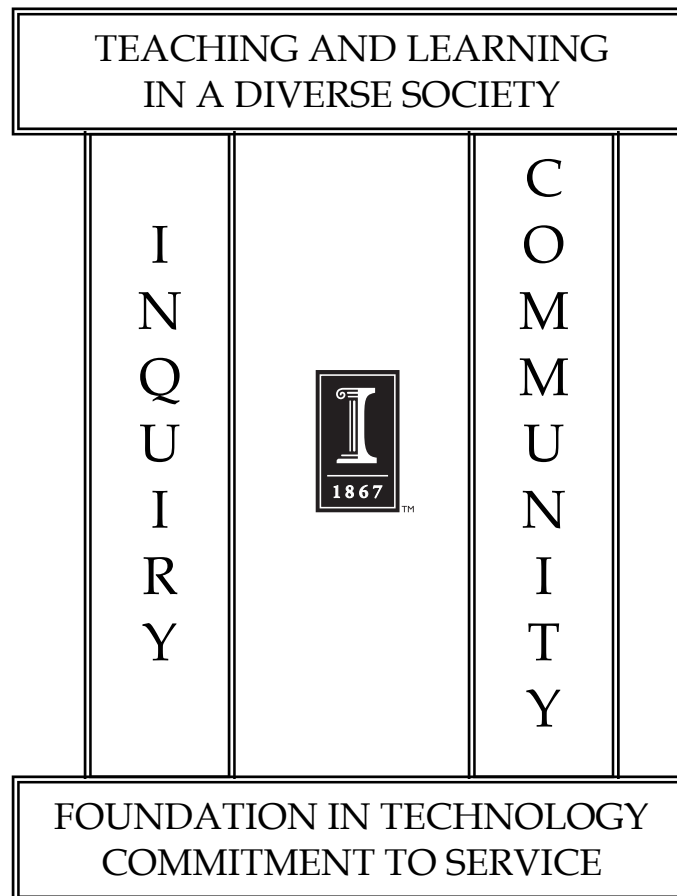


# UIUC Conceptual Framework: Teaching and Learning in a Diverse Society



2006



Council on Teacher Education

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

**Conceptual Framework for Professional Education Programs:  
Teaching and Learning in a Diverse Society  
University of Illinois at Urbana-Champaign**

**Background and Rationale for Our Conceptual Framework**

At the University of Illinois at Urbana-Champaign (UIUC) “...we will dream big. And we will dream big with a worthy social purpose—to make our communities, our country, and the world a better place through our research, creative endeavor, civic contributions, and through the accomplishments of our students.” ([Chancellor Richard Herman, November 8, 2005](#)). The preparation of educational professionals – including teachers, school leaders, and school service personnel – to serve the racially, ethnically, and linguistically diverse population of children and adolescents in Illinois is a central function of a land grant institution and a critical focus of a public research institution. We have the desire to recruit a diverse body of candidates into the professional preparation programs campus-wide, and we enjoy the benefits of working with an increasingly diverse faculty. We have an equal obligation to contribute to a dynamic knowledge base in order to improve education and educational opportunities for all candidates. We believe that the initial and advanced preparation of educators must draw from theories that are generally accepted as valid and from the research that supports those theories. As UIUC graduates become practitioners, we believe that it is their obligation to further develop the knowledge base, to modify (or in some cases challenge) generally accepted theory, and to demonstrate the dispositions needed to continue to learn, and to effectively teach all students in a diverse society.

This document describes the conceptual framework for the 29 professional education programs housed in six colleges and two schools at the University of Illinois at Urbana-Champaign. The overall theme of our conceptual framework is “Teaching and Learning in a Diverse Society.” This theme was developed by various groups comprised of UIUC faculty and candidates, as well as P-12 public school personnel. These groups worked from the UIUC mission statement, the College of Education’s 2000 White Paper, research on the preparation of educational professionals, and our collective knowledge, experiences, and beliefs concerning professional preparation in education. The conceptual framework was developed through many discussions among constituents during formal retreats and Council on Teacher Education (CTE) meetings. It was revised in 2006 by the CTE Executive Committee after extensive review involving all constituencies.

The rationale for our emphasis on teaching and learning in a diverse society is captured in the [2006 Campus Strategic Plan](#), which states the University’s commitment to preparing our candidates to live and work in a diverse society:

*This intensively globalized world—profoundly shaped by the technology revolution, generating unprecedented wealth, but facing potentially devastating crises in the environment and in the availability of energy, and torn by vast failures of understanding from one culture to another—will make new demands on the research, teaching, engagement, and economic development missions of the world’s great universities.*

*As we plan for the future of Illinois, our institution must evolve in ways that spawn the creative leaders of tomorrow, finding new ways to excel in our most*

*central mission: the preparation of the talent that will solve tomorrow's problems, provide leadership in the private and public sector, and serve complex, interconnected global communities.*

The strategic plan further states that in the next five years, UIUC will:

*Recognize that to fulfill the mission of the modern land-grant university we must engage more fully with other entities, including government, the private sector, our own alumni, community stakeholders, and other educational institutions worldwide.*

*Develop a broader state, national, and global presence to pursue educational and research opportunities.*

In general, our professional preparation programs are designed to shape the knowledge, skills, and dispositions that our graduates need to serve children and adolescents in a diverse society. Our graduates must have a deep knowledge of their subject matter, theories of learning and instruction, and the students and communities in which they practice. Our graduates must have the skills to create experiences that foster the learning of students from diverse ethnic, cultural, linguistic and socioeconomic backgrounds. Our graduates must demonstrate a belief that all students can learn; they must be committed to their own continuing professional development; they must demonstrate a disposition toward inquiry in practice; and they must be eager to serve the diverse communities in which they will practice.

The overall theme of Teaching and Learning in a Diverse Society is supported by two primary components, which we call “pillars.” The two pillars of our conceptual framework are: (1) establishing community in teaching and learning environments; and (2) guiding the development of inquiring and reflective minds. Providing the foundation for these pillars are two essential elements: (1) a commitment to service and (2) the understanding and effective use of technology. The formation of community is first based on commitment to service. An essential aspect of both forming community and fostering inquiry in our information-rich society is the effective application of technology in both formal and non-formal educational settings.

These pillars and their foundational elements undergird all parts of our professional preparation programs. They are integrated into professional courses and field experiences, and they shape the assessment of our candidates at all stages of their professional preparation.

### **First Pillar: Establishing Community in Teaching and Learning Environments**

As part of our commitment to preparing professionals for teaching and learning in a diverse society, we are committed to helping our candidates understand, participate in, and build teaching and learning communities. Our candidates must learn the value of establishing community both in their current role as students and in their future roles as practitioners.

A critical set of communities for our candidates is our 29 professional education programs leading to certification or licensure. These programs, administratively located in six colleges and two schools, are governed by CTE, the UIUC Professional Education Unit. The CTE Executive

Committee consists of administrators, faculty, graduate and undergraduate education candidates, and public school faculty. Our professional education community benefits from the diverse perspectives of faculty from the Colleges of Agricultural, Consumer and Environmental Sciences; Applied Health Sciences; Education; Fine and Applied Arts; Liberal Arts and Sciences; the Graduate School of Library and Information Science; the Graduate College; and the School of Social Work. Program faculty are responsible for monitoring, evaluating, and revising their own professional preparation program.

Consistent with UIUC's commitment to the most fundamental principles of academic freedom, equality of opportunity and human dignity our community for the preparation of professional educators holds at its heart issues of access, equity, opportunity, quality, and social justice throughout the P-16 system. Each of these values is defined below:

Access – all students have access to high quality education, whether provided through public, private, or a combination of public and private funds from preschool through college and continuing into their adult lives.

Equity – the quality of education offered is equitable regardless of geographic location, level of schooling, or mode of instruction.

Opportunity – all children and youth and their families are fully informed about the opportunities inherent in available educational programs and how those opportunities are linked to post educational outcomes.

Quality – the educational curricula and pedagogy provided to students (a) are developed from a research base, (b) align with the Illinois Learning Standards, and (c) are continually evaluated and revised.

Social Justice – our students understand the political, economic, historical and social influences that affect our schools and that have created inequities in the quality and content of what is taught in schools; and that our students are committed to teaching in ways that acknowledge past inequities and promote learning opportunities for all children and youth.

As part of our effort to establish community, we are committed to upholding these values and instilling them in our professional education candidates.

Another aspect of community building to which we are committed is developing and sustaining relationships across all education constituencies, i.e., university faculty, professional candidates, teachers, school service personnel, school leaders, P-12 students, parents, and community leaders. Only by working together as a community can we develop and sustain a vision of education that embraces diversity and is founded on the premises of social justice and a passion for helping all students learn. CTE plays a key role in maintaining this community at UIUC.

We believe that professional education candidates must acquire an extensive knowledge of, experience in, and passion for, community building throughout their professional preparation program. They must have the opportunity to study and experience community building in their courses; they must observe and contribute to community building in field experiences; and they must systematically reflect on the issues of community building.

We foster a commitment to community by encouraging all of our professional education candidates to participate in professional organizations that promote involvement in the campus-wide educational community. Currently, three student organizations on campus invite the participation of all professional education candidates. Epsilon Delta was organized to promote professional growth and understanding in the field of education by providing all education candidates the opportunity to exchange ideas and concerns regarding educational issues. With the goal of building positive future leaders, the Minority Association of Future Educators (MAFE) was founded to offer educational experiences to its members; to provide a support system for minority candidates who desire to work with children; and to act as a minority voice in education to the University. The third professional organization open to all candidates is the Student Education Association (SEA), which is affiliated with the National Education Association. The SEA aims to develop quality educators prepared to deal with today's diverse student populations, as well as to prepare informed educational leaders.

In response to our commitment to prepare our candidates for serving diverse communities, professional education faculty and public school partners identified the following community building elements as guidelines. All candidates need to: (1) become familiar with multiple cultures and communities by looking at learners and expanding the future educators' view of what is being taught; (2) understand perspectives and contexts different from their own experiences; (3) honor those languages, cultures, learning preferences, and beliefs different from their own and then provide instruction that draws on that understanding; (4) engage their students' differences in relation to their own learning experiences; and (5) prepare to teach in any part of the state and the nation. These goals are consistently incorporated throughout our professional education programs and receive major emphasis in professional courses and clinical experiences.

Our commitment to preparing our candidates for Teaching and Learning in a Diverse Society is supported by Pillar One: Establishing Community in Teaching and Learning Environments. We expect, therefore, that upon completion of their UIUC professional preparation programs, all candidates will:

- Create and maintain positive and effective learning environments that recognize the diverse talents and needs of all students.
- Effectively communicate with students, parents, colleagues, and others to support and enhance learning communities.
- Exhibit professional conduct and dispositions consistent with the commitment to 'establishing community in teaching and learning environments'.

These expectations are aligned with the Illinois Professional Teaching Standards, the Core Language Arts Standards for All Illinois Teachers, the Core Technology Standards for All Illinois Teachers, and the Illinois Professional School Leader Standards. (See Appendix B.) The two school service personnel certification programs (School Social Worker and Speech-Language Pathology) have aligned these expectations with their content area standards. All UIUC professional education programs – both initial and advanced – are encouraged to add other expectations appropriate for the particular program.

## **Second Pillar: Guiding the Development of Inquiring and Reflective Minds**

As the second emphasis area of candidates' preparation for teaching and learning in a diverse society, we intend to develop their ability and commitment to investigate, ponder, and reflect on all aspects of education and learning; from the broadest issues to specific aspects of their own classrooms. Therefore, our second pillar is "guiding the development of inquiring and reflective minds."

Inquiry is embedded in the campus guidelines for undergraduate education. In 1972, the Vice Chancellor for Academic Affairs published *An Academic Plan for the Urbana-Champaign Campus* that outlines the following guidelines for undergraduate education, which still reflect our commitment to inquiry and professional preparation:

*Every undergraduate should develop or have developed the basic ability to read and listen intelligently; write and speak coherently; observe and respond critically to a variety of forms of communication; think clearly, critically, and creatively; think quantitatively and qualitatively; and acquire an attitude which reflects curiosity, a desire to continue to learn, a respect for evidence, a tolerance of disagreement, and a positive acceptance of change.*

*Professional preparation, to the extent that it goes beyond these basic abilities and attitudes, should be provided for those professions that are of interest to a sizable number of students, and that require the theoretical base provided by an institution of advanced learning. A professional education should train a student to advance with and, at best, lead the development of (her or) his field. Undergraduate professional training should not be directed simply toward a contemporary job category, but should be sufficiently generalized to encourage this future development.*

The concept of purposeful inquiry is a cornerstone of UIUC professional education programs. It is embedded in all courses and learning activities in which our future educators are engaged. Extending beyond casual curiosity, inquiry is a search for truth, information, or knowledge. Disciplined inquiry is a process of systematic searching that results in dependable solutions to problems. The commitment of UIUC to inquiry translates into a shared value of lifelong learning that is transmitted from faculty members to their professional education candidates. Likewise, the commitment to research must be transmitted from UIUC-prepared teachers, school leaders, and school personnel to their students.

We expect our graduates to leave with a strong foundation in the theoretical and conceptual frameworks that inform their practice. Given the diversity of our faculty, of professional education candidates, and of students in P-12 education, we do not subscribe to one theory or conceptual model. At UIUC, professional education candidates will be influenced by faculty members who are highly regarded researchers. From these interactions, our professional education candidates learn the knowledge, skills, and dispositions to conduct action research in their own classrooms. In addition, we expect our education candidates to understand a wide range of teaching and learning theories, so that they can make informed judgments about which theory is appropriate to apply in their particular teaching and learning environment in our diverse society. This philosophy is consistent with the Council of Learned Societies, which, while placing foundations and theory in a central role for professional education, recommends a dialectic approach. Among the well-represented learning and teaching theories presented and

used by our faculty are constructivism (e.g., Vygotskyian theory, Piagetian theory, social constructivism), behaviorism, and progressivism (e.g., Dewey, feminism, post colonialism).

Our professional education graduates are able to use theory to inform practice. As they mature in their role of educator, we prepare them for situations in which practice also will inform theory. That is, we expose our candidates to current theories, which then provide them with broad principles and a vocabulary to make sense of their many clinical experiences. Their theoretical knowledge, however, will not tell them what to do in every situation that they will encounter. We stress using theory to evaluate and test their practices, and to reflect on the occasions and situations in which one set of practices may work or not work. Although our candidates may prefer one theory over another, we prepare them to practice professionally within an evolutionary, developmental model, in which they continuously assess and reflect on their practices. Many of our professional education graduates are developing and adapting principles of teaching into theory.

Our professional education faculty and public school partners are committed to creating opportunities for candidates to inquire into and reflect upon their effectiveness as educators. Qualities that contribute to this effectiveness must be integrated in coursework throughout candidates' entire professional education program, and they should have the opportunity to systematically reflect on their experiences. The professional education faculty and public school partners have identified the following factors as important elements of inquiry for professional education candidates. All candidates must: (1) understand the changing, growing, expanding knowledge base ; (2) master critical thinking—a questioning attitude that occurs when information is organized, evaluated, analyzed, synthesized, and applied in a wide range of settings to create a rational solution to problems that have been posed; (3) develop the ability to do more than transmit academic content knowledge; (4) visualize and put into practice the vast potential and appropriate uses of technology; (5) use assessment to guide curriculum changes and educational reform efforts; and (6) develop skills in reflective evaluation of practice.

Our commitment to preparing our candidates for Teaching and Learning in a Diverse Society is supported by Pillar Two: Guiding the Development of Inquiring and Reflective Minds. We expect, therefore, that upon completion of their UIUC professional preparation programs, all candidates will:

- Demonstrate thorough knowledge of the subject matter they will teach.
- Display a disposition toward inquiry.
- Develop and deliver appropriate instruction that reflects the knowledge bases of subject matter content, pedagogy, and human growth and development.
- Assess student learning and use results of assessment to revise and improve teaching.
- Engage in critical self-reflective techniques to improve teaching.
- Seek and participate in opportunities for continuing educational and professional growth.
- Locate, critically evaluate, and use multiple resources – including technology – to enhance curricula and instruction.

These expectations are aligned with the Illinois Professional Teaching Standards, the Core Language Arts Standards for All Illinois Teachers, the Core Technology Standards for All Illinois Teachers, and the Illinois Professional School Leader Standards. (See Appendix B.) The two school service personnel certification programs (School Social Worker and Speech/Language Pathology) have aligned the UIUC expectations with their content area

standards. All UIUC professional education programs, both initial and advanced, are encouraged to add other expectations appropriate for the particular program.

### **Foundational Elements: Service and Technology**

Two foundational elements: ‘a commitment to service’ and ‘the understanding and effective use of educational technology’ provide critical support for the pillars of ‘community’ and ‘inquiry.’ These elements are also fundamental to the experience of every UIUC student, and are therefore incorporated throughout professional education preparation programs.

The University of Illinois’ land grant mission entails a commitment to serve the citizens of Illinois. Over the years, this commitment has expanded to actively engage citizens at the local, state, national, and international levels, as indicated in the [2006 Campus Strategic Plan](#):

*We share in the overall mission of the University of Illinois, which is to transform lives and serve society by educating, creating knowledge, and putting knowledge to work on a large scale and with excellence.*

*We serve the state, the nation, and the world through innovation and creativity in research and scholarship. We prepare students for lives of impact and address critical societal needs through the transfer and application of knowledge.*

A commitment to service is foundational to the creation of community. Because UIUC is a public university with a land-grant mission, the professional education preparation programs must be committed to providing service. This commitment links knowledge development and education programs to community needs, prepares candidates for service roles, and brings university resources to the various communities we serve.

At UIUC we seek to develop this commitment in our candidates during their time here through a variety of experiences and opportunities. We develop in them an awareness of community resources and service opportunities. We encourage their participation in professional, community, school and/or student service activities. Faculty members involved in professional education programs contribute significant service to school districts and individual classrooms, as well as to professional societies. These public services act as examples to our candidates and provide them with opportunities to be engaged prior to graduation.

One example of this type of engagement is the Art and Design Laboratory School (also known as the Saturday School) sponsored by the School of Art and Design in the College of Fine and Applied Arts. The Saturday School, a Community Arts program designed for young artists ages 4-18, provides enriched lessons in drawing, painting, ceramics, sculpture, printmaking, and crafts. These lessons are taught by teacher candidates in art education under the supervision of art education faculty members. As well as providing service to the community, this program offers art teacher candidates the opportunity to develop, teach, and evaluate art curricula appropriate for preschool, elementary, and secondary students before they enroll for student teaching.

Candidates are expected to develop awareness of community resources and service opportunities, and to recognize their importance in providing quality education. While completing their

professional preparation programs, candidates are encouraged to participate in professional, community, school, and/or student service activities, such as mentoring, tutoring, and volunteering.

Likewise, as the world becomes increasingly connected via communications technology, knowledge of and the ability to apply these technologies is fundamental to building and maintaining learning communities. Our candidates' understanding and use of communications technology not only enhances their own teaching, but also enables them to take leadership in establishing learning communities across geographic boundaries.

Our history of and commitment to this foundational element is once again articulated in the [UIUC strategic plan](#):

*Illinois has long led the nation and the world in information technology. We have strong, highly ranked informatics research and education programs, including our Electrical and Computer Engineering and Computer Sciences programs, the Coordinated Science Laboratory (CSL), the Computational Science and Engineering program (CSE), the National Center for Supercomputing Applications (NCSA), the Library, and the Graduate School of Library and Information Science (GSLIS), supported by federal funding across our colleges and units. Illinois is the birthplace of ILLIAC (the first computer built and owned entirely by an educational institution), PLATO (the first online instructional program and home of the first online community), the Illiac Suite (the first piece of music produced with a computer), Project Gutenberg (the first online collection of literary texts), and Mosaic (the first graphical web browser). Developing trustworthy software and providing diagnostic methods to determine the security of software is an emerging field led by the Information Trust Institute (ITI). Illinois will once again assume a leadership role in the information revolution by building out its strength in informatics - broadly defined as the research, development, and application of approaches for using data and computational tools (including tools used to acquire, store, organize, archive, analyze, or visualize data).*

Just as past generations of prospective teachers had to understand the instructional implications and master use of “audio-visual aids,” candidates of today must embrace the vast world of information and instructional technology. Today’s technology affects not only the way information is presented, but also how it is acquired. New implications for teaching and learning are being discovered almost daily. We are committed to giving our candidates a firm grounding in the technologies that will continue to evolve and influence the teaching and learning processes.

We believe that it is vital for our candidates to understand and have the opportunity to experience a wide range of technological tools and software as they develop their professional repertoire. In addition, our UIUC candidates must develop the ability to help their future students pursue their own inquiries; make use of technologies to find, organize and interpret information; and become reflective and critical about information quality and sources.

Technology plays a vital role in all education at UIUC with the highly recognized cutting edge technological research and development across colleges and departments, including

collaborations with the National Center for Supercomputing Applications. UIUC professional education candidates need to understand the deep impact technology is having on society as a whole: how technology has changed the nature of work, of communications, and of our understanding of the development of knowledge.

Instructional technology is integrated across various courses and field experiences in our professional education preparation programs. Candidates are expected to understand the basic concepts and operations of instructional technology; related social, ethical and human issues; and technology productivity, communication and research tools. They will understand the need to utilize technology efficiently, critically and wisely, and possess the knowledge and skills to teach their students to access, evaluate and use information.

### **Overview of Candidate Performance Assessment**

Under the purview of the CTE, the *UIUC Unit Assessment System* is designed to ensure that candidates preparing to work as teachers, school leaders, and school service personnel know and can demonstrate the knowledge, skills, and dispositions needed to succeed in their respective professions. Candidates in the 29 professional education preparation programs at UIUC are expected to meet or exceed professional, state, and institutional standards.

The *UIUC Unit Assessment System* is based on candidate expectations that reflect the pillars of our Conceptual Framework, and are carefully aligned with the Illinois Professional Teaching Standards, the Illinois Professional School Leader Standards, the Core Technology Standards for All Illinois Teachers, and the Core Language Arts Standards for All Illinois Teachers. (See Appendix B.)

The CTE also ensures that programs meet the Illinois Content Area Standards. The CTE Executive Committee has reviewed the completed Content Area matrices for each program to determine that all programs meet their respective Content Area and professional standards. Under the Unit's direction and assistance, all programs have ensured that the syllabi of all professional education courses articulate the alignment of course expectations with professional, state, and institutional standards.

These assessments, combined with various university- and campus-wide student outcome assessments, faculty evaluations, follow-up studies, and program-specific assessment activities, provide a comprehensive system of quality assurance for UIUC professional education programs.

### **The Assessment System**

The UIUC Common Assessment Plans (Appendix C) are structured around four assessment points throughout the candidates' programs as well as a follow-up of program completers. The assessment points for initial undergraduate and graduate professional education programs leading to initial teacher certification are 1) admission requirements; 2) continuation in professional education preparation programs, 3) admission to student teaching, 4) recommendation for certification and, 5) follow-up of program completers. The assessment points for advanced graduate professional education programs leading to certification as school leaders or school service personnel are 1) admission requirements, 2) continuation in a graduate professional

education preparation program, 3) admission to internship/clinical experience, 4) recommendation for certification, and 5) follow-up of program completers.

The development of the UIUC Common Assessment Plans and corresponding assessments under each point was a collaborative effort involving faculty, candidates, and public school personnel, with oversight by the CTE. Faculty included those primarily engaged in instruction of content and methods, as well as faculty and University professionals who have responsibilities for the administration and implementation of clinical experiences within each program. These University professionals will be referred to as Clinical Experiences Program Coordinators throughout the rest of the document.

The assessments provide data about individual candidate knowledge, skills, dispositions, and impact on P-12 student learning (NCATE Standard 1) in relationship to the pillars described in the *UIUC Conceptual Framework*, as well as other institutional and state standards throughout the candidate's professional education program. The assessment instruments have recently been revised, and measures were taken to insure inter-rater reliability. Participants engaged in this effort included faculty, clinical experiences program coordinators, P-12 cooperating personnel, and candidates. A nationally recognized evaluation expert served as a consultant to CTE for development of the overall assessment process.

Responsibility for monitoring the entire *UIUC Unit Assessment System* and implementation of the UIUC Common Assessment Plans to ensure that all professional preparation candidates meet institutional and state standards falls to the Council on Teacher Education. The CTE Executive Committee (representatives of the eight colleges and schools housing professional preparation programs; P-12 school personnel; and candidates) is the central policy making unit for all professional education preparation programs. CTE collaborates with program coordinators, department heads, faculty, university supervisors, cooperating personnel, and other UIUC data gathering entities to collect, compile, store, analyze, and report data related to candidate progress. Department Executive Officers are responsible for monitoring their respective programs and ensuring that necessary assessment information is collected.

The chart on the following page presents an overview of the UIUC assessments, aligning the UIUC candidate expectations and assessments with NCATE Standard 1. Charts detailing the assessment points, specific data elements, data sources, responsibilities, and standards addressed are presented in Appendices D and E. A more detailed description of data collection, analysis, and evaluation procedures and processes may be found in a separate document, *UIUC Unit Assessment System*.

<b>NCATE Standard 1: Candidate Knowledge, Skills and Dispositions</b>	<b>Expectations: UIUC teacher candidates...</b>	<b>Assessments</b>
Element 1: Content Knowledge	Demonstrate thorough knowledge of the subject matter.	<ul style="list-style-type: none"> <li>• Content GPA</li> <li>• ICTS content test scores</li> <li>• Early Field Experience Evaluation items</li> <li>• Common Student Teaching Evaluation items</li> <li>• All Common Portfolio items related to IPTS Standard 1</li> </ul>
Element 2: Pedagogical Content Knowledge	<p>Create and maintain positive and effective learning environments that recognize talents and needs of all students.</p> <p>Develop and deliver appropriate instruction that reflects the knowledge bases of subject matter content, pedagogy, and human growth and development.</p>	<ul style="list-style-type: none"> <li>• Content GPA</li> <li>• Professional GPA</li> <li>• Early Field Experience Evaluation items</li> <li>• Common Student Teaching Evaluation items</li> <li>• All Common Portfolio requirements related to IPTS Standards 1 and 4</li> <li>• ICTS Assessment of Professional Teaching</li> </ul>
Element 3: Professional & Pedagogical Knowledge & Skills	<p>Create and maintain positive and effective learning environments that recognize talents and needs of all students.</p> <p>Develop and deliver appropriate instruction that reflects the knowledge bases of subject matter content, pedagogy, and human growth and development.</p> <p>Engage in critical self-reflective techniques to improve teaching.</p> <p>Seek and participate in opportunities for continuing educational and professional growth.</p> <p>Locate, critically evaluate, and use appropriate media and resources to enhance curricula and instruction.</p> <p>Effectively communicate with students, parents, colleagues, and others to develop, support and enhance learning communities.</p>	<ul style="list-style-type: none"> <li>• Professional GPA</li> <li>• Early Field Experience Evaluation items</li> <li>• Common Student Teaching Evaluation items</li> <li>• All Common Portfolio requirements related to IPTS Standards 2, 3, 5-9</li> <li>• ICTS Assessment of Professional Teaching</li> </ul>
Element 4: Dispositions	<p>Display a disposition toward inquiry.</p> <p>Exhibit professional conduct and dispositions consistent with the commitment to 'establish community in teaching and learning environments.'</p>	<ul style="list-style-type: none"> <li>• Common Portfolio philosophy statement</li> <li>• Early Field Experience Evaluation items</li> <li>• Common Student Teaching Evaluation items</li> </ul>
Element 5: Student Learning	Assess student learning and use results of assessment to revise and improve teaching..	<ul style="list-style-type: none"> <li>• Common Portfolio Part III</li> <li>• Early Field Experience Evaluation</li> <li>• Common Student Teaching Evaluation Part II</li> <li>• ICTS Assessment of Professional Teaching</li> </ul>

## UIUC Conceptual Framework Evaluation

In addition, CTE provides for the systematic, continual assessment of the *UIUC Conceptual Framework: Teaching and Learning in a Diverse Society*. The purpose of the assessment is to review the framework in relationship to current research in the field and to any updated standards and assessments of the unit, the profession and/or the state.

The *UIUC Conceptual Framework Evaluation* is an on-line survey that is offered once every three years to deans, department heads, professional education faculty, Clinical Experiences Program Coordinators, CTE Executive Committee members, program faculty, P-12 school personnel, and professional education candidates. The survey uses Likert scale and open-ended comment boxes to gain individual's feedback, including reflective comments on the UIUC Conceptual Framework. Data from the survey are compiled, analyzed, and then presented to the CTE Executive Committee for their review.

In addition, the conceptual framework document is reviewed and discussed annually by the CTE Executive Committee to identify potential revision needs.

Through data collected through the *UIUC Conceptual Framework Evaluation* and informal means, the CTE will continue to revise and modify both the Conceptual Framework and the professional preparation programs to ensure the continuing excellence of future teachers, school leaders, and school service personnel graduating from UIUC.

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## Appendix A

### Council on Teacher Education at the University of Illinois at Urbana-Champaign Organizational Structure

**Council on Teacher Education at the University of Illinois at Urbana-Champaign  
Organizational Structure**

***Council on Teacher Education (CTE)***

Members: Deans of Colleges and Schools that have professional education certification programs  
*Agricultural, Consumer and Environmental Sciences, Applied Health Sciences, Education, Fine and Applied Arts, Liberal Arts and Sciences, the Graduate School of Library and Information Science, the Graduate College, and the School of Social Work*  
Executive Director of the Council on Teacher Education (ex officio)

Chair: Appointed by the Chancellor

***Council on Teacher Education Executive Committee***

Members: A designee of each Council on Teacher Education Dean  
One representative from the Office of the Provost (non-voting)  
Two public school representatives  
One undergraduate professional education certification student  
One graduate professional education certification student  
One professional education faculty representative  
One professional education certification program coordinator representative (non-voting)  
Associate Director, Council on Teacher Education (non-voting)

Chair: Executive Director, Council on Teacher Education  
(appointed by the Chair of the CTE in consultation with the members)

***Program Committees***

Members: Each professional education certification program selects members from their program area. As appropriate, programs invite students, advisors, program coordinators and public school personnel as members and/or join group meetings with program faculty and staff.

Programs:

<p><b>Administrative</b> <i>School Leader: General Administrative</i> <i>School Leader: Superintendent</i></p>	<p><b>Early Childhood (Birth-Grade 3)</b> <i>Early Childhood Education</i></p>	<p><b>Secondary (6-12)</b> <i>Agricultural Education</i></p>	<p><b>Special (K-12)</b> <i>Foreign Language:</i> <i>French</i> <i>German</i> <i>Latin</i> <i>Russian</i> <i>Spanish</i></p>	<p><b>Special Education (Preschool-Age21)</b> <i>Learning Behavior Specialist I</i> <i>Learning Behavior Specialist II:</i> <i>Behavior Interventions Specialist</i> <i>Curriculum Adaptations Specialist</i> <i>Multiple Disabilities Specialist</i> <i>Transition Specialist</i></p>
<p><b>School Service Personnel</b> <i>School Social Worker</i></p>	<p><b>Elementary (K-9)</b> <i>Elementary Education</i></p>	<p><b>Secondary (6-12)</b> <i>Social Science: History</i></p>		
<p><b>School Service Personnel</b> <i>Speech/Language Pathologist</i></p>		<p><b>Secondary (6-12)</b> <i>English Language Arts</i></p>	<p><b>Special (K-12)</b> <i>Library Information Specialist</i></p>	
		<p><b>Secondary (6-12)</b> <i>Alternative Mathematics and Science</i> <i>Mathematics</i> <i>Science:</i> <i>Biology</i> <i>Chemistry</i> <i>Earth and Space Science</i> <i>Physics</i></p>	<p><b>Special (K-12)</b> <i>Music</i></p>	
			<p><b>Special (K-12)</b> <i>Physical Education</i></p>	
			<p><b>Special (K-12)</b> <i>Visual Arts</i></p>	

## Appendix B

Alignment of the UIUC Conceptual Framework Expectations to  
the Illinois Professional Teaching Standards,  
the Language Arts Standards for All Illinois Teachers,  
the Technology Standards for All Illinois Teachers, and  
the Illinois Professional School Leader Standards

**Alignment of the UIUC Candidate Expectations to the Illinois Professional Teaching Standards (IPTS),  
the Language Arts Standards for all Illinois Teachers (LA), the Technology Standards for All Illinois Teachers (TECH), and  
the Illinois Professional School Leader Standards (IPSLs)**

UIUC Candidate Expectations	IPTS	LA	TECH	IPSLs
<b>Pillar 1: Establishing Community in Teaching and Learning Environments</b>				
Creates and maintains positive and effective learning environments that recognize the talents and address the needs of students.	1, 2, 3, 4, 5, 8	1,3		1, 2, 3
Effectively communicates with students, parents, colleagues, and others to develop, enhance and support learning communities.	3, 5, 7, 9	1, 2, 3	1, 5	1, 2, 4
Exhibits professional conduct.	11	2	2, 3, 8	4, 5
<b>Pillar 2: Guiding the Development of Inquiring and Reflective Minds</b>				
Demonstrates thorough content knowledge.	1	1, 2, 3		2, 3
Develops and delivers appropriate instruction/practices that reflect the knowledge bases of subject matter content, pedagogy, and human growth and development.	1, 2, 3, 4, 6, 7, 8	1, 2, 3		1, 2, 3, 4
Assesses student learning/progress and uses results of assessment to revise and improve teaching/professional practice.	8	3	3, 5	1, 2
Engages in critical self-reflective techniques to improve teaching/professional practice.	3, 6, 8, 10, 11	1, 3		2, 5, 6
Seeks and participates in opportunities for continuing educational and professional growth.	10, 11		2, 4	2, 5
Locates, critically evaluates, and uses appropriate media and resources to enhance practice.	3, 4, 8	1	3, 4, 6, 7, 8	2, 3
Displays a disposition toward inquiry that is reflected in all areas of practice.				2

## Appendix C

Common Assessment Plan for Undergraduate Professional Education Programs  
Leading to Initial Certification

Common Assessment Plan for Graduate Professional Education Programs Leading  
to Initial Certification

Common Assessment Plan for Graduate Professional Education Programs Leading  
to Certification as  
School Leaders or School Service Personnel

**University of Illinois at Urbana-Champaign (UIUC)  
Council on Teacher Education (CTE)**

**Common Assessment Plan (CAP) for Undergraduate  
Professional Education Programs Leading to Initial Certification**

*Effective for candidates entering professional education programs in Fall Semester 2003 or later*

**I. Admission Requirements to an Undergraduate Professional Education Program**

*Note: Admission to a Professional Education Program is separate from admission to the University of Illinois at Urbana-Champaign.*

**Applicants to all of the undergraduate professional education preparation programs must:**

- 1) meet admission requirements of the college and the department offering the program;
- 2) have a minimum UIUC grade point average (GPA) of 2.5 (A=4.0)\*;
- 3) have a minimum cumulative GPA of 2.5\* ; and
- 4) pass the Illinois Certification Testing System (ICTS) test of Basic Skills.

*\*Does not apply to programs that admit freshmen. Transfer students must meet the competitive requirements of the requested program.*

**II. Criteria for Continuation in an Undergraduate Professional Education Program**

**To be eligible for continuation in an undergraduate professional education program, candidates must:**

- 1) maintain a minimum UIUC GPA of 2.5;
- 2) maintain a minimum cumulative GPA of 2.5;
- 3) maintain a minimum content area GPA of 2.5 or higher \*\*;
- 4) maintain a minimum professional education GPA of 2.5 or higher \*\*;
- 5) be cleared through a criminal background check prior to participating in clinical experiences;
- 6) complete bloodborne pathogens training annually during clinical experiences; and
- 7) satisfactorily complete all required early field clinical experiences as documented by the *CTE Common Assessment for Early Field Experiences (EFE) and Recommendation for Continuing Status in the Certification Program* and other program-defined, performance-based assessments.

*\*\*GPA minimum may be higher based on policy of the academic college housing the professional education program. The lists of content area and professional education courses used to calculate these GPAs for each program are on the CTE website (<http://www.ed.uiuc.edu/cte>).*

**III. Admission to Student Teaching**

**To be eligible for student teaching, candidates must:**

- have a minimum UIUC GPA of 2.5;
- have a minimum cumulative GPA of 2.5;
- have a minimum content area GPA of 2.5 or higher\*\*;
- have a minimum professional education GPA of 2.5 or higher\*\*;
- complete 90 or more semester hours of credit;
- satisfactorily complete all required early field clinical experiences (minimum of 80 clock hours) as documented by the *CTE Common Assessment for Early Field Experiences (EFE) and Recommendation for Continuing Status in the Certification Program* and other program-defined, performance-based assessments; and
- 7) pass the appropriate ICTS content test(s) if required by program; and
- 8) be recommended for a student teaching placement by the appropriate faculty area committee or designee.

#### IV. Recommendation for Certification

To be recommended for certification to the Illinois State Board of Education, candidates must:

- 1) have a minimum UIUC GPA of 2.5;
- 2) have a minimum cumulative GPA of 2.5;
- 3) have a minimum content area GPA of 2.5 or higher\*\*;
- 4) have a minimum professional education GPA of 2.5 or higher\*\*;
- 5) satisfactorily complete student teaching as documented by the *CTE Common Student Teaching Evaluation Form* and other program-defined, performance-based assessments;
- 6) satisfactorily complete the *CTE Common Assessment Portfolio Requirement for All UIUC Teacher Education Candidates*;
- 7) receive a recommendation for certification from the appropriate clinical experiences program coordinator;
- 8) be awarded a bachelor's degree by the appropriate college;
- 9) be a U.S. citizen or legally present and authorized to work, of good character and in good health, and at least 19 years of age;
- 10) pass the appropriate ICTS content test(s) if not required prior to student teaching; and
- 11) pass the appropriate ICTS Assessment of Professional Teaching test.

#### V. Follow-up of Program Completers

A common unit survey will be sent to program completers at the end of their 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> years after completion of their professional preparation program.

05/09/01 Approved by the Council on Teacher Education Executive Committee

01/25/06 Revised by the Council on Teacher Education Executive Committee

**University of Illinois at Urbana-Champaign (UIUC)  
Council on Teacher Education (CTE)**

**Common Assessment Plan (CAP) for Graduate  
Professional Education Programs Leading to Initial Certification**

*Effective for candidates entering professional education programs in Fall Semester 2003 or later*

**I. Admission Requirements to a Graduate Professional Education Program**

*Note: Admission to a Professional Education Program is separate from admission to the University of Illinois at Urbana-Champaign*

**Applicants to all of the graduate professional education preparation programs must:**

- 1) meet admission requirements of the Graduate College and the department offering the program; and
- 2) pass the Illinois Certification Testing System (ICTS) test of Basic Skills\*.

*\* Some programs also require a passing score on the ICTS content test based on policy of the academic college housing the professional education program.*

**II. Criteria for Continuation in a Graduate Professional Education Program**

**To be eligible for continuation in a graduate professional education program, candidates must:**

1. maintain a minimum UIUC graduate GPA of 3.0 (A=4.0);
2. maintain a minimum content area GPA of 2.5 or higher \*\*;
3. maintain a minimum professional education GPA of 2.5 or higher\*\*;
4. be cleared through a criminal background check prior to participating in clinical experiences;
5. complete bloodborne pathogens training annually during clinical experiences; and
6. satisfactorily complete all required early field clinical experiences as documented by the *CTE Common Assessment for Early Field Experiences (EFE) and Recommendation for Continuing Status in the Certification Program* and other program-defined, performance-based assessments.

*\*\*GPA minimum may be higher based on policy of the academic college housing the professional education program. The lists of content area and professional education courses used to calculate these GPAs for each program are on the CTE website (<http://www.ed.uiuc.edu/cte>).*

**III. Admission to Student Teaching**

**To be eligible for student teaching, candidates must:**

- have a minimum UIUC graduate GPA of 3.0;
- have a minimum content area GPA of 2.5 or higher\*\*;
- have a minimum professional education GPA of 2.5 or higher\*\*;
- satisfactorily complete all required early field clinical experiences (minimum of 80 clock hours) as documented by the *CTE Common Assessment for Early Field Experiences (EFE) and Recommendation for Continuing Status in the Certification Program* and other program-defined, performance-based assessments;
- pass the appropriate ICTS content test(s) if required by program and not previously required for admission; and
- be recommended for a student teaching placement by the appropriate faculty area committee or designee.

**IV. Recommendation for Certification**

**To be recommended for certification to the Illinois State Board of Education, candidates must:**

- 1) have a minimum UIUC graduate GPA of 3.0;
- 2) have a minimum content area GPA of 2.5 or higher\*\*;

- 3) have a minimum professional education GPA of 2.5 or higher\*\*;
- 4) satisfactorily complete student teaching as documented by the *CTE Common Student Teaching Evaluation Form* and other program-defined, performance-based assessments;
- 5) satisfactorily complete the *CTE Common Assessment Portfolio Requirement for All UIUC Teacher Education Candidates*;
- 6) receive a recommendation for certification from the appropriate clinical experiences program coordinator;
- 7) be awarded a master's degree, if required by the program;
- 8) be a U.S. citizen or legally present and authorized to work, of good character and in good health, and at least 19 years of age;
- 9) pass the appropriate ICTS content test(s), if not passed for admission or student teaching; and
- 10) pass the appropriate ICTS Assessment of Professional Teaching test.

<b>V. Follow-up of Program Completers</b>
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A common unit survey will be sent to program completers at the end of their 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> years after completion of their professional preparation program.

05/09/01 Approved by the Council on Teacher Education Executive Committee  
 01/25/06 Revised by the Council on Teacher Education Executive Committee

**University of Illinois at Urbana-Champaign (UIUC)  
Council on Teacher Education (CTE)**

**Common Assessment Plan (CAP) for Graduate  
Professional Education Programs Leading to Certification as  
School Leaders or School Service Personnel**

*Effective for candidates entering professional education programs in Fall Semester 2003 or later*

**I. Admission Requirements to a Graduate Professional Education Program**

*Note: Admission to a Professional Education Program is separate from admission to the University of Illinois at Urbana-Champaign*

**Applicants to all of the Professional Education Preparation Programs must:**

- 1) meet admission requirements of the Graduate College and the department offering the program.

**II. Criteria for Continuation in a Graduate Professional Education Program**

**To be eligible for continuation in a graduate Professional Education Program, candidates must:**

- 1) maintain a minimum UIUC graduate grade point average (GPA) of 3.0 (A=4.0); and
- 2) satisfactorily complete all requirements as documented by program defined, performance-based assessments.

**III. Admission to Internship/Clinical Experience**

**To be eligible for internship/clinical experience, candidates must:**

- 1) have a minimum UIUC graduate GPA of 3.0;
- 2) be cleared through a criminal background check prior to participating in clinical experiences;
- 3) complete bloodborne pathogens training annually during clinical experiences;
- 4) satisfactorily complete all required pre-clinical experiences as documented by program-defined, performance-based assessments; and
- 5) be recommended for an internship/clinical experience placement by the appropriate faculty area committee or designee.

**IV. Recommendation for Certification**

**To be recommended for certification to the Illinois State Board of Education, candidates must:**

- 1) have a minimum UIUC graduate GPA of 3.0;
- 2) satisfactorily complete internship/clinical experience as documented by CTE and other program-defined, performance-based assessments;
- 3) satisfactorily complete the appropriate *CTE Common Assessment Portfolio* (School Leaders, Speech-Language Pathology, or School Social Work);
- 4) receive a recommendation for certification from the appropriate clinical experiences program coordinator;
- 5) be awarded a master's degree or certificate of advanced study or equivalent;
- 6) be a U.S. citizen or legally present and authorized to work, of good character and in good health, and at least 19 years of age; and
- 7) pass the appropriate ICTS test(s).

**V. Follow-up of Program Completers**

A common unit survey will be sent to program completers at the end of their 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> years after completion of their professional preparation program.

01/23/02 Approved by the Council on Teacher Education Executive Committee

01/25/06 Revised by the Council on Teacher Education Executive Committee