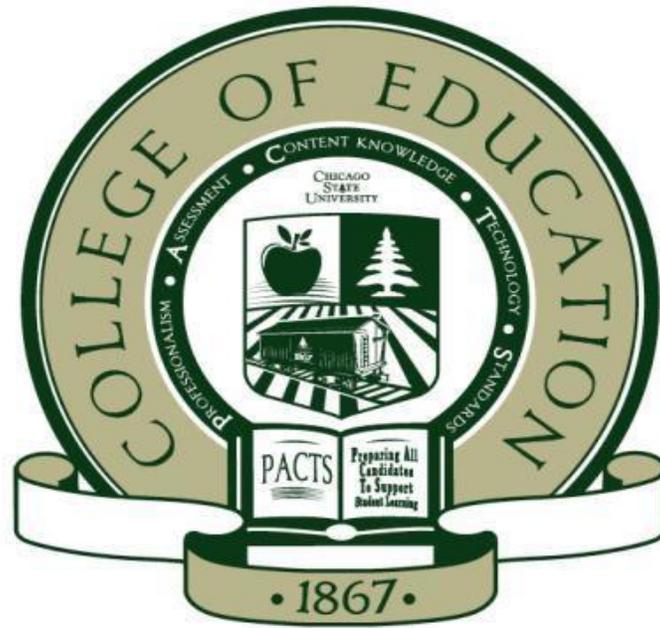


Chicago State University



College of Education

Department of Elementary Education

Masters Degree in

Masters of Arts in Teaching (MAT) – to attain

Initial Certification/Licensure

Student Handbook

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OVERVIEW

This Handbook is designed to provide students with information about the requirements of the Masters Degrees in Early Childhood Education at Chicago State University. From time to time, curricular and/or other process changes may occur; it is the responsibility of the student to become aware of and adhere to those changes.

There is one Master's Degree offered in Elementary Education (MAT) for unlicensed teachers, one post baccalaureate certificate for licensure only (no masters degree) and one Focus program for certified teachers to alternate certification

Master of Arts in Teaching Elementary Education

The department offers one option for a Master of Arts in Teaching Degree in Elementary Education. This degree provides individuals with a bachelor's degree in an area other than education the opportunity to earn a master's degree and an initial teacher certificate. Completion of the Master of Arts in Teaching degree in Elementary Education qualifies students for the Illinois Professional Educator Licensure with Elementary endorsement; licensure requires successful completion of the Illinois Test of Academic Proficiency, Content Area Test, and Ed TPA (See Appendix D).

CHICAGO STATE UNIVERSITY MISSION

Chicago State University (CSU) is a public, comprehensive university that provides access to higher education for students of diverse backgrounds and educational needs. The university fosters the intellectual development and

success of its student population through a rigorous, positive, and transformative educational experience. CSU is committed to teaching, research, service and community development including social justice, leadership and entrepreneurship.

Vision Statement

Chicago State University will be recognized for innovations in teaching and research, and in promoting ethical leadership, entrepreneurship, and social and environmental justice. We will embrace, engage, educate, and empower our students and community to transform lives locally and globally.

Core Values

Chicago State University values:

Intellectual development,

Creative and innovative thinking and learning,

Dignity and unique talents of all persons,

Responsible choices and actions,

Personal and academic excellence,

Personal, professional and academic integrity,

Diversity,

Leadership, service, philanthropy, social justice, and entrepreneurship,

Pride in self, community and the university,

AND Lifelong learning.

History

Chicago State University was founded as a teacher training school in Blue Island, Illinois on September 2, 1867. Today, the University is a fully accredited public, urban institution located on 161-picturesque acres in a residential community on Chicago's South side. CSU is governed by a Board of Trustees appointed by the Governor of Illinois. The University's five colleges—Health Sciences, Arts and Sciences, Business, Education and Pharmacy—offer 36 undergraduate and 25 graduate and professional degree-granting programs. CSU also offers an interdisciplinary Honors College for students in all areas of study and has a Division of Continuing Education and Nontraditional Degree Programs that offers extension courses, distance learning and not-for-credit programs to the entire Chicago community.

COLLEGE OF EDUCATION MISSION

College of Education Mission:

1. To offer quality programs and services that prepare educational professionals (teachers, counselors, diagnosticians, leaders, librarians, information specialists, leisure personnel and others) to plan, organize, deliver, assess, support and supervise instruction.
2. To prepare diverse populations who are intellectually and ethically informed individuals with well-defined skills and knowledge who are capable leaders, creative thinkers, and contributing citizens.

College of Education Vision:

The College of Education (COE), which has held continuing national accreditation recognition by the National Council for

Accreditation of Teacher Education (NCATE) since 1954, provides global leadership in preparing education professionals by advancing best practices in teaching that impact student learning, knowledge through research and scholarship, critical thinking, and service through outreach efforts.

Accreditation:

Accredited by the North Central Association (NCA) of Colleges and Schools

Accredited by National Council for the Accreditation of Teacher Education (NCATE) since 1954

All programs approved for certification by the Illinois State Board of Education (ISBE)

One of only 22 Illinois institutions (57 total) accredited by NCATE

All programs, with national professional association standards (SPA), are in full compliance

College of Education's Conceptual Framework

Conceptual Framework and Philosophy: The National Council for Accreditation of Teacher Education's (NCATE) Professional Standards for the Accreditation of Schools, Colleges and Departments of Education, maintains that "the conceptual framework establishes the shared vision for the unit's effort in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service and unit accountability." (NCATE, 2008, p. 12) From its meager beginnings as an experimental teacher training school in 1867, Chicago State University and its College of Education have grown with the surrounding metropolitan area and

continue to offer educational opportunities to its diverse blend of citizens. Five themes (Professionalism, Assessment, Content Knowledge, Technology and Standards) provide the basis for the College's conceptual framework. Known as P-A-C-T-S, the College conceptual framework guides activities in this program.

The College of Education's undergraduate and graduate programs for teachers/school personnel preparation are built on the PACTS conceptual framework to support candidates who demonstrate Professionalism as knowledgeable and competent practitioners. As professionals, they will exhibit appropriate skills, dispositions, and ability to develop best practices and Assessments for effective instruction for K-12 learners in all settings. Our candidates show evidence of requisite Content knowledge competencies and proficiencies that incorporate Technology to meaningfully impact the student learner and the learning environment. Teaching and learning are informed by Standards to maximize the candidate preparedness and to maintain the effectiveness of the unit (Appendix A).

MISSION OF THE DEPARTMENT OF ELEMENTARY EDUCATION (ELED)

The Department of ELED is committed to providing excellent preparation in teaching candidates to be prepared to take on the ever evolving roles in the elementary classroom. The department strives to balance theory with practice by offering appropriate field and hands-on experiences, as well as the highest possible caliber of an academic masters degree program. Reflected in both the quality of its program, and the background of its faculty are (a) strong grounding in educational theory and research; (b) developing student's skills in critical thinking, reflective practice and applied research; (c) modeling effective management and teaching

practices; (d) addressing issues prevalent in a pluralistic society; (e) collaborating with the departments in the university; and (f) working in partnership with local, national and international educational organizations to lead in the development of effective and viable early childhood environments.

Admission Requirements (University)

General Requirements

- Admission to the program is contingent upon good academic standing and acceptance by the department.
- Graduation requirements include a minimum of half the student's course work completed at the 5000-level, successful completion of written and oral examinations, and successful completion of a professional portfolio and state required testing as well as a graduate project (Ed TPA).
- Admission to the College of Education, which includes successful completion of the Illinois Test of Academic Proficiency or equivalent, is required prior to registration in any professional education courses.
- All master's degree requirements must be completed within six years.

NOTE: Candidates must abide by all College policies stated in this catalog, unless exceptions or adherence to higher expectations are noted in program documentation.

THE MASTERS OF ELEMENTARY EDUCATION

Admission Requirements

Admission Requirements for the Master of Arts in Teaching in Elementary Education

Students are responsible for meeting the program and College requirements in effect at the time they officially register in a teacher education program leading to licensure at Chicago State University, regardless of when they were admitted to the university.

Admission to the program is contingent upon good academic standing and acceptance by the department.

- A bachelor's degree from an accredited college or university;
- Successful completion of the Illinois Licensure Test of Academic Proficiency prior to submission of application;
- A minimum grade point average of 2.75 (on a 4.0 point scale) in the final 60 credit hours of bachelor's degree course work. Upper division and graduate-level course work in fields other than education that was completed after the bachelor's degree will be considered for applicants whose GPA in their last 60 credit hours of the bachelor's degree is not high enough to be considered for conditional admission;
- A minimum grade of C and a minimum grade point average of 3.0 in the following undergraduate course work satisfying general education requirements:
 - Three credit hours in each of composition II, speech, college-level mathematics, biological science, physical science (at least one science course must include a laboratory);

- Nine credit hours from at least two disciplines in the humanities: fine arts (art, music, theater), foreign language, literature, philosophy;
 - Nine credit hours in the following: social sciences (US history or American national government); child and adolescent psychology (minimum grade of B); and one course from history, geography, economics, political science, anthropology, psychology, or sociology;
 - One course incorporating multicultural or global perspectives.
- A minimum grade of B in all transfer courses.
 - Two letters of recommendation.

Specific Requirements

All student teachers will demonstrate they have met the Illinois Professional Teaching Standards, including mastery of the content knowledge as evidenced by a passing score on the Illinois Licensure Content Area Test in Elementary/ Middle Grades (1-6). Students must submit proof of passing the licensure test before they will be allowed to apply for the internship (student teaching). In addition, all candidates must pass the Ed TPA portfolio assessed through Pearson prior to graduation.

Students will complete 34 semester hours towards the master's degree and 23 semester hours not satisfying the master's degree requirements, which may be undergraduate or graduate credit.

NOTE: Candidates must abide by all College policies stated in this catalog, unless exceptions or adherence to higher expectations are noted in program documentation.

Required Courses

ED 5000, 5100*, 5312, 5116*; ELED 5111*, 5112*, 5110*, 5113*, 5115*, 5520, 5521*; READ 3700, 5114*, 5160*; PE 2040; PSYC 5830; S ED 5301, 5303*.

*Restricted to students admitted to the College of Education.

Supportive Course

ELED 3092 (Does not count toward degree credit).

Additional Requirements

- Clinical experiences are required in methods courses, student teaching course, and other courses. Hours vary by course.
- Comprehensive examination and Capstone Project.
- Completion of elementary education program assessment requirements, including an approved student professional portfolio.

Certificate in Elementary Education

This post-baccalaureate certificate program provides individuals holding a baccalaureate degree the opportunity to complete program requirements needed to earn Illinois teacher licensure for 1-6 elementary education. Program completers qualify for an initial Type 3 Illinois License in elementary education 1-6. Successful completion of the Test of Academic Proficiency is required for admission to the College of Education and to enroll in Professional Education courses. Successful completion of the Content Area Test is required to enroll in Student Teaching II. The Ed TPA portfolio also is required for certificate completion.

Prerequisites:

Many if not all of these may be completed with the undergraduate degree the candidate transfers in. Any general education courses required for certification not completed and transferred in will be required. A grade of C or better will count towards completion of requirements.

Successful completion of all the following general education courses (54 hours):

- ENG 1270 and 1280,
- CMAT 1130
- ENG 1260
- ART 1100 and MUS 1340 Art and Music Appreciation
- Two semesters of a single foreign language
- BIOL 1510
- PHS 1100
- PHS 1140
- HIST 1310
- POL 1010
- GEOG 1100
- PSYC 1100
- PSYC 2040
- MATH 1010, 1020, 1200

Successful completion of a concentration of the student's choice (12 hours):

Six hours at the 1000-level or above AND
Six hours at the 2000-level or above.

Student must maintain a 2.5 GPA in this area.

Professional Education - 52 semester hours; fieldwork 95 hours (minimum 2.5 GPA).

ED 1500; ED 1520; ED 4312 or 5312; ED 2000; PSYC 2020; ELED 3010; READ 3700; SPED 4301 or 5301; PE 2040; READ 4114/5114; ED 4100/5100; ELED 4111/5111; ELED 4112/5112; ELED 4110/5110; ELED 4113/5113; SED 4303 or 5303; READ 4160/5160; ELED 3092; ELED 4115 or 5115; ELED 4116/5116.

All courses require a grade of C or above as transfer credit or completed at Chicago State University. Specific certificate requirements are listed below.

Specific Certificate Requirements:

Successful completion of all listed pre-requisites and all eighteen credit hours of required course work with the prerequisite of admission to the College of Education (see below).

Required Courses (24 hours):

Taking these courses requires being admitted to the College of Education. A minimum 2.5 GPA is required prior to taking ELED 4116/5116:

READ 4114/5114 (3); ELED 4111/5111 (3); ELED 4110/5110 (3); SED 4303 (3); ELED 4112/5112 (3); ELED 4113/5113 (3); ELED 4116/5116 (6).

All professional courses require a grade of B or above as transfer credit or completed at Chicago State University.

**Subsequent Licensure Option – Focus Program
Admission Requirements**

1. Initial, Standard, or Master Illinois Teacher Licensure;
2. Passing score report on the Illinois Licensure Test of Academic Proficiency;

3. Three months of teaching experience as a licensed teacher;
4. GPA of 3.0 in last 60 hours (2.75 for conditional admission) at time of admission to master's degree program;
5. Secondary and K-12 Programs only – equivalent of a major in the teaching area.

Prerequisites

Course work equivalent to S ED 5301; S ED 5303; and ED 4312/5312; and passing score on the Ed TPA Portfolio.

Licensure Only (25-28 semester hours)

MAT (32 credit hours)

Licensure and Master's Degree (40-43 credit hours)

Required Courses

ELED 5520, 5111, 5112, 5110, 5113; READ 3700, 5114, 5160 or their equivalents at graduate or undergraduate level.

Clinical Experiences

80 required field hours in required courses or ECEE 5466.

Additional requirements for Master's Degree

ELED 5521, ECEE 5466 and 9 hours of electives at the 5000 level, comprehensive examination.

Program Requirements

Students must have a minimum cumulative GPA of 3.0 to register for the qualifying examination. In addition, students are not allowed to enter candidacy with a grade below C on

their record. Students who receive any grade lower than C must retake the class before proceeding to candidacy. Once a student earns two grades below a C s/he cannot continue to register for classes. Students who earn two or more grades below a C must retake the courses and earn a C or better before continuing with other coursework. Students are allowed to retake classes in which they earned less than a C only once.

All students enrolled in a Masters degree in any education program are required to purchase LiveText, a onetime purchase of a commercial web-based technology package that provides an electronic storage for student's professional portfolio, assessments, activities and projects for program coursework. Failure to post assignments on LiveText will result in a grade of "Incomplete" for the course.

LiveText can be purchased at the Chicago State University bookstore and book vouchers are accepted. LiveText can also be purchased on line, but vouchers cannot be applied: <https://c1.livetext.com/>

Program Completion Benchmarks

Program outcomes will be assessed against the following benchmarks. A committee will convene at each of the benchmarks to make decisions on the candidate's progress and to make decisions as to whether candidates will continue in the program.

Benchmark I:

- Admission to MAT Program.
- Completion of All Coursework and Qualifying Examinations.

Benchmark II:

- Graduation Audit;
- Program Completion and Graduation;
- Professional Code of Conduct Record.

Professional Disposition Assessment

The College of Education is committed to ensuring that all candidates successfully complete their program with the knowledge, skills, and dispositions required to work in educational settings. The professional dispositions for school leaders have been developed and aligned to three sets of standards: Interstate School Leadership Licensure Consortium (ISLLC) standards, Educational Leadership Constituent Council (ELCC) standards, and the Illinois Professional School Leader (IPSL) standards (Appendix D). Dispositions serve several purposes:

1. To inform newly admitted students about professional dispositions they are expected to exhibit during the duration of the program and beyond;
2. as a formal assessment by the advisor during the first semester of enrollment to assess students' professional dispositions. This assessment will be reviewed regularly throughout the program to assist the student in meeting all required dispositions;
3. as part of the assessment for Internship I and Internship II.

Candidates must not have any unresolved violations of the Professional Code of Conduct in order to continue in their program past any of these checkpoints. The Professional Code of Conduct includes (but is not limited to): academic integrity, accountability, appropriate language, civility, cleanliness, fairness, honesty, justice, non-discriminatory

behavior, professional ethics, punctuality, reliability, respect, trustworthiness, and other aspects of professional behavior

Student Grievance Procedures

A grievance may arise out of a decision or action reached or taken in the course of official duty by a member of the faculty, staff, or administration of Chicago State University. The purpose of the grievance procedures is to provide a process for an impartial review and to ensure that the rights of all involved parties are properly recognized and protected.

Definition of "Grievable Action"

A grievable action is defined as capricious, arbitrary, unreasonable, false, malicious or professionally inappropriate sanction, evaluations or behavior.

In the case of alleged sexual harassment or discrimination, students should bypass the College of Education grievance process and consult the Chicago State University Department of Legal Affairs for guidance on filing a grievance. Grievances based on physical or mental ability should be initiated in the Office of Abilities Services.

Timeliness of Grievance

Students who question the action or decision of a faculty, administrator or staff member (grade dispute, unprofessional behavior, etc.) must make a good-faith effort to resolve the issue within sixty (60) academic calendar days from the time the student became aware of or could reasonably be expected to have known of the action being grieved. Academic calendar days consist of days which the University is open (excluding weekends and designated University holidays). Issues initiated after this time will not be considered.

The only allowed exception to this timeline is during the summer semester. If (a) a portion of the sixty-day period of filing falls within the summer semester AND (b) the faculty or staff member is on hiatus during the summer semester and not in an official working status during the summer semester, the period from the last day of the Spring semester until the day before the first day of the Fall semester is excluded from the time period.

Written Communication Within the Grievance Process

Students must complete a grievance form to begin the grievance process. Documents can be obtained within academic departments or the Dean's Office. All parties are responsible for providing a functional U.S. mail address, email address or telephone number to receive notifications within the grievance process. Once contact information for correspondence is submitted, it becomes the responsibility of all parties to check that source for correspondences regarding the grievance process. Failure to check for correspondence or failure to notify the department of a change in contact information will not preclude the process of notification and the adherence to timelines. All parties are responsible for retaining copies of all written correspondences within the grievance process.

Departmental Grievance Levels

A grievance can be heard at both the department and college levels. Before a case can be heard by the College Grievance Committee, it must proceed through three prior levels of deliberation. These levels include the following:

Level One: Conference between student and instructor/staff, when practical and if applicable;

Level Two: Conference between student and department

chairperson; and Level Three: Hearing before the Department Grievance Committee.

If circumstances prohibit individuals from beginning the grievance process at level one, a grievant is to begin his/her grievance at the next appropriate level. Examples of this include, but are not limited to faculty unavailability due to retirement or other non-affiliation actions or if the respondent is a chairperson. It is the student's responsibility to make an appointment with the faculty or staff member involved to try to resolve the issue.

Once this procedure of due process has begun, the grievant must follow the steps within the departmental grievance procedure. Once the grievance process has begun, the grievant has the responsibility to keep all scheduled appointments and sessions within this process. As the grievant has the opportunity to agree on scheduled appointment dates within the grievance process, missed appointments (outside of verifiable emergencies) at any level within the grievance process will result in a grievance being withdrawn from the process and the grievant may not re-file the grievance at a later time.

The complete policy is outlined on the College of Education website:

<http://www.csu.edu/collegeofeducation/policies/grievance.htm>

Graduation Process

THE PROCESS

This is an important time for the student to maintain communications with his/her graduate advisor to resolve any

issues that may arise and to verify all the requirements for the degree.

The application and all applicable data will then be forwarded to the academic department for review and approval. The department will return a signed Graduate Advising Program Planning (GAPP) form indicating that the student will likely graduate in the term applied. Students must follow the graduation application process and deadlines established by the Office of Graduate and Professional Studies (<https://www.csu.edu/GraduateAdmissions/index.htm>). Once final grades are posted and any other deficiencies are reconciled, the degree will be posted (Appendix B).

Students can apply for graduation only after successful completion of the oral dissertation defense and all conditions, if any, have been completed by the student and approved by the dissertation chair (Appendix C).

The deadline for graduation application is posted each semester on the university calendar. All dates are final. No exceptions will be granted.

THINGS TO KNOW

All students must pay a \$50 non-refundable graduation processing fee. The commencement fee is \$30.

Deadlines are enforced; late applications will summarily be advanced to a future term without notice.

To be cleared for graduation, students must have no academic or financial obligations to the university.

Student records are closed to revisions in enrollment,

grading, and academic actions upon awarding the degree.

Once a degree is posted, students are blocked from registering for future semesters; a new admission application will be required to continue as a graduate student.

There are two formal commencement ceremonies held each year in December and May for all graduates. Information regarding the commencement time and place of the ceremony and about caps, gowns, is available from the Provost's Office.

Appendix A FRAMEWORK

College of Education Conceptual Framework

The National Council for Accreditation of Teacher Education's (NCATE) Professional Standards for the Accreditation of Schools, Colleges and Departments of Education, maintains that "the conceptual framework establishes the shared vision for the unit's effort in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service and unit accountability." (NCATE, 2008, p. 12)

From its meager beginnings as an experimental teacher training school in 1867, Chicago State University and its College of Education have grown with the surrounding metropolitan area and continue to offer educational opportunities to its diverse blend of citizens. Today, all activities in the College are guided by the belief that we Prepare All Candidates To Succeed, which translates into the PACTS acronym. The PACTS acronym also represents the strands for the College of Education's Conceptual Framework, which was first adopted during the 2000-2001 academic year. It reflects a shared vision, set forth coherently, with attention to student's professional commitments and dispositions. It communicates our commitment to diversity, technology and our belief that our student's proficiencies are aligned with professional and state standards and are continually assessed.

The College of Education's undergraduate and graduate programs for teachers/school personnel preparation are built on the PACTS conceptual framework to support candidates who demonstrate Professionalism as knowledgeable and competent practitioners. As professionals, they will exhibit

appropriate skills, dispositions, and ability to develop best practices and Assessments for effective instruction for K-12 learners in all settings. Our candidates show evidence of requisite Content knowledge competencies and proficiencies that incorporate Technology to meaningfully impact the student learner and the learning environment. Teaching and learning are informed by Standards to maximize the candidate preparedness and to maintain the effectiveness of the unit.

The following statements provide a brief description of each of the PACTS Conceptual Framework Themes:

1. We prepare education PROFESSIONALS who possess the knowledge, skills and dispositions to help diverse populations of students learn. Our candidates demonstrate a commitment to lifelong professional development by monitoring and reflecting upon their personal preparation and continuously engaging in activities to stay abreast of current developments.
2. We equip our candidates with ASSESSMENT skills techniques, and strategies so they are prepared to plan and evaluate instruction and teach to the strengths and needs of each unique learner across a multiplicity of learning environments. An organized set of benchmarks that align with local, state and national standards defines the assessment path and marks progress as they matriculate through programs in the unit. Our candidates are prepared to evaluate the impact of instruction by delineating the strengths and weakness of diverse learners in K-12 classrooms.
3. We ground our candidates in CONTENT knowledge that equips them with pedagogical and professional skills, and develops their abilities to construct

knowledge. They plan, deliver, and assess instruction in ways that make content meaningful to diverse populations of learners. For example, our candidates demonstrate mastery of content in their respective subject areas prior to student teaching through successful performance on the Illinois

Content Area test. They further demonstrate content mastery through professional portfolios that show their ability to integrate and document experiences from multiple learning modalities.

4. We prepare our candidates to use TECHNOLOGY in ways that have meaningful impacts on student learning. We develop skills needed to secure technological resources and integrate them into teaching in ways that enhance teacher and learner performance.
5. We align curricula with local, state and national STANDARDS, including Illinois Professional Teaching Standards, Illinois Technology Standards for All Teachers, Language Arts Standards for All Illinois Teachers, standards for various national Specialized Professional Associations other accrediting organizations. Course content and objectives for all programs in the unit are based on standards-aligned activities. Further, we prepare our candidates to integrate Illinois Learning Standards (ILS) when they prepare and deliver engaged instructional experiences to K-12 learners as well as when they conduct meaningful interactions in diverse learning environments.

Professional Portfolio and Dispositions: Effective Fall 2009, all candidates in all education- related programs are required to prepare an electronic Professional Portfolio using the

LiveText course management system in order to meet national accreditation requirements. The Professional Portfolio will consist of key assessment artifacts collected and evaluated via the LiveText course management system in all required professional education courses. The key assessments may include, but are not limited to, the following: COE 1: Licensure, COE 2: Content Knowledge, COE 3: Planning, COE 4: Effective Practice, COE 5: Impact on Student Learning / Learning Environment, and COE 6: Professional Portfolio and Dispositions. Programs may require additional key assessments that address standards for their Specialty Professional Associations or other accreditation organizations. In addition, all candidates are expected to abide by the COE Code of Conduct and meet the Dean’s Expectations for Professional Dispositions.

Accountability: All candidates must perform at or above the acceptable level on all indicators for each key assessment in order to be eligible to complete the program. Programs are committed to providing an opportunity for candidates to address areas of concern that are identified at checkpoints that occur at specific intervals in the program (such as the mid-point or exit-point). Candidates who have unresolved issues at any checkpoint will not be permitted to move to the next stage of the program.

Appendix B GAPP Form

a. Course No. and Title (credits)* * Course Descriptions _____	b. Field Experience		c. Distance Learning FF=Face-to-Face H=Hybrid O=Online
	O=Observation TA=Teacher Aide T=Tutoring TC=Teaching	Number Field Hours	

a. Course No. and Title (credits)* *Course Descriptions _____	b. Field Experience		c. Distance Learning FF=Face-to-Face H=Hybrid O=Online
	O=Observation TA=Teacher Aide T=Tutoring TC=Teaching	Number Field Hours	
PROFESSIONAL COURSES -45 credits (210 field hours)			
ED 5312 (3) Teaching with Technology	_____	-	H
READ 3700 (3) Foundations of Reading instruction	_____	--	H
PSYC 5300 (3) Advanced Ed Psych	_____	O 10	FF
S ED 5301 (3) Characteristics of the Exceptional Child	_____	O/T 15	FF
PE 2040 (3) Health and Physical Education for ELED Teacher	_____	--	FF
ED 5100 (3) Educational Assessment	_____	--	H
READ 5160 (3) Reading Assessment	_____	-	H
ELED 5110 (3) Teaching Mathematics in ELED grades 1-6	_____	T/TA 10	FF
ELED 5111 (3) Teaching Science in ELED grades 1-6	_____	T/TA 10	FF
ELED 5112 (3) Teaching Social Science in ELED grades 1-6	_____	T/TA 10	FF
ELED 5113 (3) Teaching	_____	.	FF

a. Course No. and Title (credits)* *Course Descriptions	b. Field Experience		c. Distance Learning FF=Face-to-Face H=Hybrid O=Online
	O=Observation TA=Teacher Aide T=Tutoring TC=Teaching	Number Field Hours	
FA/HUM/Child Lit ELED grades 1-6	-	-	
READ 5114 (4)Teaching READ in ELED grades 1-6	T/TA	10	FF
ELED 5521 (3) Research in Middle School	O	10	H
S ED 5303 (2) Teaching Students with Exceptional Needs	T/TA	15	FF
BIL 5005 (3) Teaching English Language Learners	T/TA	20	FF
ELED 5115 (3) Student Teaching in ELED 1-6 Semester I	TC	Minimum 100	FF
ELED 5116 (6) Student Teaching in ELED 1-6 Semester II	TC	16 weeks	FF
Total 45 + 9 hours of Student Teaching for 54 credits		210 field hours + 16 weeks of Student Teaching Semester II	

Appendix C

Professional Standards Websites

<https://www.acei.org>

<http://www.caepnet.org>

<http://www.isbe.net>

Appendix D

College of Education Professional Code of Conduct Policy

Candidates must not have any unresolved violations of the Professional Code of Conduct in order to continue in their program past any of these checkpoints. The Professional Code of Conduct includes (but is not limited to) academic integrity, accountability, appropriate language, civility, cleanliness, fairness, honesty, justice, punctuality, reliability, professional ethics, nondiscriminatory behavior, respect, trustworthiness, and other aspects of professional behavior.

Candidates who are observed violating any aspect of the Professional Code of Conduct can be given the opportunity to correct their behavior after consulting with the party who has observed the violation, or with the party's or candidate's academic department. If the problem is not successfully resolved, a referral can be made by the party observing the violation, his or her academic department, or the candidate's academic department to the College's Admission and Standards Committee (ASC) for a final resolution.

Candidates who have a history of violating the Professional Code of Conduct (whether the violations are resolved or

unresolved) can be referred to the Admission and Standards Committee at the discretion of a concerned member of the university community. The ASC will review the referral and render a decision regarding the candidate's status in the program, in accordance with standard ASC referral review procedures.

The policy is stated here:

<http://www.csu.edu/collegeofeducation/policies/codeofconduct.htm>

Appendix E – Course Descriptions

- **ED 5312 Teaching with Technology (3 credits)**
Theory and research on technology in education with special emphasis on ways technology can enhance a curriculum, improve instructional practice, and assist student learning. Teaching safe, legal, and ethical use of digital information and technology. Technology literacy skills, productivity tools (word processing, spreadsheets, and databases), multimedia software (voice, images, podcasts, presentations, and movies), communication tools (emails, blogs, discussion boards, wiki, and social media), evaluation of software and web-enhanced learning environments, and distance education as well as emergence of new technologies.
Prerequisites: COE Technology Readiness Assessment or permission of department.
- **PE 2040 Health & Physical Education for Elementary Teachers (3 credits)**
Principles and practices required for the teaching and learning of health and physical education concepts developmentally appropriate for grades 1-6. Content focus includes movement skills, health-related physical fitness, team building, and personal and community health. Designated for pre-service teachers outside of the physical education major.
- **SED 5301 Characteristics of Exceptional Children/Field (3 credits)**
Psychological theories concerning exceptional children. Identification, etiology, characteristics of intellectual, physical, emotional, social,

behavioral, and educational variance. Fifteen clock hours of field observation. May be taken concurrently with S ED 290. IAI: SED 904, ECE 913.

- **READ 3700 FOUNDATIONS IN READING INSTRUCTION (3)**
Language, language acquisition, cognitive development and cultural/social class influences on learning as related to vocabulary and comprehension instruction.
Theoretical concepts and practical application of the reading process are examined.
Prerequisite: ELCF 1520/152; successful completion of university placement exams in English and reading.
- **ELED 5113 METHODS OF TEACHING ELEMENTARY FINE ARTS, HUMANITIES, AND CHILDREN'S LITERATURE GRADES 1-6 /4/ (3).** An integrated approach to teaching music, crafts, arts, rhythms and literature in the 1st through 6th grade. Multicultural orientation; lecture and laboratory. Prerequisite: Admission to the College of Education; ART 1100 or MUS 1134; ELED 3010 or BIL 2000. Credit will not be given for both ELED 220 and ELED 5113.
- **ELED 5110 METHODS OF TEACHING ELEMENTARY MATHEMATIC GRADES 1-6 /4/ Field (3 credits)**
Techniques, methods, and materials for teaching mathematics to diverse learners in the elementary and middle school. Required field experience tutoring and/or whole class teaching Option A: one full-day, one day per week (mathematics must be taught that day), for eight weeks in a classroom; Option B: fifteen hours in a mathematics classroom, maximum of two hours per visit, maximum of two visits per week. Credit will be given for only one of the following: ELED 207, ELED 5110/307 or MIDS 4220/310.
Prerequisite: Admission to the College of Education; MATH 1010/140, 1020/141; ELED 3010/201 or BIL 2000/200.
- **READ 5160 Reading Assessment for Classroom Teachers (3 credits)**
Outcomes-based assessment, reading assessments, and instructional implications of assessments are studied. Administration and interpretation of selected assessment instruments. Writing emphasis course.
Prerequisite: READ 3700/270 or BIL 4150/350; admission to the College of Education

- **READ 5114 METHODS OF TEACHING ELEMENTARY READING GRADES 1-6 /4/ Field (4 credits)**
 Research based practices in teaching reading in the elementary classroom (1-6). Examination of a variety of methods and materials for teaching reading and developing literacy. Emphasis placed on theoretical foundations for reading strategies, differentiated instruction, classroom set-up, and management of the literacy block. Required field experience tutoring and/or whole class teaching
 Option A: one full-day, one day per week (reading must be taught that day), for eight weeks in a classroom; Option B: fifteen hours in a reading classroom, maximum of two hours per visit, maximum of two visits per week. Credit will be given for only one of the following: READ 5114/308, ELED 208, 308, 308G, READ 4291/350.
 Prerequisites: Admission to the College of Education; completion of natural sciences requirement; ELED 3010/201 or BIL 2000/200, and READ 3700/270 or BIL 4150/350
- **S ED 5303 Teaching Students with Exceptional Needs (3 credits)**
 Classroom organization, curricular modification, and methods of teaching exceptional learners in the general education class. Focus on the following exceptionalities; gifted, learning disability, mild mental retardation, and autism. Emphasis placed on curricular modifications, alternative strategies, assessment and collaborative efforts with family, community members and related services personnel. 15 hours of observation.
 Prerequisites: S ED 5301/301; admission to the College of Education, successful completion of one methods course.
- **ED 5100 Assessment and Evaluation in the Classroom (3)**
 Assessment techniques for the classroom teacher including formative and summative assessments, connecting assessments to standards, rubric building, and theories associated with alternative assessment.
- **ELED 5111 METHODS OF TEACHING ELEMENTARY SCIENCE GRADES 1-6 Field (3)** Techniques, methods, and materials for teaching science to diverse learners in the elementary and middle school. Required field experience tutoring and/or whole class teaching
 Option A: 1 full-day, one day per week (science must be taught that day), for eight weeks in a classroom; Option B: fifteen clock hours in a science classroom, maximum of two hours per visit, maximum of two visits per week. Credit will be given for only one of the following: ELED 214, ELED 5111/304, ELED 5140/304G or MIDS 4230/315, MIDS 5230/315G. Prerequisite: Admission to

the College of Education; completion of natural sciences requirement (12 hours); ELED 3010/201 or BIL 2000/200.

- **ELED 5112 METHODS OF TEACHING ELEMENTARY SOCIAL STUDIES GRADES 1-6 /4/ Field (3)**
Techniques, methods, and materials for teaching social studies concepts to diverse learners in the elementary and middle school. Required field experience tutoring and/or whole class teaching
Option A: one full-day, one day per week (social studies must be taught that day), for eight weeks in a classroom; Option B: fifteen clock hours in a social studies classroom, maximum of two hours per visit, maximum of two visits per week. Credit will be given for only one of the following: ELED 215, ELED 5112/305 or MIDS 4240/325. Prerequisite: Admission to the College of Education; ELED 3010/201 or BIL 2000/200
- **ELED 5115 PRACTIUM FOR ELEMENTARY STUDENT TEACHING GRADES 1-6 (3)** Supervision hands-on experience in elementary classroom designed for students to apply teaching and learning strategies acquired in methods courses. Course content includes classroom management, school policies and rules, teaching strategies and technology. One hundred clock hours in the field. To be taken the long semester prior to student teaching. Prerequisites: Admission to the College of Education; ELED 5111/304, 4150/305, 4170/307, READ 5114/308; passing score on the Illinois Content Area Certification Test; consent of the department.
- **ELED 5116 ELEMENTARY STUDENT TEACHING GRADES 1-6 (6)**
Off campus
placement in a primary classroom (K-3) and an intermediate (4-6) or upper grade (7-8). University and cooperating school supervision. Five full days per week for 16 weeks in the classroom plus weekly seminar held on-site or on-campus. Up to 6 credit hours may be taken with student teaching but may not include required professional education courses. Credit will not be given for both ELED 285 and ELED 5116/375. Prerequisites: ELED 5115/374; completion of all required professional education courses; consent of the department.
- **BIL 5005 Teaching English Language Learners (3f20)**
Foundational knowledge and current research on the social and academic factors that influence English Language Learners (ELLs) learning experiences. Exploration of strategies for teaching and assessing ELLs for educators across disciplinary content areas.

Analysis of theories of first, second, and heritage language sociolinguistics; language policy and planning; cross-disciplinary collaboration; parental/family language practices; family and community participation and involvement; informed decision making and advocacy; school/community discourses; learner accommodations; WIDA and Common Core standards; and culturally and linguistically appropriate assessment.

- **ELED 5521 RESEARCH ON THE MIDDLE SCHOOL (3)**
The study of research methods and topics pertaining to middle schools. Development of a research proposal up to the Internal Review Board (IRB) process on a topic pertaining to middle school education.
Prerequisite: Restricted to master's degree candidates or consent of the department.

- **PSYC 5300 ADVANCED EDUCATIONAL PSYCHOLOGY (3)**
A seminar in the critical analysis of educational theories, instructional techniques and implementation in learning experiences, including measurement, evaluation and applications in the educational setting.
Prerequisites: PSYC 2000/217 and PSYC 2060/206 or PSYC 2040/204.

College of Education

**Portfolio Guidelines for Teacher
Candidates Enrolled in the ELED initial
licensure programs (Undergraduate and
MAT)**



Elementary Education Department

Instructions for completing the Professional Portfolio submitted via LIVETEXT initially at the end of ELED 4200/5200 (ELED 4115/5115) and again, incorporating documentation, from student teaching II at the end of ELED 4210/5210 (ELED4116/5116) or ED 5460 (*please see the program requirements at the end of this document).

The rationale for requiring this educational portfolio is to give you the opportunity to reflect and assess your own professional growth, learning experience, and expertise as an elementary educator. Artifacts selected for inclusion in your portfolio must consist of projects related to your professional and teaching experience, in addition to those completed across all your undergraduate or graduate level courses. The entire collection of artifacts included in your portfolio must be designed to help you demonstrate your knowledge, skills, and dispositions in specific areas, in addition to your understanding of the Association for Childhood Education International (ACEI) standards and their corresponding Illinois Professional Teaching Standards and elements addressed.

Before putting the portfolio together, each teacher candidate is encouraged to start by going through the following steps:

- 1). Decide how you will organize your portfolio.
- 2). Create and print a "Table of Contents" : You will need to this last, after you have identified the documents and artifacts you are going to put in your portfolio, determined which ACEI Standards, corresponding IPTS state standards and InTASC Standards are related to each artifact, and written your 4 to 5 page narrative for each artifact (as specified under Part II above).
- 3). Decide how you will organize your portfolio: Identify the artifact related to each ACEI standard and their corresponding Illinois Common core standard, Illinois Professional Teaching (IPTS), InTASC standard and Language & Technology professional standards. Then write a 2 to 3 page personal reflection or narrative (which should be typed and saved as Microsoft word and/or PDF format using 12pt font with 1.5 line spacing and "1 inch" top, bottom, left, and right margins) describing:

The context/course where the project was completed; The rationale for selecting the project and its relationship to the specific standard(s) for which it was chosen;

How the project selected and included in the portfolio is related to your own learning and understanding of each specific set of professional standards, thus, competence, professional growth, learning experience, and expertise as a special educator; and the

Next steps for life-long professional growth.

Refer to information provided in class for specific information related to courses where each set of standards were covered and the artifacts/projects completed in relation to each set of standards.

In putting your portfolio together, you are encouraged to ensure artifacts selected and included in your portfolio are organized in the following format/sequence.

Teacher Candidate Information:

Name
ID Number
CSU Email
Alternate Email
Major
Expected Graduation Date
Resume

Purpose of Portfolio:

Describe why you prepared this portfolio and how you can and will use it in the future. Keep in mind this is the entry point to your portfolio so therefore, be clear, concise and explicit in your discussion.

Career Goal:

Fundamental beliefs that guide your career choice.

Teaching Philosophy or Belief Statement

State how you feel about specific topics such as "What is the purpose of schooling? " "How should schools be organized?" "What topics should be taught in schools?" "Which educational philosophers influenced your teaching and classroom management style most?" Begin this narrative in your History and Philosophy of Education course (ED 2000/ELED 5000 or ELED 3010) and, if necessary, re-visit and revise it throughout your tenure in the program.

Then attach your graded WAC paper which expresses your philosophy of teaching: the fundamental beliefs that will affect and guide your teaching. This philosophy should be reflected throughout your portfolio.

PACTS Conceptual Framework

All activities in the College are guided by the belief that we Prepare All Candidates To Support Student Learning, which translates into the PACTS acronym. The PACTS acronym also represents the strands for the College of Education's Conceptual Framework:

- P – Professionalism
- A – Assessment
- C – Content Knowledge
- T – Technology
- S – Standards

Define and reflect on each of the strands of the College of Education's Conceptual Framework.

You will provide evidence to show how you have demonstrated competence in meeting the standards listed below. Additionally, write a reflection or narrative to illustrate why and how these artifacts are good choices and how they show progress or growth in your teaching and learning practices.

Illinois Professional Teaching Standard 1

IPTS 1 - Teaching Diverse Students The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

InTASC Standard 1

Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

InTASC Standard 2

Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

ACEI Standard 3.2

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

Artifacts/Projects Required and courses where completed

ELED 4110/5110, 4111/5111, 4112/5112, 4113/5113, 4115/5115, 4116/5116 READ 4114/5114 S ED 4301/5301 & S ED 4303/5303 Method and Student Teaching Lesson Plans identifying adaptations, differentiations and technology infusion.

Technology-infused Lesson Adaptation/Differentiation

Describe or attach evidence that illustrates how you have planned to accommodate students with learning disabilities, special needs, language differences, cultural differences, learning diversity, etc. through the use of technology.

You will provide evidence to show how you have demonstrated competence in meeting the standards listed below. Additionally, write a reflection or narrative to illustrate why and how these artifacts are good choices and how they show progress or growth in your teaching and learning practices.

Illinois Professional Teaching Standard 2

Standard 2 - Content Area and Pedagogical Knowledge The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

InTASC Standard 4

Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

ACEI Standard 2.1-2.7, 3.1 & 3.3

2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills

that contribute to good health;

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;

Artifacts/Projects Required and courses where completed

Oral Interview Lesson Plan, Methods Lesson Plans, Mathematics in the Real World Student Teaching I and II lesson plans.

Technology-infused Lesson Adaptation/Differentiation

Describe or attach evidence that illustrates how you have planned to accommodate students with learning disabilities, special needs, language differences, cultural differences, learning diversity, etc. through the use of technology.

You will provide evidence to show how you have demonstrated competence in meeting the standards listed below. Additionally, write a reflection or narrative to illustrate why and how these artifacts are good choices and how they show progress or growth in your teaching and learning practices.

Illinois Professional Teaching Standard 3

Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

InTASC Standard 7

Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learner and community context.

ACEI Standard 3.1

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

Artifacts/Projects Required and courses where completed

Oral Interview Lesson Plan, Methods Lesson Plans, Thematic Units from Science or Social Studies Methods, Lesson Plans from SPED 4303, Student Teaching I and II lesson plans.

Technology-infused Lesson Adaptation/Differentiation

Describe or attach evidence that illustrates how you have planned to accommodate students with learning disabilities, special needs, language differences, cultural differences, learning diversity, etc. through the use of technology.

You will provide evidence to show how you have demonstrated competence in meeting the standards listed below. Additionally, write a reflection or narrative to illustrate why and how these artifacts are good choices and how they show progress or growth in your teaching and learning practices.

Illinois Professional Teaching Standard 4

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

InTASC Standard 3

Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation.

ACEI Standard 3.4

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

Artifacts/Projects Required and courses where completed

ed TPA portfolio for student teaching I (locally evaluated), ed TPA portfolio for student teaching II, Classroom Management Plan

Technology-infused Lesson Adaptation/Differentiation

Describe or attach evidence that illustrates how you have planned to accommodate students with learning disabilities, special needs, language differences, cultural differences, learning diversity, etc. through the use of technology.

You will provide evidence to show how you have demonstrated competence in meeting the standards listed below. Additionally, write a reflection or narrative to illustrate why and how these artifacts are good choices and how they show progress or growth in your teaching and learning practices.

Illinois Professional Teaching Standard 5

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous

growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

InTASC Standard 8

Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

ACEI Standard 3.1

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

Artifacts/Projects Required and courses where completed

Oral Interview Lesson Plan, Methods Lesson Plans, Thematic Units from Science or Social Studies Methods, Lesson Plans from SPED 4303, Student Teaching I and II lesson plans, Micro Teach in Methods courses

Technology-infused Lesson Adaptation/Differentiation

Describe or attach evidence that illustrates how you have planned to accommodate students with learning disabilities, special needs, language differences, cultural differences, learning diversity, etc. through the use of technology.

You will provide evidence to show how you have demonstrated competence in meeting the standards listed below. Additionally, write a reflection or narrative to illustrate why and how these artifacts are good choices and how they show progress or growth in your teaching and learning practices.

Illinois Professional Teaching Standard 6

Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

ACEI Standard 3.5

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

Artifacts/Projects Required and courses where completed

Mathematics and Science Methods Lesson Plans. Identify adaptations, differentiations and technology infusion.

Technology-infused Lesson Adaptation/Differentiation

Describe or attach evidence that illustrates how you have planned to accommodate students with learning disabilities, special needs, language differences, cultural differences, learning diversity, etc. through the use of technology.

You will provide evidence to show how you have demonstrated competence in meeting the standards listed below. Additionally, write a reflection or narrative to illustrate why and how these artifacts are good choices and how they show progress or growth in your teaching and learning practices.

Illinois Professional Teaching Standard 7

Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

InTASC Standard 6

Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

ACEI Standard 4.0

4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Artifacts/Projects Required and courses where completed

Assessment Plan, Lesson Plans from ed TPA, Oral Interview

Technology-infused Lesson Adaptation/Differentiation

Describe or attach evidence that illustrates how you have planned to accommodate students with learning disabilities, special needs, language differences, cultural differences, learning diversity, etc. through the use of technology.

You will provide evidence to show how you have demonstrated competence in meeting the standards listed below. Additionally, write a reflection or narrative to illustrate why and how these artifacts are good choices and how they show progress or growth in your teaching and learning practices.

Illinois Professional Teaching Standard 8

Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students,

parents or guardians, and community members.

InTASC Standard 10

Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for students learning, to collaborate with learners, families, colleagues, and other professionals, and community members to ensure learner growth, and to advance the profession.

ACEI Standard 5.2

5.2 Collaboration with families, colleagues, and community agencies— Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Artifacts/Projects Required and courses where completed

ed TPA lesson plans, case studies, parent conference materials, anecdotal records

Technology-infused Lesson Adaptation/Differentiation

Describe or attach evidence that illustrates how you have planned to accommodate students with learning disabilities, special needs, language differences, cultural differences, learning diversity, etc. through the use of technology.

You will provide evidence to show how you have demonstrated competence in meeting the standards listed below. Additionally, write a reflection or narrative to illustrate why and how these artifacts are good choices and how they show progress or growth in your teaching and learning practices.

Illinois Professional Teaching Standard 9

Standard 9 - Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

InTASC Standard 9

Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

ACEI Standard 5.1

5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek

out opportunities to grow professionally.

Artifacts/Projects Required and courses where completed

Group Activities in Methods courses, information for parent teacher conferences, participation in faculty meetings at cooperating schools.

Technology-infused Lesson Adaptation/Differentiation

Describe or attach evidence that illustrates how you have planned to accommodate students with learning disabilities, special needs, language differences, cultural differences, learning diversity, etc. through the use of technology.

* Program Requirements for portfolio

ELED Masters of Arts in Teaching (MAT)

Track 1 to be completed before the end of Spring 2017 due to state law change

ELED 5140 – Elementary Science Methods k-8
ELED 5150 – Elementary Social Studies Methods k-8
ELED 5170 – Elementary Mathematics Methods k-8
ELED 5190 – Elementary Fine Arts Methods k-8
READ 5280 – Elementary Reading Methods k-8
ELED 5200 – Elementary Student Teaching I
ED 5460 – Internship (Elementary Student Teaching II)
ED 5312 – Technology in Education
SPED 5301 – Special Education Foundation
SPED 5303 – Special Education Methods
ELED 5000 – Foundations in Elementary Education
READ 5160 – Elementary Reading Assessment
ED 5100 – Educational Assessment

Track 2 – To be completed after Spring 2017(due to state law change)

ELED 5111 – Elementary Science Methods 1-6
ELED 5112 – Elementary Social Studies Methods 1-6
ELED 5110 – Elementary Mathematics Methods 1-6
ELED 5113 – Elementary Fine Arts Methods 1-6
READ 5114 – Elementary Reading Methods 1-6
ELED 5115 – Elementary Student Teaching I
ELED 5116 – Elementary Student Teaching II
ED 5312 – Technology in Education
SPED 5301 – Special Education Foundation
SPED 5303 – Special Education Methods

ELED 5000 – Foundations in Elementary Education
READ 5160 – Elementary Reading Assessment
ED 5100 – Educational Assessment