Type of Visit:
Continuing visit - Initial Teacher Preparation
Continuing visit - Advanced Preparation
Institutional Report

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 Eastern received authority to issue Master of Science in Education degrees, followed in 1964 by a Specialist in Education degree program in Educational Administration. Although Eastern has emerged over the last 100 years as a comprehensive, multipurpose public institution of higher learning, educator preparation, including teachers, administrators and school service support staff, remains a significant part of its heritage and mission. Comparing numbers of teacher education graduates from Illinois universities places Eastern among state leaders. The National Council for Accreditation of Teacher Education (NCATE) has continuously accredited Eastern's teacher education programs since 1957.

Eastern continues 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 students from nearly all Illinois counties, most of the continental United States, and approximately 40 different countries enroll in undergraduate and graduate programs at Eastern (http://www.eiu.edu/~pubaff/glance.php). Over one third of Eastern students 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

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

Eastern Illinois University is a public comprehensive institution offering 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.

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.

The vision statement from the Vice President of Academic Affairs also articulates the mission statement: 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.

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 a public, regional institution located in a rural setting in Charleston, the county seat of Coles County, in east central Illinois. City population is approximately 20,000. Two state highways, 16 and 130, go through Charleston and provide access to Interstates 57 and 70. Amtrak provides rail service 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, 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 University's operation and general welfare. 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 include student and faculty members, consider and recommend policies and procedures to the President.

A.4. (Optional Upload) 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, academic departments, and the Council on Teacher Education (COTE). In the EIU governance structure, COTE serves as the official unit for teacher education. Membership on COTE is comprised of eleven elected faculty representatives who are representative of all departments/colleges with educator preparation programs. COTE bylaws establish the following purpose and function:

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

Functions
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 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 and the State Teacher Certification Board. 10. To be the final council authority on all programs preparing P-12 school personnel.

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

<table>
<thead>
<tr>
<th>Full-time in the Unit</th>
<th>Full-time in the Institution, but Part-time in the Unit (e.g., adjunct faculty)</th>
<th>Part-time at the Institution &amp; the Unit (e.g., graduate assistant)</th>
<th>Part-time at the Institution &amp; the Unit (e.g., independent contractor)</th>
<th>Total # of Professional Education Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of faculty</td>
<td>96</td>
<td>66</td>
<td>43</td>
<td>205</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Award Level (e.g., Bachelor's or Master's)</th>
<th>Number of Candidates Enrolled or Admitted</th>
<th>Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)</th>
<th>Program Report Submitted for National Review (Yes/No)</th>
<th>State Approval Status (e.g., approved or provisional)</th>
<th>Status of National Recognition of Programs by NCATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Education</td>
<td>Bachelor's</td>
<td>48</td>
<td>State (NASAD)</td>
<td>NO</td>
<td>YES (NASAD Accredited)</td>
<td>Accredited-NASAD</td>
</tr>
<tr>
<td>CTE-Business Education</td>
<td>Bachelor's</td>
<td>30</td>
<td>State (AACSB)</td>
<td>NO</td>
<td>Yes (AACSB Accredited)</td>
<td>Accredited-AACSB</td>
</tr>
<tr>
<td>CTE-Family &amp; Consumer Sciences</td>
<td>Bachelor's</td>
<td>90</td>
<td>State (AAFCS)</td>
<td>NO</td>
<td>Yes (AAFCS Accredited)</td>
<td>Accredited-AAFCS</td>
</tr>
<tr>
<td>CTE-Technology Education</td>
<td>Bachelor's</td>
<td>22</td>
<td>ITEA/CTTE</td>
<td>YES</td>
<td>YES (ITEA/CTTE Recognized)</td>
<td>Nationally Recognized</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Bachelor's</td>
<td>300</td>
<td>NAEYC</td>
<td>YES</td>
<td>YES (NAEYC Recognized)</td>
<td>Nationally Recognized</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>Bachelor's</td>
<td>1142</td>
<td>ACEI</td>
<td>YES</td>
<td>YES (ACEI Recognized)</td>
<td>Nationally Recognized</td>
</tr>
<tr>
<td>English Education</td>
<td>Bachelor's</td>
<td>172</td>
<td>NCTE</td>
<td>YES</td>
<td>YES (NCTE Recognized)</td>
<td>Nationally Recognized</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Bachelor's</td>
<td>43</td>
<td>ACTFL</td>
<td>YES</td>
<td>YES (ACTFL Recognized)</td>
<td>Nationally Recognized with Conditions</td>
</tr>
<tr>
<td>(French, German, Spanish)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Education</td>
<td>Bachelor's</td>
<td>15</td>
<td>AAHE</td>
<td>YES</td>
<td>YES (AAHE Recognized)</td>
<td>Nationally Recognized with Conditions</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>Bachelor's</td>
<td>111</td>
<td>NCTM</td>
<td>YES</td>
<td>YES (NCTM Recognized)</td>
<td>Nationally Recognized with Conditions</td>
</tr>
<tr>
<td>Music Education</td>
<td>Bachelor's</td>
<td>114</td>
<td>State (NASM)</td>
<td>NO</td>
<td>YES (NASM Accredited)</td>
<td>Accredited-NASM</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Bachelor's</td>
<td>385</td>
<td>NASPE</td>
<td>YES</td>
<td>YES (NASPE Recognized)</td>
<td>Nationally Recognized with Conditions</td>
</tr>
<tr>
<td>Science Education</td>
<td>Bachelor's</td>
<td>107</td>
<td>NSTA</td>
<td>YES</td>
<td>YES (NSTA Recognized)</td>
<td>Nationally Recognized</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Program</th>
<th>Award Level (e.g., Master's or Doctorate)</th>
<th>Number of Candidates Enrolled or Admitted</th>
<th>Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)</th>
<th>Program Report Submitted for National Review (Yes/No)</th>
<th>State Approval Status (e.g., approved or provisional)</th>
<th>Status of National Recognition of Programs by NCATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Education</td>
<td>Master's</td>
<td>2</td>
<td>NASD</td>
<td>NO</td>
<td>Not Applicable (IL does not review non-cert programs)</td>
<td>Accredited-NASAD</td>
</tr>
<tr>
<td>Communication Disorders &amp; Sciences-SLI</td>
<td>Master's</td>
<td>59</td>
<td>State (ASHA)</td>
<td>NO</td>
<td>YES (ASHA Accredited)</td>
<td>Accredited-ASHA</td>
</tr>
<tr>
<td>Ed Leadership-Principal</td>
<td>Master's</td>
<td>306</td>
<td>ELCC</td>
<td>YES</td>
<td>YES (ELCC Recognized)</td>
<td>Nationally Recognized</td>
</tr>
<tr>
<td>Ed Leadership-Superintendent</td>
<td>Specialist's</td>
<td>101</td>
<td>ELCC</td>
<td>YES</td>
<td>YES (ELCC Recognized)</td>
<td>Nationally Recognized</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>Master's</td>
<td>63</td>
<td>None</td>
<td>NO</td>
<td>Not Applicable (IL does not review non-cert programs)</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>Master's</td>
<td>9</td>
<td>None</td>
<td>NO</td>
<td>Not Applicable (IL does not review non-cert programs)</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>School Counseling</td>
<td>Master's</td>
<td>61</td>
<td>State (CACREP)</td>
<td>NO</td>
<td>YES (CACREP Accredited)</td>
<td>Accredited-CACREP</td>
</tr>
<tr>
<td>Secondary Education/Master Teacher</td>
<td>Master's</td>
<td>14</td>
<td>None</td>
<td>NO</td>
<td>Not Applicable (IL does not review non-cert programs)</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Special Education</td>
<td>Master's</td>
<td>16</td>
<td>None</td>
<td>NO</td>
<td>Not Applicable (IL does not review non-cert programs)</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Special Education-LBS II Certification</td>
<td>Master's</td>
<td>5</td>
<td>State</td>
<td>NO</td>
<td>Not Yet Reviewed (Began Summer 2008)-No Completers</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>
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.]

<table>
<thead>
<tr>
<th>Initial Programs Offered Off Campus (Cohort Model)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Elementary Education</td>
</tr>
<tr>
<td>• Special Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Teaching Programs Offered Off Campus (Cohort Model)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Elementary Education</td>
</tr>
<tr>
<td>• Secondary Education/Master Teacher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other School Personnel Advanced Programs Offered Off Campus (Cohort Model)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• School Counseling</td>
</tr>
<tr>
<td>• Educational Leadership-Principalship</td>
</tr>
<tr>
<td>• Educational Leadership-Superintendency</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alternative Route to Teacher Certification program leading to certification in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Foreign Languages</td>
</tr>
<tr>
<td>• Career &amp; Technical Education (Business, Technology, Family &amp; Consumer Sciences)</td>
</tr>
<tr>
<td>• Math</td>
</tr>
<tr>
<td>• Sciences (Chemistry, Physics, Biological Sciences, Earth Sciences)</td>
</tr>
</tbody>
</table>

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 following:

• 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 increased the minimum cumulative GPA requirement from 2.5 to 2.65 on a 4 point scale. (Fall 2002)

• Since 2003, the College of Education and Professional Studies at Eastern Illinois University has been offering an alternative route to teacher 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 and Consumer Sciences 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, the Unit is in the process of eliminating the Physical Education – grades 6-12 program. All students interested in Physical Education will now need to complete the Physical Education- grades k-12 program. (2007)

• The unit has expanded study abroad and study away experiences for teacher education candidates to provide candidates additional experiences working with individuals from diverse backgrounds.
• 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. No students have completed these programs yet.

• The Master of Science in Education: Master Teacher has been "on the books" during the previous visit, but the first offering of this Master's degree was initiated in a cohort 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, focusing on Elementary and Middle School Mathematics Education.

• Educational Administration changed the name of the department and name of the degrees to Educational Leadership. In Fall 2007, the department changed the admission requirements by increasing the GPA for admission, implementing a required writing sample, requiring a recommendation from a P-12 school administrator, and requiring the completion of the Ventures Administrator Profiler.

B.7. (Optional Upload) 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 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, based upon Eastern Illinois University's Council on Graduate Studies outcomes and establishing 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 conducive to interaction, inquiry, and service. The goal of the College is to prepare
professionals who will advance the intellectual, physical, psychological, and social well-being 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.

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

Kindsvatter, Wiley, and Ishler (2000) in Dynamics of Effective Teaching describe beliefs as 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 hold 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 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). 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.

The Unit believes that the educator serves as a creator of effective educational environments. Integral in the Unit's conceptual framework, to create an effective educational environment all educators must establish environments for positive development of learners, demonstrate professional knowledge and skills, establish environments for academic achievement, and respond to the school and community. Educators must have knowledge of students, subject areas and levels, strategies, technologies, and the diversity of societies and communities to prepare effective educational environments. The conceptual framework adhered to by the Unit is developed across five themes, facilitating the educator's ability 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 provides context for the five domains:
Diverse Students
Educators must consider a range of individual differences, including "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 possess the knowledge bases to make appropriate educational decisions 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 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
NCATE defines technology use as "what students must know and understand about information technology in order to use it 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). The description above clearly asserts 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, promoting the appropriate use of 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 represent only a few of the societal differences present in many communities. Thus, educators must possess 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 may I effectively meet the needs of students from such a variety of backgrounds? University faculty members must prepare the educator to answer this question. Furthermore, educators must have the opportunity to reflect on how their own backgrounds and experiences will impact their abilities to meet the needs of students 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 appropriate forms 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.

As a whole, the conceptual framework encompasses selected research that guides the Unit's work. Unit programs possess their own bodies of knowledge, driving work directly linked to the content delivered within each program, reflected in its specialty organization.

Knowledge bases and educational practices within the Unit ensure that initial candidate outcomes, which are based on the Illinois Professional Teaching Standards (Illinois State Board of Education, 2002), can be met. These initial candidate outcomes are:
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 adapts instructional opportunities to diverse learners.
4. Planning for Instruction: The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, 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.

The advanced graduate outcomes are based upon the Eastern Illinois University Council on Graduate Studies outcomes with two additional outcomes (Outcomes 1-4, Adopted by Council on Graduate Studies, Spring, 2006; EIU Unit Graduate outcomes 1-6 adopted by EIU unit, Fall 2007). These advanced candidate outcomes are:

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. Assessments include 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.
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 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 ability 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.
As defined by the National Network for the Study of Educator Dispositions (NNSED), 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. The Unit analyzed all assessments, and the results led to the following dispositional areas, based upon the NNSED definition:

Interaction With Students (IWS) Interaction with students encompasses those behaviors that evidence the candidate's regard for learners. These interactions 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 dispositional behaviors. Respect for the professional environment is evidenced through acceptable dress and grooming, as well as 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 lie under 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 beliefs about student learning and how these beliefs are evidenced in the acts of planning and teaching. Positive dispositions in this area yield rich and varied teaching approaches.

Sensitivity to Diversity and Equity (SDE) Sensitivity to diversity and equity transcends 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.

The Unit assesses candidates on these five dispositions and has developed a process of referral and remediation.

Summary 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 corresponds with an 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, the Unit collects, assesses and reports all assessment information through LiveText, the Unit's E-portfolio system. The Unit Assessment Committee for Initial Programs, the Council on Teacher Education, and teacher education programs will receive regular assessment reports. 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 five knowledge and skill domains essential to creating effective educators as presented throughout this document also serve as the foundation for the Unit assessment system at the advanced level. 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 three performance assessments that candidates within the Unit must successfully complete and submit. Each assessment corresponds with an 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 to the Dean's Office in the College of Education and Professional Studies. The Unit Assessment Committee for Advanced Programs, the Council on Teacher Education, and the Council on Graduate Studies receives aggregated data through regular assessment reports. 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.

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 Spring 2006. The current Conceptual Framework articulates the dispositions all candidates must demonstrate while progressing through programs within the Unit. In addition, the Unit reviewed and updated the research base for the components of the Conceptual Framework. 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, charged with establishing, implementing, and maintaining 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 considered by the committee 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 reviewing 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.

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

C.4. (Optional Upload) 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
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.]
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. In addition, all programs must submit University Assessment of Student Learning plans and reports as well as Major Assessment Profiles which document program candidates’ content proficiency as well as other relevant outcomes. Links to these reports can be found in the exhibits.

Candidates in initial programs demonstrate academic proficiency and subject area knowledge by successful completion of the admission to teacher education requirements (including the basic skills test), admission to student teaching requirements (including passage of the content test in their major), completion of Unit and program assessments related to subject matter, professional and pedagogical knowledge, skills and dispositions, confirmation of a bachelor's degree, and by meeting all requirements for Illinois certification at the completion of their program.

The only initial program not nationally recognized or accredited (either by a SPA or Other Specialized Accrediting Organization) is EIU's state-approved 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. Summary data documenting content knowledge of the Alternative Route to Teacher Certification Candidates can be found in the exhibits.

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.]

EIU’s advanced teacher education programs in Special Education, Elementary Education, Secondary Education/Master Teacher, Math Education and Art Education (falls under the auspices of NASD) are designed as professional development programs for practicing teachers. As part of the Advanced Unit Assessment framework, these 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. Summary data documenting content knowledge of the Advanced Teacher Candidates (disaggregated by program) can be found in the exhibits.

For advanced programs, all candidates must meet Eastern Illinois University and program standards to be admitted to graduate programs. The Graduate School requires a minimum undergraduate GPA of 2.75. Programs vary based on certification and professional disposition requirements, but all advanced candidates must have
completed a baccalaureate degree from a regionally accredited college or university.

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

Finally, all programs must submit University Assessment of Student Learning plans and reports as well as Major Assessment Profiles which document program candidates' content proficiency as well as other relevant outcomes. Links to these reports can be found in the exhibits.

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.]

<table>
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<th>Initial Programs</th>
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| Graduates of teacher preparation programs and their supervisors are surveyed during their first full year of teaching using the Teacher Graduate Assessment—Graduates and Supervisors Surveys. 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% and for supervisors was 66.6%.

Eighty-five percent 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 Teacher Graduate Fifth-Year Assessment for 2003-04 Teacher Graduates reported teaching in the primary content area(s) as 96.6% moderately/very successful.

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 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 the time. Supervisors respond that graduates understand the standard mostly/completely 89.7% and put it into practice 87.3% most/all 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 supervisors believe they are well prepared in their content area. These full reports as well as the report on candidates who completed their first year of teaching in 2009-2010 will be available on site.

<table>
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<th>Advanced Teaching Programs</th>
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| The Unit offers advanced programs in mathematics education, art education, elementary education, secondary education/master teacher, 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 entirely focused on teaching. The Graduate School and individual programs have conducted/conduct follow-up surveys of their graduates. One example is the graduate survey conducted of graduates of the MA in Art program. The survey asks candidates to rate the quality of the department and the quality of instruction they received in their major and minor studio areas. The results showed a mean of 4.55, 4.64 and 4.67 respectively (on a 5.0 scale) demonstrating that graduates believe they received excellent preparation in the content area. Data from the other Advanced Teaching Programs demonstrate the same level of success relative to content expertise (see Major Assessment Plans/Student Learning Assessment Program Summaries).

1a.5. (Optional Upload) 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.]
See Attachments panel below.

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. In addition, all programs must submit University Assessment of Student Learning plans and reports as well as Major Assessment Profiles which document program candidates' proficiencies related to pedagogical content knowledge. Links to these reports can be found in the exhibits.

The only initial program not nationally recognized or accredited (either by a SPA or Other Specialized Accrediting Organization) is EIU's state-approved 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' principals. Summary data documenting content knowledge of the Alternative Route to Teacher Certification Candidates can be found in the exhibits.

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.]

Advanced teacher education programs in Special Education, Elementary Education, Secondary Education/Master Teacher, Math Education, and Art Education (falls under the auspices of NASAD) are designed as professional development programs for practicing teachers. Through these advanced programs candidates demonstrate content specific pedagogy, use 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 assignments including capstone experiences (e.g., action research with presentation) that demonstrate pedagogical content knowledge. As part of the Advanced Unit Assessment framework, these programs systematically assess aspects of candidates' pedagogical 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. Data on Unit level outcomes related to pedagogical content knowledge (disaggregated by program) can be found in the exhibits.

In addition, program-specific key assessments within each course also provide important evidence about candidates' abilities to use a range of instructional strategies (e.g., in ELE 5400 candidates develop instructional materials for a class). For examples of specific course assignments see course information documents/syllabi available through the exhibits or through departmental websites. Assignments demonstrate opportunities for self
assessment and reflection regarding pedagogical choices.

Finally, all programs must submit University Assessment of Student Learning plans and reports as well as Major Assessment Profiles which document program candidates' pedagogical content proficiency as well as other relevant outcomes. Links to these reports can be found in the exhibits.

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:
Responses to the 2007-08 Teacher Graduate Assessment show that 85% of graduates and 92% of supervisors respond that graduates are moderately/extremely prepared for teaching in the primary subject/content area(s) (item 9-12).

This strength in preparation is further reflected in responses to questions focused on Knowledge and Practice. Graduates and supervisors respond that they understand and put into practice
• the central concepts, methods of inquiry and structures of the discipline necessary to create learning experiences that make the content meaningful to students (item 8-1)
• instructional planning to design instruction based upon knowledge of the discipline, students, the community, and curriculum goals (item 8- 4)
• a variety of instructional activities to encourage students' development of critical thinking, problem solving, and performance skills (item 8- 6)

These full reports as well as the report on candidates who completed their first year of teaching in 2009-2010 will be available on site.

Advanced Teaching:
The Unit offers advanced programs in mathematics education, art education, elementary education, secondary education/Master Teacher, and special education. Each program uses different measures to assess outcomes relative to program goals. The Graduate School and individual programs have conducted/conduct follow-up surveys of their graduates. One example is the graduate survey conducted of graduates of the Special Education program. The survey asks candidates explicitly whether the program prepared them to fulfill responsibilities required by their position. The results showed that 89% of candidates believed the program prepared them well or very well to fulfill these responsibilities. Data from the other Advanced Teaching Programs demonstrate the same level of success relative to content expertise (see Major Assessment Plans/Student Learning Assessment Program Summaries.

1b.4. (Optional Upload) 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
Candidates must complete a sequence of 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 in their ability to plan lessons effectively, deliver these lessons in a manner that facilitates learning for all students, and demonstrate a positive impact on P-12 student learning. 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. The Unit Assessment assignments, rubrics, and summary data can be found in the exhibits.

Candidates in the Alternative Route to Teacher Certification Program are required to complete an early field experience course as well as an intensive eight-week summer program focused on pedagogical and professional knowledge and skill development. After the summer program is successfully completed, the candidate is awarded an Alternative Provisional Teaching Certificate by the State of Illinois. The candidates then complete a year-long internship during which they serve as teachers of record. Throughout the internship candidates are also mentored by two EIU faculty members, an experienced K-12 teacher, and the administrator at the school in which they are assigned. Data collected on Alternative Route candidates shows that these individuals perform at an extremely high level both in their pre-service work and during their internship. The assignments, rubrics, and summary data for this program can be found in the exhibits.

Advanced Teaching Programs:

The Unit offers advanced programs in mathematics education, art education, elementary education, secondary education/master teacher, and special education. Each program uses different measures to assess outcomes relative to program goals. Advanced candidates demonstrate increased professional and pedagogical knowledge and skills through successful completion of coursework (which includes assignments focused on professional and pedagogical knowledge and skills) and through exit assessments such as comprehensive examinations, action research projects, master's theses, and portfolios. 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. Data on unit level outcomes related to professional and pedagogical knowledge and skills (disaggregated by program) can be found in the exhibits.

In addition, program specific key assessments within each course also provide important evidence about candidates’ ability to use professional and pedagogical knowledge and skills to facilitate student learning (e.g., development and implementation of an ABA intervention plan in SPE 5133). For examples of specific course assignments see course information documents/syllabi available through the exhibits or through departmental websites. Assignments demonstrate opportunities for self assessment and reflection regarding professional and pedagogical choices.

Finally, all programs must submit University Assessment of Student Learning plans and reports as well as Major Assessment Profiles which document program candidates' professional and pedagogical proficiency as well as other relevant outcomes. Links to these reports can be found in the exhibits.

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, which includes candidates' ability to consider all contextual elements, use best research-related practice, and reflect on their own practices are the focal point of all
candidates’ professional education coursework. All candidates are required to complete EDF 2555 (Diversity of Schools and Societies) and a course focused on philosophies of education (varies by program), which focus on the context in which schooling takes place and major schools of thought. Candidates must also take at least two semesters of upper-division methods courses with required supervised field experiences prior to student teaching where they learn and practice incorporating school, family, and community context and the prior learning of students into lesson plans and teaching using best practices established from educational research. 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 effective use of 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 show that candidates from all teacher education programs across campus meet or exceed standards at an extremely high rate. The Unit Assessment assignments, rubrics, and summary data can be found in the exhibits.

Candidates in the Alternative Route to Teacher Certification Program are required to complete an early field experience course as well as an intensive eight-week summer program focused on pedagogical and professional knowledge and skill development. After the summer program is successfully completed, the candidate is awarded an Alternative Provisional Teaching Certificate by the State of Illinois. The candidates then complete a year-long internship during which candidates serve as teachers of record. Throughout the internship candidates are also mentored by an EIU faculty member, an experienced K-12 teacher, and the administrator at the school in which they are assigned. 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 effective use of research and data to help all students learn. Data collected on Alternative Route candidates shows that these individuals perform at an extremely high level both in their pre-service work and during their internships. The assignments, rubrics, and summary data for this program can be found in the exhibits.

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.]

The Unit offers advanced programs in mathematics education, art education, elementary education, secondary education/master teacher, 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, better understand the school and community context in which they teach, and 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. Data on unit level outcomes related to professional and pedagogical knowledge and skills (disaggregated by program) can be found in the exhibits.

In addition, program specific key assessments within each course provide important evidence about candidates' ability to reflect on their professional practice, improve their ability to collaborate with other school personnel, better understand the school and community context in which they teach, better understand and use research to improve their teaching practice and facilitate student learning (e.g., Action Research Project and Take One! Video Portfolio entry in EDU 5000). For examples of specific course assignments see course information documents/syllabi available through the exhibits or through departmental websites. Assignments demonstrate
opportunities for self assessment and reflection regarding the elements in this area.

Finally, all programs must submit University Assessment of Student Learning plans and reports as well as Major Assessment Profiles which document program candidates' proficiency on relevant outcomes. Links to these reports can be found in the exhibits.

**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 Teacher Graduate Assessment, 90% of graduates agree the teacher education program provided experiences that included opportunities to practice different strategies and models of teaching (item 12-3). Graduates and supervisors agree that graduates 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 most/all the time. These data show 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 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 to create instructional opportunities adapted to diverse learners (93.8%, 83.3%).
- Instructional planning 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 students' development of critical thinking, problem solving, and performance skills (90.4, 81.4%).

This confidence in the preparation of program graduates is also reflected by Supervisor responses to the same items listed above (item 8, sub-items 3-6) - sub-item- 3 (84.7%, 80%), 4 (85.9%, 83.6%) and 6 (84.4%, 82.1%).

These full reports as well as the report on candidates who completed their programs in 2008-2009 and completed their first year of teaching in 2009-2010 are available on site.

**Advanced Teaching Programs:**

The Unit offers advanced programs in mathematics education, art education, elementary education, secondary education/master teacher, 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 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 content expertise (see Major Assessment Plans/Student Learning Assessment Program Summaries at http://www.eiu.edu/~assess/majorassessment.php)
1c.5. (Optional Upload) 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. In addition, all programs must submit University Assessment of Student Learning plans and reports as well as Major Assessment Profiles which document program candidates' proficiencies related to pedagogical content knowledge. Links to these reports can be found in the exhibits.

The only initial program not nationally recognized or accredited (either by a SPA or Other Specialized Accrediting Organization) is EIU's state-approved 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 their ability to assess and analyze their impact on student learning and their ability to make instructional adjustments to help all students learn both during their intensive summer experiences and during their year-long internships. Data collected 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, internship evaluations, and the final assessment project. All this information is reviewed by program faculty and a determination made as to content mastery. Summary data on the Alternative Route to Teacher Certification Candidates can be found in the exhibits.

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.]

The Unit offers advanced programs in mathematics education, art education, elementary education, secondary education/master teacher, 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. 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 candidate's ability to make data-based decisions. Capstone experiences such as Thesis or Action Research require candidates to use data to identify a problem, collect data, analyze the data and make recommendations about educational practice (for example an Action Research Project which is completed as part of MAT 5410 is the culminating experience in the Master's program in Mathematics Education).

All advance programs emphasize practical application of assessment and learning theory to improve student achievement. Course assignments such as portfolios, comprehensive exams, action research projects, theses, and final project presentation at program exit document the competency of advanced candidates.
Evidence is also generated through Unit Assessments including an item developed to determine a candidate's ability to effectively evaluate and identify an appropriate course of action. Data indicate that 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. Data on Unit level outcomes related to professional and pedagogical knowledge and skills (disaggregated by program) can be found in the exhibits. While scores are high, the Unit realizes that this is an area where we need to continue our efforts with candidates.

All programs must submit University Assessment of Student Learning plans and reports as well as Major Assessment Profiles which document program candidates' proficiency on relevant outcomes. Links to these reports can be found in the exhibits.

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:
Graduates and supervisors responded on the Teacher Graduate Assessment that graduates mostly/completely understand and put into practice various formal and informal assessment strategies necessary to support the continuous development of all students (item 8-8) and put it into practice. Additionally, graduates and supervisors report that graduates are moderately/extremely prepared to implement student assessment (item 9-8). These data show that graduates are confident in both their knowledge of and implementation of assessment and supervisors recognize this preparation. Results also show that graduates 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). These data show how well the program prepares graduates to connect the knowledge and practice of assessment to reflective teaching practices.

These full reports as well as the report on candidates who completed their program in 2008-2009 and completed their first year of teaching in 2009-2010 are available on site.

Advanced:
Most advanced teaching candidates are current teachers seeking professional development in content and pedagogical practice so that they can improve their ability to help all students learn. The Graduate School and individual programs have conducted/conduct follow-up surveys of their graduates. One example is the graduate survey conducted of graduates of the Elementary Education. The survey asks candidates explicitly about their preparation relative to elements of professional and pedagogical practice related to student learning. The results show that 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 (see Major Assessment Plans/Student Learning Assessment Summaries).

1d.4. (Optional Upload) 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>
<thead>
<tr>
<th>Table 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass Rates on Licensure Tests for Other School Professionals</td>
</tr>
</tbody>
</table>

For Period:
| Program | 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 other school personnel programs lead to state licensure and are nationally reviewed and recognized. In addition, all programs must submit University Assessment of Student Learning plans and reports as well as Major Assessment Profiles which document program candidates’ proficiencies related to these standards and outcomes. Links to these reports can be found in the exhibits.

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 indicate (n = 26, item 33a) that as a result of the program they 92% mostly/completely understand the Illinois Leadership Standards (six standards), and 77% (n = 27, item 33b) indicate they practice these standards most of/all 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 address 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. Surveys cite the excellent knowledge and skills that graduates demonstrate in the workplace.

Copies of these reports are available on site.

1e.4. (Optional Upload) 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.]

See Attachments panel below.

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 other school personnel programs lead to state licensure and are nationally reviewed and recognized. In addition, all programs must submit University Assessment of Student Learning plans and reports as well as Major Assessment Profiles which document program candidates' proficiencies related to these standards and outcomes. Links to these reports can be found in the exhibits.

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 learning 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% of graduates (n = 27, item 35b) believed the program prepares them to develop positive school culture and climate.

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.

Copies of these reports are available on site.

1f.3. (Optional Upload) 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
1g.1. What professional dispositions are candidates expected to demonstrate by completion of programs?

Candidates must have professional dispositions that reflect values and beliefs of the faculty and mission of the Unit. Dispositions are detailed in the Conceptual Framework as well as in the assignments and assessments used as part of the Unit assessment system.

All candidates, regardless of level and program, must demonstrate the Unit Dispositions of:

Interaction with Students Interaction with students encompasses those behaviors that evidence the candidate's regard for 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 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 also 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 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 Planning and teaching for student learning in the dispositional arena refers to beliefs about student learning, the ability of all students to learn, and how these beliefs 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 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.

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. Prior to fall 2010 the Unit embedded the assessment of dispositions in the Unit rubrics. While we believe the data show that our candidates exhibit the desired dispositions, evidence was not as explicit as the Unit Assessment Committee desired (this assertion is supported by program specific disposition data that have been collected by programs such as Special Education, Elementary and Early Childhood Education). Beginning in fall 2010, the Unit will implement a specific, stand alone dispositions assessment that will be used at each stage of the Unit Assessment System. Data from the Unit Assessments related to dispositions, a sample of data from the Elementary Education programs assessment of dispositions, and the new Unit dispositions assessment can be found in the exhibits.
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 varies 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.

Dispositions Referral Policy for all Education Programs
In addition, EIU has adopted a Dispositions Referral Policy to deal with issues where candidates fail to demonstrate one or more of the dispositions. 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 and for these to be dealt within an appropriate manner depending on severity and frequency. Responses might include monitoring and guidance, implementation of a remediation plan, or dismissal from teacher education programs. A copy of the policy and referral form can be found at [http://castle.eiu.edu/~clinical/Dispositions%20web/pdf/Referral%20Documentation%20Form.pdf](http://castle.eiu.edu/~clinical/Dispositions%20web/pdf/Referral%20Documentation%20Form.pdf)

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:
Prior to Fall 2010 the Unit embedded the assessment of dispositions in the Unit rubrics. All 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.

While we believe the data show that our candidates exhibit the desired dispositions, evidence was not as explicit as the Unit Assessment Committee desired (this assertion is supported by program specific disposition data that has been collected by programs such as Elementary and Early Childhood Education). Beginning in fall 2010, the Unit will implement a specific, stand alone dispositions assessment that will be used at each stage of the Unit Assessment System. Data from the Unit Assessments related to dispositions, a sample of data from the Elementary Education programs assessment of dispositions, and the new Unit dispositions assessment can be found in the exhibits.

Advanced Teaching/Advanced Other School Personnel:
All 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. Data from the Unit Assessments related to dispositions can be found in the exhibits.

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, and Sensitivity to Diversity and Equity.

Responses to the graduates 2007-08 Teacher Graduate Assessment and the supervisors of graduates 2007-08 Teacher Graduate Assessment reveals how well graduates demonstrate these dispositions.
Graduate confidence in preparation is reflected in responses to mostly/completely understanding and most/all 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%)

This confidence in the preparation of program graduates is also reflected by Supervisor responses to the same items listed above - sub-items 10 and 11- 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, the Unit has only recently 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.

These full reports as well as the report on candidates who completed their program in 2008-2009 and completed their first year of teaching in 2009-2010 are available on site.

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

1g.5. (Optional Upload) 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 nationally recognized or accredited.

In addition, the University has established a culture of assessment (with a focus on using assessment to improve student learning) both in the assessment of general education and the assessment of individual programs. This emphasis is evident in the University Assessment of Student Learning plans and reports as well as in the Major Assessment Profiles. In these annual reports programs not only outline their plan for collecting and using assessment data but also outline changes they have made based upon the review of their assessment data.

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

Dr. Stephen Lucas serves as Director of the Teacher Graduate Assessment Project. This project is collaborative effort of all the public universities with teacher education programs and is funded by the Illinois Association of Deans of Public Colleges of Education. This project is designed to gather standards based feedback from graduates and their administrators at the conclusion of their first and fifth year of teaching. A similar project has been developed and implemented on Educational Administration Graduates.

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 stand 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 includes 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 differ slightly to meet state requirements for Alternative Routes programs (See Alternative Route Assessment Flowchart in exhibits).

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 three 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.

Finally, Eastern Illinois University has created a culture of assessment within the student body and the faculty. The University's Assessment of Student Learning plan provides the framework for the assessment of both general education and major programs. As part of this process each program must submit 1) a major assessment profile with both quantitative and qualitative information about their program including assessment data and changes that have been implemented during the past year and 2) a departmental assessment report and plan which specifically documents the departmental assessment system and data from the past year. All departmental assessment reports are reviewed by the Center for Academic Support and Achievement with feedback provided to the department. Links to these reports are available in the exhibits.
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
Unit Assessment System: Transition Point Assessments

<table>
<thead>
<tr>
<th>Program</th>
<th>Admission</th>
<th>Entry to clinical practice</th>
<th>Exit from clinical practice</th>
<th>Program completion</th>
<th>After program completion</th>
</tr>
</thead>
</table>

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 representing all academic colleges and a P-12 representative. Once the system was implemented, the charge was extended to one of evaluating 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 evaluating 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). This review culminated in a report to the University Council on Teacher Education (COTE) resulting in changes to the assessment system and the initial unit rubrics. During 2010-11 the committee will focus on developing training materials for faculty and 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, a representative of the Unit Assessment Committee is expected to share unit assessment information annually 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 which is responsible for the overall evaluation, review, and revision of the Unit Assessment System.

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 P-12 schools. To ensure that 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 procedure is periodically reviewed by the Unit Assessment Committee and 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 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.
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. In addition operational data such as course offering analysis, class size, number of majors, and budget analysis including credit hour production, and program costs are also used to manage and improve program and unit operations. Data from assessments and other operational data 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 are 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.

2a.6. (Optional Upload) 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.]

See Attachments panel below.

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?

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 to the Dean's Office either via Excel spreadsheets or in hard copy by the program coordinators. State Test Data is received electronically and maintained, monitored, and analyzed in SPSS with Pass/Fail information passed through to Banner Student (Banner is the technology suite that EIU uses for student and course information, financial management, human resources, and advancement). 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 are 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 are summarized and analyzed annually by the Associate Dean, College of Education and Professional
Studies. The data are then reported to all constituencies primarily through the use of tables with some narrative. Program coordinators then conduct further analysis relative to the data's impact on their specific programs.

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.

The Unit Assessment System for Initial and Advanced Programs as well as the Admission/Retention/Graduation from Teacher Education guide are available in the exhibits.

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 candidate performance based on where/how they completed their program.

All advanced programs are required to assess all candidates at entry, midpoint, and completion using the same Unit assessment rubrics. Projects and activities assessed using these rubrics vary by program. 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 Superintendency, School Counseling, Elementary Education, and Secondary Education/Master Teacher). To date we have seen no significant difference in candidate performance based on where they completed their program.

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 cannot be resolved in this manner are referred to the Associate Dean, College of Education and Professional Studies. If concerns remain unresolved after candidates meet with the Associate Dean, they may 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.

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

2b.4. (Optional Upload) 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 are used to evaluate the efficacy of and initiate changes at both the Unit and the Program Level. At the Unit Level assessment data are presented to the Council on Teacher Education annually. These data are 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 Advisory Committee on Teacher Education, Unit wide revisions are identified and proposals presented to the Council on Teacher Education for action. At the individual program level, Unit data are 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.

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

Data have been used as the basis of numerous changes over the past three years. These changes may 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, the department 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 embedded 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' abilities to work with English Language Learners. To address this issue faculty were sent to conferences on how to incorporate this preparation into their courses. Upon returning faculty shared this information 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 practice was a drain on resources and damaged our relationship with P -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 students' degree audit which candidates and advisors may run on a just-in-time basis.

Assessment Changes – Assessment data over time have 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. 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 meaningful baseline data on our students' 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 quantitative as well as qualitative data show they need revision. Finally, additional training on the use of the rubrics is being developed. To ensure consistency across all programs relative to Unit assessment data we need to provide training on the use of the rubrics.

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

Faculty members have access to candidate assessment data that are collected through their courses. Furthermore, upon request of either the student or of the Associate Dean they may be provided access to individual candidate assessment data collected through other courses over time. In addition, aggregate data are shared annually with departments regarding their candidates' performance on the various assessments. In larger departments this reporting is done through faculty meetings while with smaller departments it is done through the program's teacher education coordinator. Finally, aggregate Unit assessment data are shared annually with the Council on Teacher Education.

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 members assess candidates' work through LiveText with candidates being the primary recipients and users of these assessment results so that they may use the information for reflection and their own improvement. At the advanced level, candidates' work is assessed more holistically. Programs share the information with candidates differently, but information relative to their performance as a whole is shared with candidates through their advisors. Data at both the initial and advanced level are also shared with programs which use the individual data to make determinations as to candidates' development and continuation in the program. Aggregate data are also used to identify strengths and areas needing improvement. Finally, the data are shared with advisory groups, and selected information is shared with outside groups such as the media.

2c.5. (Optional Upload) 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?

The Unit maintains and implements a unified system for Unit Assessment at both the Initial and Advanced Level that is separate from, but linked to program assessment. The system is linked to the University Assessment of Student Learning at both the undergraduate and graduate level.

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

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) as well as community organizations and other agencies 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 unit, 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 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 candidates and 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. This effort is especially important with off-campus cohort programs and the Alternative Route to Teacher 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, 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.

#### 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 regularly with higher education, state, and school district administrators and practitioners. These meetings are designed 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 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 initial and advanced field experiences 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. P-12 partners assisted in developing Unit assessments. The assessment instruments can be found in the Exhibits.

#### 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?

The Unit's partnerships with Regional Offices of Education, collaborating regularly with 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 candidates and schools. The Unit also collaborates with Community Colleges across the state including its primary feeder Community Colleges, Parkland Community College and Lake Land Community College, 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.
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. The placement guidelines and directions for schools interested in hosting candidates can be found in the Exhibits.

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 members engaging in this process possess extensive experience, skill, and knowledge in their fields that help them identify prospective partners for candidate placements. Faculty members also possess 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. Course instructors and candidates work with field supervisors to develop pertinent experiences for candidates as they reflect on the activities in the classroom/school.

Advanced Other School Personnel:
The roles in which candidates are placed vary from program to program. All candidates are placed with school professionals who are properly licensed and have distinguished experience in the field. All placements require the approval of the cooperating professional, the district, and the EIU coordinator. Explicit guidelines can be found in the exhibits.

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 members from the Unit meet with candidates and school partners in preparation for and during candidates' work in the schools. As faculty members and supervising school partners discuss candidate responsibilities, Unit faculty members 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 may 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 checkout, 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 candidates' abilities to communicate and perform successfully as students and in clinical experiences. Finally, Unit faculty members 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.

3a.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to collaboration between
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/NEW_Admission_Retention_Graduation_Teacher_Ed_Sheet_June_2010.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 coordinators (http://www.eiu.edu/ceps/teached/STGHandbook078x11.pdf).

Advanced Programs:
The University has published criteria for admission, retention, and graduation from graduate programs. In addition, each individual program sets its own criteria for entry and exit from clinical practice/internship/capstone field experience. These requirements include successful completion of coursework and standards-based assessments for entry to pre-clinical practice, successful completion of practicum/field work for entry to clinical practice/internship, and successful completion of the internship for program completion. Each stage includes required assignments and standards-based assessments.

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Field Experiences</th>
<th>Clinical Practice (Student Teaching or Internship)</th>
<th>Total Number of Hours</th>
</tr>
</thead>
</table>

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 the Unit's teacher education programs. From classroom observation to small group teaching, as well as through practicum experiences and student teaching, EIU students receive many opportunities to develop into teachers in their chosen fields of expertise. Candidates in initial teacher education programs are required to complete a variety of sequenced field experiences. Course syllabi can be found in exhibits, providing 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 knowledge base, and appropriate pedagogical skills. University Supervisors in collaboration with P-12 and/or agency personal complete evaluation rubrics during each field experience and student teaching that are linked to state standards and the Conceptual Framework. Field Experience Assessment Instruments and a chart linking standards to the Conceptual Framework can be found in the exhibits.

In advanced programs for the preparations of other school professionals (e.g., School Administration, Communication Disorders and Sciences, School Counseling, and School Psychology) school-based experiences...
are linked to program and Unit outcomes in two ways. First, through program coursework candidates are assigned tasks that are to be completed in an assigned work setting. Second, candidates are required to complete an internship and capstone experience. Advanced 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 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, candidates 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.

Advanced Teaching candidates are required to complete courses with clinical components that includes a field-based capstone experience, such as a thesis or action research project in order to complete the program. For example all Special Education master's candidates must complete SPE 5770 and/or SPE 5970 which each have a minimum of 45 semester hours of clinical hours.

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, to find ways to supplement what technology exists. Candidates 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 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 reveal 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. Advanced level candidates are evaluated on the use of technology as a component of the Unit outcomes and Unit assessment system.

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 Technology Center (ITC) on campus.

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 candidates
* A Master's Degree (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 candidates 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

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 and sciences 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

Advanced candidate supervisors for the Educational Administration/Leadership must hold a Type 75 certificate for the state of Illinois, have a master's degree, and have more than five years of administrative supervision (through unusual circumstances individuals may have less with the approval of appropriate Unit administration).

Advanced candidates in Special Education are supervised by graduate Special Education faculty who have a terminal degree, licensure in Special Education, and significant (three years or more) teaching experience in the P-12 schools.

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 Unit Assessment rubrics.

A program was initiated in 2008 with two 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.

The Educational Administration/Leadership school-based faculty members are visited by the on-campus faculty to discuss roles and responsibilities of the clinical supervisors. The clinical supervisors receive a handbook and letter outlining the responsibilities of their supervisory roles. All supervisors hold a type 75 certification, which in itself requires instruction in supervision.

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.

Student teaching candidates participate in regular seminars during their student teaching semester that includes additional support and instruction. The Unit also offers grant activities that provide mentoring for beginning principals and beginning teachers to provide support for those candidates who have completed their respective programs and are in their first year on the job. Faculty members within the Unit also provide content for Regional Office of Education in-services on a regular basis for licensed teachers and provide an Administrators Roundtable for an opportunity to keep principals and superintendents updated and as a means of support.

3b.8. What structured activities involving the analysis of data and current research are required in
The Unit 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 example, have made data analysis and scientifically based research cornerstones of school reform. Each program includes courses dedicated to the development of skills and acumen in the areas of analyzing data (e.g., EDA 5890, EDA 6200, SPE 5870, SPE 5970) and with respect to research methods (e.g., EDU 5000, MAT 5410, ELE 5900). In addition to courses that are devoted entirely to data analysis and/or instruction in research methods, each program includes embedded assignments that require candidates to use these skills further. 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.

3b.9. (Optional Upload) 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.]

See Attachments panel below.

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?

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

Approximately 20-25 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.

For advanced programs with internships, approximately 280 candidates began an internship in 2009-2010 with approximately 99% successfully completing the experience.

A document showing the completion rates for student teaching and advanced program internships can be found in the exhibits.

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 of candidates, university supervisors, and school-based faculty in assessing candidate performance and reviewing the results during clinical practice differ somewhat based upon the program in which candidates are enrolled.

Teacher education candidates complete a self assessment of at least one lesson and the candidate's overall practicum performance. The University supervisor completes a formal assessment for candidates of at least one lesson (assessment rubric), and school-based faculty members complete a formal assessment of at least one of the candidate's lessons (assessment rubric). The school-based faculty and university supervisors provide informal feedback to the candidates on a regular basis. The candidates are observed by university personnel at least three times during their clinical practice (student teaching). At the midpoint during the experiences, the University
supervisor, the school-based faculty member, and the candidate compare mid-term evaluations.

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 members meet with candidates weekly for individual supervision and evaluate candidates twice during the semester.

For communication disorders and sciences, candidates complete approximately 130-150 hours of clinical experience prior to the internship, including 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 conference 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 candidates and Unit faculty.

Educational Administration/Leadership candidates complete a variety of assignments during their practicum that are shared with their school-based supervisor as well as Unit faculty. Unit faculty visit practicum sites for a formal evaluation during the practicum experience and provide feedback to candidates and school-based supervisors. School-based supervisors and Unit faculty collaboratively determine the evaluation of the candidates during their practicum experiences.

Advanced teaching candidates complete a variety of assignments in their courses with clinical components (eg, SPE 5770, SPE 5970, EDU 5000, ELE 5620). This work is done under the supervision of University faculty who review, assess and provide feedback to candidates.

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 opportunities 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. Unit 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.

Programs with advanced candidates continue reflection in the design of activities during their university experience that are designed to increase the effectiveness of their classroom experience. Examples of reflection and effective practice include the preparation of a National Board type of portfolio for the Master Teacher candidates, and journals of activities maintained by Educational Administration/Leadership candidates.

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?

Initial candidates' knowledge, skills, and dispositions are assessed during their early field experiences, their school-based practicum accompanying their methods sequences, and during student teaching using the Unit-based assessment rubrics. Data from these assessments show that candidates are doing quite well during these experiences with the majority of students Occasionally Exceeding or Exceeding standards on the majority of items. The summary of data for these field experience assessments can be found in the exhibits.

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. Overall, courses are designed to mirror the work of the schools with authentic assessment assignments.

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 are used to assist clients on their goals.

In communication disorders and sciences, 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.

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 education courses specifically designed to include lab components 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 (ie. http://castle.eiu.edu/~toronto/) where field experience credit is awarded. Candidates also have the opportunity to complete their student teaching experience through the COST program (Consortium for Overseas Student Teaching http://www.eiu.edu/~edabroad/programs/cost.php). Additionally, initial certificate candidates must complete 25 clock hours of direct participation in observation of or interaction with populations designated as multicultural according to NCATE. Sites must be approved. This practicum is required of students pursuing teacher licensure except those in Communication Disorders and Sciences or students in ISEP (Integrated Secondary Education Program). The assignments that comprise this practicum reflect the diversity of students and topics in the schools and society in which candidates will be working, whether through a practicum, student teaching, as a teacher, or community member. 

Field experiences for advanced programs include include students with disabilities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups. An example of this diversity in the Educational Administration/Leadership program requires candidates to 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.

3c.7. (Optional Upload) 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?

Integrative Learning is a key component of the Eastern Illinois University experience for all students. This occurs in the classroom through sequenced, supervised field experiences with faculty feedback beginning with introductory courses. Introductory experiences are directed observation followed by courses with increased responsibilities in classrooms where the candidates are placed (not self selected).

In addition, candidates are encouraged if not required to actively participate in activities with youth (ie. tutoring, volunteering in the public schools or after school programs, assisting with Special Olympics, Best Buddies, or Big Brothers/Big Sisters) and then reflecting on these experiences. Students are also provided the opportunities and encouraged to participate in short and long terms study abroad/study away experiences many of which are focused on P-12 education. More information on Integrative Learning at EIU can be found at http://castle.eiu.edu/~acaffair/IntegrativeLearning/EIUIntegrativeLearning.php.

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

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?

For Initial programs the Unit Conceptual Framework outcomes are aligned with the Illinois Professional Teaching Standards. Of the standards, the standard/proficiencies most related to diversity is Standard 3 – Diversity. The standard states that the competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The attached exhibit relates the knowledge indicators and performance indicators that the Unit ascribes to and assesses.

For advanced programs the EIU Conceptual Framework is aligned with the Graduate School learning outcomes. The outcome/proficiency that is most related to diversity is Standard 5 – Ability to work with Diverse Clientele. The standard requires the ability to work with a diverse clientele, recognizing individual differences, and to use this knowledge, skills, and dispositions to make decisions appropriate for schools and societies. The attached exhibit relates the knowledge indicators and performance indicators that the Unit ascribes to and assesses.

The Unit has also identified Sensitivity to Diversity and Equity as one of its five dispositions for initial and advanced candidates as: "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 used 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." Educators must possess 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 include the following: The Student Teaching assessment includes rubrics that address knowledge of students' interests or culture; teacher interaction with students; response to diverse students; and 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.

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 containing content that specifically addresses and focuses on diversity. 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
- STG 4000 – Multicultural/Disabilities Practicum.

Candidates in the Integrated Secondary Education Program (ISEP) 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 Administration/Leadership includes a project in School Law entitled Trouble in Unity. This assignment requires candidates to analyze and respond to a scenario involving a school community that is experiencing a dramatic increase in its Latino population. Candidates 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 projects includes an Educational Administration/Leadership requirement that involves candidates shadowing a principal in schools with a non-Caucasian population of at least 20%. Educational Administration/Leadership 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. Another example is EDF 5510 Theory Into Practice: Social Foundations for Educational Practice, a required course for many of the advanced level programs (advanced teaching and other school professionals). In this course students are required to complete action research papers dealing with race and gender as part of the assignments within this course.

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 the Unit's 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) The exhibits provide examples for initial and advanced levels of the types of assessments used to provide evidence related to candidates' proficiencies related to diversity.

Data collected on these domains and explicitly related to diversity indicate that 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). Examples include the rubric used to evaluate Unit/Lesson plans. Items on the rubric include under Diverse Students: Human Development and Learning with an overall mean (07-08 data) of 4.20 on a 5 point scale; Diversity (07-08 data) 4.32 on a 5 point scale. On the same Unit/Lesson plan rubric under the category of diverse strategies: Diversity (07-08 data) rated a 4.30 on 5 point scale. The Unit/Lesson plan assessment rubric and accompanying data can be found in the exhibits.

At the initial level, 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% Meet or Exceed Standards. In the category "Knowledge of students' interests or culture," 99-100% of candidates Meet or Exceed Standards.

At the advanced level, Unit Assessment questions are explicitly related to candidates' proficiencies with 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"). Unit data show that 97-100% Meet or Exceed Standards.

4a.4. (Optional Upload) 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 commitment 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 occur through short- and long-term study abroad programs (including but not limited to Toronto, Bahamas, Consortium for Overseas Student Teaching) as well as through an optional week-long trip to El Paso, Texas. Finally, at the initial level the multicultural student teaching practicum requires all candidates to have an experience in a diverse school setting, striving to ensure these opportunities with diverse P-12 faculty.

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

Faculty members possess a wide variety of knowledge and experiences related to preparing candidates to work with students from diverse groups. A review of faculty vitae will demonstrate a wide range of experiences related to diversity including membership of such organizations as NAME (National Association for Multicultural Education). 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 El Paso, Texas, that allows candidates to work in schools with diverse populations as well
as a wide range of socio-economic status. Several faculty members have shown an interest in and have developed classes dealing with second language learners at the initial and advanced levels. Faculty members engage in community involvement with Habitat for Humanity, mission trips, and Special Olympics volunteer work that allows them the opportunity for experiences to share with candidates at all levels when discussing diverse populations.

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>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Prof. Ed. Faculty Who Teach Only in Initial Teacher Preparation Programs n (%)</th>
<th>Prof. Ed. Faculty Who Teach Only in Advanced Programs n (%)</th>
<th>Prof. Ed. Faculty Who Teach in Both Initial Teacher Preparation &amp; Advanced Programs n (%)</th>
<th>All Faculty in the Institution n (%)</th>
<th>School-based faculty (Optional) n (%)</th>
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<td>American Indian or Alaska Native</td>
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<td>Race/ethnicity Unknown</td>
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4b.4. What efforts does the unit make to recruit and retain a diverse faculty?

The Unit maintains a Minority Recruitment and Retention Committee that assists the attraction and retention of minority faculty. The Unit follows all university plans, policies and procedures in an effort to attract and hire excellent practitioners who are diverse. The Office of Civil Rights works with the Unit on developing a plan for all positions for which a search has been opened and pursued. Documentation of recruiting efforts is 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. 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.

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, 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, Eastern was notified that they were selected as the number six employer on the HBCU (Historically Black Colleges and Universities) Connect magazine's 2009 List of Top 50 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.

4b.5. (Optional Upload) 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.]

Table 8

See Attachments panel below.

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 use 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 the sharing of information about diversity issues, but also allow for opportunities for candidates to interact with candidates from diverse groups.

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

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Candidates in Initial Teacher Preparation Programs n (%)</th>
<th>Candidates in Advanced Preparation Programs n (%)</th>
<th>All Students in the Institution n (%)</th>
<th>Diversity of Geographical Area Served by Institution (%)</th>
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<tr>
<td>Asian</td>
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</table>
4c.3. What efforts does the unit make to recruit and retain candidates from diverse groups?

**Initial:**
Recognizing that a significant percentage of Unit students reside in the Chicago area, we have three regional admission counselors based there. This arrangement allows us a greater presence in schools with larger percentages of minority students. Unit representatives attend college fairs at high schools, community colleges, community centers, even some churches to expand outreach efforts to students of color. In all of these situations teacher education programs tend to stand 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 approach provides a larger pool of students to invite for the University's annual Access Granted Weekend for admitted students of color. Up to 50 students may be accommodated on campus for a weekend of workshops and activities with EIU students, faculty, and staff during the second weekend of February. 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. In addition, this Spring there was a bus trip to EIU for admitted Latino students in conjunction with EIU's April Open House program.

The Offices of Admissions, Minority Affairs, 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 at EIU. 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 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.

**Advanced:**
Advanced programs in School Counseling, Communication Disorders and 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 Administration/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 Administration/Leadership and Elementary Education deliver cohort programs 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.

4c.4. (Optional Upload) 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.]

See **Attachments** panel below.

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 areas 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 possess 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 (syllabus available in exhibits) 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 enroll in 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 (see Diversity Assessment Results-Advanced Programs in the Exhibits). Also, advanced level candidates are required to take classes that relate to Social Foundations (ie. EDF 5510) or counseling diverse individuals (syllabi are available in exhibits). 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.

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>
<thead>
<tr>
<th>Name of school</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Black or African American, non-Hispanic</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>Hispanic or Latino</th>
<th>White, non-Hispanic</th>
<th>Two or more races</th>
<th>Other</th>
<th>Race / ethnicity unknown</th>
<th>Students receiving free / reduced price lunch</th>
<th>English language learners</th>
<th>Students with disabilities</th>
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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 are collected during field experiences/internships by University faculty and cooperating teachers/supervisors at the initial and advanced level to evaluate 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 provides a forum for initial candidates to discuss with peers as well as supervisors their experiences in working with diverse groups of individuals.
Advanced candidates share feedback with peers during their internship classes.

4d.4. (Optional Upload) 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.]

| Table 10 |

See Attachments panel below.

**Optional**

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

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

**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

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 non-tenure track ranks. 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 possess a master's degree and are currently pursuing a terminal degree while teaching in the Unit.

A chart in the exhibit area presents the qualifications of the Unit faculty by highest degree held. This chart indicates that 95% of the full-time tenured faculty members hold terminal degrees (PhD/EdD). Ninety-one percent of probationary faculty who are tenure track hold terminal degrees. Of all full-time faculty members, tenured, tenured track and non-tenure track faculty, 65% hold terminal degrees and 35% of these faculty hold master's or specialists degrees.

**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?**

P-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 qualification is ensured through formal agreements established between the Unit and local school systems. All university faculty who supervise field experiences, student teachers, or internships have documented professional activities. Student teaching personnel have documented professional activities at both P-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 P-6 and 7-12 grade levels.

**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 teaching positions. 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. The Unit uses professional experiences in school settings to include a) structured observations; b) employment as a teacher, administrator, or other certified position such as school psychologist; c) action research; d) work with schools or school districts on professional development efforts; e) consultations with schools or school districts; and f) funded projects that involved partners in schools or school districts. Faculty vitae provide specific examples of such activities. The exhibits area provides a chart for contemporary P-12 experience for the tenure/tenure track and full-time not tenure track faculty, as well as part-time faculty. This chart indicates that overall 87% of all full-time faculty members have been certified or have teaching experience in the P-12 setting. Of the part-time faculty who are not tenure track 97% have been certified to teach and/or have teaching experience.

**5a.5. (Optional Upload) 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.]**

[Table 11-Prof Ed Faculty List]

See Attachments panel below.

**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 essential skills and knowledge for success:

- Diverse students
- Diverse strategies
• Diverse technologies
• Diverse societies/communities
• Diverse subjects and levels

In content courses and professional coursework, faculty address means by which candidates may develop skills and attain knowledge in the five domains of the Conceptual Framework. These 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 ensure that the candidates can help all students learn within a complex society. Assessments to reflect this coursework can be found within syllabi and sample student portfolios. Faculty provide examples of best practice in their field of expertise, reflecting current research and developments in the field, which is then translated to the university classroom. An illustration is reflected in the research faculty are performing and linking to the classroom as well as documentation found in Specialty Organization Association (SPA) portfolios that have been submitted.

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 Unit programs by self assessment as well as all of the aforementioned activities. Candidates must provide reflection on assignments or internships. Professional dispositions are addressed throughout the initial and advanced programs by self assessment, as well as evaluation instruments used as part of the Unit assessment system.

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. Reflecting on Joyce and Weil (2003) Models of Teaching, the Unit uses the following models that are reflected in the syllabi: structured inquiry, group investigation, role playing, concept attainment, scientific inquiry, inquiry training, mnemonics, advanced organizers, nondirective teaching, mastery learning, direct instruction, and simulation. In addition to the Unit assessments documented under Standard 2, faculty assess candidate performances relative to SPA standards. Individual course syllabi provide insight to the instructional strategies faculty use to deliver coursework.

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 reflect a variety of venues in addressing technology through their instruction. All faculty members have a computer at their desks, which has become an integral part of their teaching process. All initial teacher education candidates use LiveText to develop portfolios, which Unit faculty members must use as well for evaluation purposes. Faculty members have the opportunity to use SmartBoards in most of the classrooms within Buzzard Hall (where the majority of professional education courses are held), as well as across campus. The University has developed a program empowering students to use personal response system keypads for classes at the University, which students use in some of their classes. All classes automatically populate WebCT sections, and many faculty 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 and Professional Studies 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 presented awards for "Excellence in the Use of Technology" in Teaching, Research, and Service. Recent award winners from the college include Kiran Padamaraju (Teaching-2008), Judy Barford (Teaching-2009), Rebecca Cook (Research-2008), and the EIU Teacher Education Unit Assessment Committee (Organization/Service-
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 members prepare portfolios for evaluation. Written reflections are generally included as part of this portfolio process. The reappointment, promotion, and tenure system at EIU requires faculty members to examine and reflect on their teaching performance, taking student evaluations into account.

A standardized student evaluation system is used to provide student feedback to faculty. The number of classes providing this feedback varies 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. The University uses a set of core questions that are required for faculty evaluation by candidates. These core questions are drawn from the "Purdue Evaluation" process:
- Instructor demonstrates command of the subject/discipline.
- Instructor effectively organizes material for teaching/learning.
- Instructor is readily available outside of class.
- Instructor presents knowledge or material effectively.
- Instructor encourages and interests students in learning.

http://www.eiu.edu/~acatest/evaluations.php

Overall unit faculty have demonstrated effectiveness in teaching as measured by student evaluations and by their success in gaining tenure and promotion (i.e. 13 faculty have earned tenure and 16 faculty have been promotion in the past three years. A summary of these actions as well as a list of faculty who have been tenured, promoted, and awarded professional advancement increases is available in the exhibits.

5b.6. (Optional Upload) 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. Faculty research is evaluated by the Department Application of Criteria (DAC) which is developed by each department. The DAC describes 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 emphasis on applied research related to work in P-12 schools. Faculty within the Unit are also active in grant writing.

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.]

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 faculty curriculum vitae indicates that faculty members engage in publications of books or book chapters as well as the previously mentioned activities. Faculty within the Unit have written for grants that have generated over $3 million over the period of 2007-2010. Approximately 85% of
full-time faculty and 59% of part-time faculty have actively engaged in scholarly activity as demonstrated by either publication or presentation. For full-time, tenured, and tenure track faculty the number actively engaged in scholarly activity as demonstrated by publication or presentation exceeds 95%. Additional documentation on faculty scholarly activity can be found in the exhibits.

5c.3. (Optional Upload) 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 Unit embraces its mission 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." This tradition includes service to the Unit, College, University and professional community, as well as the P-12 community as a whole.

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/~acaffair/Contract/ua2006-2010FINALv2.pdf] and Unit B Contract [http://www.eiu.edu/~acaffair/Contract/ub2006-2010FINALv2.pdf])

Many faculty are deeply involved in personal service through civic and religious activities as well as providing workshops for local schools and organizations in their area of expertise. In addition, some Unit faculty serve as mentors in the local schools. A sample listing of service projects and activities completed by faculty in collaboration with the professional community has been compiled from faculty vita. Department and program reports and can be found in the exhibits.

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.]

Faculty may engage in many levels of service. Faculty may provide service at the Departmental, Unit, College, or University levels, as well as to the community at the local, state, national, and international levels. The community includes P-12 schools, as well as civic and religious organizations. Service may be extended to 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
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 more complete listing of projects completed by faculty in the area of service and/or collaboration with professional community has been compiled from the faculty vita. Department and program reports can be found in the exhibits.

5d.3. (Optional Upload) 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 basis as outlined in the respective faculty contracts. Eastern Illinois University follows a faculty contract that provides 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 (DAC) which is used in evaluating performance of employees eligible for retention, promotion, or tenure. The DAC contains the categories of materials and activities appropriate for the department to use for the three areas of evaluation, and the relative importance of these materials and activities; 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; a general statement of the methods to be used for evaluation of research/creative activity, and service; the relative emphasis to be given to research/creative activity and service.

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:

<table>
<thead>
<tr>
<th>Period</th>
<th>Reappointment</th>
<th>Promotion</th>
<th>Tenure</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>26 out of 27 retained</td>
<td>6 out of 6 promoted</td>
<td>6 out of 6 granted tenure</td>
</tr>
<tr>
<td>2008-2009</td>
<td>26 out of 26 retained</td>
<td>8 out of 8 promoted</td>
<td>5 out of 5 granted tenure</td>
</tr>
<tr>
<td>2009-2010</td>
<td>25 out of 26 retained</td>
<td>2 out of 2 promoted</td>
<td>2 out of 2 granted tenure</td>
</tr>
</tbody>
</table>

Student Evaluations are included in each of the faculty portfolios when faculty are in the evaluation process. Overall faculty perform well on unit evaluations as indicated by their course evaluations. Data collected in 2009-10 on the five university core items ranged from 4.39 to 4.56 with 5 being the most positive. A summary of the student faculty evaluation data can be found in the exhibits.

In addition, faculty in the Unit have been rated highly by their peers as seen by the peer evaluations found in faculty portfolios.

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 when the faculty member submits a 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 tenure track positions, but who have not yet achieved tenure. Faculty members who have achieved tenure submit a portfolio that is evaluated by the department Chair and the Dean.

Annually contracted faculty members by contract are evaluated on teaching through submission of a portfolio which includes student evaluations and evaluation by the chair.

Departmental applications of Criteria link: [http://www.eiu.edu/~acaffair/Contract/DAC.htm](http://www.eiu.edu/~acaffair/Contract/DAC.htm)

5e.4. (Optional Upload) 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 within the Unit provides financial support for faculty travel to professional meetings. The amount allowed for these activities varies from department to department. Faculty are expected to participate in training related to LiveText and the Unit assessment system for initial candidates. The Unit provides in-service opportunities for faculty to learn about the Conceptual Framework and the overall Unit assessment system, as well as how faculty's class assessments fit in the overall process. Individual departments have held faculty retreats to provide professional development opportunities for their faculty: an example would be Educational Administration/Leadership Department and the Administrators Roundtable Conferences established for local Administrators and their own faculty. Other sources of support may include Telefund monies (generated through donations), support from the Dean's offices when funds allow, as well as the funding opportunities through the Faculty Development Office. The CATS center and Booth library provide training related to campus technology.

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 provides a wide variety of development opportunities that relate to the Conceptual Framework. The Unit provides faculty development related to the Conceptual Framework, including revisiting its outcomes, as well as student dispositions. Many faculty members belong to professional organizations where they lead and/or participate in training activities.

The Office of Faculty Development provides an annual report of activities in which faculty have the opportunity of participating and reports grants given to faculty as well as an overall report of activities such as faculty mentoring circles. [http://www.eiu.edu/~facdev/MAP/Faculty%20Development%20-%20Administrative%20Unit%20Assessment%20Profile%20AY09-10.pdf](http://www.eiu.edu/~facdev/MAP/Faculty%20Development%20-%20Administrative%20Unit%20Assessment%20Profile%20AY09-10.pdf)

A chart providing faculty development opportunities and activities is included in the exhibits.

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 led two trips to Toronto as part of the University's Study Abroad program. Many faculty members 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). A chart documenting faculty participation in professional development opportunities and activities is included in the exhibits.

5f.4. (Optional Upload) 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?

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

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 head of the Unit is the Dean of the College of Education and Professional Studies.

Functions of COTE 1. To formulate, monitor, and revise policies for the admission and retention of pre-service teachers; 2. To formulate and continuously evaluate 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.

Advanced programs within the Unit are also coordinated though the Council on Graduate Studies. The Council on Graduate Studies is the principal University council which recommends policy pertaining to graduate programs and graduate students through the Dean of the Graduate School and the Vice President for Academic Affairs to the President. Policies which are adopted by the President are monitored and enforced by the Dean of the Graduate School and/or other appropriate administrators and faculty members.

The College of Education and Professional Studies is one of four academic colleges reporting to the Office of the Provost/Vice President for Academic Affairs. The following are the Units that comprise the Academic Affairs area at Eastern Illinois University: College of Arts & Humanities, Lumpkin College of Business & Applied Sciences, College of Education & Professional Studies, College of Sciences, Admissions, Center for Academic Support Achievement (CASA), Center for Academic Technology Support (CATS), Faculty Development, Graduate School, Research and Sponsored Programs, Honors College, Library, Minority Affairs, Records, Registration, School of Continuing Education, and WEIU.

http://www.eiu.edu/~acaffair/

Within the College of Education and Professional Studies are nine departments: Counseling and Student Development; Early Childhood, Elementary, and Middle Level Education; Educational Administration/Leadership; Health Studies; Kinesiology and Sport Studies; Recreation Administration; Secondary Education and Foundations; Special Education; and Student Teaching. The department of Recreation Administration does not prepare pre-service or advanced-level education students. The Unit committee structure provides representation from all departments and area public schools, as appropriate, regarding the oversight of P-
12 programs. There is a chart in exhibits that presents the teacher education and professional education programs and their colleges. There is a strong link between the College of Education and Professional Studies and the program coordinators. This link is exhibited through meetings, emails, and personal contacts among the program coordinators and the Associate Dean of CEPS and the department chairs within this College.

Unit and University faculty have input on proposed course and program revisions as the proposals move through the various approval channels in the education Unit and the institution. Program faculty members initiate course and curriculum revisions for their respective programs and then forward the proposed revisions to the appropriate department chair for review and approval by the departmental faculty. Once approved at the department level, the proposal is forwarded to the college-wide Curriculum Committee for review and approval. If approved by the Curriculum Committee, the proposal is then proposals from initial programs are forwarded to COTE, and proposals from advanced programs are forwarded to the Council on Graduate Studies. At the initial level the Council on Academic Affairs approves all courses and course modification for undergraduate programs, including teacher education. The council also approves changes to University-wide general education and graduation requirements.

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 admissions policies are clearly and consistently described in academic calendars, catalogs, publications, and advertisements 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.php).

The Unit maintains a dedicated Teacher Education web page to provide information to all candidates and academic advisors related to teacher education and the process of apply 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 is placed in every department on campus, the student newspaper, The Daily Eastern News, and is announced online in the University Newsletter in the "Especially for Students" section.

The Graduate catalog clearly articulates the requirements needed for admission to the various advanced-level education programs. All catalog entries and web pages are reviewed on a yearly basis, more frequently if changes occur. Notices of changes are posted online and are sent to all advisors in the University via the Campus Advising Network in the form of "adviseogram" emails. Each teacher education program also distributes brochures and online information for prospective candidates in the program.

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

The Unit is on the same academic and administrative calendar as the rest of the University. Coordination of calendar events and dates takes begins 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). Academic and administrative calendars are placed online for all constituencies to view. The Unit continually monitors the calendars and coordinates with P-12 partners and in-service professionals to ensure accuracy and compatibility.

The Vice President of Academic Affairs office contacts the departments to make corrections to catalogs and publications on a regular basis. The University catalog is a living document and is maintained via web site where the catalog may easily be reviewed and modified as necessary by the members of the academic community when changes in courses, admissions policies, or other pertinent items within publications and catalogs are modified by the various committees on campus.
The faculty establish their own grading rubrics and standards along with the Unit assessment items, within the grading polices that have been established for the University through Internal Governing policies. (IGP #46) http://www.eiu.edu/~auditing/IGP/policy46.html

Advertising for the Unit and the University as a whole is developed through the University Marketing and Communications Department. That office's duties include handling inquiries from the media and the public, writing and distributing press releases, and writing and editing copy for various University publications.

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

Every candidate receives careful and systematic advisement. Initial candidates are first assigned to a general advisor at the Academic Advising Center to assist candidates with course selection, but also providing guidance with major selection and career goals in addition to serving as a resource to many offices and campus activities. Once candidates in initial programs have established a major and have accumulated 60 semester hours of credit they are assigned advisors within their academic department (major). Initial candidates are required to meet with their advisors a minimum of once per semester to ensure that academic requirements are being met; candidates are unable to register for classes until advisors release their accounts for registration.

Advanced candidates are assigned an advisor once admitted to their programs. Candidates and advisors develop courses of study that outline the classes that candidates must complete along with a tentative timeline for completion. Advanced candidates work very closely both formally and informally with their faculty advisors, and advisors maintain regular communication and advising throughout candidates' programs.

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 support students as they make important decisions about their lives. The Counseling Center web pages provide additional information about particular issues with which students may need assistance, such as procrastination, stress, eating disorders, and other issues. http://www.eiu.edu/~counsctr/

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 programs. The following committees serve an active role in the design, implementation, and evaluation of the programs within the Unit.

University Wide Committees:
Council on Teacher Education (COTE): Faculty committee that develops policies for teacher education and to provide avenues of communication among all areas of the University concerned with teacher education. The COTE approves/disapproves, reviews, and provides oversight on all matters concerning teacher education.

Council on Academic Affairs (CAA): Faculty committee that approves all course proposals and course modifications for undergraduate teacher education programs. The council also approves changes to University-wide general education and graduation requirements.

Council on Graduate Studies (CGS): Faculty committee that approves all courses and in conjunction with COTE approves advanced educator preparation programs. The CGS also approves changes to requirements for admission to and graduation from graduate programs.

Other committees that include profession community members who participate in design, implementation, and evaluation include the following:

University Advisory Committee on Teacher Education: Includes faculty from across campus providing advice and
input to the Unit head (Dean of CEPS) and reflects on implementation of programs and the evaluation process of initial and advanced level candidates.

P-12 Advisory Committee on Teacher Education: Includes practicing P-12 educators from the area who provide input and reflection on initial and advanced programs, including dispositions assessed by the Unit as well as the curricula of the various programs.

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 head of the Unit is the Dean of the College of Education and Professional Studies. The Council on Teacher Education (COTE) consists of the following: eleven elected faculty representatives with a demonstrated commitment to teacher education who are 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: one from the Department of Early Childhood, Elementary, and Middle Level Education; one from the Departments of Health Studies, Kinesiology and Sports Studies, or Recreation Administration; one from the Department of Special Education; one from the Departments of Counseling and Student Development, Educational Administration/Leadership, or Secondary Education and Foundations; and one from the College at-large; b. Two members from the College of Sciences to be elected as follows: one from Group one (Communication Disorders and Sciences, Economics, Political Science, Psychology, or Sociology/Anthropology); and one 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: one from Group 1 (Art, Music, or Theatre Arts); one 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: one from the School of Technology and one from the College at-large. Also included are four student members, graduate or undergraduate, in good academic standing, to be appointed by the Student Body President with the advice and consent of the Student Senate, for one year terms, as follows: a. One from a Secondary Education Certification Program; b. One from Early Childhood, Elementary, or Middle Level Education; c. One from Special Education; and d. One from the Departments of Counseling and Student Development, Educational Administration/Leadership, or Secondary Education and Foundations.

The composition of the COTE ensures all academic Units involved in teacher education are automatically encompassed within the Unit. The COTE develops policies for teacher education and provides avenues of communication among all areas of the University concerned with teacher education. The COTE approves/disapproves, reviews, and provides oversight on all matters concerning teacher education.

Advanced programs within the Unit are also coordinated though the Council on Graduate Studies. The Council on Graduate Studies is the principal university council which recommends policies pertaining to graduate programs and graduate students through the Dean of the Graduate School and the Vice President for Academic Affairs to the President. Policies which are adopted by the President are monitored and enforced by the Dean of the Graduate School and/or other appropriate administrators and faculty members.

6a.7. (Optional Upload) 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?

The University administration has demonstrated its commitment to quality professional education programs.
through budget allocations to the Unit. Please note when examining the charts that the numbers cited in the budget figures provide a perspective of budget figures. Educator preparation takes place in all four academic Colleges, and the numbers cited in the chart of faculty and students reflect all faculty and students, not just individuals in educator preparation programs. Please note that the FY '10 Operating Budget figures are from August 23, 2010 (before FY Books have closed). These figures represent Appropriated Funds only which consist of General Revenue (state tax dollars) and University Income Fund (mostly tuition dollars). Also note that while the head of the Unit is housed in the College of Education and Professional Studies, educator preparation takes place in all four academic Colleges.

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 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 while still providing optimum candidate placements.

6b.3. (Optional Upload) 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.]

See Attachments panel below.

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 engage effectively in teaching, assessment, scholarship, and collaborative work in P-12 settings and to provide services to the professional community. The workload policies are outlined in the faculty contract for Unit A (tenure track) and Unit B (non tenure track faculty) in section 6 of both contracts. In addition, Faculty Assignment of Duties Guidelines – Effective Fall 2008 outlines the assignments for academic advisement, supervision of independent studies, and other items [http://www.eiu.edu/~acaffair/Contract/AoDGuidelines.pdf](http://www.eiu.edu/~acaffair/Contract/AoDGuidelines.pdf).

In the contract full-time faculty members are obligated to teach from 18 to 24 credit hours per academic year. Supervision loads for student teachers are limited in terms of the number of candidates. Other clinical supervision loads are factored in the credit hours assigned to classes. Part-time and clinical faculty are used as needed to either meet the needs in programs or by location. Faculty workloads may include classes taught, research credit units, and administrative duties (such as LiveText trainer), but workloads generally do not exceed 24 credit hours.

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

Typically faculty members who supervise clinical practice for initial candidates teach STG 4000, which is a multicultural experience for student teachers in the form of a 1 credit-hour class with a credit/no credit status. Faculty supervising clinical practice supervises a range of 15-22 candidates to achieve their full workload.

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 contributions in research/creative activities and service. Non-tenure track (Unit B) faculty, unless stated in their individual contracts, are not held to 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 may accept more students into the class if seats are 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. It appears that most programs choose to have cap distance-learning course enrollment at 25 students. Faculty vitae and faculty load summary provides evidence that faculty have sufficient time to be professionally active at local, state, and national levels.

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 members are considered an essential part of the programmatic consideration of the Unit. When it is necessary to hire a part-time person or an 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 searches for a tenure-track position with the exception of the scope of the search. 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. This process ensures the Unit has sufficient full-time and part-time faculty to provide Unit and program coherence, quality, and integrity. The number of faculty and the 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 members of the department. As described in their contracts, they are evaluated by their department chairs using the same procedures as regular faculty members. 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 classes and supervise student teachers, efforts are made to coordinate and standardize instruction through meetings and collaborative efforts between full-time and part-time faculty.

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 employ federal work-study students to provide departmental or faculty assistance. Advanced Programs may employ graduate students.

The Dean's office assists in the operation of the Unit with the support of an Associate Dean, 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 Unit operations.

In addition to advising within departments, the Academic Advising Center provides advising to teacher education candidates with respect to candidates 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.

The University also provides services to candidates through Health Services and the Student Success Center. Alumni surveyed under the direction of the Provost and Vice President for Academic affairs demonstrates very positive results. The Committee on Retention Efforts also helps assure a cross-disciplinary and University-wide effort to support students and programs.
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 underwriting faculty travel for development purposes. Also, in past years the Dean's office has provided limited travel support for faculty making presentations off campus. Redden Grant monies are available for faculty to apply for and may be used for improvement of undergraduate instruction, and the grant money may be used for software, equipment, guest speakers, and conference registration.

The Office of Faculty Development has funds available to bring in outside speakers with a wide variety of expertise on different subjects. The FY '10 appropriated budget line for non-personnel budget for faculty development was $56,628.00 (http://www.eiu.edu/~budget/pdf/fy2010_appropriated_report.pdf). Faculty are encouraged to attend these free workshops. The office also sponsors faculty to attend development institutes in our local region. The University has a Visiting Scholars Fund that aids faculty wishing to bring in visiting faculty for the purpose of expanding their knowledge base. The Faculty Development Office provides an administrative Unit profile which is available within the exhibit room web site.

6c.7. (Optional Upload) 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.]

Eastern Illinois University maintains 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 (student response system) is available in the classrooms. All faculty, on and off campus, have offices with access to computers and telephones.

The library education research collection is 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 subscription to journal packages and individual purchase. The library subscribes to several education databases. Input for journal and monograph purchase is sought from faculty members. Each department in the Colleges has a representative who works with the education library 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.

The Instructional Technology Center (ITC) provides frontline technology support for faculty, staff, students, and alumni with a focus on education. Candidates 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.

The Center for Academic Technology Support (CATS) is a resource center for a variety of services and technology 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 (ie. Online Course Development, Training for students and GAs,
tutorials, iTunes U, Citrix Server, Turning Point, Elluminate, Turn-it-in).

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 that is open 24 hours.

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 to provide off-site candidates the same access to electronic journals and information sources as on-campus candidates.

6d.2. (Optional Upload) 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 enjoys 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 changes, College deans are asked to work with department chairs to assess which faculty positions they need for the coming academic year. The Deans assemble College needs into a priority list for their Colleges and presented this list to the provost. After considering all requests and consulting with each Dean, approvals are granted to commence faculty hires.

In short, base budgets 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.

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

The University has four main resources of information technology support for faculty and candidates: the Instructional Technology Center, the Center for Academic Technology Support (CATS), the Gregg Computer Lab, and Booth Library.

The Instructional Technology Center (ITC) provides frontline technology support for faculty, staff, students, and alumni with a focus on education. From low-tech to high-tech the ITC is able to help with educational technology needs.

The Center for Academic Technology Support (CATS) is a resource center for a variety of services and technology 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.

Booth Library provides open computer labs (supporting multiple platforms), wireless and wired access, an electronic classroom, and a media lab. In addition they provide training support for faculty, staff, and students throughout the year.

Utilization statistics for the ITC and the Gregg Computer lab indicate that there is strong student utilization of these facilities. The CATS office provides substantial assistance in the use of WebCT by faculty, as well as the design of web pages for departments and programs respectively to provide adequate information to faculty and students about academic and support programs. All faculty who teach technology-delivered classes must go through a mandatory training on technology-delivered curriculum through the CATS office.
Training activities for faculty, students and graduate assistants are available through all these sources and include:

TECnet (Technology Enhancements on Campus through Networking, Education, and Training) is an on-campus network of individuals collaborating to help others effectively integrate technology into their academic programs through increase in knowledge and enhancement of skills.

Tech Bytes Seminars – Teaching With Technology provide demonstrations/discussions on a variety topics related to Teaching with Technology.

Booth Library Workshops that teach faculty, students, and staff about Office products as well as email options for the campus.

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 spreadsheet 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 and Achievement (CASL). CASL responds to the plan and helps departments/faculty throughout the year refine that plan, providing help with writing objectives, determining measures, etc. The majority of assessment are in the hands of the faculty, but CASL is available to consult. The College of Education and Professional Studies has a representative who acts as a liaison to the assessment committee for the University. CASL provides data that is available to departments concerning their majors. This data is primarily the Electronic Writing Portfolio (EWP) data and critical-thinking data. The EWP was written in-house by CATS. CASL compiles data and sends that data to the departments. Each year CASL provides travel monies for several faculty to attend IUPUI's assessment Institute in Indianapolis for the purpose of faculty development of assessment knowledge.

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

The library collection consists of more than 978,209 cataloged volumes, approximately 1.2 million microtexts, as well as maps, music scores, and pamphlets selected to support the University's educational mission. The government documents collection includes United States and Illinois State publications. Booth Library is also home to the Ballenger Teacher Center housing K-12 curriculum materials, an extensive juvenile collection, and a variety of non-print materials related to teachers and teaching. Leisure reading interests are served through materials from the general book, serial, and newspaper collections, as well as the latest best sellers, films, and popular materials. The general book collection and the periodicals collection are arranged according to the Library of Congress classification scheme.

Booth Library's public catalog is part of I-Share, the statewide network of 76 Illinois academic and research libraries. Additional electronic systems provide online access to a variety of periodical and subject databases. For the University community, interlibrary loan services supplement Booth Library's resources by making available materials that are owned by other libraries. I-Share and the EIU Online Catalog may be accessed from the library's website.

The Reference Services department provides professional help to students and faculty in their use of the library and its resources. The department provides individualized assistance, instructional materials, orientation tours,
and (by appointment) specialized research clinics. Web, phone, and fax access may be used to contact Reference staff.

The Library Technology Services department provides students with non-print media materials, open computer labs, and technology training workshops. The department makes available non-print materials such as sound recordings, CDs, DVDs, and videos. Study carrels equipped for independent viewing and listening are provided in the area, as well as rooms for group studying. The open computer labs have many computers for patron use, equipped with a variety of software packages and Internet applications. Library Technology Services provides the University community with computer training and technology workshops in its E-Classroom.

The Booth Library Advisory Board consisting of faculty and students from all academic colleges makes recommendations to the Dean of Library Services regarding policies governing the development of collections, services, and facilities in the library; policies for apportioning the materials budget; and other policies relevant to Library Services; brings problems and ideas from their faculty and student constituencies to the office of the Dean of Library Services; assists the Dean of Library Services by providing input for the implementation of a viable positive library program for the University and community; and as requested, serve as representatives on various internal library service committees and task forces.

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 by providing Library access numbers that students may utilize using the world wide web.

6e.6. (Optional Upload) 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?

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