

UNDERGRADUATE Initial Certification	GATE 1	GATE 2	GATE 3	GATE 4	After Program Completion	
<p>DHH, LBD, IECE (both SED and FCS)</p> <p>Assessments Monitored through Teacher Education Office and Program Faculty</p> <p>*SEE ADDITIONAL CHARTS FOR PROGRAM (DHH, LBD, IECE) KEY ASSESSMENTS</p>	<p>Items in the column below must be completed before candidate transitions to gate 2</p>	<p>Items in the column below must be completed before candidate transitions to gate 3</p>	<p>Items in the column below must be completed before candidate transitions to gate 4</p>			
<p>1. State Licensure Test</p> <p>a. Content knowledge for teacher candidates</p>				Praxis II Content Exam(s)		
<p>2. Content Assessments</p> <p>a. Content knowledge for teacher candidates</p>		<p>ATE Check - GPA 2.75 in content area and/or emphasis area</p> <p>Final practicum field experience evaluation</p> <p>No Gate 2 formal field experience for FCS IECE</p>	<p>Mid-term Field Experience Evaluation</p> <p>Final Field Experience Evaluation</p>	Program GPA - Graduation Check-out		
<p>b. Pedagogical content knowledge and integration of technology</p>	ATE - Technology Competence (Interview Form)			<p>PLT (0522, 0523) candidates in dual certification programs</p> <p>Core Special Ed (0353)</p> <p>Specialty Area for SED</p> <p>Elementary (0014)</p> <p>Middle Grades (0049, 0069, 0089, OR 0439)</p> <p>Technology Competence (Portfolio Evaluation)</p>		
<p>c. Professional and pedagogical knowledge and skills for teacher candidates</p> <ul style="list-style-type: none"> Foundations of education 	<p>EDF 203(Assessment-Mentoring Project)</p> <ul style="list-style-type: none"> Foundations of education Professional ethics, 	<p>EDF 319 (Assessment-Personal Learning Theory)</p> <ul style="list-style-type: none"> Ways children and adolescents develop and the relationship to learning 	<p>Final Field Experience Evaluation (Special Education professional ethics,</p>			
TRANSITION POINT ONE - AT ENTRY TO PROGRAM		TRANSITION POINT TWO - PRIOR TO STUDENT TEACHING		TRANSITION POINT THREE - AT COMPLETION OF STUDENT TEACHING		TRANSITION POINT FOUR - AT PROGRAM COMPLETION

<ul style="list-style-type: none"> • Ways children and adolescents develop and the relationship to learning • Professional ethics, laws, and policies • Use of research in teaching • Roles and responsibilities of the professional communities • Diversity of student populations, families and communities • Consideration of school, family and community contexts and the prior experiences of students 	<p>laws, and policies</p> <ul style="list-style-type: none"> •Roles and responsibilities of the professional communities •Diversity of student populations, families and communities 	<ul style="list-style-type: none"> •Consideration of school, family, and community contexts and the prior experiences of students • SED IECE – minor GPA and FCS major GPA (Foundations of education, Ways children and adolescents develop and the relationship to learning, Roles and responsibilities of the professional, communities, Diversity of student populations, families and communities, Consideration of school, family and community contexts and the prior experiences of students) 	<p>laws, and policies)</p>			
<p>3. Assessment of candidate ability to plan instruction</p>		<p>Field Experience Evaluation (Standard I)</p> <p>No Gate 2 formal field experience for FCS IECE</p>	<p>Field Experience Evaluation (Standard I)</p>			
<p>4. Assessment of Clinical Practice</p>		<p>Field Experience Evaluation (All Standards)</p> <p>Field Placement Self-Assessment</p> <p>No Gate 2 formal field experience for FCS IECE</p>	<p>Field Experience Evaluation (All Standards)</p> <p>Field Placement Self-Assessment</p>			
<p>5. Candidate impact on student learning or on providing a supportive environment for student learning.</p> <p>a. Student learning for teacher candidates</p>			<p>Unit Work Sample</p>			

<ul style="list-style-type: none"> • Ability to assess and analyze student learning • Make appropriate adjustments to instruction • Monitor student learning • Develop and implement meaningful learning experiences • Ability to help students learn • Ability to create positive environments for student learning 							
b. Professional Dispositions	Disposition Evaluation	Disposition Evaluation	Disposition Evaluation				
6. Self-Assessment		Field Experience Evaluation (Self-Assessment) No Gate 2 formal field experience for FCS IECE	Field Experience Evaluation (Self-Assessment)				

DHH Initial Certification Program Key Assessments

Assessment	Type	Where does it occur in the program?	CEC_CED Standards Addressed
<p>1. Praxis II Series: Special Education and DHH Content: #0353 AND # 0271</p> <p>For candidates whose dual certification is in elementary, Elementary Content is measured through #0522 AND #0014</p> <p>For candidates whose dual certification is middle grades with an emphasis area, Middle Grades Content is measured through #0523 AND 0049, 0069, 0089, OR 0439</p>	Standardized test—State Licensure Exam	Between Gates 3 and 4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

2. Language Sample Analysis and Program	Case Study	Between Gates 2 and 3	2, 3, 4, 6
3. Speech and Auditory Learning Centers	Project	Between Gates 2 and 3	1, 2, 3, 4, 7
4. Student Teaching Assessment-KTIP and Portfolio	Observation Instrument and Portfolio	Between Gates 3 and 4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
5. Unit Work Sample	Unit of study	Between Gates 3 and 4	3, 4, 5, 6, 7, 8
6. Reading Program for Deaf or Hard of Hearing Student	Case study	Between Gates 2 and 3	2, 3, 4, 5, 6, 7
7. Community_Transition Plan	Project	Between 2 and 3	9, 10
8. Diversity Observation	Project	Between 2 and 3	1, 2, 3, 4, 9

LBD Initial Certification Program Key Assessments

Assessment	Type	Where does it occur in the program?	CEC Standards Addressed
<p>1. Praxis II Special Education and LBDCentent: #0353 AND #0542</p> <p>For candidates whose dual certification is in elementary, Elementary Content is measured through #0522 AND #0014</p> <p>For candidates who dual certification is middle grades with an emphasis area, Middle Grades Content is measured through #0523 AND 0049, 0069, 0089, OR 0439</p>	Standardized tests— State Licensure Exam	Between Gates 3 and 4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
2. Behavior Change Project	Case Study	Between Gates 2 and 3	1, 2, 3, 4, 5, 7, 8, 9
3. Modified Content Lesson Plans	Project	Between Gates 2 and 3	2, 3, 4, 7
4. Student Teaching Assessment—KTIP and Portfolio	Observation and	Between Gates 3 and	1, 2, 3, 4, 5, 6, 7,

	Portfolio	4	8, 9, 10
5. Unit Work Sample	Unit of study	Between Gates 3 and 4	3, 4, 5, 6, 7, 8
6. Assessment Case Study	Case Study	Between 2 and 3	8, 9, 10
7. Community_Transition Plan	Project	Between 2 and 3	9, 10

SED IECE Initial Certification Program Key Assessments

Assessment	Type	Where does it occur in the program?	CEC Standards Addressed
1. Praxis II: #0023	Standardized test—State Licensure Exam	Between Gates 3 and 4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
2. Early Childhood Assessment Project	Case Study	Between Gates 2 and 3	2, 8, 9, 10
3. IEP and IFSP Project with Intervention Programming	Case Studies	Between Gates 2 and 3	1, 2, 3, 9, 10
4. Student Teaching Assessment-KTIP and Portfolio	Observation Instrument and Portfolio	Between Gates 3 and 4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
5. Unit Work Sample	Unit of study	Between Gates 3 and 4	3, 4, 5, 6, 7, 8
6. Child and Family Study Project	Project	Between 2 and 3	9, 10

CDF IECE Initial Certification Program Key Assessments

Assessment	Type	Where does it occur in the program?	CEC Standards Addressed
1. Praxis II: #0023	Standardized test—State Licensure Exam	Between Gates 3 and 4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

2. Early Childhood Assessment Project	Case Study	Between Gates 2 and 3	2, 8, 9, 10
3. IEP and IFSP Project with Intervention Programming	Case Studies	Between Gates 2 and 3	1, 2, 3, 9, 10
4. Student Teaching Assessment-KTIP and Portfolio	Observation Instrument and Portfolio	Between Gates 3 and 4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
5. Child and Family Study Project	Project	Between 2 and 3	9, 10