p>	<p>Binet; Bloom; Piaget; Rogers; Skinner</p>
<p>Supervision and Administration</p> <ol style="list-style-type: none"> 1. The process of supervision including management skills 2. The role of the supervisor/consultant 3. Team building/collaboration/employee motivation 	<p>EDA 5700: Supervision of Instruction SPE 5870: Special Education: Personnel Supervision and Program Administration EDA 5600: Introduction to Organization and Administration</p>	<p>Bondi & Wiles; Burrello, Schrup, & Barnett; Glatahorn; Gorton; Hoy & Miskel; Joyce & Showers; Ornstein; Sergiovanni</p>
<p>Field Experiences</p> <ol style="list-style-type: none"> 1. Review literature relevant to the focus of the field experience within their discipline. 2. Draw conclusions and make r recommendations relative to their field experience. 3. Research/training experience for the candidate 	<p>EDA 6910: Field Experience in Administration EDA 6920: Field Experience in Administration CSD 6900: Internship CSD 6910: Field Study in Guidance CSD 5630: Practicum SPE 5770: Practicum in Special Education SPE 5925: Field Experiences in Early Childhood Special Education ELE 5620: Remedial Reading Practicum</p>	<p>Due to the nature of these courses, there are no names of special researchers or theories. All courses provide skill development outside of the college classroom, under supervision. This involves across these courses, identification of one or more problems and planning a solution for the problem(s).</p>

Table 4 (continued)

Core Experiences/ Concepts	Professional/ Pedagogical Courses	Sources of Knowledge
Knowledge of Diverse Technologies		
<p>Technology</p> <ol style="list-style-type: none"> 1. Basic Computer/ Technology Operations and Concepts 2. Personal and Professional Use of Technology 3. Application of Technology in Instruction 4. Social, Ethical and Human Issues 5. Productivity Tools 6. Telecommunications and Information Access 7. Research, Problem Solving, and Product Development 8. Information Literacy Skills 9. Collaborative Planning and Teaching 	<p>Technology is integrated across the professional education program culminating with application in the classroom settings.</p>	<p>Barron & Orwig; Becker; Bitter; Cyrs; Driscoll; Dwyer & Moore; Ely; Grabe & Grabe; Heinich, Molenda, Russell & Smaldino; International Society for Technology in Education; Jonassen; Kemp & Smellie; Lamb; Papert; Reigeluth; Roblyer, Seels & Richey; Shank</p>

UNIT ASSESSMENT SYSTEM

The Unit Conceptual Framework for professional preparation programs is the result of a shared vision, involving all faculty and administrators in professional education programs, representatives from the campus community at large, the public school sector, and the University Council on Teacher Education. The framework reflects the knowledge bases that form the foundation for curriculum planning, instructional design, practice, and evaluation.

The Unit Standards encompass the Illinois Professional Teaching Standards (Illinois Special Education Standards for All Teachers are embedded), Illinois Content Area Standards, Illinois Language Arts Standards, and Illinois Technology Standards. These standards are organized and evaluated specific to the five knowledge and skill domains. In addition to Unit Standards, all program completers must meet specialty professional association standards (SPAS) of their major as well as Illinois Content Area Standards.

Like the Unit Conceptual Framework, the Unit Assessment System was designed with input from university faculty and administrators along with the P-12 learning community. The Unit Conceptual Framework as well as professional and Illinois Standards are at the core of an assessment system that continuously evaluates candidate performance using multiple measures at multiple points: Formal Application and Selection, University Approval to Take Teacher Education Courses, Formal University Admission to Teacher Education,

Department/University Approval to Student Teach, and Completion and Follow-Up (Table 5). Multiple performance assessments used include product artifacts and field experience measures. Common performance assessments of all candidates include state test data (Illinois Basic Skills Test, Illinois Content Area Test, and Illinois Professional Teaching Standards Test), performance on the design of lesson plans/unit plans, content knowledge assessments that are specific to the major (includes a pre-student teaching field experience), a performance assessment that measures a candidate's impact on P-12 learners, and a student teaching evaluation. Common unit rubrics will be used to evaluate candidate's knowledge, skills, and dispositions.

In Spring 2005, selective pilot data were collected from each phase in the assessment system for the purpose of examining the functionality of the rubrics. In addition, P-12 teachers in public schools were provided an opportunity to use the Unit rubrics. Comments were solicited from those individuals using the rubrics as to needed revisions and refinement of the rubrics. Reliability and validity of the rubrics were also addressed.

The storage system used for the Unit Assessment data is Live Text. Live Text is a portfolio/data management system that allows for the entering, storage and aggregation of data. Reasons for selecting Live Text were as follows:

1. Given the large numbers of teacher education candidates at this institution, any other data storage choice would have

resulted in significant expense to the university, faculty, and administrators.

2. Other institutions in the State are also using Live Text allowing for portability of the candidate's work samples if the candidate leaves Eastern to attend another Illinois university.
3. Many Illinois community colleges are also using Live Text allowing for community college transfers to have a seamless transition into the Unit Assessment System.
4. Electronic portfolios serve as support materials for candidates seeking employment in the teaching field.

Candidate data are collected from the following performance assessments delineated by NCATE and its SPAs:

1. Illinois Basic Skills Test, Illinois Content Area Test, Assessment of Professional Teaching Test
2. Field experience evaluations
3. Lesson plan/Unit plan
4. Impact on P-12 learners
5. Content Knowledge Assessment(s) (Two performance assessments specific to the discipline are submitted)
6. Student Teaching Evaluation
7. Graduate and Employer Follow-Up Surveys

All test score data and survey data are housed in the College of Education and Professional Studies Dean's Office. Field experience evaluations, lesson plan/unit plan, impact on P-12 learners, content knowledge assessment(s), and the student teaching evaluations are submitted by the teacher education candidates into Live Text. This is done in the semester that the performance assessment is required to be submitted.

It is important to note that the performance assessment found in Live Text is the artifact from which the data is collected. Data is acquired from Unit rubrics. The faculty member evaluates the candidate's artifact in Live Text and the data are automatically entered and stored or the completed rubric is entered post-hoc. The

aggregated data are analyzed and used for the purposes of improving candidate performance, program quality, and unit operations.

Candidates must meet standards to progress through their program of study. Remediation opportunities are provided to candidates who do not meet standards. (Table 6.)

Table 5

Unit Assessment: Decision Points and Tools/Assessments

<i>I. Formal Application and Selection for University Admission to Teacher Education</i>	<i>Tools/Assessments</i>
<p>Application and Selection Process</p> <ul style="list-style-type: none"> - Attend an University Admission to Teacher Education Meeting - Submit formal application for University Admission to Teacher Education - Achieve minimum passing score on Illinois Basic Skills Test - Achieve minimum cumulative GPA of 2.65/4.0 - Complete at least 29 semester hours of college coursework <p>Require the purchase of Live Text in the candidate's first professional education course (SED 2000, ELE 2000/MLE 2000 or ELE 2321, CTE 2000, PED 2000, and SPE 3201 or SPE 3220)</p>	<p>Teacher Education Page College Transcripts Illinois Basic Skills Test</p>
<i>II. University Approval to Take Teacher Education Courses</i>	<i>Tools/Assessments</i>
<p>University Approval to Take Teacher Education Courses</p> <ul style="list-style-type: none"> - Notification of Selection - Letter of Intent - Maintain minimum cumulative GPA of 2.65/4.0 - Speech & Hearing Clearance - "C" or better in 6 hours of written language - "C" or better in 3 hours of oral language - "C" or better in 3 hours of college level math - "C" or better in introductory professional education course - First Criminal Background Investigation - Successfully complete the Technology Proficiency - Successfully complete an observational field experience 	<p>Teacher Education Page College Transcripts</p> <p>Field Experience Evaluation</p>

Table 5 (continued)

Unit Assessment: Decision Points and Tools/Assessments

III. Formal University Admission to Teacher Education Programs	Tools/Assessments
<p>1. Formal University Admission to Teacher Education Requirements in Phase I and II must be completed as well as:</p> <ul style="list-style-type: none"> - Successfully complete of SED 3330/EDP3331 or SED 3100 or ELE 3000/3250 or MLE 3110 or SPE 4800/SPE4820 with a grade of "C" or better - Successfully complete of a field experience that demonstrates the knowledge, skills, and dispositions of one desiring to enter the teaching profession. <p>2. Demonstration of Content Knowledge, Skills, and Dispositions</p> <ul style="list-style-type: none"> - Successfully complete of field experience 	<p>Teacher Education Page College Transcripts</p> <p>Illinois Basic Skills Test</p> <p>Content Knowledge Assessment (required of all candidates except those in secondary education programs) Lesson Plan/Unit Plan to be submitted by all secondary education candidates (other programs may opt to submit a lesson plan/unit plan in this phase) Field Experience Evaluation</p>
IV. Department & University Approval to Student Teach	Tools/Assessments
<p>1. Major Department & University Approval to Student Teach</p> <ul style="list-style-type: none"> - Initiate and Complete Application to Student Teach - Successfully complete content courses required for major - Maintain minimum GPA of 2.65/4.0 in academic major - Maintain minimum cumulative GPA of 2.65/4.0 - Document participation in professional organization and/or volunteer work - "C" or better in all professional education courses - Positive practicum evaluations in first methods course - Submit and have approved a departmental portfolio - Second Criminal Background Investigation - Achieve minimum passing score on Illinois Content Area Exams 	<p>Teacher Education Page College Transcripts</p> <p>Professional Organization Documentation</p> <p>Illinois Content Area Exams</p>

Table 5 (continued)

Unit Assessment: Decision Points and Tools/Assessments

IV. Department & University Approval to Student Teach	Tools/Assessments
<ul style="list-style-type: none"> 2. Demonstration of Content Knowledge, Skills, and Dispositions 3. Impact on P-12 learners (requires a pre-post measure) 	<p>Content Knowledge Assessment (1 assessment required of all candidates except those candidates in secondary education programs who will submit 2 assessments) Performance assessment decided on by department and must be submitted prior to student teaching or during student teaching for all candidates</p>
V. Completion and Follow-Up	Tools/Assessments
<ul style="list-style-type: none"> 1. Impact on P-12 learners requires pre and post measure (if demonstrated in Admission & Retention Phase B then no further documentation is required here) 2. Successfully complete Student Teaching 3. Achieve minimum passing score on Illinois Assessment of Professional Teaching Standards Exam 4. Graduation/Program Completion 5. Successful employment 	<p>Performance assessment decided on by department and must be submitted prior to student teaching or during student teaching for all candidates Student Teaching Evaluation Illinois Assessment of Professional Teaching Standards</p> <p>Surveys (Program Completer and Employer)</p>

Table 6

Stages of Unit Assessment Data Collection and Remediation

Stages of Assessment	Assessments	Knowledge	Skills	Dispositions	Data Collection	Remediation
I. Formal Application and Selection for University to Teacher Education						
	Illinois Basic Skills Test	X			Dean's Office -College of Education - Data will then be shared with departments	Candidates who do not pass the test are referred to the Writing Center, Reading Center, and/or Academic Support Services, dependent on area of deficiency.
	Minimum Cumulative GPA of 2.65	X				
II. University Approval to Take Teacher Education Courses						
	Minimum Cumulative GPA of 2.65	X			Teacher Education Page	
	"C" or better in 6 hours of written language	X			College Transcripts	Candidates who do not pass the courses are referred to the Writing Center, Reading Center, and/or Academic Support Services, dependent on area of deficiency.
	"C" or better in 3 hours of oral language	X			College Transcripts	Candidates who do not pass the course are referred to the Writing Center, Reading Center, and/or Academic Support Services, dependent on area of deficiency.

Table 6 (continued)

Stages of Unit Assessment Data Collection and Remediation

Stages of Assessment	Assessments	Knowledge	Skills	Dispositions	Data Collection	Remediation
	"C" or better in 3 hours of college level math	X			College Transcripts	Candidates who do not pass the course are referred to the Writing Center, Reading Center, and/or Academic Support Services, dependent on area of deficiency.
	Successfully complete Technology Proficiency	X	X		Teacher Education Page	
	Successfully complete observational field experience	X	X	X	Students will submit field experience evaluation into Live Text. Faculty member will use Unit Rubric to evaluate. Data submitted by faculty member or department.	Candidates meet and discuss with the faculty member areas of deficiency and steps needed for remediation
III. Formal University Admission to Teacher Education Programs						
	Requirements of Stage I and Stage II as well as:					
	Lesson plan/Unit Plan required or done in Stage IV, dependent on major.	X	X		Students will submit lesson plans/unit plan into Live Text. Faculty member will use Unit Rubric to evaluate. Data submitted by faculty member or department	Candidates meet and discuss with the faculty member areas of deficiency and steps needed for remediation

Table 6 (continued)

Stages of Unit Assessment Data Collection and Remediation

Stages of Assessment	Assessments	Knowledge	Skills	Dispositions	Data Collection	Remediation
	Content Knowledge Assessment (required of all candidates except those in secondary education)	X	X		Program identified performance assessment. Student will submit assessment into Live Text. Faculty member will evaluate using Unit Rubric. Faculty member or department will submit data.	Candidates meet and discuss with the faculty member areas of deficiency and steps needed for remediation
	Successfully complete field experience	X	X	X	Students will submit field experience evaluation into Live Text. Faculty member will use Unit Rubric to evaluate. Data submitted by faculty member or department.	Candidates meet and discuss with the faculty member areas of deficiency and steps needed for remediation
IV. Department/University Approval to Student Teach						
	Requirements of Stage I Stage II and Stage III as well as:					

Table 6 (continued)

Stages of Unit Assessment Data Collection and Remediation

Stages of Assessment	Assessments	Knowledge	Skills	Dispositions	Data Collection	Remediation
	Content Knowledge Assessment (1 required of all candidates except those in secondary education who will submit 2)	X	X	X	Program identified performance assessment. Student will submit assessment into Live Text. Faculty member will evaluate using Unit Rubric. Faculty member or department will submit data.	Candidates meet and discuss with the faculty member areas of deficiency and steps needed for remediation
	Impact on P-12 Learning (submitted prior to student teaching or during student teaching)	X	X	X	Program identified performance assessment. Student will submit assessment into Live Text. Faculty member will evaluate using Unit Rubric. Faculty member or department will submit data.	Candidates meet and discuss with the faculty member areas of deficiency and steps needed for remediation

Table 6 (continued)

Stages of Unit Assessment Data Collection and Remediation

Stages of Assessment	Assessments	Knowledge	Skills	Dispositions	Data Collection	Remediation
	Lesson plan/Unit Plan required if not done in Stage III, dependent on major.	X	X		Students will submit lesson plans/unit plan into Live Text. Faculty member will use Unit Rubric to evaluate. Data submitted by faculty member or department	Candidates meet and discuss with the faculty member areas of deficiency and steps needed for remediation
	Illinois Content Area Test	X			Dean's Office -College of Education - Data will then be shared with departments	Candidates meet and discuss with department faculty/Chair areas of deficiency and steps needed for remediation
V. Completion and Follow-Up						
	Student Teaching Evaluation	X	X	X	Students will submit student teaching evaluation into Live Text. Faculty member will use Unit Rubric to evaluate. Data submitted by faculty member or department	Candidates meet with and discuss student teaching coordinator and cooperating teacher on areas of deficiency
	Impact on P-12 Learning (submitted prior to student teaching or during student teaching)	X	X	X	Program identified performance assessment. Student will submit assessment into Live Text. Faculty member will evaluate using Unit Rubric. Faculty member or department will submit data.	Candidates meet and discuss with the faculty member areas of deficiency and steps needed for remediation

Table 6 (continued)

Stages of Unit Assessment Data Collection and Remediation

Stages of Assessment	Assessments	Knowledge	Skills	Dispositions	Data Collection	Remediation
	APT Test	X			Dean's Office -College of Education - Data will then be shared with departments	Candidates meet and discuss with department faculty/Chair areas of deficiency and steps needed for remediation
	Graduate Surveys	X	X	X	Dean's Office -College of Education - Data will then be shared with departments	
	Employer Surveys	X	X	X	Dean's Office -College of Education - Data will then be shared with departments	

Appendix A: The Knowledge Base

Researchers/Theorists:

Initial Level

**Researchers/Theorists
Initial Level**

Knowledge of Diverse Students

Researchers/Theorists	Sources of Knowledge
HUMAN GROWTH AND DEVELOPMENT AND LEARNING PERSPECTIVES	
Bandura, A.	"Social Learning Theory;" research on process of learning and its interaction with environment; "Achievement Motivation Theory;" locus of control research; modeling; discipline
Erikson, E.	Adolescent development; personal and social development; "Psychosocial Theory"
Freud, S.	Psychoanalysis; analytical psychology; "Psychodynamic Theory;" psychosexual development; structure and functioning of personality
Kohlberg, L.	Moral education; student human development; six stages of moral development; moral reasoning; child development (specifically social development)
Pavlov, I.	Behaviorism; classical conditioning; conditioned reflexes; reflexive behavior; respondent behaviorism
Piaget, J.	Language acquisition theory; cognitive development stages; materials and classroom activities must provide opportunities for children to experience their environment
Skinner, B.F.	Behaviorism; operant conditioning; functional relationships between variables; importance of antecedents and consequences (e.g., natural reinforcers) and behavior
Vygotsky, L.	The development of higher psychological processes
MULTICULTURAL	
Banks, J.	Multicultural Education
Bennett, C.	Culturally responsive curriculum and teaching; model for multicultural education
Hall, E.	Communication problems when two cultures interact; high and low cultural context
Hernandez, H.	Multicultural education and pluralistic education
Hilliard, A.	Multicultural education and effective programming for educational minorities; equity in education
Ravitch, D.	Conservative theorist
Tiedt, I. Tiedt, P.	Multicultural and pluralistic education; classroom strategies and model lessons

Knowledge of Diverse Students (continued)

EXCEPTIONALITIES	
Aristotle	Experiential basis for knowledge and education; education for human needs, judged by the criterion of usefulness or social practicality
Bloom, B.	Critical thinking; objectives, instructional evaluation; cognitive development; "Bloom's Taxonomy;" mastery learning; taxonomies of education objectives; taxonomy of higher thinking skills and affective and psychomotor skills; instructional evaluation; taxonomy of learning
Brophy, J.	Teacher expectations, teacher effects, classroom management, student motivation, and the dynamics of student-teacher interaction
Brophy, J.E. Good, T.L.	Teacher effectiveness
Canter, L.	Assertive discipline/classroom management
Dewey, J.	Purpose and structure of schools; early thoughts on education; philosophy of education; nature of learning; pragmatism; social and practical values of education; curriculum; school organization, progressive education; active learning
Kirk, S.	Historical perspective of mental retardation and learning disabilities
Pavlov, I.	Behaviorism; classical conditioning; conditioned reflexes, reflexive behavior; respondent behaviorism
Piaget, J.	Language acquisition theory; cognitive development stages; materials and classroom activities must provide opportunities for children to experience their environment
Plato	Greek philosopher; cognitive education; dialectical method; questioning of assumptions; explanation of particular by the general; role of education in screening of individuals for societal roles; elitism; idealism
Skinner, B.F.	Behaviorism; operant conditioning, functional relationships between variables; importance of antecedents and consequences (e.g., natural reinforcers) and behavior

Knowledge of Diverse Subject Areas and Levels

HISTORY/PHILOSOPHY	
Aristotle	Experiential basis for knowledge and education; education for human needs, judged by the criterion of usefulness or social practicality
Conant, J.B.	History; high school structure and critique; effective schools
Counts, G.	Pragmatism; education for school reform; reconstructionism; "teacher power"
Cremin, L.A.	Progressive education movement; beginning teachers need to know and understand enough to make their way through the social world; teachers need to know how the complex highly organized social world works
Dewey, J.	Purpose and structure of schools, early thoughts on education, philosophy of education; nature of learning, pragmatism; social and practical values of education; curriculum; school organization, progressive education; active learning
Jefferson, T.	Free public education for all; supported need for an enlightened citizenry
Mann, H.	Free public elementary education; compulsory attendance laws; rate school systems
Rousseau, J.J.	Individualism, naturalism
ORGANIZATION AND STRUCTURE OF SCHOOLS	
Brophy, J.	Teacher expectations, teacher effects, classroom management, student motivation, and the dynamics of student-teacher interaction; teacher/ school effectiveness
Brophy, J. Good, T.	Teacher effectiveness, synthesis of teacher effectiveness, writings on teacher expectations; student performance and praise
Cuban, L.	Studied history of schooling and methods of teaching since 1900
Eisner, E.	Educational criticism, design, and connoisseurship
Glasser, W.	Discipline, student behavior
Goodlad, J.	Schooling, curriculum; school reform, a review of what schools are really like; school/classroom organization; classroom research; teacher/school effectiveness
Jackson, P.	Classroom organization and management; concerned with characteristics of classroom interactions
Kohn, A.	Educational reform

Knowledge of Diverse Strategies

METHODS	
Bloom, B.	Critical thinking; objectives; instructional evaluation; cognitive development; "Bloom's Taxonomy;" mastery learning: taxonomies of educational objectives; taxonomy of higher thinking skills and affective and psychomotor skills; instructional evaluation; taxonomy of learning
Brophy, J.	Teacher expectations, teacher effects, classroom management, student motivation, and the dynamics of student-teacher interaction
Bruner, J.	Cognitive processes, cognitive growth, discovery learning; developmental theory; nature of learning, theory of learning, structure of knowledge; learning as non-dependent on developmental stages; emphasis on methodologies
Doyle, W.	Classroom management, academic work and various studies of teacher comprehension; elementary level issues
Dunn, R.	Learning styles
Glasser, W.	Discipline, student behavior
Grossmann, P.	Knowledge growth and subject matter orientation in teaching
Hunter, M.	Teacher effectiveness; Hunter's effective lessons
Johnson, D. Johnson, R.	Cooperative Learning
Joyce, B. Showers, B.	Models of Teaching
Kindsvatter, R.	Dynamics of effective teaching
Kohlberg, L.	Moral education; student human development; six stages of moral development; moral reasoning; child development (specifically social development)
Piaget, J.	Language acquisition theory; cognitive development stages; materials and classroom activities must provide opportunities for children to experience their environment
Rosenshine, B.	Teacher/school effectiveness
Shulman, L.	Teacher effectiveness; decision making in relation to instructional effectiveness; problem solving and individual differences; the study of teaching; the professional education of teachers/medical personnel and the psychology of instruction; teacher's knowledge bases
Slavin, R.	Cooperative learning; grouping for learning; QAIT model of effective instruction
Swaim, J. Stefanich, G	Meeting the standards
Wilson, S.	Teacher effectiveness; teachers' knowledge bases affect student learning and instructional decisions; 6 stages for the act of teaching

Knowledge of Diverse Societies/Communities

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

Knowledge of Diverse Technologies

TECHNOLOGY	
Barron, A. Orwig, G.	Introduction to new technologies
Becker, G.	Copyright
Bitter, G.	Computer application in the K-16 schools
Cyrs, T.	Distance learning
Driscoll, M.P.	Psychology of learning for instruction
Dwyer, F.M. Moore, D.	Visual principles, visual literacy
Ely, D.	Trends in educational technology
Grabe, M. Grabe, C.	Technology and learning
Heinich, R. Molenda, M. Russell, J.D. Smaldino, S.	Overview of instructional technology
International Society for Technology in Education	Technology competencies for educational technology leaders
Jonassen, D.H.	Educational technology research and development
Kemp, J. Smellie, D.	Planning and producing technology
Lamb, A.	Technology integration into the curriculum
Papert, S.	Computers and education
Reigeluth, C.	Instructional design
Roblyer, M.D.	Computer application in education
Seels, B.B. Richey, R.	Defining the instructional technology field
Shank, R.	On-line learning

Appendix B: The Knowledge Base

Researchers/Theorists:

Advanced Level

**Researchers/Theorists
Advanced Level**

Knowledge of Diverse Students

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

Knowledge of Diverse Subject Areas and Levels

HISTORY AND PHILOSOPHY	
Comenius, J.A.	Advocated relating education to everyday life; systematizing knowledge; universal system of education offering equal opportunities for women
Dewey, J.	Purpose and structure of schools; early thoughts on education; philosophy of education; nature of learning; pragmatism; social and practical values of education; curriculum; school organization, progressive education; active learning
Kierkegaard, S.	Existentialism; to be a teacher is to be a learner; the teacher learns from the learner; "truth is subjectivity"
Locke, J.	Character education; the implanting of moral virtues as the basis for all other educational values; ethical training and open discussion of moral problems
Plato	Greek philosopher; cognitive education; dialectical method; questioning of assumptions; explanation of particular by the general; role of education in screening of individuals for societal roles; elitism; idealism
Rousseau, J.	Child centers in school, philosophy of education; nature of man as "noble savage," described process of development as "unfolding"

Knowledge of Diverse Subject Areas and Levels (continued)

CURRICULUM	
Coleman, J.	School effects correlate most highly with socio-economic states; urban education, and the equality of educational opportunities; gaming and simulation; functions of formal education in the political system; variations among teachers do not make a difference in school achievement of pupils; number of projects on teacher effectiveness
Conant, J.B.	History; high school structure and critique; effective schools
Dewey, J.	Purpose and structure of schools; early thoughts on education; philosophy of education; nature of learning; pragmatism; social and practical values of education; curriculum; school organization; progressive education; active learning
Goodlad, J.	Schooling curriculum; school reform, a review of what schools are really like; school/classroom organization; classroom research; teacher/school effectiveness
Holt, J.	Wrote at length on Alternative Schools and experimentation in the classroom
Sizer, T.	Conducted a major study of American High Schools
Taba, H.	Curriculum development; spiral curriculum
Tyler, R.	Curriculum development; adaptive testing; evaluating model
RESEARCH	
Berliner, D.	Academic engaged time, time on task; teacher effectiveness; half full hourglass; educational research
Bloom, B.	Critical thinking; objectives; instructional evaluation; cognitive development; "Bloom's Taxonomy;" mastery learning: taxonomies of educational objectives; taxonomy of higher thinking skills and affective and psychomotor skills; instructional evaluation; taxonomy of learning
Bogdan, R.	Qualitative research for education
Borg, W. Gall, M.	Research methods
Brophy, J.	Teacher expectations, teacher effects, classroom management, student motivation, and the dynamics of student-teacher interaction
Bruner, J.	Cognitive processes, cognitive growth, discovery learning; development theory; nature of learning, theory of learning, structure of knowledge; learning as non-dependent on developmental stages; emphasis on methodologies
Cronbach, L.J.	Quantitative research; measurement, aptitudes, research design

Knowledge of Diverse Subject Areas and Levels (continued)

RESEARCH (continued)	
Glass, G.V.	Major contributor for research synthesis; through quantitative methods concluded that pupil achievement declines as class size increase; meta-analysis with Smith; effects of Head Start
Guba, E.G.	Evaluation through qualitative methodologies
Kerlinger, F.N.	Quantitative research, research methods
Stanley, J.C. Campbell, D.T.	Quasi-experimental research designs; research methodologies (i.e., interrupted time-series, control-series design, regression discontinuity, and multiple group pre-post comparisons)
Joint Committee on Standards for Education Evaluation	Establishing baseline evaluation standards

Knowledge of Diverse Strategies

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

Knowledge of Diverse Strategies (continued)

SUPERVISION AND ADMINISTRATION	
Bondi, J. Wiles, J.	Curriculum planning, curriculum development, curriculum design, and general perspective on curriculum
Burrello, L.C. Schrup, M. G. Barnett, B. G.	Instructional leadership role, framework for instructional management
Glatthorn, A.	Clinical supervision; teacher evaluation; general supervisory theory
Gorton, R.	Administrative theory; organizational theory; principles of general school administration
Hoy, W. Miskel, C.	Administrative theory; leadership theory; organizational effectiveness
Joyce, B. Showers, B.	Models of Teaching
Ornstein, A.	Administrative theory; organizational theory; politics of education
Sergiovanni, T.	Leadership theory; general theory of administration; organizational theory

Knowledge of Diverse Societies/Communities

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

Knowledge of Diverse Societies/Communities (continued)

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

Knowledge of Diverse Technologies

TECHNOLOGY	
Barron, A. Orwig, G.	Introduction to new technologies
Becker, G.	Copyright
Bitter, Gary	Computer application in the K-16 schools
Cyrs, T.	Distance learning
Driscoll, M.P.	Psychology of learning for instruction
Dwyer, F.M. Moore, D.	Visual principles, visual literacy
Ely, D.	Trends in educational technology
Grabe, M. Grabe, C.	Technology and learning
Heinich, R. Molenda, M. Russell, J.D. Smaldino, S.	Overview of instructional technology
International Society for Technology in Education	Technology competencies for educational technology leaders
Jonassen, D.H.	Educational technology research and development
Kemp, J. Smellie, D.	Planning and producing technology
Lamb, A.	Technology integration into the curriculum
Papert, S.	Computers and education
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Roblyer, M.D.	Computer application in education
Seels, B.B. Richey, R.	Defining the instructional technology field
Shank, R.	On-line learning

