

TO: COTE

FROM: NCATE Steering Committee

TOPIC: Draft Institutional Report

The following document represents the initial draft of our NCATE Institutional Report for your review. A second document is also attached that contains 7 of the 11 required tables.

You will note that the document does not include many of the links, auxiliary tables or other exhibits that will constitute the final Institutional Report, rather it is simply the narrative response to each of the questions. The links, tables, and other exhibits are still being developed and/or refined for the report.

It is our hope that you will take some time and review the report bringing your comments and suggestions to the COTE Meeting on Tuesday, April 13th.

Thanks

Doug Bower, Co-Chair, College of Education & Professional Studies
Patricia Fewell, Co-Chair, Secondary Education & Foundation
Jim Kestner, Student Teaching
Tom Grissom, Instructional Technology Center
Patricia Poulter, College of Arts and Humanities
Joy Russell, Early Childhood, Elementary, and Middle Level Education
John Dively, Educational Leadership
Charles Titus, History/Social Science
Donna Binns, English
Jerry Cloward, Career & Technical Education
Marshall Lassak, Mathematics
John Stimac, Geology/Geography
Rich Cavanaugh, Health Studies



The Standard of Excellence
in Teacher Preparation

INSTITUTIONAL REPORT

DRAFT

April 6, 2010

Eastern Illinois University

Charleston, IL

November 6-10, 2010

Type of Visit: Initial-Continuing, Advanced-Continuing

Institutional Report

The following Institutional Report (IR) template should be used by institutions hosting their first visit, a regular continuing accreditation visit, a focused visit, or a probation visit. This IR template includes the prompts or questions to which the institution should respond for each standard. The electronic version of the template for writing the IR online should be open in NCATE's Accreditation Information Management System (AIMS) at aims.ncate.org a year prior to the visit. Detailed instructions for completing the IR online are available in AIMS, in the Resources section.

Responses that have been prepared in Word or another word processing program can be copied and pasted into the online template. Responses to each prompt in the template will be limited to a maximum number of characters as indicated in the template. Again, character limits have been set as a maximum. Institutions should not feel compelled to use all available characters to respond to prompts. In most cases, direct and succinct responses will not require the maximum number of characters. The length of each response should be based on the size of the unit and the prompt being addressed. In addition, 9-11 required tables must be completed or uploaded for selected standard elements. The full set of guidelines for completing the IR tables can be accessed from AIMS or the institution section of NCATE's Website at www.ncate.org. They are also available as you complete each table in the online IR.

Institutions have found it helpful to identify the key exhibits or evidence that they believe will support the claims that they make in their responses to each prompt. A limited number of additional tables, figures, and lists of links to key electronic exhibits can be uploaded for each standard element when prompted in the Online IR. To do this, an institution has three choices. First, the institution can include a link in the text of the IR. A well placed link can be helpful to the reader, but too many links can interrupt the flow of the text. Also, a short link can be put into AIMS but a link that is longer than one line will cause formatting problems. Directions for making the link hot within the text are provided in the HELP function of the online template. Second, the institution can upload attachments in the form of documents, tables, or figures. Uploading attachments can be helpful to the reader, but space is limited. A maximum of three to five uploads has been specified for each element. Third, an institution can upload a list of links to key exhibits. This list of links could include additional key exhibits or supplemental exhibits.

The institutional report (IR) can be written in the following online template, which includes character limits and space to upload tables, figures, and lists of key exhibits. Another option for writing the IR is to write the entire document in Word or other word processing program and upload the document in AIMS as directed in the Visit Reports section. In the second option, the overall length of the IR should not exceed 85 pages, including tables, figures, and links to key exhibits. Institutions selecting the second option may either use the following template as a guide or respond to each element without using the template. The Word version of the template is available on NCATE's website (www.ncate.org) and in the Resources section of AIMS.

OVERVIEW

This section sets the context for the visit. It should clearly state the mission of the institution. It should also describe the characteristics of the unit and identify and describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel.

A. Institution

A.1. What is the institution's historical context?

In 1895, the Illinois General Assembly chartered Eastern Illinois State Normal school in Charleston, Illinois, with the express purpose of preparing teachers and educators to serve the schools of rural Illinois. Over the years, the normal school grew and changed from Eastern Illinois State Teachers' College (1921) to Eastern Illinois State College (1947) and to Eastern Illinois University in 1957. In 1951 authority was granted to issue Master of Science in Education degrees and in 1964 a Specialist in Education degree program in Educational Administration was authorized. Although Eastern has emerged over the last on hundred years as a comprehensive, multipurpose public institution of higher learning, the preparation of educators (teachers, administrators and school service support staff) continues to be a significant part of its heritage and mission. Currently Eastern is among the leaders with the number of teacher education graduates in the state. Eastern's teacher education programs have been continuously accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1957.

Eastern has continued its commitment to preparing quality teachers and professional educators to serve the schools of the state and the region. The university is primarily residential with predominantly full-time undergraduate students. Approximately 11,900 <http://www.eiu.edu/~pubaff/glance.php> students from nearly all Illinois counties, most of the continental United States and approximately forty different countries are enrolled in undergraduate and graduate programs are attending Eastern. Over one third of the students attending Eastern seek certification at the initial or advanced levels to work as teachers, counselors or school administrators with children in P-12 schools. In the 2010 *US News & World Report* college rankings, EIU ranks in the top half of US News' rankings of Masters Universities within the Midwest region. <http://colleges.usnews.rankingsandreviews.com/best-colleges/charleston-il/eastern-illinois-university-1674>

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A.2. What is the institution's mission?

Eastern Illinois University is a public comprehensive university that offers superior, accessible undergraduate and graduate education. Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching, research, creative activity, and service. The University community is committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture. Throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders. <http://www.eiu.edu/about/mission.php>

To articulate the mission statement EIU President William Perry has identified the following university priorities: 1. Enhance support for excellence in faculty scholarship and teaching, in particular faculty-mentored undergraduate research, scholarship, and creative activities; 2. Enhance service and leadership

opportunities for students; 3. Enhance fine arts programming and outreach; 4. Enhance study abroad opportunities; 5. Enhance honors programs; 6. Enhance Fundraising; 7. Enhance Marketing; 8. Enhance sustainability; and 9. Enhance Diversity. <http://www.eiu.edu/~presiden/metrics.php>

The vision statement from the Vice President of Academic Affairs also articulates the mission statement: **Vision Statement for the Academic Area** - Eastern Illinois University provides the best undergraduate education of any public university in the state. This tradition of excellence is continued in high-caliber master's and post-baccalaureate programs appropriate for the region it serves. EIU's strengths are evidenced by a general education program grounded firmly in the traditional liberal arts and sciences, by excellent teacher-preparation programs, and by an array of professional and liberal arts and sciences programs appropriate for the region. Above all, EIU is committed to providing a superior learning environment for all students. <http://www.eiu.edu/~acaffair/>

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A.3. What are the institution's characteristics [e.g., control (e.g., public or private) and type of institution such as private, land grant, or HBI; location (e.g., urban, rural, or suburban area)]?

Eastern Illinois University is public, regional institution located in a rural setting in Charleston, Illinois, the county seat of Coles County, in east central Illinois. The city has a population of approximately 20,000. Two state highways, 16 and 130, go through Charleston and provide access to Interstates 57 and 70. Amtrak service is provided through Mattoon, 10 miles from Charleston. The University campus is located on 320 acres and consists of 72 buildings, including 12 residence halls and 17 apartment buildings. The University also owns wooded tracts near Charleston, which are used for nature study and life science research.

Eastern Illinois University is governed by its own Board of Trustees. The President is responsible for the operation and general welfare of the University. The University is organized into four areas, each headed by a vice president: Academic Affairs, Business Affairs, External Relations, and Student Affairs. The primary academic units include the College of Arts and Humanities; the Lumpkin College of Business and Applied Sciences; the College of Education and Professional Studies; the College of Sciences; the Graduate School; the Honors College; and the School of Continuing Education.

Faculty, staff, and students participate in University affairs through membership on the Faculty Senate, Student Senate, Staff Senate, and academic and administrative councils and committees. These groups, most of which have student and faculty members, consider and recommend policies and procedures to the President.

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A.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the institutional context may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

B. The unit

B.1. What is the professional education unit at your institution and what is its relationship to other units at the institution that are involved in the preparation of professional educators?

Eastern Illinois University is committed to an all-university approach to teacher education involving the College of Education and Professional Studies, disciplinary academic departments and the Council on Teacher Education. In the governance structure the Council on Teacher Education (COTE) serves as the official unit for teacher Education at Eastern. The following are the purpose and function from the bylaws of COTE:

Purpose of COTE

To develop policies for teacher education and to provide avenues of communication among all of the areas of the University concerned with teacher education. The COTE approves/disapproves, reviews, and provides oversight on all matters concerning teacher education.

Functions of COTE 1. To formulate, monitor, and revise policies for the admission and retention of pre-service teachers. 2. To formulate and evaluate continuously policies, standards, and criteria for teacher education curricula and programs 3. To review, monitor, and approve teacher education curricula. 4. To coordinate and report the results of follow-up studies of teacher education graduates. 5. To facilitate interdepartmental and intercollegiate cooperation on matters relevant to teacher education. 6. To assure students due process in resolving problems related to teacher education. 7. To request entitlement program approval and report changes in teacher education programs to the Illinois State Board of Education Program Approval Section and the State Teacher Certification Board. 8. To report results of teacher education studies and make recommendations to the Dean, College of Education and Professional Studies. 9. To assure that all teacher education programs are in compliance with the guidelines set forth by the Illinois State Board of Education Program Approval Section and the State Teacher Certification Board. 10. To be the final council authority on all programs preparing P-12 school personnel.

Membership of COTE

The Council on Teacher Education shall consist of: 1. Two ex-officio members (without vote) as follows: a. Provost and Vice President for Academic Affairs b. Dean, College of Education and Professional Studies, Executive Officer 2. Eleven elected faculty representatives with a demonstrated commitment to teacher education who shall be seated at the first meeting in the fall, elected for three-year overlapping terms as follows: a. Five members from the College of Education and Professional Studies, to be elected as follows: 1 from the Department of Early Childhood, Elementary, and Middle Level Education; 1 from the Departments of Health Studies, Kinesiology and Sports Studies, or Recreation Administration; 1 from the Department of Special Education; 1 from the Departments of Counseling and Student Development, Educational Leadership, or Secondary Education and Foundations; and 1 from the College at-large. b. Two members from the College of Sciences to be elected as follows: 1 from Group 1 (Communication Disorders and Sciences, Economics, Political Science, Psychology, or Sociology/Anthropology); and 1 from Group 2 (Biological Sciences, Chemistry, Geology/Geography, Mathematics and Computer Science, or Physics). c. Two members from the College of Arts and Humanities to be elected as follows: 1 from Group 1 (Art, Music, or Theatre Arts); 1 from Group 2 (Communication Studies, English, Foreign Languages, History, Journalism, or Philosophy). d. Two members from the Lumpkin College of Business and Applied Sciences to be elected as follows: 1 from the School of Technology; and 1 from the College at-large.

http://www.eiu.edu/~eiuacote/COTEBylaws_rev01032009.pdf

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B.2. How many professional education faculty members support the professional education unit? Please complete Table 1 or upload your own table at Prompt B.7 below.

Table 1
Professional Education Faculty
See Attached

Professional Education Faculty	Full-time in the Unit	Full-time in the Institution, but Part-time in the Unit	Part-time at the Institution & the Unit (e.g., adjunct faculty)	Graduate Teaching Assistants Teaching or Supervising Clinical Practice	Total # of Professional Education Faculty
Number of faculty					

B.3. What programs are offered at your institution to prepare candidates for their first license to teach? Please complete Table 2 or upload your own table at Prompt B.7 below.

Table 2
Initial Teacher Preparation Programs and Their Review Status
See Attached

Program	Award Level (e.g., Bachelor's or Master's)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. Of Regents)	Program Report Submitted for National Review (Yes/No)	State Approval Status (e.g., approved or provisional)	Status of National Recognition of Programs by NCATE

B.4. What programs are offered at your institution to prepare advanced teacher candidates and other school professionals? Please complete Table 3 or upload your own table at Prompt B.7 below.

Table 3
Advanced Preparation Programs and Their Review Status
See Attached

Program	Award Level (e.g., Bachelor's or Master's)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)	Program Report Submitted for National Review (Yes/No)	State Approval Status (e.g., approved or provisional)	Status of National Recognition of Programs by NCATE

B.5. Which of the above initial teacher preparation and advanced preparation programs are offered off-campus or via distance learning technologies? What alternate route programs are offered? [In addition to this response, please review the "Institutional Information" in AIMS and, if updating is needed, contact NCATE with details about these programs.]

Initial Programs Offered Off Campus (Cohort Model)

- Elementary Education
- Special Education

Advanced Teaching Programs Offered Off Campus

- **Elementary Education**

Other School Personnel Advanced Programs Offered Off Campus

- **School Counseling**
- **Educational Leadership-Principalship**
- **Educational Leadership-Superintendency**

Alternative Route to Teacher Certification program leading to certification in (<http://www.eiu.edu/~eiuttp/>) :

- **Foreign Languages**
- **Career & Technical Education (Business, Technology, Family & Consumer Sciences)**
- **Math**
- **Sciences (Chemistry, Physics, Biological Sciences, Earth Sciences)**

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B.6. (Continuing Visit Only) What substantive changes have taken place in the unit since the last visit (e.g., added/dropped programs/degrees; significant increase/decrease in enrollment; major reorganization of the unit, etc.)? [These changes could be compiled from those reported in Part C of the AACTE/NCATE annual reports since the last visit.]

Changes that have taken place since the last visit include:

- The unit has revised the selection process for initial level teacher education programs, which included the substitution of the Illinois Basic Skills Test for the TAP test and increase the minimum cumulative GAP requirement from 2.5 to 2.65 on a 4. Scale. (Fall 2002)
- The Alternative Certification Program, initiated in 2003. The College of Education and Professional Studies at Eastern Illinois University offers an alternative route to certification program in accordance with state legislation and guidelines from the Illinois State Board of Education. Secondary Certification is available in the following areas: Math, Foreign Languages, Technology Education, Science, Business Education and Family & Consumer Science Education. <http://www.eiu.edu/~eiuttp/>
- The Advisory Committee on Teacher Education was developed in 2002-2003 to facilitate discussions of all issues pertaining to design implementation of teacher education programs and recommend needed actions to the standing committees and councils of the University
- Dean Diane H. Jackman joined the unit during the 2006 reporting year.
- At the initial level, we are in the process of eliminating the Physical Education – grades 6-12 program. All students interested in Physical Education will no need to complete the Physical Education- grades k-12 program. (2007)
- At the advanced level, two new programs were approved by the Illinois state Board of Education – Learning Behavior Specialist II (Behavior Intervention Specialist and Curriculum Adaptation Specialist) and Special Education Director. At this point in time there are no candidates in these programs.

- The Master of Science in Education: Master Teacher has been “on the books” during the previous visit, but the first offering of this Masters degree was initiated in a co-hort format in Effingham, Illinois with an enrollment of 15 persons. (2009)
- At the advanced level, a new option was developed for the Master’s Degree in Mathematics Education, The new option was focused on Elementary and Middle School Mathematics Education.

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B.7. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit context may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

CONCEPTUAL FRAMEWORK

This section provides an overview of the unit's conceptual framework(s). The overview should include a brief description of the framework(s) and its development.

C.1. How does the unit's conceptual framework address the following structural elements? [Please provide a summary here. A more complete description of the conceptual framework should be available as an electronic exhibit.]

- the vision and mission of the unit
- philosophy, purposes, goals, and institutional standards of the unit
- knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit
- candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards
- summarized description of the unit's assessment system

History

Initially, the Conceptual Framework was created as a “knowledge base” for the College of Education and Professional Studies for the 1995 NCATE/ISBE visit. A committee of professional educators, including P-12 practitioners, initially developed the Conceptual Framework. The Conceptual Framework continues to be a “living document.” http://www.eiu.edu/~ncate2010/docs/conceptual_framework_01182008.pdf

It has been regularly revisited and revised over the decade since it was first created. In 2002, the initial nineteen outcomes identified by the Unit were supplanted in the Conceptual Framework with the Illinois Professional Teaching Standards. In 2008 the advanced outcomes were supplanted in the Conceptual Framework with the graduate outcomes are based upon the Eastern Illinois University’s Council on Graduate Studies outcomes with two additional outcomes.

Mission and Vision Statement

The College of Education and Professional Studies at Eastern Illinois University has a tradition of providing an educational environment that is conducive to interaction, inquiry, and service. The goal of the College is to prepare professionals who will advance the intellectual, physical, psychological and social wellbeing of our pluralistic democracy and global society. Offering preparation in varied fields and

on multiple levels of study, the College serves a diverse student body at the undergraduate and graduate levels. The College has a reputation for excellence in its programs, strives to hold students to even higher expectations for learning, and is accountable for quality of academic programs and the assessment of learning.

The College will sustain and create varied partnerships between faculty, students and community agencies, including business, industry and P-12 schools. Administration, faculty and staff are committed to design and implement programs that reflect the changing community. All students participate in field-based experiences that bridge the gap between theory and practice. Students are prepared to be leaders in their professions. They integrate technology effectively and responsibly in their personal and professional lives. Graduates demonstrate respect for the dignity of individuals because they have seen it modeled and integrated in the College experience. Revised: 7-22-99

Philosophy, purposes, goals, and institutional standards of the unit

Kindsvatter, R., Wiley, W., and Ishler, M. (2000) in Dynamics of Effective Teaching, describe beliefs as being the basis for much of everyday behavior, and address the beliefs which guide the development of their thesis about effective teaching. Using these beliefs as a basis for discussion and deliberation, the Unit developed its own belief statements.

The Unit faculty and staff holds the following beliefs that help formulate the “educator as creator of effective educational environments:”

- The educator has acquired a learned set of behaviors requiring extensive knowledge bases and preparation.
- The educator must be an effective decision maker.
- The educator creates environments conducive to learning.
- The educator uses higher level thinking skills in order to create effective learning environments.
- The educator is committed to life-long learning.
- 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.
- The educator, as a professional practitioner, must believe in the science and the art of the profession.
- The educator reflects, respects, and understands the diversity of students, subjects, strategies, and societies.

The overall theme of “educator as creator of effective educational environments” provides a global focus to the five domains that in turn provide a scaffold for the structure, coherence, and continuity of the Unit programs. As James Banks noted: “A school is a social system in which all of its major variables are closely related” (Banks, 2004, p.22). In order to achieve its goals, Neville Sanford has argued that universities must provide appropriate levels of challenge and support to students during their progress toward graduation (cited in Chickering & Reisser, 1993). Too much challenge could be overwhelming, but too much support inhibits development. The College of Education and Professional Studies uses the five domains as a framework for providing a balance between the levels of challenge and support, building students’ skills gradually, increasing levels of challenge as they become more capable, but always providing support for their efforts as they learn and grow in the college environment.

We believe that the educator serves as a creator of effective educational environments. Integral in the unit’s conceptual framework, all educators in order to create an effective educational environment 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 conceptual

Framework adhered to by the unit is developed in five themes allowing 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; and
- Diverse subjects and levels.

The following gives context to the five domains:

Diverse Students

Educators must consider a range of individual differences. These include “differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and geographical area.” (NCATE, 2002, p.53) Educators must have the knowledge bases to make educational decisions that are appropriate in the framework of a pluralistic society. Within educational environments and in the context of all collaborative relationships, educators must reflect their understanding and acceptance of diversity.

Diverse Strategies

A strategy in teaching is any one of a multitude of plans for conducting instruction or an activity (Hall, 2008). An effective educator must be able to consider differing models of teaching that are really models of learning, not only for students, but for colleagues as well. (Joyce, 2000). Diverse strategies include flexible, interactive, multiple and varied opportunities to learn and practice while accommodating individual learning styles, differing stages of development and individual needs or interests.

Diverse Technologies

The use of technology defined by NCATE is “what students must know and understand about information technology in order to use in working effectively with students and professional colleagues in the (1) delivery, development, prescription, and assessment of instruction; (2) problem solving; (3) school and classroom administration; (4) educational research; (5) electronic information access and exchange; and (6) personal and professional productivity.” (NCATE, 2002, p. 57) It is clear from the description above that diverse technologies apply not only to skill in using computers but also to “the systematic application of scientific or other organized knowledge to practical tasks” (Galbraith, 1967, p.12). Thus for educators diverse technology is a bridge between research and theory on one side and professional practice on the other, allowing for the appropriate use of the technology as a tool to create an effective environment.

Diverse Societies/Communities

The effective educator must collaborate, create positive relationships with colleagues, and interact with parents and communities that vary greatly from one school to another. Culture, ethnicity, socioeconomic status and language are only a few of the societal differences that are present in many communities. Thus, it is necessary for educators to have an understanding of a broad array of situations and populations with whom they may work. An educator must be able to answer the question: How can I be effective in meeting the needs of students from such a variety of backgrounds? It is the job of faculty members at the university to prepare the educator to answer that question. Beyond that, educators must have the opportunity to reflect on how their own background and experiences will impact their ability to meet the needs of students coming from diverse societies.

Diverse Subjects and Levels

Professional education programs build upon a foundation of general education and culminate in the acquisition and demonstration of professional knowledge. Pedagogical content knowledge, general education knowledge, and professional education knowledge are essential. Educators must facilitate the

transformation of disciplinary knowledge into forms of knowledge that are appropriate for students in their respective environments.

Knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit

Candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards

Selected researches that guide the work of the Unit are found within the conceptual framework as a whole. The Unit programs have their own body of knowledge that drives the work that is directly linked to the content delivered within each program and is reflected in their Specialty Organizations.

Knowledge bases and educational practices within the unit ensure that initial candidate outcomes can be met. These initial candidate outcomes are based on the Illinois Professional Teaching Standards:

1. Content knowledge - 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.
2. Human Development and Learning - The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.
3. Diversity - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. Planning for Instruction - The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.
5. Learning Environment - 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.
6. Instructional Diversity - The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
7. Communication - The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
8. Assessment - The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.
9. Collaborative Relationships - 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.
10. Reflection and Professional Growth - 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.
11. Professional Conduct - The teacher understands education as a profession maintains standards of professional conduct and provides leadership to improve student learning and well-being.

- Illinois State Board of Education July 2002

The Advanced graduate outcomes are based upon the Eastern Illinois University's Council on Graduate Studies outcomes with two additional outcomes:

1. A depth of content knowledge including effective technology skills and ethical behaviors - can include program learning objectives related specifically to the knowledge base as defined by the discipline but can also include learning objectives related to ethical behaviors and professional responsibility; specific

skills sets in the areas of technology, leadership, management, or laboratory procedures; application of theory into practice; and/or competency as a performer, educator, or conductor.

2. Critical thinking and problem solving - can be assessed through various class assignments including laboratory procedures and reports; application of case studies and other simulated situations; and evaluations of health/medical status as well as by performance on the program's comprehensive knowledge component.

3. Oral and written communication skills - typically are assessed throughout the students' degree program. Regular course assignments, including position papers, lab reports, research reviews, technical presentations, debates, and facilitated discussions as well as performance as a graduate assistant, if appropriate, can be utilized.

4. Advanced scholarship through research and/or creative activity - is a critical component of all graduate degree programs. Evidence of scholarly activity might include formulating, conducting, and presenting original research, critically reviewing and synthesizing existing research, designing artwork or other creative works and composing a musical piece.

5. Ability to work with a diverse clientele, recognizing individual differences - and to use this knowledge, skills, and dispositions to make decisions appropriate for our schools and societies. Evidence of this ability might include lesson/program/evaluation or other plans, reflective journals, position papers, and assessment of practica or field experiences,

6. Ability to collaborate and create positive relations within the school, community, and profession in which they work - is an essential part of all advanced level educator preparation programs. This includes working with other school personnel, families, community members and organizations, and political leaders to promote the success of students and other clientele. Evidence of this ability might include lesson/program or other plans, reflective journals, position papers, and assessment of practica or field experiences.

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

As defined by the National Network for the Study of Educator Dispositions (NNSSED), 'dispositions' are "the attitudes, perceptions and/or beliefs that form the basis for behavior." Eastern Illinois University has adopted this definition, and uses it as the foundation for the identification and assessment of candidate dispositions. Each of the Unit Assessments was analyzed, and out of this process, the following dispositional areas, based upon the NNSSED definition, were identified:

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. In addition, candidates should evidence a supportive and encouraging atmosphere for learning through their interactions with students.

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. Appropriate use of language, academic integrity and honesty, and the ability to keep professional confidences are in this dispositional category.

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. Honorable and non-judgmental professional discourse, especially in relation to the candidate's progress, is essential for growth. Effective communication considers the audience as well as the message.

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. Positive dispositions in this area are reflected in rich and varied teaching approaches.

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. Candidates are now assessed on the dispositions outlined and a process of referral and remediation has been developed.

Summarized description of the unit's assessment system

Assessment System - Initial Level

The Unit assessment system at the initial level is built around the five knowledge and skill domains essential to creating effective educators as presented throughout this document. These domains have been mapped to the Illinois Professional Teaching Standards.

The Unit Assessment System at the initial level includes five stages of assessment and ten performance assessments that must be completed and successfully submitted by candidates within the Unit. Each assessment has a corresponding evaluation rubric that is mapped to the appropriate state and Unit standards. The required performance assessments, stages and domains addressed by the rubrics map the relationship of the initial level candidates' assessment system to the Conceptual Framework. With the exception of test results and graduate follow-up data, all assessment information is collected, assessed, and reported through LiveText, our E-portfolio system. Regular assessment reports will be prepared and distributed to the Unit Assessment Committee for Initial Programs, the Council on Teacher Education and teacher education programs. The Unit Assessment Committee for Initial Programs will have primary responsibility for monitoring, reviewing, and recommending changes to the Unit Assessment system for Initial Programs.

Unit Assessment System – Advanced Programs

The Unit assessment system at the advanced level is also built around the five knowledge and skill domains essential to creating effective educators as presented throughout this document. These domains have been mapped to the Assessment of Student Learning Requirements for Graduate Programs at Eastern Illinois University.

The Unit Assessment System at the advanced level includes three stages of assessment and four performance assessments that must be completed and successfully submitted by candidates within the Unit. Each assessment has a corresponding evaluation rubric that is mapped to the appropriate state and Unit standards. The required performance assessments, stages and domains addressed by the rubrics map the relationship of the advanced level candidates' assessment system to the Conceptual Framework. Each program will capture the data from the unit assessments for each candidate and report it using an Excel spreadsheet to the Dean's Office in the College of Education and Professional Studies. This data will then be aggregated and regular assessment reports will be prepared and distributed to the Unit Assessment Committee for Advanced Programs, the Council on Teacher Education and the Council on Graduate Studies. The Unit Assessment Committee for Advanced Programs will have primary responsibility for monitoring, reviewing, and recommending changes to the Unit Assessment system for Advanced Programs.

12,000 characters

C.2. (Continuing Visits Only) What changes have been made to the conceptual framework since the last visit?

An ongoing process, the most recent review of this Conceptual Framework began in the Spring of 2006. The current Conceptual Framework articulates the dispositions all candidates must demonstrate while progressing through the programs within the Unit. In addition, the research base for the components of the Conceptual Framework was reviewed and updated. The outcomes for the advanced programs were reviewed in 2007, and the outcomes for the Eastern Illinois University graduate programs have supplanted the original outcomes outlined in the 2005 edition of the Conceptual Framework. Unit Dispositions have been identified and processes for assessment, referral and remediation have been implemented.

In 2009, a reconstituted Unit Assessment Committee was appointed by Dean Diane Jackman, the role of the committee will be to establish, implement, and maintain a clear and articulated process for reviewing the unit assessment systems (including distribution and use of data) for both initial and advanced programs. Some questions the committee will likely want to address include:

- 1) Are we collecting unit assessment information using the right artifacts at the right times?
- 2) Are the rubrics clear, and workable?
- 3) Is the data collected useful?
- 4) Is the data being shared and used for candidate improvement and unit/program improvement?
- 5) How do we train faculty to use the rubrics fairly and consistently?
- 6) How do we train faculty/administration to use the data?

Within that scope the committee is looking at all aspects of the assessment system and how the assessment system may better assess the outcomes outlined in the conceptual framework. This work is ongoing and will continue to improve the assessment system.

2,000 characters

C.3. (First Visits Only) How was the conceptual framework developed and who was involved in its development?

1,000 characters

C.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the conceptual framework may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

STANDARDS

This section is the focus of the institutional report. A description of how the unit meets each standard element must be presented. Significant differences among programs should be described as the response is written for each element under subheadings of initial teacher preparation, advanced teacher preparation, and other school professionals. Significant differences among programs on the main campus, in off-campus programs, in distance learning programs, and in alternate route programs should be identified. Links to key exhibits to support the descriptions may be attached to the last prompt of each element.

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and

professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Directions When Programs Have Been Reviewed Nationally or by a Similar State Review

To reduce burden and duplication, units have fewer reporting requirements for Standard 1 when programs have been submitted for national review or similar state review. These review processes cover many of the elements in Standard 1. For programs that have been submitted for national review or similar state review, units are asked to report in the IR only the following information:

- State licensing test data for Element 1a (content knowledge for teacher candidates) and Element 1e (knowledge and skills for other school professionals)
- Assessment Data for Element 1c (professional and pedagogical knowledge and skills)
- Assessment data for Element 1g (dispositions)
- Results of follow-up studies of graduates and employers (all standards elements)

Because program standards do not generally cover general professional knowledge and skills nor professional dispositions, the unit must respond to all of the prompts in Elements 1c (Professional and Pedagogical Knowledge and Skills for Teacher Candidates) and 1g (Professional Dispositions for All Candidates) regardless of whether programs have been submitted for national or state review.

The prompts for each element in the IR include reminders of when data for these programs need not be included. The term "similar state review" refers to state review processes that require institutions to submit assessments and assessment data for evaluation and/or approval. For more information on "similar state review," click on the HELP button at the top right corner of your screen.

1a. Content Knowledge for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1a.1. What are the pass rates of teacher candidates in initial teacher preparation programs on state tests of content knowledge for each program and across all programs (i.e., overall pass rate)? Please complete Table 4 or upload your own table at Prompt 1a.5 below. [This information could be compiled from Title II data submitted to the state or from program reports prepared for national review.]

**Table 4
Pass Rates on Content Licensure Tests for Initial Teacher Preparation
See Attached**

For Period:

Program	Name of Licensure Test	# of Test Takers	% Passing State Licensure Test
Overall Pass Rate for the Unit (across all programs for the preparation of other			

school professionals)			

1a.2 (Programs Not Nationally Reviewed) What data from other key assessments indicate that candidates in initial teacher preparation programs demonstrate the content knowledge delineated in professional, state, and institutional standards? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1a.5 below.]

All initial programs are nationally reviewed and recognized. EIU does offer an Alternative Route to Teacher Certification program leading to certification in high need disciplines (Foreign Languages, Career & Technical Education-Business, Technology & Family and Consumer Sciences, Mathematics, and Sciences-Chemistry, Physics, Biological Sciences, and Earth Sciences. Candidates entering this program must demonstrate content knowledge in their discipline as a condition for entry. Data used to determine this include passage of the state content test in their discipline, completion of a major or equivalent in the area in which they are seeking certification, and successful work experience in the discipline in which they are seeking certification. All this information is reviewed by program faculty and a determination made as to content mastery. (See Alt Cert Data Tables)

4,000 characters

1a.3. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates demonstrate an in-depth knowledge of the content knowledge delineated in professional, state, and institutional standards? [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1a.5 below.]

Advanced teacher education programs systematically assess aspects of candidates’ content knowledge at each of three assessment points within the program. These assessment points include entry (beginning), middle and completion. These three assessments are tied directly to our Conceptual Framework and Unit Standards (see conceptual framework). These assessments demonstrate that at each of the three assessment points at least 97% of advanced teaching candidates are meeting program, professional, state, and institutional standards at either a Meets or Exceeds level. See aggregate and disaggregated unit assessment data table.

Additional evidence of candidates’ professional content knowledge comes from comprehensive exams, theses or capstone projects in which candidates demonstrate their content expertise in order to complete their specific program. Attach table of capstone experiences.

3,000 characters

1a.4. What do follow-up studies of graduates and employers indicate about graduates' preparation in the content area? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to content knowledge could be attached at Prompt 1a.5 below. The attached table could include all of the responses to your follow-up survey to which you could refer the reader in responses on follow-up studies in other elements of Standard 1.]

Initial Programs

Graduates of teacher preparation programs and their supervisors are surveyed during their first full year of teaching using the *Recent Teacher Graduate Survey – Questions for 2007-2008 Graduates of Teacher Education Programs in Illinois* and the *Recent Teacher Graduate Survey – Questions for Supervisors of 2007-2008 Graduates of Teacher Education Programs in Illinois*. Both surveys are a cooperative effort of the Illinois Association of Deans of Public Colleges of Education (IADPCE) in conjunction with the Illinois Teacher Data Warehouse. The survey is administered confidentially and links teacher and supervisor responses. Response rate for first year graduates in the last survey cycle (2007-2008) was 56.2% (n = 329) and for supervisors was 66.6% (n = 329).

85% of graduates respond that they are moderately/extremely prepared for teaching in the primary subject/content area(s) (item 9-12); supervisors respond that graduates are 91.7% moderately/extremely prepared. Responses from graduates on the *Fifth-Year Teacher Survey for 2003-04 Teacher Graduates* (another cooperative effort of the IADPCE) reported teaching in the primary content area(s) as 96.6% moderately/very successful. Response rate for survey was 46.5% (n = 164).

Related to preparation, graduates respond they understand the central concepts, methods of inquiry and structures of the discipline necessary to create learning experiences to make the content meaningful to the students (Knowledge and Practice of Illinois Professional and Core Teaching Standards, item 8-1) mostly/completely 92.2% and put it into practice 85.1% most/all of the time. Supervisors respond that graduates understand the standard mostly/completely 89.7% and put it into practice 87.3% most/all of the time. In general, graduates were 94% satisfied/very satisfied with the overall quality of the teacher education program (item 7-6).

These data show how strongly graduates and their supervisor's believe they are well prepared in their content area.

Advanced Teaching Programs

There are advanced programs in science, mathematics education, art, elementary education, and special education. Each program uses different measures to assess outcomes relative to program goals. While each program is intended for classroom (and post secondary) teachers, not all are focused on teaching. The Graduate School and individual programs have conducted/conduct follow-up surveys of their graduates. One example of this is the graduate survey conducted of graduates of the MS in Education – Elementary Education. The survey asks candidates explicitly about whether the program extended the depth of their content knowledge in the discipline. The results showed that 96% of candidates believed the program met or exceeded expectations in this area. Data from the other Advanced Teaching Programs demonstrate the same level of success relative to content expertise.

2,000 characters

1a.5 (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the content knowledge of teacher candidates may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels

and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1b.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates in initial teacher preparation programs demonstrate the pedagogical content knowledge and skills delineated in professional, state, and institutional standards? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1b.4 below.]

All initial programs are nationally reviewed and recognized. EIU does offer an Alternative Route to Teacher Certification program leading to certification in high need disciplines (Foreign Languages, Career & Technical Education-Business, Technology & Family and Consumer Sciences, Mathematics, and Sciences-Chemistry, Physics, Biological Sciences, and Earth Sciences. Candidates demonstrate pedagogical content knowledge and skills both during their intensive summer experience and during their year-long internship. Data used to determine this include field experience and internship evaluations and a final assessment project. These evaluations are conducted by the Alternative Certification Director, the discipline specific faculty teaching in the program, and the candidates' principal(See Alt Cert Data Tables).

4,000 characters

1b.2. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates know and apply theories related to pedagogy and learning, are able to use a range of instructional strategies and technologies, and can explain the choices they make in their practice. [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1b.4 below.]

Eastern Illinois University College of Education candidates demonstrate content specific pedagogy, utilize a broad range of skills during instruction, present instruction in meaningful ways so that students can learn, and integrate the use of technology into their teaching. Advanced teaching candidates complete a number of assignments that demonstrate their professional and pedagogical knowledge. Data specific to each of these competencies can be found in the unit assessment data [LINK TO GRADUATE PROGRAM UNIT ASSESSMENT].

In addition, program specific key assessments within each course also provide important evidence about candidates' ability to use a range of instructional strategies; for example see specific course assignments, go to [LINK TO EC/ELE/MLE COURSE SYLLABI]. Assignments demonstrate opportunities for self assessment and reflection regarding pedagogical choices.

3,000 characters

1b.3. What do follow-up studies of graduates and employers indicate about graduates' preparation in pedagogical content knowledge and skills? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to pedagogical content knowledge and skills could be attached at Prompt 1b.4 below.]

Initial Program:

Responses to the graduates 2007-08 *Recent Teacher Graduate Survey* and the supervisors of graduates 2007-08 *Recent Teacher Graduate Survey* show that 85% of graduates respond that they are moderately/extremely prepared for teaching in the primary subject/content area(s) (item 9-12). For the same question, supervisors respond that graduates are 91.7% moderately/extremely prepared.

This strength in preparation is further reflected in responses to questions focused on Knowledge and Practice of Illinois Professional and Core Teaching Standards. Graduates respond that they understand

- the central concepts, methods of inquiry and structures of the discipline that are necessary to create learning experiences that make the content meaningful to the students (item 8-1) mostly/completely 92.2% and put it into practice 85.1% most/all of the time. Supervisors respond that graduates understand the standard mostly/completely 89.7% and put it into practice 87.3% most/all of the time.
- instructional planning in order to design instruction based upon knowledge of the discipline, students, the community, and curriculum goals (item 8- 4) mostly/completely 93.2% and put it into practice 93.2% most/all of the time. Supervisors respond that graduates understand this standard mostly/completely 85.9% and put it into practice 83.6% most/ all of the time.
- a variety of instructional activities to encourage student’s development of critical thinking, problem solving, and performance spells (item 8- 6) mostly/completely 90.4% and put it into practice 81.4% most/all of the time. Supervisors respond that graduates understand this standard mostly/completely 84.4% and put it into practice 82.1% most/ all of the time.

Advanced Teaching Programs:

There are advanced programs in science, mathematics education, art, elementary education, and special education. Each program uses different measures to assess outcomes relative to program goals. While each program is intended for classroom (and post secondary) teachers, not all are focused on teaching. The Graduate School and individual programs have conducted/conduct follow-up surveys of their graduates. One example of this is the graduate survey conducted of graduates of the MS in Education – Elementary Education. The survey asks candidates explicitly about whether the program prepared them to apply content knowledge to practice. The results showed that 94% of candidates believed the program met or exceeded expectations in these areas. Data from the other Advanced Teaching Programs demonstrate the same level of success relative to pedagogical content.

2,000 characters

1b.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the pedagogical content knowledge of teacher candidates may be attached here. (Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.)

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1c.1. What data from key assessments indicate that candidates in initial teacher preparation and advanced teacher preparation programs demonstrate the professional and pedagogical knowledge

and skills delineated in professional, state, and institutional standards to facilitate learning? [A table summarizing these data could be attached at Prompt 1c.5 below.]

Initial Programs:

Candidates' professional and pedagogical knowledge and skills are the focal point of all candidates' professional education coursework. All candidates are required to complete at least two semesters of upper division methods courses with required supervised field experiences prior to student teaching. Candidates then complete a full semester of student teaching. Throughout these experiences candidates are assessed both in their ability to plan lessons effectively and to deliver these lessons in a manner that facilitates learning for all students. These assessments are built around Eastern Illinois University's Conceptual Framework which is aligned with the Illinois Professional Teaching Standards. The domains tied most closely to candidates' ability to facilitate learning are Diverse Students and Diverse Strategies (EIU Conceptual Framework) with the related professional dispositions. Unit data shows that candidates from all teacher education programs across campus meet or exceed standards at an extremely high rate (See Unit Assessment Instruments and Data Tables – Lesson/Unit Plan, Field Experience II and III, Impact on P-12 Learning and Student Teaching Evaluation).

Advanced Teaching Programs:

There are advanced programs in science, mathematics education, art, elementary education, and special education. Each program uses different measures to assess outcomes relative to program goals. Most of Eastern Illinois University advanced teaching candidates are current teachers seeking professional development in content and pedagogical practice. Providing practicing professionals the skills to help them improve their professional and pedagogical practice to improve student learning is key to these programs. Eastern Illinois University's Conceptual Framework is aligned at the advanced level to the Graduate School Student Learning Requirements. The domains tied most closely to candidates' ability to facilitate learning are Diverse Students and Diverse Strategies (EIU Conceptual Framework) with the related professional dispositions. Overall, nearly 100% of advanced teaching candidates meet or exceed standards on the assessment items measuring these factors. Assessment instruments and data specific to these factors can be found in the unit assessment data.

4,000 characters

1c.2. What data from key assessments indicate that candidates in initial teacher preparation programs consider the school, family, and community contexts and the prior experiences of students; reflect on their own practice; know major schools of thought about schooling, teaching, and learning; and can analyze educational research findings? If a licensure test is required in this area, how are candidates performing on it? [A table summarizing these data could be attached at Prompt 1c.5 below.]

Candidates' professional and pedagogical knowledge and skills are the focal point of all candidates' professional education coursework. All candidates are required to complete at least two semesters of upper division methods courses with required supervised field experiences prior to student teaching. Candidates then complete a full semester of student teaching. Throughout these experiences candidates are assessed both in their ability to plan lessons effectively and to deliver these lessons in a manner that considers the needs and experiences of all students, the context in which learning takes place, and effectively uses research and data to help all students learn. These assessments are built around Eastern Illinois University's Conceptual Framework which is aligned with the Illinois Professional Teaching Standards. The domains tied most closely to candidates' ability to consider context are Diverse Students and Diverse Schools and Societies (EIU Conceptual Framework) with the related professional

dispositions. Unit data shows that candidates from all teacher education programs across campus meet or exceed standards at an extremely high rate (See Unit Assessment Instruments and Data Tables – Lesson/Unit Plan, Field Experience II and III, Impact on P-12 Learning and Student Teaching Evaluation).

5,000 characters

1c.3. What data from key assessments indicate that advanced teacher candidates reflect on their practice; engage in professional activities; have a thorough understanding of the school, family, and community contexts in which they work; collaborate with the professional community; are aware of current research and policies related to schooling, teaching, learning, and best practices; and can analyze educational research and policies and explain the implications for their own practice and the profession? [A table summarizing these data could be attached at Prompt 1c.5 below.]

There are advanced programs in science, mathematics education, art, elementary education, and special education. Each program uses different measures to assess outcomes relative to program goals. Most of Eastern Illinois University advanced teaching candidates are current teachers seeking professional development in content and pedagogical practice. Providing practicing professionals the skills to help them better reflect on their professional practice, improve their ability to collaborate with other school personnel, to help them better understand the school and community context in which they teach, and to help them better understand and use research to improve their teaching practice are key to these programs. Eastern Illinois University's Conceptual Framework is aligned at the advanced level to the Graduate School Student Learning Requirements. The domains tied most closely to candidates' ability to these items are Diverse Students and Diverse Schools and Societies (EIU Conceptual Framework) with the related professional dispositions. Overall, nearly 100% of advanced teaching candidates meet or exceed standards on the assessment items measuring these factors. Assessment instruments and data specific to these factors can be found in the unit assessment data.

3,000 characters

1c.4. What do follow-up studies of graduates and employers indicate about graduates' preparation related to professional and pedagogical knowledge and skills? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to professional and pedagogical knowledge and skills could be attached at Prompt 1c.5 below.]

Initial Programs

As shown in the 2007-08 graduate *Recent Teacher Graduate Survey* and the supervisors of graduates *Recent Teacher Graduate Survey*, graduates 90% agree the teacher education program provided experiences that included opportunities to practice different strategies and models of teaching (item 12-3). Graduates 93.1% mostly/completely understand the role of the teacher as a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community (item 8-10) and put this into practice 85.8% most/all of the time. Supervisors respond that graduates understand the standard mostly/completely 85.1% and use it 79% most/all of the time. This data shows how well the program prepares graduates.

Graduates and supervisors (respectively) respond that graduates are moderately/extremely prepared for (item 9, sub-items 4, 6, 9, 10)

- accommodating instruction for students with exceptionalities (73.3%, 83.5%).
- implementing developmentally appropriate instruction (85.5%, 89.9%).
- managing the learning environment (73.9%, 83.9%).
- managing student behavior (61.1%, 82.1%).

While supervisors are satisfied, graduate responses in some areas are lower than expected.

Graduate confidence in preparation is reflected in responses to mostly/completely understanding and most/all of the time practicing the Illinois Professional and Core Teaching Standards (item 8, sub-items 3, 4, 6):

- How students differ in their approach to learning in order to create instructional opportunities adapted to diverse learners (93.8%, 83.3%).
- Instructional planning in order to design instruction based upon knowledge of the discipline, students, the community, and curriculum goals (93.2%, 93.2%).
- A variety of instructional activities to encourage student's development of critical thinking, problem solving, and performance spells (90.4, 81.4%).

Supervisor responses agree; sub-item- 3 (84.7%, 80%), 4 (85.9%, 83.6%) and 6 (84.4%, 82.1%).

Advanced Teaching Programs:

There are advanced programs in science, mathematics education, art, elementary education, and special education. Each program uses different measures to assess outcomes relative to program goals. Most of Eastern Illinois University advanced teaching candidates are current teachers seeking professional development in content and pedagogical practice. The Graduate School and individual programs have conducted/conduct follow-up surveys of their graduates. One example of this is the graduate survey conducted of graduates of the MS in Education – Elementary Education. The survey asks candidates explicitly about their preparation relative to professional and pedagogical practice. The results showed that in excess of 85% of candidates believed the program met or exceeded expectations in this area (items ranged from 85%-94% meets or exceeds). Data from the other Advanced Teaching Programs demonstrate the same level of success relative to these factors.

2,000 characters

1c.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the professional and pedagogical knowledge and skills of teacher candidates may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1d. Student Learning for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1d.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates in initial teacher preparation programs can assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences to help all students learn? [Data for initial teacher preparation

programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1d.4 below.]

All initial programs are nationally reviewed and recognized. EIU does offer an Alternative Route to Teacher Certification program leading to certification in high need disciplines (Foreign Languages, Career & Technical Education-Business, Technology & Family and Consumer Sciences, Mathematics, and Sciences-Chemistry, Physics, Biological Sciences, and Earth Sciences. Candidates in this program must demonstrate their ability to assess and analyze their impact on student learning and their ability to make instructional adjustments so as to help all students learn. Data used to determine this include a review of candidates ability to use teacher-made and state assessment data, as well as assessments of candidates Impact on P-12 learning. All this information is reviewed by program faculty and a determination made as to content mastery. (See Alt Cert Data Tables)

3,000 characters

1d.2. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates demonstrate a thorough understanding of the major concepts and theories related to assessing student learning; regularly apply them in their practice; analyze student, classroom, and school performance data; make data-driven decisions about strategies for teaching and learning; and are aware of and utilize school and community resources that support student learning? [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1d.4 below.]

In advanced teacher education programs, candidates learn to use assessment to analyze student learning needs and to assess the effectiveness of their instruction in promoting learning for all students. Programs have developed assignments to evaluate a candidates ability to make data based decisions. Capstone experiences such as Thesis or Action Research require candidates to For example an Action Research Project [LINK TO EC/ELE/MLE ACTION RESEARCH HANDBOOK] in the Elementary Education Department requires advanced candidates to use data to identify a problem, collect data, analyze the data and make recommendations about educational practice.

Evidence is also generated through Unit Assessments including an item developed to determine a candidates' ability to effectively evaluate and identify an appropriate course of action.. Data indicates that **close to 100% of candidates** are meeting program, professional, state, and institutional standards at either a Meets or Exceeds level relative to this question-with the vast majority at the meets level. (See aggregate and disaggregated unit assessment data table) . While scores are high, the unit realizes that this is an area where we need to continue our efforts with candidates.

2,500 characters

1d.3. What do follow-up studies of graduates and employers indicate about graduates' ability to help all students learn? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to the ability to help all students learn could be attached at Prompt 1d.4 below.]

Initial Programs:

Both graduates and supervisors of graduates share positive responses on the 2007-08 graduate *Recent Teacher Graduate Survey* and the supervisors of graduates *Recent Teacher Graduate Survey* with regard to graduates' ability to help all students learn.

Graduates 92.6% mostly/completely understand the Illinois Professional and Core Teaching Standard-various formal and informal assessment strategies necessary to support the continuous development of all students (item 8-8) and put it into practice 87.6% most/all of the time. Supervisor's respond that graduates understand this standard mostly/completely 83.3% and use it 80.8% most/all of the time. Additionally, graduates report they were 83.2% moderately/extremely prepared to implement student assessment (item 9- 8). Supervisors indicated graduates were 87.6% moderately/extremely prepared. These data show that graduates are confident in both their knowledge of and implementation of assessment. Supervisors recognize this preparation.

Related to assessment is how well reflective a teacher is on the practice of teaching.

Graduates 93.1% mostly/completely understand the role of the teacher as a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community (item 8-10) and put this into practice 85.8% most/all of the time. Supervisors respond that graduates understand the standard mostly/completely 85.1% and use it 79% most/all of the time.

This data shows how well the program prepares graduates to connect the knowledge and practice of assessment to reflective practice of teaching.

Advanced Programs:

There are advanced programs in science, mathematics education, art, elementary education, and special education. Each program uses different measures to assess outcomes relative to program goals. Most of Eastern Illinois University advanced teaching candidates are current teachers seeking professional development in content and pedagogical practice so that they can improve the ability to help all students learn. The Graduate School and individual programs have conducted/conduct follow-up surveys of their graduates. One example of this is the graduate survey conducted of graduates of the MS in Education – Elementary Education. The survey asks candidates explicitly about their preparation relative to elements of professional and pedagogical practice related to student learning. The results showed that in excess of 85% of candidates believed the program met or exceeded expectations in this area(items ranged from 85%-94% meets or exceeds). Data from the other Advanced Teaching Programs demonstrate the same level of success relative to these factors.

2,000 characters

1d.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to student learning may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1e. Knowledge and Skills for Other School Professionals

1e.1. What are the pass rates of other school professionals on licensure tests by program and across all programs (i.e., overall pass rate)? Please complete Table 5 or upload your own table at Prompt 1e.4 below.

Table 5
Pass Rates on Licensure Tests for Other School Professionals
See Attached – In Progress

For Period:

Program	Name of Licensure Test	# of Test Takers	% Passing State Licensure Test
Overall Pass Rate for the Unit (across all programs for the preparation of other school professionals)			

1e.2. (Programs Not Nationally Reviewed) What data from other key assessments indicate that other school professionals demonstrate the knowledge and skills delineated in professional, state, and institutional standards? [Data for programs for other school professionals that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1e.4 below.]

All programs are nationally reviewed and recognized.

3,000 characters

1e.3. What do follow-up studies of graduates and employers indicate about the knowledge and skills of other school professionals? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to knowledge and skills could be attached at Prompt 1e.4 below. The attached table could include all of the responses to your follow-up survey to which you could refer the reader in responses on follow-up studies in other elements of Standard 1.]

Educational Leadership, Communication Disorders and Sciences, School Psychology, and School Counseling do not use a common instrument in gathering information concerning graduate and employee knowledge and skills.

Educational Leadership uses the *Educational Administration Graduate Assessment*. The survey indicates that graduates (n = 28) are 89% somewhat/very satisfied with the effectiveness of preparation for administrative roles and 93% somewhat/very satisfied with the effectiveness of preparation to lead schools.

Graduates (n = 26, item 33a) that as a result of the program, they 92% mostly/completely understand the Illinois Leadership Standards (six standards) and each standard is practiced by at least 77% (n = 27, item 33b) indicate they practice these standards most of/all of the time n= 27, with one exception (standard 6 political, social, economic, legal cultural context was 52%)

Supervisors indicate (n = 36, item 11a) that graduates understand the following Illinois Leadership Standards, at least 78% completely/mostly across all standards. Supervisors (n = 40, item 11b) indicate that graduates practice the Illinois Leadership Standards 71% or higher across all standards, except standard 6- political, social, economic, legal, cultural context (68%).

School Psychology uses the *E.I.U. School Psychology Program Post-Internship Evaluation* to assess three areas of the internship in the program. While the survey does not address content specifically, it does content issues indirectly. Student responses on every question have a mean of 3.9 or higher (on a 5-scale rating).

School Counseling uses formal *Student Review Assessment* each semester, survey of interns and supervisors that deal with content preparation. Results of the surveys show that graduates have the content knowledge and skills necessary for success as school counselors in the P-12 schools

Communication Disorders and Sciences collects graduate and employer data annually to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education. This surveys cite the excellent knowledge and skills that graduates demonstrate in the workplace.

2,000 characters

1e.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the knowledge and skills of other school professionals may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1f. Student Learning for Other School Professionals

1f.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates can create positive environments for student learning, including building on the developmental levels of students; the diversity of students, families, and communities; and the policy contexts within which they work? [Data for programs for other school professionals that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1f.3 below.]

All programs are nationally reviewed and recognized.

3,000 characters

1f.2. What do follow-up studies of graduates and employers indicate about graduates' ability to create positive environments for student learning? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to the ability to create positive environments for student leaning could be attached at Prompt 1f.3 below.]

Educational Leadership, Communication Disorders and Sciences, School Psychology, and School Counseling do not use a common instrument in gathering information concerning this standard. In this context, programs see this standard as related to teaching or impact upon classroom practice. In that context, most programs focus on preparation in non-classroom and/or non-teaching preparation.

Educational Leadership offers insight into how their program prepares graduates for this standard. The *Educational Administration Graduate Assessment* shows that 100% mostly/completely of graduates (n = 27, item 35b) believed the program prepares them to development of positive school culture and climate 100%.

School Psychology's survey, *E.I.U. School Psychology Program Post-Internship Evaluation* shows that graduates feel they are prepared for direct/indirect intervention across several areas with a mean of 3.9 (on a 5-scale rating).

School Counseling uses formal *Student Review Assessment* each semester, survey of interns and supervisors, and periodic graduate/employer surveys that deal with the ability of candidates to create positive school environments. Results of the surveys show that graduates help to create a positive culture in their schools which fosters learning.

Communication Disorders and Sciences collects graduate and employer data annually to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education. This survey indicates that graduates assist their schools and students in creating a positive culture that leads to increased student learning.

2,500 characters

1f.3. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to other school professionals' creation of positive environments for student learning may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1g. Professional Dispositions for All Candidates. [Indicate when the responses refer to the preparation of initial teacher candidates, advanced teacher candidates, and other school professionals, noting differences when they occur.]

1g.1. What professional dispositions are candidates expected to demonstrate by completion of programs?

The Unit Dispositions are expected to be demonstrated of all candidates regardless of level and program. These dispositions are:

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. In addition, candidates should evidence a supportive and encouraging atmosphere for learning through their interactions with students.

Professional Ethics and Practices (PEP) Professional ethics and 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. Appropriate use of language, academic integrity and honesty, and the ability to keep professional confidences are in this dispositional category.

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. Honorable and non-judgmental professional discourse, especially in relation to the candidate's progress, is essential for growth. Effective communication considers the audience as well as the message.

Planning and Teaching for Student Learning (PTSL) Planning and teaching for student learning in the dispositional arena refers to the beliefs about student learning, the ability of all students to learn, and how these are evidenced in the acts of planning and teaching. Positive dispositions in this area are reflected in rich and varied teaching approaches.

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, a sense of fairness, and a lack of ethnocentric or gender-specific generalizations.

2,500 characters

1g.2. How do candidates demonstrate that they are developing professional dispositions related to fairness and the belief that all students can learn? [A table summarizing these data could be attached at Prompt 1g.5 below.]

Initial Programs

Students demonstrate they are developing the professional dispositions related to fairness and the belief that all students can learn through reflective assignments/journals, lesson planning, and in their delivery and adaptation of lessons. Students must demonstrate that they can use multiple instructional strategies in lesson planning and instructional delivery. Furthermore, in their field experiences and in student teaching they must demonstrate the flexibility to modify lessons to reach all students.

Advanced Teaching Programs/Other School Personnel

The professional dispositions of fairness and the belief that all students can learn are fundamental to all advanced teaching programs. While the method of how candidates demonstrate these dispositions vary from program to program, the assessment instrument which is used to collect data on these dispositions is the same for all programs. Examples of assignments that are used to ensure these dispositions are demonstrated include reflective journals, lesson plans, curriculum adaptation activities, collaboration activities, field experiences, school improvement plans, etc.

In addition, EIU has adopted a Dispositions Referral Policy to deal with issues where candidates fail to demonstrate one or more of the disposition. In Spring 2009, the Council on Teacher Education passed the Dispositions Referral Policy. The Ad Hoc Dispositions Committee developed the referral policy and the five dispositions discussed in the previous section. The Dispositions Referral Policy allows faculty members and clinical experience supervisors to report candidate behavior that fails to demonstrate one or more of the five dispositions. The following steps constitute the policy:

Documentation- Referral Form Submitted (Monitor)

No action at this time but the monitoring of the candidate. A record of the concern(s) will be placed in the candidate's file. The Major Department Designee (The Department Chair, designated Department Committee, or a combination of the two) may review the concern again later and recommend that action be taken at that time. If additional concerns are submitted, the Designee may recommend initiation of the Referral Procedure.

Step 1: Collection of Additional Information about the Student

A request is made to faculty and staff for additional input regarding the particular Student. This input may include both concerns and commendations relative to dispositions. After a review of the Student file and all relevant input, the Designee may recommend further action.

Step 2: Notice to Appear Before Major Department Designee

The Designee contacts the candidate via his/her Eastern Illinois University Email account. The candidate must respond and schedule a meeting with the Designee within 14 days of the email being sent. At the appearance with the Designee, the concerns are reviewed with the candidate, and the Designee recommends further action.

The candidate will . . .

1. Develop a written Action Plan that addresses the specific concern(s) identified. The candidate writes goals that effectively lead to the elimination of the specific areas of concern.
2. Present the written Action Plan to the Designee to discuss and approve the candidate's goals and remediation strategies.
3. Provide the Designee with a Student (Candidate) Progress Summary (1-2 pages) by a designated date as determined during the appearance with the Designee. The candidate must address how s/he has reconciled and/or remediated the specific concern(s) and how each concern has been eliminated.

Step 3: Review of Evidence and Recommendation to the Dean

The Major Department Designee will review the candidate's Student Progress Summary upon completion of the action plan. The Designee will make a decision on the candidate's successful completion of the process. One of the following recommendations will be made to the Dean of the College of Education and Professional studies: The candidate will be: (1) allowed to continue/resume degree program progress; (2) asked to return to Step 1 or 2 and repeat the process; (3) recommended for dismissal from the Teacher Education program.

Appeal Process

The candidate has the right to appeal the Major Department decision to the Dean of the College of Education and Professional Studies and COTE Appeals Committee.

2,500 characters

1g.3. What data from key assessments indicate that candidates demonstrate the professional dispositions listed in 1.g.1 as they work with students, families, colleagues, and communities? [A table summarizing these data could be attached at Prompt 1g.5 below.]

Initial Programs:

All of the initial unit assessments are aligned with our five unit dispositions. Data from our Field Experience and Student Teaching Assessments (Diverse Students and Diverse Societies Domains)

indicate that over 97% of our candidates were deemed to Meet or Exceed Standards including professional dispositions.

Advanced Teaching/Advanced Other School Personnel

All of the advanced unit assessments are aligned with our five unit dispositions. Data from the mid-point and completer advanced unit assessments (Diverse Students and Diverse Societies Domains) indicate that approaching 100% of our candidates were deemed to Meet or Exceed Standards including professional dispositions.

2,500 characters

1g.4. What do follow-up studies of graduates and employers indicate about graduates' demonstration of professional dispositions? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to professional dispositions could be attached at Prompt 1g.5 below.]

Initial Programs:

The disposition framework provides five areas of focus

- Interactions with Students
- Professional Ethics and Practices
- Effective Communication
- Planning and Teaching for Student Learning
- Sensitivity to Diversity and Equity

Responses to the graduates 2007-08 *Recent Teacher Graduate Survey* and the supervisors of graduates 2007-08 *Recent Teacher Graduate Survey*, reveals how well graduates demonstrate these dispositions.

Graduate confidence in preparation is reflected in responses to mostly/completely understanding and most/all of the time practicing the Illinois Professional and Core Teaching Standards (item 8, sub-items 10, 11):

- The role of the teacher as a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community (93.1%, 85.8%).
- Education as a profession and the standards of professional conduct (96%, 97.2%)

Supervisor responses agree; sub-item- 10 (85.1%, 79%), 11 (97.2%, 91.6%).

Graduates and supervisors (respectively) respond that graduates are moderately/extremely prepared for (item 9, sub-items 4, 6, 11, 18)

- accommodating instruction for students with exceptionalities (73.3%, 83.5%).
- implementing developmentally appropriate instruction (85.5%, 89.9%).
- establishing equity in the classroom (76.5%, 86.1%).
- Fostering community relations (42.8%, 67.5%).

These data mostly show how graduates demonstrate positive dispositions. While responses to some items are lower than expected, it is the case that the unit has only recent begun to provide direct and measureable attention to these dispositions for candidates to experience. Dispositions have always been important in the unit, but candidates did not always have the opportunities to learn and experience them as they do now.

Advanced Teaching/Advanced Other School Personnel
Dispositional data from graduates of advanced program is just beginning to be collected.

2,000 characters

1g.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to professional dispositions may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 1?

The unit has strong ties with national recognition and national accrediting bodies. All initial and advanced programs in which national program recognition or national program accreditation exists are national recognized or accredited.

2,000 characters

2. What research related to Standard 1 is being conducted by the unit or its faculty?

Teacher Graduate and Supervisor Assessment – 1st year and 5th year
Educational Administration Graduate Follow-up Survey

2,000 characters

STANDARD 2. ASSESSMENT SYSTEM AND UNIT EVALUATION

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

2a. Assessment System

2a.1. How does the unit ensure that the assessment system collects information on candidate proficiencies outlined in the unit's conceptual framework, state standards, and professional standards?

The Unit Conceptual Framework of professional preparation programs is the result of a shared vision, involving faculty and administrators in professional education programs, representatives from the campus community at large, the P-12 public school sector, and the University Council on Teacher Education. The framework reflects the knowledge, skills, and dispositions of highly qualified teachers and other school personnel and provides candidates a foundation in curriculum planning, instructional design and implementation, and summative, formative, and reflective evaluation. 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 state and professional standards are at the core of an assessment system that continuously evaluates candidate performance using multiple measures at multiple points (See Unit Assessment Flowcharts). The Unit Assessment System at the initial level includes five stages of assessment and ten performance assessments that must be successfully completed by all initial teacher candidates. Each assessment has a corresponding rubric that is mapped to the appropriate state and Unit standards. Initial candidate assessment data is collected through LiveText under the coordination of the Associate Dean, College of Education & Professional Studies (CEPS).

The Unit Assessment System for the Alternative Routes to Teacher Certification Program is also built around the five knowledge and skill domains of our conceptual framework. While similar to the Unit Assessment System for Initial Programs in that it collects candidate performance data relative to the State and Institutional Standards using multiple measures at multiple points, the instruments and data collection times/techniques for the Alternative Routes program does differ slightly in order to meet state requirements for Alternative Routes programs (See Alternative Route Assessment Flowchart).

The Unit Assessment System at the advanced level is also built around the five knowledge and skill domains of our conceptual framework. It includes three stages of assessment and four performance measures that must be completed and successfully submitted by each candidate. Each stage is assessed using a common rubric that is tied to the Unit standards. Advanced candidate assessment data is collected by each of the advanced program and reported each year to the Associate Dean, CEPS.

In addition to the Unit Assessment System all initial programs and all other school personnel programs are nationally recognized or accredited. These programs have effectively linked the Unit and Program assessment system to collect, analyze and use information on candidate proficiencies to ensure candidate preparedness and improve their programs.

4,000 characters

2a.2. What are the key assessments used by the unit and its programs to monitor and make decisions about candidate performance at transition points such as those listed in Table 6? Please complete Table 6 or upload your own table at Prompt 2a.6 below.

Table 6
See Attached – In Progress
Unit Assessment System: Transition Point Assessments

Program	Admission	Entry to clinical practice	Exit from clinical practice	Program completion	After program completion

2a.3. How is the unit assessment system evaluated? Who is involved and how?

The Unit Assessment Committee for Initial Programs was established in Fall 2003 with the charge to design and implement an assessment system that would measure knowledge, skills and dispositions as defined by the Illinois Professional Teaching Standards. That committee consisted of faculty with all academic colleges represented and a P-12 representative. Once the system was implemented, the charge was extended to one of evaluation and monitoring the system.

The Unit Assessment Committee for Advanced Program was established in Fall 2006 with the charge to design and implement an assessment system that would measure knowledge, skills, and dispositions relative to the Unit Standards. Once the system was implemented the charge was extended to one of evaluation and monitoring the system.

In Fall 2009, the two Unit Assessment Committees were merged into a single entity with new membership and given the charge of reviewing the system as a whole (points of assessment, data collection, rubrics, training, and dissemination) with a report due to the University Council on Teacher Education (COTE) by the close of Spring 2010 (Full charge and membership link). Once this process is completed the committee will return to evaluating and monitoring the system.

As part of the evaluation and monitoring process, the Unit Assessment Committee solicits feedback from candidates, University faculty, and cooperating school personnel regarding the system and rubrics. In addition, annually a representative of the Unit Assessment Committee is expected to share unit assessment information and gather feedback from the University Advisory Committee on Teacher Education and the P-12 Advisory Committee on Teacher Education.

Ultimately the University Assessment Committee reports to the University Council on Teacher Education who is responsible for the overall evaluation, review, and revision of the Unit Assessment System.

3,500 characters

2a.4. How does the unit ensure that its assessment procedures are fair, accurate, consistent, and free of bias?

The goal of the Unit Assessment System is to make sure that it accurately and consistently measures what candidates know and can do in the P-12 schools. To ensure that the assessment procedures are fair the unit makes sure that all candidates are informed of the system beginning at the time of application to teacher education or advanced level study. In addition, candidates are provided access to all assessment rubrics and in most cases have the opportunity to self-assess. To ensure accuracy and freedom from bias (that the assessments measure what they purport to measure without bias), care has been taken in writing and reviewing the rubrics and to specifically map each and every item to both the Unit Conceptual Framework and State/Institutional Standards. This is periodically reviewed by the Unit Assessment Committee that includes feedback from our K-12 partners. Consistency is probably the most difficult of all to ensure procedurally. The rubrics were developed with clear descriptors, that while lengthy, have helped in efforts to gather clear consistent data. The Unit Assessment Committee is now working on specific training materials for each of the Unit rubrics to further help ensure consistency in use of the rubrics.

3,000 characters

2a.5. What assessments and evaluation measures are used to manage and improve the operations and programs of the unit?

All Unit assessments along with program specific assessments are used to manage and improve the operations and programs of the unit. The most often used assessment data for these purposes are: Test

Data, Student Teaching/Field Experience Evaluations, Advanced Program Assessments of the Graduate School Learning Outcomes, and Graduate Follow-up Surveys. Data from assessments are used internally for reviewing and revising requirements for admission to educator preparation, curriculum/program review and revision (Unit and individual program level), and reviewing other issues such as program capacity. Externally the data is used for national recognition and accreditation reports, state program reports, national Title II reports, and other requests to demonstrate efficient and effective preparation of candidates.

3,000 characters

2a.6. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit's assessment system may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

2b. Data Collection, Analysis, and Evaluation

2b.1. What are the processes and timelines used by the unit to collect, compile, aggregate, summarize, and analyze data on candidate performance, unit operations, and program quality?

- How are the data collected?**
- From whom (e.g., applicants, candidates, graduates, faculty) are data collected?**
- How often are the data summarized and analyzed?**
- Whose responsibility is it to summarize and analyze the data? (dean, assistant dean, data coordinator, etc.)**
- In what formats are the data summarized and analyzed? (reports, tables, charts, graphs, etc.)**
- What information technologies are used to maintain the unit's assessment system?**

Attach Unit Assessment System for both Initial and Advanced Programs
Attach Admission/Retention/Graduation from Teacher Ed Process

How are the data collected?

Artifact based, rubric assessed data is collected for initial candidates through our e-portfolio system which is LiveText while for advanced candidates the data is reported via excel spreadsheets by the program coordinators. State Test Data is received electronically from maintained, monitored, and analyzed in SPSS with Pass/Fail information passed through to Banner Student. Candidate progression data and grade data is collected, maintained and monitored through Banner Student and DARS (our Degree Audit System). Follow-up data (surveys of graduates and employers) are collected through surveys and then analyzed using SPSS. Finally, a review of university documents/reports and state school report cards, and interviews with P-12 partners are also used to gather data on unit operations and program quality.

From whom are data collected?

Data is systematically collected from candidates, faculty, graduates, employers and P-12 partners in accordance with the Unit Assessment System.

How often are the data summarized and analyzed? Whose responsibility? What format?

Unit data is summarized and analyzed annually by the Associate Dean, College of Education and Professional Studies. The data is then reported to all constituencies primarily through the use of tables

with some narrative. Program coordinators then do further analysis relative to the data's impact on their specific program.

What information technologies are used to maintain the system?

The initial unit assessment system is maintained using a combination of Banner Student and LiveText while the advanced unit assessment system is maintained primarily through the use of Banner Student and Excel with documents shared between program coordinators and the Associate Dean.

8,000 characters

2b.2 How does the unit disaggregate candidate assessment data for candidates on the main campus, at off-campus sites, in distance learning programs, and in alternate route programs?

All initial candidates are required to complete the same unit assessments which are evaluated using the same rubrics. Data from these assessments as well as program specific assessments are analyzed and reported both aggregated and disaggregated by program location/program delivery mode (we have off-campus cohorts in Elementary Education, Special Education as well as an Alternative Route program). To date we have seen no significant difference in performance candidates based on where/how they completed their program.

All advanced candidates are required to complete the same unit assessments which are evaluated using the same rubrics. Data from these assessments as well as program specific assessments are analyzed and reported both aggregated and disaggregated by program location (we have off-campus cohorts in Educational Leadership-Principalship and Superintendentcy, School Counseling, and Elementary Education). To date we have seen no significant difference in performance candidates based on where they completed their program.

3,000 characters

2b.3. How does the unit maintain records of formal candidate complaints and their resolutions?

Candidates with concerns/complaints are encouraged to work through their academic advisor and/or Department Chair for resolution. Concerns/complaints that can't be resolved in this manner are referred to the Associate Dean, College of Education and Professional Studies. If after meeting with the Associate Dean the candidate still has unresolved concerns they can seek additional redress through the Council on Teacher Education (if it is a matter of Admission/Retention in Educator Preparation) or through the Office of the Vice President for Academic Affairs/Provost. (Catalog policy and CBI Policy)

Documentation of formal complaints and their resolution is maintained by the Associate Dean.

2,000 characters

2b.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit's data collection, analysis, and evaluation may be attached here.

[Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

2c. Use of Data for Program Improvement

2c.1. In what ways does the unit regularly and systematically use data to evaluate the efficacy of and initiate changes to its courses, programs, and clinical experiences?

Data is used to evaluate the efficacy of and initiate changes at both the Unit and the Program Level. At the Unit Level assessment data is present to the Council on Teacher Education annually. This data is used by members to recommend changes to the unit level requirements for admission, retention, and graduation from educator preparation programs (Initial or Advanced Programs). In addition, through regular review of assessment data with the primary departments providing professional education coursework (Early Childhood, Elementary, Middle Level Education; Secondary Education & Foundations, Special Education, and Student Teaching), with the P-12 Advisory Committee, and the University Teacher Education Advisory Committee unit wide revisions are identified and proposals presented to the Council on Teacher Education for action. At the individual program level, unit data is shared annually with each program which they then review in combination with their specific program assessment data to identify program specific changes that might be needed. These changes are then routed through the curriculum process that ends with the Council on Teacher Education.

7,000 characters

2c.2. What data-driven changes have occurred over the past three years?

Data has been used as the basis of numerous changes over the past three years. These changes can be classified as program curricular changes and unit curricular/policy change.

Program Curricular Changes (selected)

Science with Teacher Certification – based on assessment data, the program discovered students were not getting enough space science content and therefore added an Astronomy course as a required course in the program (PHY).

Technology Education – assessment data showed that candidates were not receiving content in several areas of the discipline and therefore added four additional required courses reducing the electives in the program.

Social Science Education – assessment data showed that many candidates with lower major gpas were having difficulty with the content exam and were having difficulty relating the material during student teaching, therefore they increased the major gpa required in the program to 3.0/4.0.

Foreign Language – assessment data showed that many candidates were having difficulty with the cultural component of their program and with the Oral Language Proficiency as measured by the OPI. Based on this information, the program spread the cultural content more evenly through the program and increased its emphasis on language immersion through study abroad or focused activities.

Unit Curricular Changes (selected)

Disposition Referral Process – assessment data showed that of the candidates having difficulty in late field experiences and in student teaching, most were dispositional in nature. To address this issue a disposition Referral Process was established and approved by the Council on Teacher Education. In addition, dispositions assessment that was imbedded in unit assessment rubrics will now be pulled out and dispositions explicitly addressed at all stages in the Unit Assessment System. Finally, discussions of teacher dispositions have become the focal point of all Introduction to Education courses.

Preparation in working with English Language Learners – assessment data showed that an area needing significant improvement was in the area of candidates ability to work with English Language Learners. To address this faculty were sent to conferences on how to incorporate this preparation into their courses with this information shared with all methods faculty and a conference was held on campus for students on working with English Language Learners.

Limit on Repeating Courses with Field Experiences – data showed that some candidates were repeating courses with practica over and over again without remediation. Furthermore, the data showed that this was a drain on resources and damaged our relationship with our K-12 partners. Based on this information, a policy was developed that placed limits on repeating these courses and implemented a process of remediation for those doing so.

Student Degree Audit – Teacher Education – data showed that candidates (and often advisors) were having difficulty navigating the admission to teacher education process. They had access to the requirements but did not have easy access to their current status relative to these requirements. In response to this issue, the requirements for teacher education were added to student’s degree audit which candidates and advisors can run on a just in time basis.

Assessment Changes – assessment data over time has led to a number of revisions and upcoming revisions to the assessment system. First, two required assessments (Content Discipline Specific Assessment #1 and #2) have been removed from the system. It was discovered that the data collected from these assessments was not being used since programs had developed assessments specific to their discipline and tied to their program’s national standards. Second, the student technology proficiency required for admission to teacher education is being eliminated and replaced with a student technology module. Over time the pass rate on this proficiency has crept towards 100% and it has ceased to provide usable, meaningful baseline data on our student’s technology skills. Third, the current unit assessment rubrics are being revised to be more explicit and user friendly. The rubrics have been used for five years and the quantitative as well as the qualitative data shows they need revision. Finally, additional training on the use of the rubrics is being developed. In order to ensure consistency across all programs relative to unit assessment data we need to provide training on the use of the rubrics.

4,000 characters

2c.3. What access do faculty members have to candidate assessment data and/or data systems?

Faculty has access to candidate assessment data that is collected through their courses. Furthermore, upon request of either the student or of the Associate Dean they can be provided access to individual candidate assessment data collected through other courses over time. In addition, aggregate data is shared annually with departments in regard to their candidate’s performance on the various assessments. In larger departments this is done through faculty meetings while with smaller departments it is done through the program’s teacher education coordinator. Finally, aggregate unit assessment data is shared annually with the Council on Teacher Education.

2,000 characters

2c.4. How are assessment data shared with candidates, faculty, and other stakeholders to help them reflect on and improve their performance and programs?

At the initial level, faculty assess candidate’s work through LiveText with the candidate being the primary recipient and user of these assessment results so that they can use the information for reflection and their own improvement. At the advanced level, candidate’s work is assessed on more of a holistic level. Program’s differ in terms of how they share the information with candidates but information is shared with candidate’s through their advisors relative to their performance as a whole. Data at both the initial and advanced level is also shared with programs who use the individual data to make determination as to candidates development and continuation in the program. Aggregate data is also used to identify strengths and areas needing improvement. Finally, the data is shared with advisory groups and selected information shared with outside groups such as the media.

2,000 characters

2c.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the use of data for program improvement may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 2?

Unified System for Unit Assessment at both the Initial and Advanced Level that is separate from but linked to program assessment.

2,000 characters

2. What research related to Standard 2 is being conducted by the unit or its faculty?

2,000 characters

STANDARD 3. FIELD EXPERIENCES AND CLINICAL PRACTICE
The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

3a. Collaboration between Unit and School Partners

3a.1. Who are the unit's partners in the design, delivery, and evaluation of the unit's field and clinical experiences?

The Unit partners with more than 150 school districts across the state of Illinois (see Table 10 of this report for a list) to provide students with student teaching/pre-student teaching clinical experiences, as well as field experiences for advanced candidates. District partners include Special Education Cooperatives, and P-12, secondary, and elementary districts representing the wide diversity of communities and students found in the state.

The Unit also partners with Regional Offices of Education, , collaborating regularly with the Regional Superintendents of Schools and district administrators to discuss, review, and revise our programs (initial and advanced) and delivery modes to best meet the needs of our candidates and our schools. In addition to the immediate service region, the Unit reaches out to Regional Offices throughout the state to ensure Unit programs are meeting P-12 partners' needs across the state. This is especially true with our off-campus cohort programs and the Alternative Certification Program which focus on high need disciplines and high need geographic areas across the state. The Unit also collaborates with Community Colleges across the state including its primary feeder Community Colleges - Parkland Community College and Lake Land Community College in order to facilitate the preparation and transfer of community college students seeking teacher licensure to Eastern Illinois University. Representatives of those institutions help advise their students to ensure they are prepared to meet the requirements of the Unit when they transfer to EIU. In addition, EIU works closely with specific Community Colleges in the development, implementation, and evaluation of cohort-based off-campus teacher certification degree completion programs . The chair of the Student Teaching and Clinical Experiences Department also meets annually with directors of student teaching from universities across the state to collaborate on strategies and practices that provide the best service and experiences for students.

3,000 characters

3a.2. In what ways have the unit's partners contributed to the design, delivery, and evaluation of the unit's field and clinical experiences?

The Unit's partners contribute to the design, delivery, and evaluation of the Unit's field and clinical experiences in multiple ways. Department chairs and program coordinators meet with higher education, state, and school district administrators and practitioners to ensure that the traditional, cohort, and alternative programs include the knowledge, skills, dispositions, and experiences that lead to a good fit between what partners who will be working with Unit graduates and program completers need and what the Unit provides. This feedback is collected through formal meetings, as well as informal channels as representatives of the Unit work with and in school settings. For example, a representative from Charleston School District (the school system that serves the community in which the Unit resides) sits on the College of Education and Professional Studies Curriculum Committee and participates in decisions regarding changes to Unit programs and courses. This committee meets monthly to provide an ongoing source for collaboration. In addition, the Dean's P-12 Advisory Committee provides regular input into the design, delivery, and evaluation of our initial and advanced field experience based on both personal experience and a review of the data.

An essential component of Unit assessments is the formal collection of data from partners who evaluate EIU students and staff with whom they work. This data is reviewed to determine whether the Unit is meeting its goals, and improvement efforts are made as analysis of this data reveals a need to plan and implement changes. (See attached Assessment Instruments)

3,000 characters

3a.3. What are the roles of the unit and its school partners in determining how and where candidates are placed for field experiences, student teaching, and internships?

Initial Programs:

The Unit employs faculty who provide detailed packets of candidate credentials to partners who host the candidates for field experiences, student teaching, and internships. The Unit also establishes guidelines for the qualifications of supervisors and settings in which candidates will be placed (See attached placement guidelines and directions for schools interested in hosting candidates)

Some partners, such as large school districts, collect candidate information centrally, then use information in packets to identify the best fits between their staff (e.g., cooperating teachers) and candidates. In other settings, Unit faculty work directly with prospective candidate supervisors to establish the best fit. Faculty engaging in this process have extensive experience, skill, and knowledge in their fields that helps them identify prospective partners for candidate placements. Faculty also have familiarity with the partners with whom they work, facilitating their ability to pursue placements with candidates that are most likely both to challenge them professionally and provide a good match that is conducive to a successful experience for both the candidates and the partners. In all cases partners make the final determination of which candidates are accepted for field experiences, student teaching, and internships in their organizations.

Advanced Teaching Programs

The majority of these candidates complete their research and classroom based practice assignments in the schools/classes in which they teach.

Advanced Other School Personnel

The role in which candidates are placed vary from program to program. See chart of placement guidelines.

3,000 characters

3a.4. How do the unit and its school partners share expertise and resources to support candidates' learning in field experiences and clinical practice?

The most significant way that the Unit and school partners share expertise and resources occurs during field experiences and clinical practice as faculty from the Unit meet with candidates and school partners in preparation for and during candidate's work in the schools. As faculty and supervising school partners discuss candidate responsibilities, Unit faculty identify Unit resources available to support candidates' learning, including faculty expertise, as well as resources in the form of facilities and equipment. In addition, candidates can take advantage of support services provided by the Regional Office of Education and partnering school districts including teacher institutes, conferences, and mentoring and induction programs

Two important resources available through EIU to all candidates and their cooperating teachers include the Ballenger Teachers Center (<http://www.library.eiu.edu/btc/>) of the Booth Library and the Instructional Technology Center (<http://www.eiu.edu/~itc/>). The Ballenger Teachers Center provides a special collection of juvenile and P-12 curriculum collections of more than 40,000 volumes; access to electronic databases related to education and teaching; seating and networked table space for 44 visitors; group seating areas for visitors; computers; video and CD equipment; a staffed service desk; a variety of shelving and display areas for education materials; and programming and special activities for candidates and Unit partners. The Unit also maintains the Instructional Technology Center, which provides equipment for check out, along with laminating, printing, die-cutting, and other materials and services. In addition, the university also makes available a Reading Center, Writing Center, and Student Success Center, all designed to support students' abilities to communicate and perform successfully as students

and in clinical experiences. Finally, Unit faculty who are supervising candidates also call upon specialists from candidates' major departments who bring expertise to support candidates as they complete clinical experiences. Through a combination of web-based course portals and direct contact through visits, email correspondence, and phone consultations, candidates receive a wide range of support to ensure they have successful learning experiences themselves, as well as provide successful experiences for the students with whom they work.

2,500 characters

3a.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to collaboration between unit and school partners may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

3b.1. What are the entry and exit requirements for clinical practice?

Initial Programs

The Council on Teacher Education has established entry and exit requirements for clinical practice. The entry requirements are set forth on the University Admission, Retention, and Graduation from Teacher Certification Program information sheet that is shared with all initial teacher certification candidates at the time of application for Admission to Teacher Education (<http://www.eiu.edu/ceps/teached/NEWAdmissionRetentionGraduationTeacherEdSheet0609.pdf>). The exit requirements are set forth in the Student Teaching Handbook and shared with all candidates during the Application to Student Teach Meeting and throughout the Student Teaching semester through their coordinator (<http://www.eiu.edu/ceps/teached/STGHandbook078x11.pdf>)

Advanced Programs

Each individual program sets its own criteria for entry and exit it from clinical practice/internship/capstone field experience (See Individual Program of Study Clinical Practice Information Sheet).

2,500 characters

3b.2. What field experiences are required for each program or categories of programs (e.g., secondary) at both the initial teacher preparation and advanced preparation levels, including graduate programs for licensed teachers and other school professionals? What clinical practice is required for each program or categories of programs in initial teacher preparation programs and programs for the preparation of other school professionals? Please complete Table 7 or upload your own table at Prompt 3b.9 below.

**Table 7
Field Experiences and Clinical Practice by Program**

Program	Field Experiences	Clinical Practice (Student Teaching or Internship)	Total Number of Hours

3b.3. How does the unit systematically ensure that candidates develop proficiencies outlined in the unit's conceptual framework, state standards, and professional standards through field and clinical experiences in initial and advanced preparation programs?

Practical experience with learners in school settings is a vital component of our teacher education programs. From classroom observation to small group teaching, straight through to practicum and student teaching, EIU students receive many opportunities to develop into teachers in their chosen field of expertise. Candidates in initial teacher education programs at Eastern Illinois University are required to complete a variety of sequenced field experiences throughout their program. Course syllabi provide detailed descriptions of expected outcomes related to both the Conceptual Framework and state and professional teaching standards. Teacher education programs are specifically designed to help students develop desirable professional dispositions, a strong knowledgebase and appropriate pedagogical skills. University Supervisors in collaboration with public school and/or agency personal complete evaluation rubrics during each field experience and student teaching (See Field Experience Assessment Instruments).

In advanced programs for the preparations of other school professionals (e.g. School Administration, School Counseling, and School Psychology) school based experiences are linked to program/unit (?) outcomes in two ways. First, in program coursework candidates are assigned tasks that are to be completed in their or an assigned work setting. An example of this can be found at <http://www.eiu.edu/~edadmin/newsite/practiuminformation.php> and <http://www.eiu.edu/~edadmin/newsite/fieldexperience.php> Second, a advanced teacher education programs require a capstone experience, such as either a thesis, or action research project; an example of this can be found at http://www.eiu.edu/~elegrad/degree_requirements.php Advance programs for other school personnel design experiences in the field that ensure mastery of the proficiencies identified in state and professional standards as well as the Conceptual Framework. For example, coursework in counseling is sequenced in order to move from initial knowledge to advance knowledge culminating with the Internship experience. Additionally, students provide a portfolio demonstrating evidence on each of the state standards. In School Psychology, following successful completion of coursework in the core areas and the completion of a thesis proposal, the students are recommended for internship by the School Psychology Committee. The internship in school psychology is taken at a public school site under the supervision of a full-time practicing school psychologist. The paid internship is a full time academic experience.

3,500 characters

3b.4. How does the unit systematically ensure that candidates use technology as an instructional tool during field experiences and clinical practice?

All candidates are expected to use the technology existent in their field experience school/agency in their instruction and, if minimal technology is on site, too find ways to supplement what technology exists. Students receive prior instruction and practice in many areas

of technological use throughout their program. University classrooms are technology equipped with such items as SMART BOARDS and document cameras. All initial teacher education candidates are required to take a technology proficiency exam, participate in Electronic Writing Portfolio submissions and enter lesson plans and other assignments into LiveText. Initial teacher education candidates in elementary, early childhood and special education take a course in the use of technology for instruction (EDU 2022]. Unit assessment data reveals that students are competent and comfortable in the use of technologies. Additionally, candidates in all field experiences are evaluated on their use of technology for instruction.

All initial and advanced program candidates are encouraged to take full advantage of the technology available at their clinical and field experience sites as well as through the Instructional Materials Center (ITC) on campus.

3,000 characters

3b.5. What criteria are used in the selection of school-based clinical faculty? How are the criteria implemented? What evidence suggests that school-based clinical faculty members are accomplished school professionals?

Initial Programs:

The Unit establishes formal criteria for the selection of school-based clinical faculty. Those who supervise student teachers and pre-student teaching clinical experiences must be highly qualified teachers under state and federal guidelines and must also have

- * Three years teaching experience (though in unusual circumstances individuals may have less with the approval of appropriate Unit administration)
- * Building principal's recommendation
- * Positive recommendations from university supervisors
- * Positive feedback from previous teacher candidates
- * A Master's Degree is preferred (though in unusual circumstances individuals may have less with the approval of appropriate Unit administration)
- * Expertise in content area (especially for middle level and secondary settings)
- * Commitment to hands on instructional methodologies and a willingness to permit students to use technology in the classroom

Advanced Programs:

For advanced programs in school psychology, candidate supervisors must meet the criteria established by the Illinois School Psychologists Association and the Illinois Directors of University School Psychology Programs, found on pages 27-29 of the state internship manual distributed to prospective interns and on the web site of the Illinois School Psychologists Association (available at www.ilispa.org).

Those who are supervising candidates in counseling positions are required by the Council on Accreditation of Counseling and Related Student Educational Programs (CACREP) to hold a Ph. D. in Counselor Education from a CACREP accredited program.

Supervisors of candidates in communication disorders must meet the following criteria:

- * Current ASHA certification (ASHA certification requires master’s degree from ASHA accredited university; successful completion of one year mentored clinical fellowship and passage of a national examination).
- * Certification by the Illinois State Board of Education
- * State licensure
- * Minimum of three years experience in current district

2,000 characters

3b.6. What preparation do school-based faculty members receive for their roles as clinical supervisors?

In addition to meeting with Unit faculty to discuss roles and responsibilities, individual programs within the Unit maintain printed and electronic handbooks that provide detailed instructions, guidance, and forms necessary to meet Unit expectations for their roles as well as training in the use of our Unit Assessment rubrics.

A program was initiated in 2008 with two of our area public schools serving a large percent of the university’s secondary education teacher education candidates to provide orientation and training by a Unit representative and mentoring by that representative and a district Lead Teacher. The pilot program is currently being expanded to bring its benefits to an even wider range of partners.

School-based supervisors for school counselors must also complete a course in supervision.

2,000 characters

3b.7. What evidence demonstrates that clinical faculty members provide regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school professionals?

Candidates complete evaluations of their supervisors, including Unit and school-based faculty. Department chairs and deans review the results of these evaluations to determine areas of strength and weakness, then provide guidance and support as necessary to ensure that all candidates receive appropriate support.

2,000 characters

3b.8. What structured activities involving the analysis of data and current research are required in programs for other school professionals?

CEPS recognizes that knowledge and skills related to data analysis and current research are centerpieces of effective decision-making. Furthermore, the external accountability measures of NCLB, Response to Intervention, and Race to the Top, for examples, have made data analysis and scientifically-based research cornerstones of school reform. Each program has courses dedicated to the development of skills and acumen in the areas of analyzing data (e.g., EDA 5890, EDA 6200) and with respect to research methods (e.g., EDA 5900). In addition to dedicated courses that are completely devoted entirely to data analysis and/or instruction in research methods, each program has embedded assignments throughout their curricula that require students to further utilize these skills. Every course in this category requires students to analyze current research in the context of preparing narrative responses and/or formal

presentations. These requirements include library research methods regarding existing quantitative and qualitative research, original quantitative and qualitative research design and implementation.

2,000 characters

3b.9. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the design, implementation, and evaluation of field experiences and clinical practice may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

3c.1. On average, how many candidates are eligible for clinical practice each semester or year? What percent, on average, complete clinical practice successfully?

Initial Programs:

Approximately 675 candidates are eligible for student teaching/clinical practice each semester with over 99% of those who begin successfully completing the student teaching experience.

Approximately 25 candidates complete the Alternative Route to Teacher Certification Program intensive summer program and begin their year-long internship. In most years, all candidates who begin the internship are successful in their endeavor.

Advanced Programs:

See attached chart of candidates entering and completing clinical practice/internship

2,000 characters

3c.2. What are the roles of candidates, university supervisors, and school-based faculty in assessing candidate performance and reviewing the results during clinical practice?

The roles differ somewhat based upon the program in which candidates are enrolled.

For teachers, candidates complete a self-assessment of at least one lesson and the candidate's overall practicum performance. The University supervisor completes an assessment for candidates of at least one lesson (assessment rubric), and school-based faculty completes an assessment of at least one of the candidate's lesson. (assessment rubric).

For school psychologists, candidates (1) work with field supervisors early in the school year to develop (for review by the university supervisor) an internship plan which includes components for mid-year and final assessment of the candidate; (2) meet jointly with university based supervisor and the school-based (field) supervisor at least twice per year to review progress; and (3) meet with the school-based (field) supervisor to review and jointly sign the final assessment that is forwarded to the university supervisor. The Unit supervisor: (1) reviews and approves the internship plan developed by candidates and school-based (field) supervisors; (2) meets jointly with candidates and school-based (field) supervisors at least twice per year to review candidates' progress; and (3) reviews assessments made by the school-based (field) supervisor and makes final determination on whether candidates receive credit for internship. The school-based (field) supervisor (1) works with candidates early in the school year to develop (for review by the university supervisor) an internship plan which includes components for mid-year and final

assessment of the candidate; (2) completes assessments of candidates' progress and meets jointly with candidates and the Unit supervisor at least twice per year to review candidates' progress; and (3) meets with candidates to review and jointly sign candidate assessments and forwards the assessment to the Unit supervisor.

For school counselors, candidates evaluate the placement site and meet with school-based faculty weekly. Unit supervisors meet bi-weekly for group supervision, and school-based faculty meet with candidates weekly for individual supervision and evaluate candidates twice during the semester.

For communication disorders, candidates complete approximately 130-150 hours of clinical experience prior to the internship that include diagnostic evaluations that are minimally observed at a 50 percent level and treatment hours minimally observed at a 25 percent level. Candidates receive feedback by Unit faculty in areas of professional interpersonal skills, planning/management skills, diagnostic/writing skills, and therapy skills. Candidates also receive formative assessment on 17 items regarding general therapy skills. Candidates review ratings at mid-term and final points and conferences weekly with Unit coordinators to receive suggestions for improvement and to evaluate progress. School-based faculty supervisors conduct weekly evaluations of candidates, as well as conduct formal mid-term and final evaluations, sharing the results with candidate and Unit faculty.

3,500 characters

3c.3. How is time for reflection and feedback from peers and clinical faculty incorporated into field experiences and clinical practice?

In addition to conferences held with candidates and their school-based supervisors during field experiences and clinical practice, candidates have opportunity for reflection and feedback from peers and Unit faculty throughout their experiences.

Candidates in pre-student teaching experiences meet with other candidates who are jointly enrolled in courses of which those experiences are required components. Faculty teaching those courses integrate course content with candidate experiences during their clinical experiences to provide the opportunity to extend candidate perspectives, knowledge, and skill from their own experiences to the experiences of all candidates in the course.

During student teaching, candidates meet together in seminars with other student teachers in their geographic regions to learn from Unit faculty and share their experiences with other student teachers. Guest speakers are often invited to provide specialized expertise in responsibilities and professionalism to enhance candidates' student teaching experience and build a foundation for future success as teachers.

2,000 characters

3c.4. What data from multiple assessments provide evidence that candidates demonstrate the knowledge, skills, and professional dispositions for helping all students learn in field experiences and clinical practice?

Attach dispositions data from field experience and clinical courses

2,500 characters

3c.5. What process is used to ensure that candidates collect and analyze data on student learning, reflect on those data, and improve student learning during clinical practice?

In both initial and advanced teacher education programs, candidates learn to collect and analyze data on student learning and reflect on how to use this data to improve student learning. In initial teacher preparation programs, candidates learn to use assessment to analyze student learning needs and to assess and readjust their instruction to meet the learning needs of all students. Candidates are assessed in this area through the use of program and unit assessments

Teacher candidates complete an assignment during the practicum in which they assess their students' learning, reflect on that learning and consider how they can improve it. Most candidates in secondary programs additionally collect data specifically on student learning in their field and share that data with their departments, where that data is compiled and analyzed to ensure candidates are improving student learning during clinical practice.

Candidates in school psychology prepare a portfolio of their accomplishments during the internship. The portfolio includes reflective statements and case study examples of their practice and shows how their practice has had positive effects on the school performance of their students. The portfolio is evaluated by program faculty each spring.

Although student learning is not the primary goal of school counseling, candidates are required to monitor student emotional and social growth during their sessions. Weekly and individual counseling is used to assist clients on their goals.

In communication disorders, during all therapy sessions candidates collect data regarding therapy goals addressed in treatment. The results are written in SOAP format: S=Subjective information from session; O=Objective information from session; A=Assessment of this information in regard to previous session data; and P=Plan for next session. This format is suggested for the internship. Candidates must collect data and provide this data for use at meetings and Individualized Education Plan conferences in which they participate. Candidates are evaluated on their ability to collect and analyze data and to implement changes based on their analysis.

2,500 characters

3c.6. How does the unit ensure that all candidates have field experiences or clinical practice that includes students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups?

Proficiencies related to diversity including English Language Learners and students with disabilities, are incorporated into standards/outcomes of all initial and advanced programs. The unit is committed to the development of programs that allow for deeper understanding and appreciation of diversity. To that end, initial licensure programs require an education courses specifically designed to include lab component to ensure candidates develop the practical knowledge, skills, and dispositions related to teaching in diverse environments. Departments are offering an increased number of study abroad/multicultural experiences (<http://www.eiu.edu/~toronto/>, <http://www.eiu.edu/~edabroad/programs/facultyled/lisowski.php>) where field experience credit is awarded. Students also have the opportunity to complete their student teaching experience through the COST (Consortium for Overseas Student Teaching) (<http://www.eiu.edu/~edabroad/programs/cost.php>)

Additionally, initial certificate candidates must complete twenty-five clock hours of direct participation in observation of or interaction with populations designated as multicultural according to NCATE. Site must be approved. This practicum is required of students pursuing

teacher licensure except those in Communication Disorders and Sciences or students in ASEP. The assignments that comprise this practicum reflect the diversity of students and topics in the schools and society in which you will be working, whether through a practicum, student teaching, as a teacher, or community member.

[<http://www.eiu.edu/~clinical/pdfs/STG%204000%20Multicultural%20Packet.pdf>].

Advanced programs include field experience that includes students with disabilities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups. An example of this can be in the Educational Leadership program where candidates must assess diversity levels in their own school/district and complete a field experience in a school/district with a 20% or greater diverse student population.

3,000 characters

3c.7. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the development and demonstration of knowledge, skills, and professional dispositions for helping all students learn may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 3?

Sequenced, supervised field experience with faculty feedback beginning with intro courses. Intro experiences are directed observation followed by courses with increased responsibilities in classrooms where the candidates are placed (not self selected).

Study abroad opportunities that are teacher education specific as well as in specific disciplines

2,000 characters

2. What research related to Standard 3 is being conducted by the unit or its faculty?

[Empty text box for response]

2,000 characters

STANDARD 4. DIVERSITY

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

4a.1. What proficiencies related to diversity are candidates expected to develop and demonstrate?

The unit has identified as one of its five dispositions for initial and advanced candidates as 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, a sense of fairness, and a lack of ethnocentric or gender-specific generalizations.” Candidates who do not demonstrate Sensitivity to Diversity and Equity are subject to the Dispositions Referral Policy discussed under Standard 1g.2. As part of the unit assessment system all candidates are assessed on their dispositions through the rubrics utilized within the system.

As part of the Conceptual Framework one of the five areas identified is Diverse Students. As noted in the conceptual framework and reflected in assignments found in course syllabi all candidates are to reflect and be assessed in the capacity of being able to work with diverse populations as stated in the definition of Diverse Students: educators must consider a range of individual differences. These include “differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and geographical area.” (NCATE, 2002, p.53) Educators must have the knowledge bases to make educational decisions that are appropriate in the framework of a pluralistic society. Within educational environments and in the context of all collaborative relationships, educators must reflect their understanding and acceptance of diversity.

Direct examples of these capacities includes: The student Teaching assessment includes rubrics that include – knowledge of students’ interests or culture; teacher interaction with students; and response to diverse students; learning styles. In the Lesson plan/Unit Plan Assessment, the rubric includes: candidates’ lesson plan or unit plan demonstrates understanding and a positive regard for students and their families regardless of culture, religion, gender, or sexual orientation, and varying abilities; and Candidate designs a lesson plan or unit that incorporates a range of instructional strategies that reflect student experiences, stages of development, learning styles, readiness, and cultural experiences. At the advanced level an example includes in a Social Foundations class the candidates are to complete an Equity checklist and complete a project reflecting on how the checklist was completed.

3,500 characters

4a.2. What required coursework and experiences enable teacher candidates and candidates for other school professional roles to develop:

- awareness of the importance of diversity in teaching and learning; and**
- the knowledge, skills, and professional dispositions to adapt instruction and/or services for diverse populations, including linguistically and culturally diverse students and students with exceptionalities?**

Initial Programs:

Teacher education candidates at Eastern Illinois University experience diversity and multicultural issues very early in their college careers, beginning with required coursework in general education and then through rigorous coursework in the professional education sequence. The mission statement of Eastern Illinois University says in part, “The University community is committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-

centered campus culture.” In addition, the Unit believes that the competent and complete teaching professional must display knowledge, skills, and dispositions that will enable a positive learning environment

While at least a three semester hour Diversity Course of Third World/Non-Western course is required of ALL teacher certification candidates by the state of Illinois, additional coursework focusing on diversity is embedded in the professional education program. Diversity is central to the mission of the College of Education and Professional Studies, therefore it is integrated throughout a candidate’s educational career. The Unit’s conceptual framework espouses diversity as one of the cornerstones to prepare the “educator as creator of effective educational environments.” Reflecting, respecting, and understanding diversity of students, subjects, strategies and societies are also embedded in the dispositions adopted by the unit. Teacher education candidates in initial education programs must complete coursework which have content that specifically addresses and focuses on diversity. Indeed, teacher education candidates in all programs must demonstrate proficiencies/competencies in diversity that are required by Illinois teaching standards and INTASC standards. Specific courses that address diversity in the teacher education program include:

- EDF 2555 – Diversity of Schools and Societies: Social and Global Perspectives
- SPE 3500 – The Education of Individuals with Exceptional Learning Needs: Access to the General Curriculum. KSS 2450 – Physical Education for Exceptional Individuals also fulfills this requirement.
- STG 4000 – Multicultural/Disabilities Practicum.

Students in the Integrated Secondary Education Program (ISEP) students must also enroll in EDF 2555. Additional multicultural requirements are embedded within the course modules.

Advanced Programs:

Each program has embedded learning opportunities in various courses dedicated to the development of awareness, knowledge, skills and professional dispositions related to diversity, teaching and learning. For example, Educational Leadership includes a project in School Law entitled Trouble in Unity. This assignment requires students to analyze and respond to a scenario involving a school community that is experiencing a dramatic increase in its Latino population. Students are expected to respond to this hypothetical situation by drafting a memorandum to the district superintendent that outlines the new principal's various ethical, legal, pedagogical, extra-curricular and school-community strategies. Another example of these sorts of projects include an Educational Administration requirement that involves students' shadowing a principal in schools with a non-Caucasian population of at least 20%. EDL also requires a project involving Ruby Payne's diversity materials, and another project that requires students to conduct an Equity Audit of their school regarding equity in educational opportunities for all students.

5,000 characters

4a.3. What key assessments provide evidence about candidates' proficiencies related to diversity? How are candidates performing on these assessments?

Diversity is a key component of our Conceptual Framework and the domains of Diverse Students, Diverse Subjects and Levels, Diverse Strategies, Diverse Schools and Societies, and Diverse Technologies. In each of these domains candidate proficiencies related to diversity are assessed according to the Unit Assessment System (See Unit Assessment System)

Data collected on these domains and explicitly related to diversity indicates that our candidates are well prepared to meet the needs of diverse students in diverse schools and communities using strategies to help all students learn (See Unit Assessment Data-Diversity).

At the initial level for example, the Student Teaching and Lesson Plan/Unit Plan Assessments provide evidence about candidates' proficiencies related to diversity. Under the "Diverse Students" domain in the Student Teaching Assessments, candidates perform very well with the data showing that at least 99% of our candidates meet or exceed standards. In the category "Knowledge of students' interests or culture," 99-100% of our candidates meet or exceed standards.

At the advanced level, on Unit Assessment questions explicitly related to our candidates' proficiencies related to diversity ("Candidate demonstrates an understanding of individual differences", "Candidate demonstrates a respect for all clientele by fostering a supportive and encouraging atmosphere" and "Candidate demonstrates a respect for individual differences through the use of rich and varied approaches") the unit data shows that 97-100% meet or exceed standards.

3,500 characters

4a.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to diversity proficiencies and assessments may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

4b. Experiences Working with Diverse Faculty

4b.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with higher education and/or school-based faculty from diverse groups?

The mission statement of Eastern Illinois University says in part, "The University community is committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture." For initial and advanced candidates this includes the opportunity to work with University and P-12 faculty from diverse groups. Evidence of this commitment to diversity is reflected in the faculty information found in Table 8. These numbers indicate significant opportunities for teacher education candidates to interact in classroom settings across campus and across disciplines with individuals from diverse backgrounds. Additional opportunities to work with higher education and school based faculty from diverse groups occurs through our short term and long term study abroad programs (including but not limited to Toronto, Bahamas, Consortium for Overseas Student Teaching) as well as through our optional week long trip to El Paso, Texas. Finally, at the initial level the multicultural student teaching practicum that requires all students to have an experience in a diverse school setting attempts to ensure these opportunities with diverse P-12 faculty.

3,000 characters

4b.2. What knowledge and experiences do faculty have related to preparing candidates to work with students from diverse groups?

Faculty have a wide variety of knowledge and experiences related to preparing candidates to work with students from diverse groups. A review of faculty vita will demonstrate a wide range of experiences related to diversity including membership of such organizations as NAME. (Link to vitae) Unit faculty have been involved in Study-Abroad opportunities where they lead candidates on study trips that allow both the faculty and candidates to experience different cultures. Examples of these trips include: Bahamas and Toronto, Canada. Another faculty led initiative allows initial candidates an opportunity for a cultural experience in ElPaso, Texas that allows candidates to work in schools with diverse populations as well as a wide range of socio economic status. Several of the faculty have shown an interest and have developed a class dealing with second language learners at the initial and advanced levels. Faculty members do have community involvement with Habitat for Humanity and mission trips, and Special Olympics volunteer work that allow them the opportunity to have experiences to share with candidates at all levels when discussing diverse populations.

2,000 characters

4b.3. How diverse are the faculty members who work with education candidates? [Diversity characteristics in addition to those in Table 8 can also be presented and/or discussed, if data are available, in response to other prompts for this element.] Please complete Table 8 or upload your own table at Prompt 4b.5 below.

Table 8
Faculty Demographics
(SEE ATTACHED)

	Prof. Ed. Faculty Who Teach Only in Initial Teacher Preparation Programs n (%)	Prof. Ed. Faculty Who Teach Only in Advanced Programs n (%)	Prof. Ed. Faculty Who Teach in Both Initial Teacher Preparation & Advanced Programs n (%)	All Faculty in the Institution n (%)	School-based faculty n (%)
American Indian or Alaska Native					
Asian					
Black or African American, non-Hispanic					
Native Hawaiian or Other Pacific Islander					
Hispanic or Latino					
White, non-Hispanic					
Two or more races					
Other					
Race/ethnicity unknown					
Total					

Female					
Male					
Total					

4b.4. What efforts does the unit make to recruit and retain a diverse faculty?

The unit does have a functioning Minority Recruitment Committee that assists the attraction and retention of minority faculty (see link to minutes). The unit follows all university plans, policies and procedures in an effort to attract and hire excellent practitioners that are diverse. The Office of Civil Rights works with the unit on developing a plan for each of the positions that a search has been opened and permitted to begin the search for a faculty member. Documentation of recruiting efforts are monitored by the Office of Civil Rights and Diversity, and that office provides guidelines and policies for the recruitment and hiring of faculty. Position announcements are distributed to a group of journals that are committed to diverse populations such as: *Diverse Issues in Higher Education*, *Hispanic Outlook in Higher Education*, and the *Journal of Blacks in Higher Education*.

Newly employed faculty members, administrators, and other professional staff are provided the opportunity to discuss their recent experiences with Eastern’s recruiting and employment process in a survey distributed by the Office of Civil Rights. The responses are summarized and reported to appropriate administrators. The Office of Minority Affairs endeavors to pursue, promote, & maintain programs that will heighten the awareness, presence, & success of minorities and other under-represented groups on the campus of Eastern Illinois University. This office also assists in social networking of faculty and staff to provide a group of individuals that have similar interests. <http://www.eiu.edu/~minoraff/index.php>

At the University level, during the period fall 2000 to fall 2009, 22% of tenure-track faculty members employed have been members of minority groups. Nearly 17% of all administrator/professionals employed have been members of minority groups. (see online spreadsheet http://www.eiu.edu/~civil/data_faculty/faculty_hiring_info.php) Eastern aggressively recruits applications from underrepresented groups, including members of minority groups, for faculty and administrator/staff positions. All divisions of the university are required to document these recruiting efforts and to provide specific rationales for employment recommendations before the searches are concluded. These efforts are monitored by the Office of Civil Rights and Diversity, which reports to the President. This office also assists faculty members, administrators, and other professional staff with visa applications and work-place eligibility issues. The Human Resources Office is responsible for administering the civil service employment process. It reports to the Vice President for Business Affairs. Diversity issues related to employees are closely monitored, evaluated and addressed by the university in various ways. Where departments have not documented aggressive efforts to build pools of qualified applicants that are similar to those in relevant national pools or have not followed university guidelines, searches may be extended and/or canceled by the Office of Civil Rights and Diversity. Efforts to recruit, retain, and advance members of underrepresented groups are reviewed regularly. The university posts data depicting the demographic composition

of faculty members and other administrators/professionals employed during each recruiting cycle as well as the demographic composition of university employees on public web pages. Over the past several years, the university Civil Rights Office has carried out new initiatives intended to heighten the national exposure for all employment opportunities at Eastern and promote “brand awareness.” These initiatives included placing full-page advertisements that discussed Eastern’s major goals and its ongoing commitment to enhancing diversity in national, targeted journals – *Diverse Issues in Higher Education*, *Hispanic Outlook in Higher Education*, and the *Journal of Blacks in Higher Education*. In addition, full-page advertisements were placed in the national conference programs of the American Association for Affirmative Action, the National Conference on Race and Ethnicity in Higher Education, and the Illinois Latino Conference on Higher Education.

In fall 2009, the Office of Civil Rights and Diversity was notified that Eastern was selected as the number six employer on the HBCU (Historically Black Colleges and Universities) *Connect* magazine’s 2009 List of Top 50 Employers. Eastern was the only university included among the list’s top tier of employers. Employers were recognized for their efforts for recruiting HBCU students and alumni, their brand presentation in the HBCU community, and their relationships with HBCU organizations.

Departments are required to document recruiting efforts when they submit forms requesting interviews. The compositions of applicant pools are considered in the context of potential national availability for a specific discipline or type of position. Before interviews proceed, departments must report upon recruiting practices. As interviews are carried out, departments must discuss in what ways each candidate proposed for interviews is considered to be more competitive than others in the applicant pool. These comments are evaluated in the context of the advertised position announcement and the applicant files. Without this documentation, departments may not proceed with interviews. After interviews are completed, departments are required to submit forms that discuss why the candidate proposed for employment is perceived to be more competitive than others interviewed. These comments are reviewed in the context of all documentation in the candidate files.

Newly employed faculty members, administrators, and other professional staff are provided the opportunity to discuss their recent experiences with Eastern’s recruiting and employment process in a survey distributed by the Office of Civil Rights and Diversity at the Faculty Development fall orientation program and also by email. Responses are reviewed to identify any potential issues with the employment process and to identify potential innovations that could be implemented.

Departing employees are provided multiple opportunities to complete confidential exit surveys that contain questions specifically related to potential climate issues. These surveys are administered by the Office of Civil Rights and Diversity. The responses are summarized and reported to appropriate administrators.

The Office of Minority Affairs convenes periodic meetings of faculty and staff who are members of underrepresented groups to socialize, network, and discuss topics of interest.

2,000 characters

4b.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty diversity may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

4c. Experiences Working with Diverse Candidates

4c.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with candidates from diverse groups?

Table 9 shows the breakdown of candidates by race and ethnicity for both education programs and the University as a whole. In addition, all programs have capstone experiences e.g., student teaching and graduate programs internships, that contain diversity requirements that require candidates to gain experiences in diverse settings. Pedagogically, group projects are used often to allow candidates to learn from various perspectives based on their backgrounds and to utilize the existing diversity to prepare for their professional lives. Student organizations at the university level and particularly professional student organizations at the college level provide candidates with other valuable opportunities to interact with diverse peers, e.g., Women in Science and Mathematics and M3S (Minority Mentoring in Mathematics and Science) and MTEA (Minority Teacher Education Association). There are 236 Registered Student Organizations on campus. Of that number at least 34 are designated as being created for ethnic, gender, religion, discipline and linguistic interests. A few of these Student RSOs for diverse groups include: African Students Association, Asian American Association, Association of International Students, Black Graduate Student Association, EIU Indian Students Association, Latin American Student Organization, Minority Teacher Education Association, Muslim Students Association, and Women’s Studies. Finally, conferences such as the English Language Learners Conference and the Diversity Conference held on campus encourage not only a sharing of information about diversity issues but allow for opportunities for candidates to interact with candidates from diverse groups.

3,000 characters

4c.2. How diverse are the candidates in initial teacher preparation and advanced preparation programs? [Diversity characteristics in addition to those in Table 9 can also be presented and discussed, if data are available, in other prompts of this element.] Please complete Table 9 or upload your own table at Prompt 4c.4 below.

Table 9
Candidate Demographics
(SEE ATTACHED)

	Candidates in Initial Teacher Preparation	Candidates in Advanced Preparation	All Students in the	Diversity of Geographical Area Served by
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	Programs n (%)	Programs n (%)	Institution n (%)	Institution (%)
American Indian or Alaska Native				
Asian				
Black or African American, non-Hispanic				
Native Hawaiian or Other Pacific Islander				
Hispanic or Latino				
White, non-Hispanic				
Two or more races				
Other				
Race/ethnicity unknown				
Total				
Female				
Male				
Total				

4c.3. What efforts does the unit make to recruit and retain candidates from diverse groups?

Efforts are made both at the University and Unit level to recruit and retain candidates from diverse groups.

Initial Programs:

Recognizing that a significant percentage of our students reside in the Chicago area, we have three regional admission counselors based there. This allows us a greater presence in the schools with larger percentages of minority students. We attend college fairs at high schools, community colleges, community centers, even some churches to expand our outreach efforts to students of color. Some visits feature on-site application assessments in private consultation with each student. These on-site programs are also conducted at southern Illinois high schools, and in the St. Louis metro east area at high schools with significant populations of underrepresented students. In all of these situations teacher education programs tend to front and center.

One goal is to admit as many students of color as quickly as possible in the fall of their senior year. This provides a larger pool of students to invite for our annual Access Granted Weekend for admitted students of color. We accommodate up to 50 students on campus for a weekend of workshops and activities with our students, faculty and staff during the second weekend of February. The students reside throughout Illinois, with the majority from the Chicago area. Transportation, meals, lodging and supplies are provided at no cost to the students. This program has an average yield (students who enroll) of over 80%, since its inception in 2006. The Offices of Minority and Housing co sponsor the weekend. This year the Minority Teacher Education Association joined as a co-sponsor. In addition, this Spring The Office of Admissions is planning a bus trip to EIU for admitted Latino students. The plan is to transport up to 36 people from Chicago to our April Open House program. In addition to scheduled activities,

we'll provide an additional financial aid session, student panel featuring our Latino students, and a session with President Perry.

The Offices of Admissions, Minority Affairs <http://www.eiu.edu/~minoraff/index.php>, TRiO and Housing also team up to host a biennial Open House for Upward Bound programs. It attracts approximately 300 students from 10 to 15 high school Upward Bound programs statewide. The Office of Admissions conducts on-site application assessments resulting in several on-the-spot admissions.

Both as a recruitment and retention effort, the Office of Admissions and the Office of Minority Affairs award scholarships, internships, and provide support for prospective and enrolled students of color.

Specific to the Unit, the Minority Identification and Enrichment program works with middle schools, high schools and community colleges throughout the state to encourage students of color to consider teacher education (and EIU specifically) as a chosen profession. Faculty, staff and students (from our Minority Teacher Education Association) work with these schools and students to provide academic enrichment activities as well as information about teaching as a career. In addition, the program hosts a residential week long summer program for students and in most years hosts a one day Spring Conference. Additionally, through the Minority Teacher Education Association candidates of color are provided academic support and mentoring in efforts to increase admission and retention in teacher certification programs.

In addition, initial programs in Special Education and Elementary Education take their programs using a cohort model to more diverse areas in need of teachers in these areas.

Advanced Programs:

Advanced programs in School Counseling, Communication Disorders Sciences, and School Psychology have very competitive admissions and actively recruit minority candidates through graduate school fairs as well as other recruitment activities. All candidates admitted are provided support and resources to help them succeed.

The advanced programs in Educational Leadership, Elementary Education, Special Education, Science Education, Mathematics Education, and Art Education are programs that tend to attract teachers from the immediate area which tends to be homogeneous. However, Educational Leadership and Elementary Education do take their programs using a cohort model to more diverse areas in need of additional certification and/or professional development. Candidates at these locations are taught by campus based faculty committed to the success of these candidates.

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2,000 characters

4c.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to candidate diversity may be attached here. [Because BOE members should be

able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

4d. Experiences Working with Diverse Students in P-12 Schools

4d.1. How does the unit ensure that candidates develop and practice knowledge, skills, and professional dispositions related to diversity during their field experiences and clinical practice?

As part of the Conceptual Framework one of the five areas identified is Diverse Students. As noted in the conceptual framework and reflected in assignments found in course syllabi all candidates are to reflect and be assessed in the capacity of being able to work with diverse populations as stated in the definition of Diverse Students: educators must consider a range of individual differences. These include “differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and geographical area.” (NCATE, 2002, p.53) Educators must have the knowledge bases to make educational decisions that are appropriate in the framework of a pluralistic society. Within educational environments and in the context of all collaborative relationships, educators must reflect their understanding and acceptance of diversity. Candidates are assessed through rubrics and reported within the unit assessment system to ensure that all candidates at the initial and advanced level are developing skills to work with diverse populations. Initial candidates have an opportunity to develop skills through the assignments and class work presented in EDF 2555 Diversity of Schools and Societies: Social and Global Perspectives (link to syllabi) that will assist in developing knowledge related to diversity. Initial candidates are provided with an opportunity to attain the knowledge to work with diverse populations through the practicum assignments prior to student teaching. During their student teaching semester candidates enrolling STG 4000: Multicultural/Disabilities Practicum. This practicum is comprised of direct participation focusing on different aspects of multiculturalism and individuals with disabilities.

Advanced level candidates develop knowledge skills and dispositions related to diversity during their practicum experience (link to chart). Also, advanced level candidates are required to take classes that relate to Social Foundations, or counseling diverse individuals (link to syllabi). The advanced candidates are also assessed for dispositions and diverse students as identified in the conceptual framework through rubrics and assessments outlined in the Unit assessment system.

2,500 characters

4d.2. How diverse are the P-12 students in the settings in which candidates participate in field experiences and clinical practice? Please complete Table 10 or upload your own table at Prompt 4d.4 below. [Although NCATE encourages institutions to report the data available for each school used for clinical practice, units may not have these data available by school. If the unit uses more than 20 schools for clinical practice, school district data may be substituted for school data in the table below. In addition, data may be reported for other schools in which field experiences, but not clinical practice, occur. Please indicate where this is the case.]

Table 10
Demographics on Sites for Clinical Practice in Initial and Advanced Programs
(SEE ATTACHED)

Name of	American Indian or Alaska		Black or African American, non-	Native Hawaiian or Other Pacific	Hispanic or	White, non-	Two or more		Race / ethnicity	Students receiving free / reduced price	English language	Students with
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school	Native	Asian	Hispanic	Islander	Latino	Hispanic	rac	Other	unknown	lunch	learners	disabilities

4d.3. How does the unit ensure that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups?

Data is collected during field experiences/ internships by university faculty and cooperating teachers/ supervisors at the initial and advanced level to evaluate the candidates’ performances on a rubric. This information is then shared with candidates providing feedback. Candidates are also asked to write reflections on their field experiences/internships. A discussion within student teaching seminars does provide a forum for initial candidates to discuss with peers as well as supervisors their experiences in working with diverse groups of individuals. Advanced candidates have feedback with peers during classes that are taken during their internships.

2,000 characters

4d.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the diversity of P-12 students in schools in which education candidates do their field experiences and clinical practice may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 4?

2,000 characters

2. What research related to Standard 4 is being conducted by the unit or its faculty?

2,000 characters

STANDARD 5. FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

[In this section the unit must include the professional education faculty in (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

5a. Qualified Faculty

5a.1. What are the qualifications of the full- and part-time professional education faculty (e.g., earned degrees, experience, and expertise)? Please complete Table 11 or upload your own table at Prompt 5a.5 below. [Professional Education Faculty information compiled by AIMS from earlier reports submitted for the national review of programs and updated by your institution (see Manage Faculty Information page in your AIMS workspace) can be imported into Table 11. For further guidance on completing this table, see the directions provided below (select link "click here") as well as in the Help document (click on "Help" in the upper right corner of your screen.)]

**Table 11
Faculty Qualification Summary
(See Attached – In Progress)**

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track <input type="checkbox"/> YES	Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or Other Professional Experience in P-12 Schools

5a.2. What expertise qualifies professional education faculty members who do not hold terminal degrees for their assignments?

The faculty hired without terminal degrees are found within the non-tenure track ranks of faculty. Faculty possess at minimum the Master’s degree together with significant expertise and/or experience in the area(s) they are assigned to teach. In some cases expertise comes from many years of experience and/or credentialing within a specific area, in other cases faculty possesses a masters degree and are currently pursuing a terminal degree while teaching in the unit.

2,000 characters

5a.3. How many of the school-based faculty members are licensed in the areas they teach or are supervising? How does the unit ensure that school-based faculty members are adequately licensed?

PreK-12 school faculty members and administrators who supervise teacher or internships and practica experience are certified and tenured in the field they are supervising. This is ensured through the agreements established between the Unit and the local school systems through the contracts established with the school districts. (Link to contracts with school sample) All university faculty that supervisor field experiences, student teachers or internships have documented professional activities. The student teaching personnel have documented professional activities at both K-6 and 7-12 grade levels to enable them to provide supervision to all student teachers at all grade levels. The Chair of Student Teaching and Clinical Experiences ensures that the credentials of coordinators reflect prior teaching experiences at both K-6 and 7-12 grade levels. (link to example of Student teaching clinical experience logs??)

2,000 characters

5a.4. What contemporary professional experiences do higher education clinical faculty members have in school settings?

Unit clinical faculty consists of full time faculty and adjuncts who are retired educators or teachers who are not currently in a teaching position. Higher education clinical faculty at both the initial and advanced level spend considerable time in school settings fulfilling the roles of student teacher supervision; internship supervision; in-service training; technology support teacher mentoring and consulting with schools on such issues as professional learning communities. Faculty vitae will provide specific examples of such activities. (Link to faculty vitae site)

2,000 characters

5a.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty qualifications may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5b. Modeling Best Professional Practices in Teaching

5b.1. How does instruction by professional education faculty reflect the conceptual framework as well as current research and developments in the fields?

The conceptual Framework adhered to by the unit is developed in five themes allowing 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; and
- Diverse subjects and levels.

Faculty address in content courses and professional coursework means by which candidates can develop skills and attain knowledge in the five domains found within the conceptual framework. This knowledge and skills are developed through varied instructional approaches that address the needs of all learners, integrate technology and address a wide range of subject areas and levels to insure that the candidates can help all students learn within complex society. Assessments to reflect this coursework can be found within syllabi and sample student portfolios. (link to syllabi and student portfolio and student sample work) Faculty provide examples of best practice in their field of expertise, which does reflect current research and developments in the field which is then translated to the university classroom. Illustration of this would be reflected in the research the faculty are performing and linking to classroom as well as documentation that would be found in Specialty Organization Association (SPA) portfolios that have been submitted. (link to SPA reports and Faculty vitae)

2,500 characters

5b.2. How do unit faculty members encourage the development of reflection, critical thinking, problem solving, and professional dispositions?

Course and program assessments at the initial and advanced levels, such as portfolios, case studies, clinical observations, peer counseling diagnosing reading difficulties, reflecting on field and clinical experiences, creating behavior management plans, creating portfolios, reflection on internships and designing action research are activities that promote the development of reflection, critical thinking, problem solving and professional dispositions. Faculty members require students to think critically at all levels of the unit programs by self assessment as well as all of the aforementioned activities. Students are required to provide reflection on assignments or internships. Professional dispositions are addressed throughout the initial and advanced programs by self assessment and as well as evaluation instruments

used as part of the unit assessment system.(link to SPA reports, student teaching evaluation, clinical experience 2 evaluation instrument)

2,000 characters

5b.3. What types of instructional strategies and assessments do unit faculty members model?

Faculty model a range of instructional strategies from direct to indirect instruction. They model different methods of instruction so candidates can evaluate specific instructional strategies for the classroom and school, with assignments that emulate tasks that teachers and other school professionals will perform in schools. In addition to the unit assessments documented under Standard 2, faculty assess candidate performances relative to SPA standards. Individual course syllabi will give insight to the instructional strategies utilized by faculty in the delivery of the course work. (link to Standard 2 chart and course syllabi. We could also develop a chart of teaching strategies utilized)

2,500 characters

5b.4. How do unit faculty members incorporate the use of technology into instruction?

Technology is a theme of the Unit conceptual framework and faculty do reflect a variety of venues in addressing technology in their instruction. All faculty members have a computer at their desk which has become an integral part of their teaching process. All initial teacher education candidates utilize LiveText to develop portfolios which unit faculty members must utilize as well for evaluation purposes. Faculty members have the opportunity of using SmartBoards in most of the classrooms within Buzzard as well as across campus. The university has developed a program where students purchase personal response system key pads for classes at the university, which students do utilize in some of the classes within the unit. Faculty have classes automatically developed for their assigned classes in WebCT if they choose to use this web-based class management tool. Podcasts have been developed for resources to all unit students and faculty through the Instructional Technology Center to address a variety of uses of technology (<http://techtalk4teachers.blogspot.com/>) as well as individual faculty developing their own podcasts for class use. The College of Education provides an Instructional Technology Center that houses a computer facility as well as mobile computer carts that may be checked out to faculty within the building additional technology support is outlined in the ITC web site <http://www.eiu.edu/~itc/>. For the past several years The Center for Academic Technology Support (CATS) has given awards out for “Excellence in the Use of Technology” in 2009 Mrs. Judy Barford received the award in the area of teaching. The unit does have a variety of classes that are delivered completely on-line to candidates, as well as courses the faculty are delivering as a hybrid class where part of the class is being delivered face to face and the balance on-line. (We could develop an exhibit of a listing of courses delivered on line and those courses designated technology enhanced, and/or specific program examples)

3,000 characters

5b.5. How do unit faculty members systematically engage in self-assessment of their own teaching?

As part of the process for tenure, promotion and continuing contracts for Unit B (non tenure track faculty) faculty member prepare portfolios for evaluation. Written reflections are generally included as part of this portfolio process, with the reappointment, promotion and tenure system at EIU faculty members must examine and reflect on their teaching performance, with student evaluations.

A Standardized student evaluation system is utilized to provide student feedback to faculty, again the number of classes providing this feedback does vary from department to department, but tenured and

tenure track as well as Unit B faculty are required to provide evaluations for at least one class per semester.(we may want to include the core student evaluation questions from the Purdue's)

2,500 characters

5b.6. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty teaching may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5c. Modeling Best Professional Practices in Scholarship

5c.1. What types of scholarly work are expected of faculty as part of the institution's and unit's mission?

Professional education faculty members demonstrate scholarly work related to teaching and learning as an integral part of their role as teacher educators. The University identifies research and scholarship in the promotion and tenure process within the faculty contract. Scholarship is one of the three areas that is evaluated within the evaluation process. The faculty research is evaluated by the Department Application of Criteria (DAC) which is developed by each department. The DAC does describe what materials and methods will be used in evaluating performance of employees eligible for retention, promotion, or tenure. The form of scholarly work will differ from department to department. Generally within the unit, there is some emphasis on applied research related to work in P-12 schools. Some faculty within the unit are active in grant writing which has been accepted as scholarly work, but there is significant diversity in the research activities of the faculty.

2,000 characters

5c.2. In what types of scholarship activities are faculty members engaged? How is their scholarship related to teaching and learning? What percentage of the unit's faculty is engaged in scholarship? (Review the definition of scholarship in the NCATE glossary.) [A table could be attached at Prompt 5c.3 below to show different scholarly activities in which faculty members are involved and the number involved in each activity.]

The current unit faculty are engaged in a number of scholarly activities, including the publication of refereed and non-refereed works; presenting at state, national and international conferences; writing grants; as well as other scholarly activities. An examination of the faculty curriculum vitae indicates that faculty members engage in publications of books or book chapters as well as the previously mentioned activities (Exhibit a table to confirm scholarly productivity of faculty) . NEED TO ADD DATA
Approximately ???? of the 97 full time faculty (??%) within the unit have actively engaged in some type of scholarly work. For an example 2007-2010 faculty generated \$??? For ?? awards and or grants within the unit.

3,000 characters

5c.3. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty scholarship may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5d. Modeling Best Professional Practices in Service

5d.1. What types of service are expected of faculty as part of the institution's and the unit's mission?

The mission statement for the College of Education and Professional studies states: “The College of Education and Professional Studies at Eastern Illinois University has a tradition of providing an educational environment that is conducive to interaction, inquiry, and service. The goal of the College is to prepare professionals who will advance the intellectual, physical, psychological and social wellbeing of our pluralistic democracy and global society.” This tradition that is conducive to service includes service to the unit, college, university and professional community, as well as the P-12 community as a whole. (A chart with a summary of Unit Service Projects)

Service is a component of the evaluation system for faculty at the university and is identified within the contract as a component of the three areas of faculty evaluation. Again, each department identifies through their Department Application of Criteria the type and amount of service that is required at the evaluation levels for the faculty. (Unit A Contract <http://www.eiu.edu/~acaaffair/Contract/ua2006-2010FINALv2.pdf> and Unit B Contract <http://www.eiu.edu/~acaaffair/Contract/ub2006-2010FINALv2.pdf>)

2,000 characters

5d.2. In what types of service activities are faculty members engaged? Provide examples of faculty service related to practice in P-12 schools and service to the profession at the local, state, national, and international levels (e.g., through professional associations). What percentage of the faculty is actively involved in these various types of service activities? [A table could be attached at Prompt 5d.3 below to show different service activities in which faculty members are involved and the number involved in each activity.]

There are many levels of service in which faculty engage. Faculty can provide service at the departmental, unit, college, campus as well as the community at the local, state, national and international levels. The community includes P-12 schools, as well as civic and religious organizations. Service can be extended to the professional associations at all levels.

Examples of service include:

At the Unit and/or college level:

- Members of Council on Teacher Education
- College Research committee
- College Development committee
- College Curriculum committee

At the University level:

- Faculty Senate
- Council on Academic Affairs
- Honors Council
- Council on University Planning and Budgeting

At the Professional level:

- President of the Illinois Reading Council
- NCATE SPA evaluators
- NCATE Board of Examiner members

Examples of service to the community include:

- In-service presentations to the local school districts
- Presentations at Regional Educational conferences

- Regional history fairs
(a table outlining service activities of faculty members will need to be developed)

3,000 characters

5d.3. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty service may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5e. Unit Evaluation of Professional Education Faculty Performance

5e.1. How are faculty evaluated? How regular, systematic, and comprehensive are the unit evaluations of adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants?

Tenure and tenure track faculty members and full time non-tenure track and faculty with a 50% or more assignment are evaluated on an annual bases as outlined in the respective faculty contracts (Unit A Contract <http://www.eiu.edu/~acaffair/Contract/ua2006-2010FINALv2.pdf> and Unit B Contract <http://www.eiu.edu/~acaffair/Contract/ub2006-2010FINALv2.pdf>), Eastern Illinois University does have a faculty contract that does give structure and guidance in the evaluation of tenured and non-tenured faculty members. From the Unit A (tenure/tenure track faculty) agreement:

8.3. Areas of Evaluation

- a. The degree of effectiveness of performance of each employee being considered for retention, promotion, or tenure will be evaluated in the areas of teaching/performance of primary duties, research/creative activity, and service. Teaching/performance of primary duties will be considered the most important of the three areas of evaluation.
- b. Evaluation of an employee's teaching/ performance of primary duties will include consideration of the employee's effectiveness in her/his: execution of assigned responsibilities; command of the subject matter or discipline; oral English proficiency as mandated by Illinois statute; ability to organize, analyze, and present knowledge or material; ability to encourage and interest students in the learning process; and in student advisement, counseling, and direction of individual activities.
- c. Evaluation of the effectiveness of an employee's research/creative activity will include consideration of: the quality and quantity of research/creative activity; contributions to the employee's discipline or field; extent and nature of national, state or local recognition of research/creative activity; extent and nature of participation in professional organizations.
- d. Evaluation of the effectiveness of an employee's unit, college, University, community, or professional service will include consideration of: extent and nature of leadership; degree of participation; quality and length of service; extent and nature of national, state, or local recognition of service; and the relationship of the service to the employee's assigned responsibilities and to the University.

Also, each department according to the contract is to develop its own Departmental Application of Criteria (DPC) again, from the contract:

8.7. Departmental Application of Criteria

- a. Each department shall have a statement of Departmental Application of Criteria, describing what materials and methods will be used in

evaluating performance of employees eligible for retention, promotion, or tenure. The Departmental Application of Criteria will contain:

- (1) categories of materials and activities appropriate for the department to use for the three areas of evaluation, including those relevant to distance education methods, and the relative importance of these materials and activities; and
- (2) a general statement of the methods to be used for evaluation of teaching/performance of primary duties including classroom visitation by the Department Chair and peers; and also including the means by which any special concerns relevant to evaluation of teaching by means of distance-education methods are to be addressed; and
- (3) a general statement of the methods to be used for evaluation of research/creative activity, and service; and
- (4) the relative emphasis to be given to research/creative activity and service.

Graduate assistants are evaluated on a semester basis utilizing a process outlined by the Graduate School. (there is a graduate assistant evaluation form, but not on the grad school web page)

3,000 characters

5e.2. How well do faculty perform on the unit's evaluations? [A table summarizing faculty performance could be attached at Prompt 5e.4 below.]

Faculty are generally successful in the college tenure and promotion system. The following data summarizes faculty reappointment, promotion, and tenure performances NEED DATA:

Reappointment –

2007-2008 # reappointed - # not reappointment

2008-2009

2009-2010

Promotion:

2007-2008 # promoted - # denied promotion

2008-2009

2009-2010

Tenure:

2007-2008 # granted tenure

2008-2009

2009-2010

Student Evaluation are included in each of the faculty portfolios when faculty are in the evaluation process (Can we get a summative statement of student evaluation data?)

2,000 characters

5e.3. How are faculty evaluations used to improve teaching, scholarship, and service?

Professional development needs are outlined in faculty evaluations in teaching, research and service with the faculty member submits their portfolio for evaluation. The Department Personnel Committee, the

Chair of the department, the Dean of the college, and the University Personnel committee all write narrative evaluations of faculty portfolios for those faculty in the tenure track positions, but having not achieved tenure. Faculty members that have achieve tenure submits a portfolio that is evaluated by the department chair and the Dean.

Annually contracted faculty members by contract are evaluated on teaching. (University promotion and tenure policy; university faculty evaluation forms)

2,000 characters

5e.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit's evaluation of professional education faculty may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5f. Unit Facilitation of Professional Development

5f.1. How is professional development related to needs identified in unit evaluations of faculty? How does this occur?

Professional education faculty are encouraged to engage in a wide array of professional development activities. Each department with the unit does provide travel for faculty members to support faculty travel to professional meetings, the amount allowed for this activities does vary from department to department. Faculty are expected to participate in training related to LiveText and the unit assessment system for initial candidates. Other sources of support may include Telefund monies as well as support from the Dean's offices when funds allow, as well as the funding opportunities through the Faculty Development Office. The CATS center as well as Booth library does provide training related to technology available on campus.

2,000 characters

5f.2. What professional development activities are offered to faculty related to performance assessment, diversity, technology, emerging practices, and/or the unit's conceptual framework?

Opportunities for professional development are regularly provided to faculty members within and beyond the Unit. The university Faculty Development Office does provide a wide variety of development opportunities that do relate to the conceptual framework. The unit does provide faculty development related to the conceptual framework and revisiting the outcomes of the conceptual framework as well as student dispositions. Many faculty members are members of professional organizations where they do engage in leading and/or participating in training activities. (Chart will need to be developed related to the professional development activities)

2,500 characters

5f.3. How often does faculty participate in professional development activities both on and off campus? [Include adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants.]

Faculty participate in professional development activities both on and off campus. The unit tenure and non-tenured faculty have equal access to resources to support development. As an example a non-tenure track faculty member has lead two trips to Toronto as part of the University's Study Abroad program. Many of the faculty have participated in activities sponsored by the office of Faculty Development, the

Center for Academic Technology Support (CATS) and Booth Library. Faculty members have attended state-wide meetings as well as other professional meetings such as AACTE conferences. (chart will need to be developed related to the actual participation of faculty with professional development)

1,500 characters

5f.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit's facilitation of professional development may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 5?

Faculty Development – CATS, Library, ITC
Support for Grant (Pre and Post Award)

2,000 characters

2. What research related to Standard 5 is being conducted by the unit or its faculty?

[Empty text box for response]

2,000 characters

STANDARD 6. UNIT GOVERNANCE AND RESOURCES
The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

6a. Unit Leadership and Authority

6a.1. How does the unit manage or coordinate the planning, delivery, and operation of all programs at the institution for the preparation of educators?

The Council on Teacher Education (COTE) serves as the teacher Education unit at Eastern Illinois University. COTE with its Executive Office the Dean of the College of Education and Professional Studies (CEPS), serves to formulate, monitor, and revise policies for the admission and retention of pre-service teachers; formulates and evaluate continuously policies, standards, and criteria for teacher education curricula and programs; reviews, monitors, and approves teacher education curricula; coordinates and reports the results of follow-up studies of teacher education graduates; facilitates interdepartmental and intercollegiate cooperation on matters relevant to teacher education; assures students due process in resolving problems related to teacher education; requests entitlement program approval and reports changes in teacher education programs to the Illinois State Board of Education Program Approval Section and the State Teacher Certification Board; reports results of teacher education

studies and make recommendations to the Dean, College of Education and Professional Studies; assures that all teacher education programs are in compliance with the guidelines set forth by the Illinois State Board of Education Program Approval Section and the State Teacher Certification Board; and is the final council authority on all programs preparing P-12 school personnel.

The Unit head is the Dean of the College of Education and Professional Studies, Dr. Diane Jackman. The Dean is a direct report to the Vice President for Academic Affairs, Dr. Blair Lord, and serves on the Deans' Council. The Dean's Council consists of: Dean Bob Augustine, Graduate School; Associate Vice President Jeff Cross; Dean Mary Anne Hanner, Dean of college of Science; Assistant Vice President Mary Herrington-Perry; Dean Will Hine, Dean of the School of Continuing Education; Dean Diane Hoadley, Dean Business and Applied Sciences; Assistant Vice President Mike Hoadley; Dean Bonnie Irwin, Dean of Honors College; Dean Diane Jackman, Dean of College Education and Professional Studies; Dean Allen Lanham, Dean of Library; Interim Dean Jeffrey Lynch, Dean of Arts and Humanities. The Dena's Council works to oversee and coordinating the planning, delivery and operations of the academic preparation of all students on campus.

The College of Education and Professional Studies (CEPS) is administered through the Dean, Dr. Diane Jackman, as the academic leader of the unit. The college has nine (9) academic divisions. Each division has a chair or program director who represent that department to the Dean's Office. There seven (7) undergraduate programs and eight (8) graduate programs within the College. CEPS has dedicated staff (see Organizational Chart) that assist in the academic certification and licensure requirements of participants.

5,000 characters

6a.2. What are the unit's recruiting and admissions policies? How does the unit ensure that they are clearly and consistently described in publications and catalogues?

The Unit's recruiting and admission policies are clearly and consistently described in academic calendars, catalogs, publications, and advertisement which are accessible, accurate, and current. Examples include the University admission to Teacher Education Page which outlines the major steps in Admission, Retention and Completion of Teacher Education at EIU .

<http://www.eiu.edu/~ceps/teached/NEWAdmissionRetentionGraduationTeacherEdSheet0609.pdf>

The Unit maintains a dedicated Teacher Education page (<http://www.eiu.edu/ceps/teached/>) to provide information to all candidates as well as advisors of information related to teacher education and the process of applying for admission and the steps to completion of a program. Formal application to the teacher education program is made during well publicized "University Admission to Teacher Education Meetings" held each semester. Notice of such meetings are placed in every department on campus as well as the student newspaper, *The Daily Eastern News*, and are announced online in the *University Newsletter* in the "Especially for Students" section (e.g., <http://www.eiu.edu/~cats/universityNewsletter/current.php?section=8>). The undergraduate catalog refers to the Teacher Education page (<http://www.eiu.edu/ceps/teached/>). The graduate catalog clearly articulates the requirements needed for admission to the various graduate-level education programs (e.g., http://catalog.eiu.edu/preview_program.php?catoid=18&poid=2248&returnto=search). All catalog entries and web pages are reviewed and updated on a yearly basis, or more frequently if changes occur. Notices of changes are posted online and are sent out to all advisers in the university via the Campus Advising Network (<http://www.eiu.edu/~caneiu/>) in the form of "advisogram" emails. Each teacher education program also has brochures for distribution and on-line information for prospective candidates in the program. During orientation before school begins, the Dean and her staff give an overview to

declared and interested freshman explaining the requirements for admission to the program. The Dean and staff, as well as curricular committees, review published admission requirements on a regular basis.

2,000 characters

6a.3. How does the unit ensure that its academic calendars, catalogues, publications, grading policies, and advertising are accurate and current?

The CEPS is on the same academic and administrative calendar as the rest of the University. Coordination of calendar events and dates are done approximately four years in advance when preliminary calendars are shared among the various constituencies on campus, e.g., Faculty Senate, Council on Academic Affairs (CAA), Council on Teacher Education (COTE), Council on Graduate Studies (CGS), Council of Chairs (COC), Dean's Council (DC), and each of the four vice presidential areas (Academic Affairs, Business Affairs, Student Affairs, and University Advancement). Once finalized, academic (<http://www.eiu.edu/~registra/acacal.html>) and administrative calendars (<http://www.eiu.edu/~acaffair/Calendar/adminical.pdf>) are placed on-line. CEPS continually monitors the calendars and coordinates with P-12 partners and in-service professionals whenever possible to ensure accuracy and compatibility. The various academic advisory bodies (e.g., CAA, COTE, CGS) review and advise the departments on their on the academic calendars and deadlines associated with various impending actions. The same advisory bodies, as well as departmental curricular committees, review course and program descriptions prior to entering into the official catalog.

Faculty to establish their own grading rubrics and standards, however grading policies for the university have been established in the Internal Governing policies <http://www.eiu.edu/~auditing/IGP/policy46.html> and provide guidelines that faculty are to maintain when establishing grading policies for courses.

2,000 characters

6a.4. How does the unit ensure that candidates have access to student services such as advising and counseling?

Candidate advising is carefully and systematically ensured for every candidate. Initial candidates are first assigned to a general advisor at the Academic Advising Center assist students with course selection, but we also provide guidance with major selection and career goals in addition to serving as a resource to the many offices and activities available on campus. <http://www.eiu.edu/~advising/> For initial programs once students have established a major and have achieved 60 semester hours they are then assigned advisors within their academic department (major). The initial candidates are required to meet with their advisor a minimum of once per semester to ensure that academic requirements are being met and cannot register for classes. Advanced candidates area assigned an advisor once admitted to a program. The candidate and advisor develop a course of study for the student that outlines the classes that the student will be required to take and a tentative timeline for taking classes. Advanced candidates work very closely both formally and informally with their faculty advisor, and advisors maintain regular communication and advising throughout the candidate's program.

Each year, the Counseling Center provides personal counseling to over 600 undergraduate and graduate students at Eastern Illinois University. The Center's staff is dedicated to assisting students in their pursuit of personal and academic growth, to helping students gain a better understanding and appreciation of themselves, and to supporting students as they make important decisions about their lives. The

Counseling Center web page provides additional information about particular issues that students may need assistance with, such as procrastination, stress, or eating disorders among other issues.

<http://www.eiu.edu/~counscr/#>

2,000 characters

6a.5. Which members of the professional community participate in program design, implementation, and evaluation? In what ways do they participate?

A wide range of professional community members participate in the design, implementation and evaluation of the programs. The following committees serve an active role in the design, implementation, and evaluation of the programs in the CEPS.

University-wide committees:

Council on Teacher Education (COTE) - Approves all programs and changes to teacher education and advanced educator preparation programs (advanced programs must also be approved by the Council on Graduate Studies). In addition, COTE approves all University-wide policies related to admission to teacher education. The members of COTE represent all programs across campus that have teacher preparation programs.

Council on Academic Affairs (CAA) - Approves all courses and course modifications for undergraduate teacher education programs. They also approve changes to university wide general education and graduation requirements. The faculty composition of CAA includes: nine members (with voting privileges), one from each academic college (Arts & Humanities, Education and Professional Studies, Lumpkin College of Business and Applied Sciences, and Sciences) elected by the faculty of the respective colleges, and five elected from the faculty at large. The council members will serve three-year, overlapping terms. Minutes and action of CAA may be found at the following web site: <http://www.eiu.edu/~eiucaa/index.php>

Council on Graduate Studies (CGS) - Approves all courses and in conjunction with COTE approves advanced educator preparation programs. They also approve changes to requirements for admission to and graduation from graduate programs. Council on Graduate Studies is comprised of:

+ Two ex-officio members, without vote, as follows: Dean of the Graduate School, Vice President for Academic Affairs or the Vice President's designee.

+ Eight faculty members elected for three-year overlapping terms.

Only members of the regular Graduate Faculty are eligible to vote and/or hold membership on the Council. Faculty members may vote only for the nominee(s) from their area, as follows:

Area I: Two representatives to be elected from the Graduate Faculty in the College of Arts and Humanities.

Area II: Two representatives to be elected from the Graduate Faculty in the College of Sciences.

Area III: Two representatives to be elected from the Graduate Faculty in the College of Business and Applied Sciences.

Area IV: Two representatives to be elected from the Graduate Faculty in the College of Education and Professional Studies.

Area V: One graduate faculty member to be appointed by the Dean of the Graduate School. The appointment shall be for one year.

Area VI: One degree seeking graduate student who is enrolled for a minimum of nine semester hours of graduate course work and who is selected according to the rotational plan approved by the Graduate Student Advisory Council. The appointment shall be for one year.
Minutes of CGS may be found at: <http://www.eiu.edu/~eiucgs/index.php>

Department and College Curriculum and Assessment Committees – serve as the initial and intermediate approval bodies for new courses, course modification, and assessment.

Other Committees:

University Advisory Committee on Teacher Education, (a listing of membership is needed as a link)

P-12 Advisory Committee on Teacher Education (a listing of membership is needed as a link)

Unit Assessment Committee

Dispositions Committee (will be likely be consumed by Unit Assessment Committee)

NCATE Steering Committee

Departmental Advisory Committees.

2,000 characters

6a.6. How does the unit facilitate collaboration with other academic units involved in the preparation of professional educators?

Eastern Illinois University is committed to an all-university approach to teacher education involving the College of Education and Professional Studies, disciplinary academic departments and the Council on Teacher Education. In the governance structure the Council on Teacher Education (COTE) serves as the official unit for teacher Education at Eastern. The following are the purpose and function from the bylaws of COTE:

Purpose of COTE

To develop policies for teacher education and to provide avenues of communication among all of the areas of the University concerned with teacher education. The COTE approves/disapproves, reviews, and provides oversight on all matters concerning teacher education.

Also, the Unit does collaborate with other academic units on campus at the initial level with the preparation of the SPA reports and the preparation of data for those reports.

2,000 characters

6a.7. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to unit leadership and authority may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6b. Unit Budget

6b.1. What is the budget available to support programs preparing candidates to meet standards? How does the unit's budget compare to the budgets of other units with clinical components on campus or similar units at other institutions?

SEE ATTACHED TABLE: Table should include the four academic college budgets and the VPAA budget: Personnel, Non-Personnel, and Total for each area for the past three years. Table I- Total appropriated operating budget, table 2 – total appropriated operating expenditures; table 3 CEPS Annual operating Expenditures.

The budget adequately supports on-campus and clinical experiences and is sufficient to support high quality experiences. The budget permits faculty teaching, scholarship and service that extend beyond the Unit to the P-12 education and other programs in the institution.

2,500 characters

6b.2. How adequately does the budget support all programs for the preparation of educators? What changes to the budget over the past few years have affected the quality of the programs offered?

The Unit has received adequate budget allocations to underwrite the diverse on-campus instruction and clinical work experiences essential for the preparation of professional educators. The Unit budget includes state appropriated dollars, grants from state and federal agencies, and auxiliary accounts. The budgets for the past few years have not seen a growth, but have remained somewhat stable. The funding has not affected the quality of programs, but placement of student teachers and practicum placements have been strategically selected to cut down on travel costs for the unit, but still provided optimum placements for the candidates.

2,000 characters

6b.3. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit's budget may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6c. Personnel

6c.1. What are the institution's and unit's workload policies? What is included in the workloads of faculty (e.g., hours of teaching, advising of candidates, supervising student teachers, work in P-12 schools, independent study, research, administrative duties, and dissertation advisement)?

The Unit workload policies are clearly established in the EIU/UPI Agreement to allow faculty members to effectively engage in teaching, assessment, scholarship and collaborative work in the P-12 settings and to provide services to the professional community.

Link to the Unit A (Tenure track/Tenure faculty): <http://www.eiu.edu/~acaffair/Contract/ua2006-2010FINALv2.pdf> ; Link to the Unit B (Non-tenure track faculty)

<http://www.eiu.edu/~acaffair/Contract/ub2006-2010FINALv2.pdf>

Full time faculty members are obligated to teach from 18 to 24 credit hours per academic year.

Supervision loads of student teachers are limited in terms of the number of candidates. Other clinical supervision loads are factored into faculty load. Part-time and clinical faculty are used as needed to either meet needs in programs or by location. Faculty workloads can include classes taught, research credit units, and administrative duties such as LiveText trainer, but workloads generally do not exceed 24 credit units.

Faculty in the College of Education and Professional Studies have, according the Faculty Assignment of Duties the following additional credit unit assignments: Live Text Coordinator – 3.0 CUs per semester; NCATE Advisor – 3.0 CUs per semester; and Unit Assessment Chair – 2.0 CUs per semester. Credit

units for department-level assignments are established according the Special Assignment of Duties Guidelines

2,500 characters

6c.2. What are the faculty workloads for teaching and the supervision of clinical practice?

Clinical faculty members do abide by the EIU/UPI Agreement in establishing workload. Typically faculty that supervise clinical practice for initial candidates teach STG 4000, which is a multicultural experience for student teachers that is 1 hr. credit with credit/no credit status. The faculty supervising clinical practice supervises a range of 15-22 candidates to achieve their full workload.

1,500 characters

6c.3. To what extent do workloads and class size allow faculty to be engaged effectively in teaching, scholarship, and service (including time for such responsibilities as advisement, developing assessments, and online courses)?

Full time tenure/tenure track faculty are contractually expected to make contribution in research/creative activities and service. Non tenure track (Unit B) faculty, unless stated in their individual contracts, do not have those expectations. Individual faculty work with their department chairs to ensure adequate time and resources necessary for the development of scholarship and service. Class sizes are determined by program areas. In some instances class size is also determined by accrediting bodies. Where class size is established by program areas, individual faculty members can accept more students into the class if there are seats available and the additional students will not negatively affect the class. The enrollment in distance learning courses is likewise the prerogative of the program area offering the course and the instructor of the course. It appears that most programs choose to have distance learning courses capped at 25 students. Faculty vitae and Faculty Load summary provide evidence that the faculty do have sufficient time to be professionally active at the local, state and national levels. [Link to examples of faculty work load and vitae.](#)

2,000 characters

6c.4. How does the unit ensure that the use of part-time faculty contributes to the integrity, coherence, and quality of the unit and its programs?

Part-time faculty are considered an essential part of programmatic consideration in the unit. When necessary to hire a part-time person, or Annually Contracted Faculty member (Unit B faculty) for duties such as supervision of field experience, student teaching, or to teach a class for someone on sabbatical, regional searches are often conducted. These searches follow the same criteria as a search for a tenure-track position with the exception of its scope. Following the departmental screening process, several candidates are brought to campus for an interview with the department chair and the department. The department then makes the appointment.

Through the process described above, the unit has sufficient full-time and part-time faculty to ensure unit and program coherence, quality and integrity. The number of faculty and ratio of students to faculty has remained fairly consistent.

Part-time and temporary faculty provide essential links between theory and practice as most are current or recent P-12 practitioners. Part-time and temporary faculty are invited to unit meetings and are considered to be members of the department and are evaluated by their department chairs using the same procedures as for regular faculty members described in their contracts (e.g.,

<http://www.eiu.edu/~acaffair/Contract/ub2006-2010FINALv2.pdf>). The unit strongly supports professional development activities for both part-time and full-time faculty. When part time faculty are employed by the unit to teach courses and to supervise student teachers, efforts are made to coordinate and standardize instruction through meetings and collaborative efforts between the full time and part time faculty.

2,000 characters

6c.5. What personnel provide support for the unit? How does the unit ensure that it has an adequate number of support personnel?

Each department has a faculty member serving in the administrative role of Chair and an Office Manager. Larger departments may also have an Associate Chair and may have a second Office Manager. Departments typically have federal work-study students, in the office as well for departmental or faculty help. Advanced Programs may also have graduate students helping in the office. All departments have administrative help in the form of Office Managers and some may have a second staff member in this role.

The Dean's office assists in the operation of the unit with the support of an Associate Dean, Dr. Doug Bower; three assistants to the Dean; six support staff persons; a receptionist; and Director of the Instructional Technology Center. These individuals along with a graduate assistant and work study students provide support to the unit through the processing of information that is imperative to the operation of the unit.

In addition to advising within departments, the Academic Advising Center provides advising to teacher education candidates with respect to contacts in the College of Education and Professional Studies. They work with candidates in person, via phone and email, as well as posting requirements on the web (<http://www.eiu.edu/~ceps/stuinfo.php>).

The university also provides services to candidates through Health Services (<http://www.eiu.edu/~health/>), the Counseling Center (<http://www.eiu.edu/~counscnr/>), and the Student Success Center (<http://www.eiu.edu/~success/>). Alumni surveys, under the direction of the Provost and Vice President for Academic Affairs, has very positive results (e.g., <http://www.eiu.edu/~assess/alumnisurvey.php>). The Committee on Retention Efforts also helps assure a cross-disciplinary and university-wide effort to support the students and programs.

2,000 characters

6c.6. What financial support is available for professional development activities for faculty?

Each department has been provided with a budget that allows for some financial support for faculty professional development. The amount of funding varies from department to department. The unit supports professional development with Telefund monies available for departments to provide small amounts for the under writing of faculty travel for development purposes. Also, in past years the Dean's office has supported limited travel support for faculty making presentations off campus. Redden Grant monies are available for faculty to apply for and may be used for anything that improves undergraduate instruction: software, equipment, guest speakers, conference registration.

The Office of Faculty Development (SEE TABLES FOUND ON BUDGET OFFICE'S SITE) has funds available to bring in professional faculty with wide variety of expertise on different subjects. Faculty are encouraged to attend these free workshops and sessions. The office also sponsors faculty to

attend development institutes in our local region. The University has a Visiting Scholar Fund that will aid faculty wishing to bring in visiting faculty for the purpose of expanding their knowledge base.

2,000 characters

6c.7. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to personnel may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6d. Unit facilities

6d.1. How adequate are unit--classrooms, faculty offices, library/media center, the technology infrastructure, and school facilities--to support teaching and learning? [Describe facilities on the main campus as well as the facilities at off-campus sites if they exist.]

EIU has a student centered campus culture. The university facilities are kept up to date to provide students, faculty, and staff with the required equipment and software for teaching, training, and research.

Most classrooms are equipped with instructor computers, projectors, and VCR/DVD equipment. Many rooms have access to Smartboards and document cameras. TurningPoint, the EIU campus standard for student response systems, is available in the classrooms. All faculty, on and off campus, have offices with access to computers and phones.

The library education research collection is a part of the general library collection and includes 37,088 monograph titles and 118 print journal subscriptions. There are also 135 education journal titles available electronically through subscriptions to journal packages and individual purchase. The library subscribes to two education databases: ERIC and EBSCO's Professional Development Collection. Many education journals are also available through JSTOR, InfoTrac, WilsonSelect Plus, Academic Search Premier and Teacher Reference Center. Input for journal and monograph purchase is sought from faculty members. Each department in the College has a representative who works with the education librarian to ensure that the department's library needs are met. Periodical titles are reviewed yearly with titles dropped and added. Departmental representatives have input into the process. (See 6e.4.)

The Instructional Technology Center (ITC) provides frontline technology support for faculty, staff, students, and alumni of the College of Education & Professional Studies as well as the general EIU community.

Students are provided spacious work areas for group projects and one of the best selection of bulletin board supplies in the area with over 400 Ellison dies. In addition the ITC provides checkout equipment to CEPS faculty for class use including, projectors, digital cameras, digital video cameras, student response systems, video conferencing equipment, and three mobile wireless laptop computer carts. From low-tech to high-tech the ITC is able to help with educational technology needs.

CATS

The Center for Academic Technology Support (CATS), is a resource center for a variety of services and technological solutions. CATS is committed to support and promote all academic departments in the use of information and communication technologies for teaching and learning at Eastern Illinois University. CATS provides service, training, and maintenance with: Online Course Development (OCDE), Training

for GA's (TGA), Student Tech Training, Tutorials, Tech Update Newsletter, WebCT, iTunes University, Citrix Server, Turning Point, Elluminate, Turn-it –in, OmniUpdate, and PB Wiki.

The Gregg Computer Lab

The Gregg Computer Lab and its staff provide Eastern Illinois University's faculty, staff, and students with creative, innovative, and effective uses of established and emerging technologies in a lab environment. The software available in the lab are: Adobe Acrobat Professional, Adobe Acrobat Reader, Adobe GoLive, Adobe Illustrator, Adobe ImageReady, Adobe In-Design CS, Adobe Live Motion, Adobe PageMaker, Adobe Photoshop, Art Director's Toolkit, CD Burning Software, IDVD, iMovie, Internet Explorer, iPhoto, iTunes, Macromedia Studio MX 2004, Microsoft Office X, Mozilla Firefox, Norton AntiVirus, Putty (VNC), Quicktime, Safari Browser, and SPSS.

Most off-campus classes are delivered in community college or school district sites where technology is available for both the faculty delivering the class and the candidates attending the classes. The library on campus is electronically sophisticated where the off-site students have access to electronic journals and information sources in the same venue as the on-campus students.

3,000 characters

6d.2. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to unit facilities may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6e. Unit resources including technology

6e.1. How does the unit allocate resources across programs to ensure candidates meet standards in their field of study?

Eastern Illinois University has a long tradition in the broad area of teacher preparation. As such, the base budgets and allocations of faculty positions for these programs have been developed to provide strong support. Each year as faculty members depart and as student demand may change, the college deans are asked to work with their department chairs to assess which faculty positions they need to request for the coming academic year. The deans assemble the college needs into a priority list for their college and present this to the provost. After considering all requests and consulting with each dean, approvals are granted to commence faculty hires.

In short, we have base budgets that do not change significantly from year to year. However, each year authorizations for faculty hires across all disciplines, including those in teacher preparation, are evaluated based on current curricular need and student demand.

2,500 characters

6e.2. What information technology resources support faculty and candidates? What evidence shows that candidates and faculty use these resources?

The university has three main resources of information technology support for faculty and candidates. The uses of these resources are tracked electronically in the various programs.

The Instructional Technology Center (ITC) provides frontline technology support for faculty, staff, students, and alumni of the College of Education & Professional Studies as well as the general EIU community.

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The Gregg Computer Lab

The Gregg Computer Lab and its staff provide Eastern Illinois University's faculty, staff, and students with creative, innovative, and effective uses of established and emerging technologies in a lab environment. The software available in the lab are: Adobe Acrobat Professional, Adobe Acrobat Reader, Adobe GoLive, Adobe Illustrator, Adobe ImageReady, Adobe In-Design CS, Adobe Live Motion, Adobe PageMaker, Adobe Photoshop, Art Director's Toolkit, CD Burning Software, IDVD, iMovie, Internet Explorer, iPhoto, iTunes, Macromedia Studio MX 2004, Microsoft Office X, Mozilla Firefox, Norton AntiVirus, Putty (VNC), Quicktime, Safari Browser, and SPSS.

Links <http://www.eiu.edu/~cats/home/index.php>

Training/Tutorials/Resources

TECnet

Workshops <http://cats.eiu.edu/training/registration/workshops.asp?program=tecnet>

Website <http://www.eiu.edu/~cats/tecnet/>

Tech Bytes Seminars

Registration <http://cats.eiu.edu/training/registration/workshops.asp?program=techBytes>

Webpage http://www.eiu.edu/~cats/home/cats_tech_bytes.php

Utilization statistics for the ITC and Gregg Computer lab indicate that there is strong student utilization of these facilities (Link to statistics of usage). The CATS office provide substantial assistance in the use of WEB CT by faculty as well as the design of web pages for departments and programs respectively to provide adequate information to faculty and students about their respective programs.

2,500 characters

6e.3. What resources are available for the development and implementation of the unit's assessment system?

The EIU Teacher Education electronic portfolio (ePortfolio) is required for ALL Eastern Illinois University teacher education candidates. The electronic portfolio is part of EIU's Unit Assessment System and provides students with a structure to file and organize examples of work completed throughout a program of study for assessment and accreditation purposes. The eportfolio also assists students through an exciting opportunity to develop a showcase portfolio to supplement a resume when applying for a teaching position. A private vendor, **Livetext**, has been selected to provide the technological tools and support for the EIU electronic portfolio. (<http://www.eiu.edu/~ceps/eportfolio.php>)

Advanced programs have developed a spread sheet using Excel that provides data that is shared with faculty and the Associate Dean to aggregate for the unit's use.

At the university level, all majors and minors are required to submit an annual plan to the Center for Academic Support & Achievement (CASL). They respond to the plan and help departments/faculty throughout the year to refine that plan and provide help with writing objectives, determining measures, etc. The majority of assessment is in the hands of the faculty, but CASL is available to consult. The College of education has a representative (Dan Carter) who acts as a liaison to the assessment committee. CASL provides data that is available to the departments concerning their majors. This is primarily Electronic Writing Portfolio (EWP) data and critical thinking data. The EWP was written in-house by CATS. CASL compiles data and then also sends data to the departments. Each year CASL provide travel monies for several faculty to attend the IUPUI's Assessment Institute in Indianapolis for the purpose of faculty development of assessment knowledge.

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6e.4. What library and curricular resources exist at the institution? How does the unit ensure they are sufficient and current?

Library and curricular materials are provided to the College through the general library collection and through the Ballenger Teachers Center curriculum collection. The BTC holds print and non-print materials for preK-high school, including textbooks and supplemental materials, trade books, and multimedia and manipulatives. These are checked out for research, class assignments, student teaching, instruction and demonstration. New materials are purchased based on requests from both students and faculty members. Through the BTC website (www.library.eiu.edu/btc), links to purchased and free online resources are provided. Approximately 2800 titles often including parts have been purchased for the BTC through the book and materials budget; over 4000 juvenile titles were also added. Efforts were made to procure teaching materials at no cost from publishers and from school districts completing textbook adoption cycles; materials have also been obtained through grants.

The education research collection is a part of the general library collection and includes 37,088 monograph titles and 118 print journal subscriptions. There are also 135 education journal titles available electronically through subscriptions to journal packages and individual purchase. The library subscribes to two education databases: ERIC and EBSCO's Professional Development Collection. Many education journals are also available through JSTOR, InfoTrac, WilsonSelect Plus, Academic Search Premier and Teacher Reference Center. Input for journal and monograph purchase is sought from faculty members. Each department in the College has a representative who works with the education librarian to ensure that the department's library needs are met. Periodical titles are reviewed yearly with titles dropped and added. Departmental representatives have input into the process.

Students receive individual instruction and assistance to meet their research needs both in person and through other means, including phone, e-mail, and chat reference. All electronic journals and databases may be accessed by any EIU student from anywhere with Internet access. If students need items not available at EIU, they may be requested through ILL. Journal articles are delivered to students electronically, and books or other print items are sent to students in cohort programs away from the EIU

campus. In addition, all students including those who are distance learners may use any of the 107 CARLI (Consortium of Academic and Research Libraries in Illinois) libraries with full checkout privileges. Class instruction in the use of library resources is available to both local and cohort classes by reference/instruction faculty and by the education librarian who provides specialized instruction in the use of print and electronic materials. In the library there is an e-classroom that is used extensively for this purpose, and the education librarian also visits academic classrooms and cohort locations to facilitate learning.

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6e.5. How does the unit ensure the accessibility of resources to candidates, including candidates in off-campus, distance learning, and alternate route programs, through electronic means?

All students, both on and off campus, have access to university programs through WebCT. The library services are accessible online. Through the School of Continuing Education the unit extends the academic resources and services of the University beyond campus boundaries, both national and international, in a cost-efficient and affordable manner to provide access to on- and off-campus programs for the adult/nontraditional students in the state and beyond.

(<http://www.eiu.edu/~adulsted/>)

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6e.6. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to unit resources, including technology, may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 6?

Ballenger Teacher Center, CATS, ITC, Relationships between Programs within Unit.

2,000 characters

2. What research related to Standard 6 is being conducted by the unit or its faculty?

[Empty text box for response]

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