
Outcomes:

Undergraduate outcomes are based on the Illinois Professional Teaching Standards:

1. Teaching Diverse Students
2. Content Area & Pedagogical Knowledge
3. Planning for Differentiated Instruction
4. Learning Environment
5. Instructional Delivery
6. Reading, Writing, & Oral Communication
7. Assessment
8. Collaborative Relationships
9. Professionalism, Leadership, & Advocacy

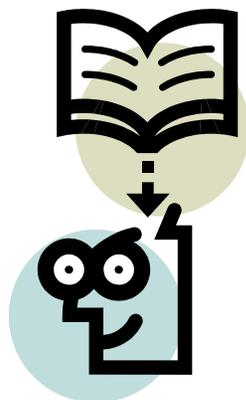
- Illinois State Board of Education January 2013



Graduate outcomes are based on the Student Learning Requirements for Graduate Programs at Eastern Illinois University:

1. A depth of content knowledge including effective technology skills and ethical behaviors
2. Critical thinking and problem solving
3. Oral and written communication skills
4. Advanced scholarship through research and/or creative activity
5. Ability to work with a diverse clientele, recognizing individual differences
6. Ability to collaborate and create positive relations within the school, community, and profession in which they work

- Outcomes 1-4, Adopted by Council on Graduate Studies, Spring, 2006; EIU Unit Graduate outcomes adopted by EIU unit, Fall 2007



Conceptual Framework for Professional Preparation Programs



Educator as creator of effective educational environments

Characteristics of an Eastern Illinois University Prepared Educator:

Eastern Illinois University strives to prepare the very best educators for the region and state. Reflecting the beliefs of the Educator Preparation Unit and its school and community partners, we are committed to producing candidates who embody the following characteristics:

- ✦ Candidates will be knowledgeable in their disciplines and in regards to pedagogy.
- ✦ Candidates will be skilled practitioners.
- ✦ Candidates will be professional.
- ✦ Candidates will be responsible, with a strong moral compass and demonstrate strong professional ethics.
- ✦ Candidates will be advocates for their students, their schools, their communities, and for the field of education.
- ✦ Candidates will be articulate with strong oral and written communications skills.
- ✦ Candidates will be reflective, always looking to improve.
- ✦ Candidates will be accountable to all constituents.
- ✦ Candidates will demonstrate sound judgment.
- ✦ Candidates will be committed to using multiple and appropriate strategies in working with students and other constituencies they serve.
- ✦ Candidates will be committed to appropriate use of technology.
- ✦ Candidates will be life-long learners.

Domains of the Conceptual Framework:

In creating an effective educational environment 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 and communities to prepare effective educational environments. The theme allows the educator to develop skills and knowledge in the areas of the five domains (in no rank order):

- diverse students;
- diverse strategies;
- diverse technologies;
- diverse societies/communities;
- diverse subjects and levels.

Candidate Dispositions:

Dispositions identified for student assessment were:

- Interaction with students (IWS)
- Professional and ethical practices (PEP)
- Effective communication (EC)
- Planning for teaching and student learning (PTSL)
- Sensitivity to diversity and equity (SDE)

Interaction With Students (IWS) Interaction with students encompasses those behaviors that evidence the candidate's regard for the learners. These include acts of fairness, respectful tone of voice, positive use of humor, and interest in students as individuals.

Professional and Ethical Practices (PEP)

Professional and ethical practices are often the most easily observed of the dispositional behaviors. Respect for the professional environment is evidenced through acceptable dress and grooming, and timeliness, not only in arrival and departure, but in completion of tasks.

Effective Communication (EC) Easily identified as a skill domain, effective communication within a dispositional framework refers to one's regard for honest, fair, and accurate communication. Effective communication encompasses the belief that teachers must model effective communication for their students.

Planning for Teaching and Student Learning (PTSL)

Planning for teaching and student learning in the dispositional arena refers to the beliefs about student learning and how these are evidenced in the acts of planning and teaching.

Sensitivity to Diversity and Equity (SDE)

Sensitivity to diversity and equity goes beyond the acknowledgement or awareness of differences in the classroom or community. A positive disposition in this area may be evidenced by seeking out alternative materials, careful use of appropriate language and naming, equal disbursement of resources, and a lack of ethnocentric or gender-specific generalizations.

