

Student Teaching Handbook

2008-2009



EDUCATIONAL STUDIES DEPARTMENT

**ILLINOIS WESLEYAN UNIVERSITY
EDUCATIONAL STUDIES DEPARTMENT**

2008-2009

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STUDENT TEACHING CALENDAR 2008-2009

The student teaching experience extends for a full semester for all participants. Fall semester student teachers report to their respective schools on the same day that teachers return from their summer break. Student teachers are expected to attend in-service workshops and all school meetings scheduled during the term.

Illinois Wesleyan University students observe the holiday schedule of the school district in which they are placed throughout the student teaching period. University vacations are not observed during the student teaching period unless they coincide with public school holidays. Chicago Program student teachers begin as directed by that office, and end the last day of classes.

Early housing arrangements may be made through the University for the duration of student teaching, but placement must be made prior to August 1st through the Office of Residential Life, or the Assistant Dean of Student Affairs for fraternity members. Student teachers must make arrangements for meals when the IWU dining room is closed.

Fall Semester, 2008

Music education students are required to attend mini-camps prior to the start of school.

Unit 5	August 20
District 87	August 21
IWU classes begin	August 25
Cooperating Teacher Reception	September 3
Student Teaching Seminar Begins	August 26
Music Education Students' Seminar Begins	August 27
End of First Student Teaching Experience (Music)	October 10
Start of Second Student Teaching Experience (Music)	October 13
Last Day of Student Teaching *	December 5

*Some student teachers continue through finals week.

Spring Semester, 2009: Music student teachers

Student Teaching Begins (report to school)	January 5
University Classes Begin	January 7
Music Education Students' Seminar Begins	January 7
End of First Student Teaching Experience	February 20
Start of Second Student Teaching Experience	February 23
Last Day of Student Teaching *	April 21

*Some student teachers continue through finals week.

**ILLINOIS WESLEYAN UNIVERSITY SUPERVISORS
OF STUDENT TEACHERS**

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INTRODUCTION

The student teaching experience is a critical phase of the Teacher Education Program. This handbook is a guide for student teachers, cooperating teachers, principals, IWU supervisors, and other professionals involved in this vital phase of the Teacher Education Program at Illinois Wesleyan University. The aim of this handbook is to clarify the policies, procedures, and responsibilities for everyone involved in the student teaching experience.

We ask that everyone read through the entire handbook to become familiar with the roles and responsibilities of all individuals. The particular mission and philosophy of teacher education at Illinois Wesleyan University provides the framework for understanding the design and expectations of the student teaching experience. The following pages provide an overview of the student teaching experience and are addressed to student teachers, cooperating teachers, school administrators, and university supervisors. Separate sections follow that are specifically addressed to student teachers, cooperating teachers, and IWU supervisors.

It is impossible to overestimate the professional contributions that are made by those individuals who have agreed to mentor our student teachers. Indeed, it is because of their dedication and cooperation that Illinois Wesleyan University has been able to graduate outstanding students who are well qualified to meet the challenges of the teaching profession.

Suggestions directed toward the improvement of the IWU Teacher Education Program on the part of the superintendents, principals, cooperating teachers, IWU supervisors, student teachers, and students are welcome at any time.

OUR MISSION

At Illinois Wesleyan University, professional teacher education is grounded in the liberal arts mission of the University. Studies in the liberal arts, sciences, and humanities bring historical, philosophical, social and cultural contexts to the educative endeavor. As we educate future teachers, we aim to enable them to think critically and creatively about the processes and prospects of education, the place of education, and the role of the teacher in a diverse and democratic society. The commitment to, and the practice of teaching emerge from this reflective engagement. Our mission is to graduate beginning teachers who pursue their calling as reflectively, intellectually, creatively, and ethically engaged individuals and educators.

Thus, in concert with our faculty colleagues across the university, we aim to inspire in students the habits of mind and heart conducive to humane and responsible participation in our democratic and diverse society. We hold to a vision of teachers who will make a meaningful difference in the lives of their students, inspire among them a passion for learning and acting in the world, and insodoing, who will transform the educational landscape. This is our vision of the teacher as scholar and artist.

Our Philosophy of Teacher Education

The Liberally Educated Teacher: Scholar and Artist

Illinois Wesleyan University is a community of scholars and artists. It is fitting with the university mission, then, that students and faculty in teacher education are understood as part of this community. The most inspiring art and scholarship have much in common: they provide encounters in which meaning happens; ways to understand each other, our world, and ourselves; and call for creativity and reflection. Both art and scholarship illuminate human emotion and values, and are capable of transforming the world.¹ And so it is with learning and teaching.² We believe that teaching is an intellectual and artistic act of engaging the “enlightened eye”³ or “releasing the imagination.”⁴

Our conception of the teacher as scholar and artist draws first from our commitment to liberal education and an understanding of all that it entails. It is grounded in a commitment to critical inquiry and pedagogy. What follows are the belief statements that speak to our construct of the liberally educated teacher as scholar and artist.

Liberal Arts, Critical Inquiry, and Teacher Education

Liberal education and teacher education are integrally intertwined. “Teachers need the very orientations and habits of heart and mind that are prized by spokespersons for the liberal arts.”⁵ Thus, teacher education at IWU embraces the mission of the University as expressed in the design of the general education program: to foster students’ “intellectual independence, critical thinking, imagination, social awareness, and sensitivity to others.”⁶ Studies in the liberal arts and humanities bring historical, philosophical, social and cultural context to the educative endeavor. The liberally educated teacher is committed to acquiring disciplinary competence that serves as the basis for reflecting on one’s own learning, and teaching that discipline to others. Liberally educated teachers bring intellectual curiosity and excitement of their disciplinary studies into the classroom. Liberally educated teachers are able to research, construct, claim, ground, articulate, and implement pedagogical positions and beliefs that are informed and well reasoned. Liberally educated teachers are reflective, ethical, resourceful, self-directed, and courageous professionals dedicated to personal and professional growth.

The beliefs and values embedded in liberal education coincide with those of critical inquiry. Grounded in the progressive philosophy of John Dewey, inquiry-oriented teacher education has a long history and includes varied conceptions of the teacher-scholar, teacher-researcher, and transformative intellectual.⁷ A central theme in critical inquiry is a concern for transformative social action, liberation, justice, democracy, and

equality that problematizes existing assumptions about and patterns of schooling, and what constitutes knowledge.⁸ Prospective teachers are viewed as active agents in their preparation for teaching, and the fundamental task of teacher educators is to develop future teachers' capacities for reflective action while examining the ethical and political issues embedded in their everyday practice. The mastery of content and pedagogical knowledge is always addressed within the broader framework of critical inquiry. The concerns of critical scholars align with those of liberal education: "to nurture those crucial and imaginative capacities that are required for human freedom and autonomy."⁹ The critical inquiry paradigm is distinguished by a particular set of connected beliefs and assumptions about learning and teaching that guide what we teach, why we teach what we teach, and the way we teach,¹⁰ as explained below.

Teaching and Learning is an Endeavor of Inquiry, Research, and Reflection.

We believe that all teaching and learning is an act of reflective inquiry, research, and reflection-- into our students, ourselves and others, our subjects or disciplines, and their relationship to the social, political and natural world.¹¹ Inquiry, research, and reflection draw upon the ways of thinking developed in liberal study: analysis, questioning, theorizing, critiquing, reformulating. Pedagogical reflection involves a teacher's self-understandings of his or her practices.¹² Reflective practice requires a commitment to personal and professional growth; this commitment is demonstrated through the continual pursuit of disciplinary knowledge, and an ongoing examination of one's pedagogical knowledge and beliefs, classroom and school practices, and the purposes of education within local, national, and global contexts. Through inquiry and reflection, teachers make conscious ethical and pedagogical decisions grounded in the experience of both themselves and their students, and the subjects and methods of inquiry particular to the disciplines. Within the inquiry paradigm, knowledge is understood as tentative, situated, and socially constructed. It is through disciplined inquiry, research, and reflection that teachers develop their "knowledge base" for creating students' learning experiences.¹³

Teaching and Learning is a Relational Endeavor.

We believe that teaching is a relational process where human beings come together to share experiences and meanings.¹⁴ The essential foundation of meaningful learning is imbedded within the authentic relationships between teachers and their students..¹⁵ Teaching involves caring deeply about students and their opportunities to learn.¹⁶ Liberally educated teachers appreciate diverse expressions of human behavior and weave connections with their students and their families, between themselves and their colleagues, and among their subjects so that "students can learn to weave a world for themselves."¹⁷ Being in relation with one's students involves mindfulness, emotion, and moral engagement in which teachers convey interest, caring, compassion, understanding, responsiveness and respect as they come to know and connect with their students and their families.¹⁸ We believe that teachers must research their students in order to understand the texture of their worlds—what they know and don't know, their fears and their dreams, their failures and successes—in order to help them construct a view of the world and their role in it."¹⁹

Teaching and Learning is Contextual.

We believe that education is an endeavor embedded in economic, social, historical, political, cultural, personal and particular contexts. Family and community life continue to change, and effective teachers strive to understand their roles and responsibilities with respect to these changes. Liberally educated teachers reflect on and attend to the conditions structuring classroom life, in particular, the dynamics of economic and social class, gender, language, race and ethnicity. Thus, the pedagogical starting point is not the isolated student or classroom, but individuals and groups in their varied contexts along with the particularities of their individual histories, struggles, hopes, and dreams.²⁰ Inquiry-oriented teachers understand that curriculum and pedagogy must be responsive to the particular contexts and lived experiences of students and their families within their communities, and the wider society.²¹ The teacher's art is creating a pedagogy that involves students in

meaningful work that addresses the genuine problems, experiences, and interests they bring to the classroom.²²

Teaching and Learning is a Transformational Endeavor.

We believe that education ought to be transformative – of oneself and those whom one teaches, of knowledge, and the larger society within which education takes place.²³ Transformative education demands that teachers reflect upon and reexamine their assumptions about learning and teaching in a diverse and democratic society, and commit themselves to challenging inequities embedded in schools and society.²⁴ In connecting their educational practice with larger social visions, liberally educated teachers actively attend to issues of equity, inclusion, emancipation, and democracy in their teaching.²⁵ Engaged in a “pedagogy of personal and social transformation,”²⁶ liberally educated persons nurture and empower the people around them; they see the potential in every student.²⁷ And so, we faculty are committed to the empowerment of our students, and moreover, the belief that teachers truly own their knowledge and their destinies.²⁸

The Tapestry

The metaphor of the tapestry speaks to the connectedness of the above beliefs and the interplay of scholarship and artistry in becoming a teacher. It honors the richness of students’ individual differences and illustrates the personal and professional transformation of each candidate as she or he actively weaves a teaching self, and begins to articulate the central threads of his or her identity and vocation.²⁹ The tapestry speaks to each candidate’s way of learning, and of giving pattern, form, and structure to the complexities involved in becoming a teacher and the act of teaching.³⁰ Creating a tapestry is a way of claiming ownership of one’s learning and embracing the aesthetics and poetics of one’s professional practice.³¹ In weaving their tapestries, teachers embrace “intuition, creativity, improvisation and expressiveness;” they engage judgment, insightfulness and sensitivity; and they celebrate their professional autonomy.³² The text and texture of the tapestry provides a visual reminder of the contextual and interwoven nature of understanding, knowledge, development, relationships, learning, and teaching. The design and impact of the educational tapestry that emerges depends upon how each candidate weaves these threads into an integrated fabric of knowledge, skills, and experience. It is always unfinished, as liberally educated, inquiry-oriented teachers engage in life-long learning and continuously reinvent themselves. Each tapestry also serves as a mirror, a source of reflection for candidates, and a map of the journey they have undertaken and continue to pursue. In their tapestries, IWU teacher candidates rediscover and are reminded of their beliefs, understandings, strengths, and commitments.

OVERVIEW

EXPECTATIONS FOR THE STUDENT TEACHING EXPERIENCE

The purpose of student teaching is to provide a structured experience for learning and refining the skills necessary to become an effective teacher of children with diverse abilities and backgrounds. The student teacher is expected to exhibit the ability to organize, plan, communicate, and evaluate learning experiences according to the competencies outlined on the evaluation form and the corresponding standards. Student teachers will participate in all activities typically expected of their cooperating teachers, gradually assuming increasing responsibility.

Student teaching demands a reflective commitment to flexible problem-solving. We expect each student teacher to participate in a full semester of student teaching, *which will include a 2-3 week period of sustained full-day teaching.*

SEQUENCE OF RESPONSIBILITIES FOR THE STUDENT TEACHER

The term of student teaching involves a gradual and sequential introduction to, and eventual assumption of, the full range of experiences associated with teaching. The following schedule is a general one that allows students to assume increased teaching responsibilities over the term. As always, student teachers and cooperating teachers should consider the particular requirements of the classroom setting, students, and program. Additional expectations as they align with the IWU philosophy and ISBE standards are explicated in the section, "To the Student Teacher" (p. 15).

Prior to the start of school

Student teachers should contact their cooperating teachers well before the start of the school year. All student teachers should plan on spending some time during the summer (or winter break) reviewing curriculum materials, Illinois learning goals, school handbooks, and any other materials provided by the cooperating teacher.

Level I: Orientation and Introduction

On the first day of school, the IWU student teacher should be introduced to students in all classes he or she will be teaching. During the first week, the student teacher may observe in the classroom, actively assist the cooperating teacher, and work with individual and small groups of students. This time can also be used for student teachers to get acquainted with the students, study school regulations and policy, and learn classroom procedures, as indicated below.

Procedures

- School discipline policies and procedures
- Referrals to counselor or principal
- Parent involvement
- Faculty handbook
- Student handbook
- Fire drill/emergency procedures
- Accident Reporting
- Home/school communication
- Classroom/school rules
- Health and safety procedures
- Telephone use
- Other teacher responsibilities, such as bus duty or playground supervision

Classroom information

- Class rosters
- Grade book/grading procedures
- Information about students with special needs
- Classroom supplies
- Lesson plan format
- Curriculum, resources, and materials
- Textbooks
- Assessment instruments

Over the course of the term, student teachers should have experience with the people and places listed below:

People

- Principal
- Assistant Principal
- Grade level team and/or Department members
- Parents
- Librarians/media staff
- Information Technology staff
- Nurse
- Psychologist
- Social Worker
- Counselor
- Special Ed. Staff (LD, EMH, TMH, Speech, Etc.)
- Secretarial Staff
- Custodial Staff

Places

- Administrative Offices
- Workroom/copy machine
- Teachers' lounge/lunchroom
- Student lunchroom
- Restrooms
- Specialist areas (art, PE, music, etc.)
- Library/media center
- Staff mailboxes

Level II: Gradual Increase in Teaching Responsibility

After one or two weeks, the student teacher may start teaching one subject or skill to a small group or an entire class. The student teacher should begin with one area of concentration and gradually assume additional teaching responsibilities until full-time teaching is conducted.

The student teacher is responsible for (a) planning the instruction and related activities, (b) gathering additional resources and materials, (c) implementing the instructional plan, and (d) assessing the students' understanding and knowledge. **All instructional plans must be discussed with and have the advance approval of the cooperating teacher.** Lesson plans should include the following (in addition to seminar instructor or cooperating teacher requirements):

- Learning goals for students
- Content addressed
- Instructional strategies and procedures
- Materials and resources required
- Possible comments and questions to pose to students
- Potential challenges anticipated and possible responses
- Evaluation criteria: students and self

Level III: Full-time Teaching Responsibility

(by the 10th or 11th week; 5th or 6th week for music student teachers in two placements.)

Complete responsibility of the instructional program should be at least two weeks in length. (Three weeks is preferred.) Planning and implementation of the educational program is the entire responsibility of the student teacher in consultation with the cooperating teacher who provides assistance, makes suggestions, and provides evaluative feedback. Please note that the Illinois State Board of Education does not allow the student teacher to be used as a teacher or substitute teacher, or receive remuneration for work performed in connection with the student teaching experience.

Level IV: Gradual Release of Teaching Responsibility

Upon completion of full-time teaching, the student teacher should decrease his or her teaching responsibility, gradually returning the instructional program to the cooperating teacher. Younger children (elementary grades) will require an explanation of the student teacher's impending departure from the classroom and their lives. If possible, we recommend that student teachers take some time to observe other classrooms in the building.

EVALUATION OF STUDENT TEACHING

The student teaching experience is performance-oriented; that is, the student teacher is evaluated on the basis of demonstrated competencies. All candidates for certification are expected to demonstrate the competencies outlined by the Illinois State Board of Education: the Standards for All Teachers, Technology Standards, and Language Arts Standards. In addition, each student teacher should demonstrate mastery of those standards specific to his or her content area. Evaluation criteria also includes expectations specific to the IWU Teacher Education Program mission and philosophy.

During the student teaching experience, candidates are expected to assess themselves according to these expectations. We ask that cooperating teachers and university supervisors become familiar with the IWU philosophy (p. 8) and the performance indicators specific to each ISBE standard (pp. 33-56), in order to ensure that the student teacher has ample opportunity to develop the requisite competencies, and in order to provide helpful feedback to the student teacher. A more detailed explanation of the ISBE standards can be located at the ISBE website: www.isbe.state.il.us/profprep/standards.htm. Please consult with IWU faculty if there are any questions about how to interpret the standards with respect to assessing a candidate's development as a teacher.

The evaluation of the student teaching experience is an ongoing process that is the joint responsibility of the IWU supervisor, the seminar instructor, the cooperating teacher, and the student teacher. During each evaluation session, the student teacher's strengths are acknowledged and areas of further growth are identified. Student teachers and cooperating teachers should have regularly scheduled conferences in which students' on-going self-assessments and the cooperating teachers' evaluative comments are discussed.

Student Teachers Have the Right To:

- Participate in structuring the learning experience and defining reciprocal expectations;
- Discuss, explore, make discoveries and mistakes;
- Take responsibility for assessing his or her own work;
- Contribute meaningfully to his or her own evaluation; and to
- Expect confidentiality.

Cooperating Teachers Have the Right To:

- Assign the student teacher classroom responsibilities according to his or her interpretation of what is in the best interests of the students;
- Participate in formal midterm and final conferences; and
- Expect prompt response to, and collaborative resolution of, any reported problems from the supervisor; and expect an immediate response to any reported crisis situation.

Supervisors Have the Right To:

- Expect student teachers to be prepared for site visits and conferences;
- Expect the cooperating teacher to provide feedback on the student teacher's progress; and
- Expect support from department faculty colleagues and chair.

The IWU supervisor makes six visits to the classroom, during which he or she writes field observations that serve as the basis for evaluative comments and suggestions. The cooperating teacher, student teacher, and IWU supervisor should make every effort to review comments and suggestions at the conclusion of each visit, or as soon as possible thereafter. Student teachers and cooperating teachers receive a copy of the IWU supervisor's comments.

Comprehensive evaluation conferences are held at midterm (typically after the third observation) and at the end of the semester (typically after the sixth evaluation), to share comments and perspectives of all three

individuals. Evaluation forms may be accessed at http://www2.iwu.edu/edstudies/Forms/eval_list.shtml or see page 31 for a generic template. Student teachers are to come prepared for these conferences with supportive evidence and specific reflections on the following:

- Strengths noted since the last conference;
- An area of practice, or understanding, or knowledge that needs improvement;
- A new realization about him or herself, his or her teaching, and/or his or her students that emerged from practice and reflection;
- Something new learned from the cooperating teacher, the students, or a colleague;
- Concerns; and
- Assistance needed from cooperating teacher and/or supervisor.

Any serious deficiencies in the student teacher's performance must be noted by the IWU supervisor in these evaluations. The specific tasks and behaviors necessary for the student teacher to improve his or her teaching competency should be outlined in consultation with the student teacher, supervisor, and cooperating teacher. This ongoing dialogue among all participants is critical to the success of the student teaching experience. All evaluations and accompanying documentation are kept in the student's file in the Educational Studies Department.

The final grade for student teaching is determined by the IWU supervisor. The grade is based on observation, conferencing, and completion of seminar requirements. Students must satisfactorily complete all seminar requirements in order to pass student teaching. The supervisor consults with the cooperating teacher, student teacher, seminar instructor, and other professionals involved in the experience.

The University supervisor will give a grade of "A" or "A-" in student teaching when outstanding or superior performance is demonstrated. "B+," "B," and "B-" signify above-average performance; these are good grades and indicate that the student teacher should be a successful teacher. "C" and "C+" grades are of acceptable quality for credit in student teaching. Candidates earning "C+" or lower grades will not be recommended for certification by the Department.

Withdrawal from Student Teaching

The student teacher will be subject to removal from student teaching for the remainder of the semester under any of the circumstances listed below:

- Engaging in unprofessional conduct;
- Demonstrating an uncooperative or disrespectful attitude or immaturity;
- Exhibiting ongoing emotional or personal problems; or
- Demonstrating an inability to work professionally with children, youth, or adults.

If a change in the student teaching placement seems advisable, the student teacher, cooperating teacher, University supervisor, and seminar instructor will be informed of this decision immediately. In case of withdrawal, all parties will be consulted and informed.

TO THE STUDENT TEACHER

The student teaching experience is a critical phase of your Teacher Education Program. The student teaching experience allows the integration of theory, pedagogy, knowledge, and practice. During this time, you will have the opportunity to develop competencies, assess your professional strengths and needs, and adapt to challenging teaching situations and conditions. Some challenges you may encounter include responding to students' behaviors and experiencing a limited familiarity with a particular subject matter. On the other hand, your proficiency will increase if you view teaching as a continuous process of study, reflection, practice, and adaptation. Open-mindedness, resourcefulness, willingness to explore, and the ability to learn from mistakes are characteristics of expert teachers.

Most cooperating teachers are open to student teachers' ideas and desire to experiment – with full and advance communication about your intentions. You must keep in mind, however, that your cooperating teacher is responsible for his or her classroom, and has the ultimate decision-making authority. You must always yield to the cooperating teacher's wishes. In addition, you should seriously consider the constructive criticism you receive from your cooperating teacher, as it is an opportunity for you to improve as a teacher. Should a serious conflict emerge that interferes with your ability to demonstrate your teaching competencies as required, consult with your supervisor and seminar instructor regarding the best way to negotiate any conflicts. Do not let unresolved conflicts escalate.

You are responsible to your cooperating teacher for carrying out all professional obligations that fall within day-to-day teaching duties, including any after school or evening assignments, such as rehearsals and performances. Student teaching expectations as they align with the IWU philosophy and ISBE standards, are outlined at the end of this section (p. 18).

If differences arise between you and your cooperating teacher, discuss them *first* with your cooperating teacher, if possible. If assistance is needed, talk with your IWU supervisor and seminar instructor. If this discussion does not resolve the issue, speak with the Chair of the Educational Studies Department.

Guidelines for Student Teachers

Transportation and Parking

You are responsible for your own transportation. Some schools are within walking distance of IWU; public transportation goes to all local schools. If you drive your own car, note that school parking resources are usually limited. Ask school personnel where to park and then only use designated parking spaces! Failure to do so interferes with transportation for students and teachers and compromises access to the school by emergency vehicles. Cars that are not parked in areas designated for parking may be towed at your expense.

When in your car, DO NOT pass the school buses as they load and unload. When the buses are loading and the stop arm is out, it is illegal, and extremely dangerous to pass – even in a parking lot. The bus drivers are watching and will report drivers who violate the law to the police.

Security Protocol

Learn the procedures for admittance to the school building, including signing in and out at the office each day you are at the school. Do NOT sign out at the same time you sign in. There are often circumstances when school personnel may need to know if you are in the building, and failing to follow this protocol can be very problematic.

Wear your IWU lanyard and ID sleeve with your IWU ID card at all times. Alternatively, you may wear ID provided by the school. You may not be admitted to the school, or be asked to leave the school, if you are not wearing your ID.

Attendance

Student teachers, as professionals, must be prompt and regular in attendance. Excusable absences are those due to personal illness, family emergency, or a death in the immediate family. In the event of an excusable absence, take the following steps in the order presented below:

- Immediately notify your cooperating teacher or building principal. If you will miss scheduled classroom responsibilities, provide the cooperating teacher with your plans.
- Call your IWU supervisor and seminar instructor.
- In the case of illness, call the IWU nurse.
- If there is a family emergency requiring you to leave campus, call the Dean of Students, in addition to your IWU supervisor and seminar instructor.
- Call your IWU supervisor and seminar instructor on the day you return to school so accurate records of your absences may be kept.

If you accumulate a total of five absences, you will be required to meet with your University supervisor and cooperating teacher to discuss the effect of the absences on your performance and to reach a decision on whether or not you should remain in student teaching.

From the first day of your student teaching experience, maintain a continuous record of your experiences and activities, both during and after school hours, noting the total number of hours for the week on the form *Time Distribution of Student Teaching Experiences*. This form must be signed by your cooperating teacher and turned in to your seminar instructor at midterm and at the end of the semester. *No final grades will be given without submission of the time record.*

If a teacher strike or work stoppage occurs prior to the start of the student teaching experience or after the student teaching assignment has begun, the student teacher should not report to the assigned school but instead should contact the seminar instructor or the Chair of the Educational Studies Department for further instructions. During a strike or work stoppage, or at any other time, no Illinois Wesleyan University student teacher may act as a substitute teacher.

Planning and Preparation

Exemplary teaching requires careful, thorough, and thoughtful preparation and planning. This helps to eliminate haphazard procedures, and aids in the organization of materials and in the sequencing of activities. As a student teacher, you will need to spend more time on planning and writing detailed lesson plans than would be expected of more experienced or expert teachers. Regardless of experience, all teachers rely upon planning to organize their instructional program.

The cooperating teacher is ultimately responsible for the class(es) and must approve your teaching plans as they develop. The cooperating teacher is authorized to delegate teaching responsibilities to a student teacher only when the student teacher has demonstrated competency to assume such responsibility. In addition, student teachers should share their lesson plans with their University supervisors upon each observation visit. Students should maintain a portfolio of lesson plans for evaluative purposes.

Extra-Curricular Activities

Student teaching requires your extensive time, commitment, and involvement. It is expected that your full and undivided attention will be given to student teaching and the student teaching seminar. You will find that you need many hours each week in order to meet the demands of teaching. Providing for the needs of the students in your classroom(s) will consume more time than you have previously invested in a semester of coursework. Pursuit of extra-curricular activities during student teaching places you at risk with respect to your professional performance. In particular, music student teachers are not permitted to participate in any IWU ensemble during the semester of student teaching, regardless of "X" credit. Students are not prohibited from engaging in employment or extra-curricular activities, but under no circumstances may these activities prevent students from attending school every day or participating in any late afternoon or evening school activities required of teachers. Of primary concern to the IWU supervisor and the cooperating teacher is each student's demonstrated commitment to, and performance of, teaching and those professional activities

related to teaching. Students are encouraged, however, to become involved in extra-curricular school activities at their placement site.

Student Teaching Seminar

The student teaching seminar meets on campus once a week after school hours. It is an opportunity to address practical problems encountered in the student teaching experience with theoretical content learned in professional education courses. Seminar topics reflect the instructors' assessment of student needs. The seminar is an opportunity to step back from the classroom and reflect on your performance. It is an essential and required part of your student teaching experience.

Student Teaching Portfolio

During the term of student teaching, elementary, secondary and foreign language candidates are expected to gather and organize at least 50% of the evidence required for the Senior Portfolio. December graduates and Music candidates must complete the entire portfolio. Select evidence that highlights your strengths and accomplishments with respect to the Illinois State Standards for all Teachers, including technology and language arts standards, and those specific to your content area. This evidence may include that used to document your competencies during midterm and final evaluation conferences with your cooperating teacher and IWU supervisor. Selected evidence may also be used during your job search. You will receive more guidelines and information about portfolio expectations during the student teaching seminar.

Research Project

The IWU philosophy of teacher education (see p.8) highlights teaching as an “endeavor of inquiry, research, and reflection.” The student teaching experience is rich with opportunities to explore issues in learning and teaching specific to your individual interests and daily challenges. Seminar readings and discussions enhance these opportunities and are designed to support the development of research questions to pursue the following semester in Educational Studies 401. Elementary, secondary, and foreign language candidates should develop two viable and focused research topics by the end of student teaching. (December graduates are exempt).

Program Evaluation

The quality of the Teacher Education Program and the student teaching experience is assessed on an ongoing basis. We ask, therefore, that you evaluate your cooperating teacher, and your university supervisor. These forms are distributed during the seminar toward the end of your student teaching semester.

Certification

Graduates of the Teacher Education Program at Illinois Wesleyan University become eligible for Initial Teaching certificates to teach in Illinois. Note, however, that candidates do not automatically receive a certificate upon graduation. Application for certification must be made through the Educational Studies office after successfully completing all requirements of the Program. Students are recommended for certification when the following requirements have been met:

- Completion of student teaching with no less than a B-
- Completion of *Issues in Educational Research and Practice* (Educ 401) (elementary and secondary candidates)
- Satisfactory Senior Portfolio review
- Cooperating teacher recommendation
- IWU Supervisor recommendation
- Seminar professor recommendation
- Passing the ISBE APT exam
- Completion of all IWU graduation requirements

A meeting is held at the end of each semester to review the process for obtaining your Illinois teaching certificate.

EXPECTATIONS FOR STUDENT TEACHERS

(also reference the evaluation forms beginning on page 31, and on-line at [http://www2.iwu.edu/edstudies/.](http://www2.iwu.edu/edstudies/))

Content Knowledge

- Regularly refer to the ISBE Content Knowledge performance standards for all teachers, and the ISBE Content Area standards specific to your program and discipline (pp. 33-56).
- Collaborate with your cooperating teacher to plan as many teaching experiences as possible to demonstrate mastery of the above standards.
- Demonstrate intellectual curiosity, open-mindedness, and resourcefulness.
- Gather documentation of the above for your Senior Portfolio.

Human Development and Learning

- Apply scholarly understandings of child and adolescent development to your interpretations of student behavior and learning.
- Make contact with teachers who supervise extra-curricular activities of interest to you. Involvement in these activities is an excellent opportunity to work with and learn about your students outside of the classroom.
- Set up time after school hours when students can come to you for help or remedial work.
- Attend as many school events as time allows; students love to see their teachers at athletic events and concerts.

Diversity

- Become aware of your biases and how they affect your interpretations of others' actions and your behaviors with others.
- Visit the special education services and classrooms in your school. Learn if any of your students are receiving these services. If so, find out what help and advice these teachers can give you.
- Participate in IEP conferences if possible.
- Learn about the cultural, linguistic, and racial backgrounds of your students.
- Learn about the communities in which your students live.

Planning for Instruction

- Familiarize yourself with classroom textbooks, teacher guides, workbooks, and worksheets.
- Reference professional and curriculum journals and make use of other resources for effective teaching.
- Submit all teaching plans to your cooperating teacher in advance for his or her suggestions and approval. Revise plans as necessary.

Learning Environment

- Learn your students' names as early as possible.
- Demonstrate interest, care, compassion, understanding, responsiveness, and respect.
- When you observe your cooperating teacher disciplining students, ask yourself how you would have handled the same problem. What worked for him or her might not work for you. Try to spot potential discipline challenges and brainstorm possible responses.
- When experiencing discipline problems always consult with your cooperating teacher.
- Refer to the literature from your Educational Studies courses on creating classroom community and facilitating student responsibility to create a classroom climate grounded in scholarly literature.

Instructional Delivery

Implement a variety of the instructional strategies listed below as you address the individual needs of all students, as appropriate to your classroom and content area, and with the approval of your cooperating teacher:

- Cooperative learning
- Critical thinking
- Discovery learning
- Experiential learning
- Individualized learning for students with special needs
- Inquiry-based learning
- Large group
- Lecture and discussion
- Peer group instruction
- Role playing
- Simulations
- Small group
- Technology applications

Communication

- Your cooperating teacher wants you to succeed, but remember that he or she can't know what help you need unless you communicate. **Ask for advice and help.** Note questions to ask during conference periods, and take advantage of email communication.
- Ask your cooperating teacher how he or she prefers to maintain ongoing communication with you. Obtain his or her email address.
- Ask your cooperating teacher to introduce you, or give you an opportunity to **introduce yourself**, to the students. Explain to them that you are there to learn from them, as well as to help out.
- Upon arrival each day, check in with your cooperating teacher to review your responsibilities.
- Do not publicly contradict or challenge school personnel. Although you may be working at and contributing to the school, you are a guest and a representative of IWU and should conduct yourself accordingly. If you have concerns about your participation, discuss them with your university supervisor, the Department Chair, or the Field Placement Coordinator, Amy Jacobi. Students engaging in unprofessional behavior jeopardize their status in the Teacher Education Program and field placement for all IWU students.
- **Maintain confidentiality** about individual students, teachers, and families connected with the school. Refrain from casual discussion about students in their presence, or the presence of other adults, including teachers and school personnel, when not warranted. You **must** sign a Confidentiality Agreement. The exception to confidentiality is if you believe that a student is in danger of harming him/herself or someone else, or if you suspect abuse or neglect.

Assessment

- Learn the assessment and grading system your cooperating teacher uses and what kind of record keeping your cooperating teacher expects of you.
- Work with your cooperating teacher to ensure you have experience with the following kinds of assessments:
 - Anecdotal records
 - Cumulative records
 - Diagnostic tests
 - IEPs (Individual Educational Plans)
 - Observation checklists
 - Portfolios
 - Report cards
 - Standardized tests, including state exams, and the interpretation of results

- Student self-evaluations
- Teacher designed tests

Collaborative Relationships

- Consult with your cooperating teacher on a regular basis.
- Involve yourself in:
 - Faculty meetings
 - Parent-teacher conferences
 - Parent-student-teacher conferences
 - Student-teacher conferences
 - School projects/committees
 - Faculty social events
 - Special education (IEP) meetings
- Collaborate to develop solutions to classroom challenges.
- Work collaboratively with other professionals.

Reflection and Professional Growth

- Engage in pedagogical inquiry and reflection throughout the semester, by means of journaling, research, email correspondence, and seminar assignments.
- Engage in self-assessment and strive to improve your practice.
- Reflect on your role in relationships with students and teachers; demonstrate self-awareness in your interactions with others.
- Reflect upon and refine your philosophy of teaching.
- Ask your cooperating teacher to recommend other teachers to observe. Be sure to ask permission to observe their classes.
- Attend all faculty meetings. Your primary role at these meetings is to listen and learn, unless asked for specific input.
- Remember that student teaching is a learning experience; be receptive to the suggestions from your cooperating teacher and University supervisor.
- Attend all staff development sessions and in-service days.
- Attend every IWU seminar prepared to share and reflect on your experiences and thoughtfully respond to those of your peers.

Professional Conduct

- Act ethically with students, their families, and colleagues.
- Demonstrate dependability, punctuality, and sound judgment.
- Respect all confidential information and do not communicate privileged information to any person not entitled or required to receive it.
- Follow incident reporting protocols.
- Follow established school and classroom routines.
- Respect and adhere to the policies and regulations of the school.
- Always use discretion in discussing any situations encountered in the school.
- **Never leave your class unattended.** If you must leave the classroom, notify the office or the teacher next door of your absence.
- Dress appropriately, in accordance with the appearance of other teachers in the school. Do not wear hats or sunglasses inside the building. Do not wear t-shirts, especially those with inappropriate language or graphics. Do not chew gum or eat candy on school premises. Do not wear piercings anywhere but on your ears. Do not dye your hair any unnatural color. Women should not wear very short skirts, low cut blouses or low cut jeans without a long shirt. Your midriff should not be exposed. Remember, you are not a student while at the school, but a professional, so save your experimentation for on-campus life. **Always wear your IWU or school ID!**

- Treat your students with respect, but demonstrate appropriate distance from them. Do not allow them to call you by your first name if this is not their practice with other teachers. Do not divulge information of a personal nature, and do not socialize with students after class. Be conscious of the tone of your language as well as your choice of words. Learn the school's policy regarding touching students.
- If a student shares information with you regarding an abusive situation, a drug problem, or a suicide attempt, or in the event you perceive that a student is likely to do harm to him or herself or others, it is your responsibility to report the information to appropriate school officials immediately. Inform the student that you cannot maintain confidentiality under these circumstances. You must not leave the school building before you report concerns about a student to a counselor, your cooperating teacher or another person of authority. You must also contact and inform your supervisor of your concerns and actions within 24 hours of an incident to debrief; share: 1) what you saw/heard; 2) what the student did; and 3) to whom you reported. Please ask Educational Studies and/or Music Education faculty for assistance in processing critical events. Complete an *Incident Report Form* (CLA 146 or http://www2.iwu.edu/edstudies/Forms/incident_report_form_s07.pdf) and turn it in to your supervisor. These confidential records are kept until deemed no longer necessary.
- **You are a mandated child abuse and neglect reporter.** This means that you are obliged to act on any suspicion that you have that a child may be in danger. Refer to the Illinois Department of Children and Families website for a free on-line version of *A Manual for Mandated Reporters* (www.state.il.us/dcf/docs/mandated2002.pdf). It is not your role to determine if there is actual danger or abuse. When in doubt as to what to do, contact a school official or your professor. You must follow school protocols for reporting any concerns about a student. Failure to do so will affect the assessment of your professional conduct in the Teacher Education Program. If you disagree with the decision of school personnel, you may take whatever individual steps you believe are required. You will do so independent of school district status. As a professional courtesy, inform school personnel of any independent actions you take regarding child abuse reporting.

Technology

- Spend some time learning the technology available at your school to facilitate teaching.
- Refer to the ISBE technology standards as you plan your student teaching experiences in consultation with your cooperating teacher.

Language Arts

- With your cooperating teacher, plan experiences that will develop each student's ability to read, write, speak and listen within the demands of the discipline.
- Model effective reading, writing, speaking, and listening skills during direct and indirect instructional activities.
- Provide constructive feedback to students in both written and oral contexts.

IWU

- Demonstrate initiative and self-direction.
- Demonstrate resourcefulness and creativity.
- Strive to understand yourself, your students and their families, and the local community.
- Attend to issues of equity, inclusion, justice, and democracy in your relationships with students and their families, and when planning curriculum.
- Act as an advocate for your students and their families.
- Ask for your cooperating teacher's approval to try alternative approaches to teaching and learning in the classroom.
- Reflect on and attend to the social, political, economic, and cultural conditions structuring the life of students in the classroom and teachers in your school.
- Refine, articulate and practice your own teaching philosophy.
- Establish your own teaching identity.

TO THE COOPERATING TEACHER

Teachers selected for mentoring student teachers are professionals in whom the University has great confidence. You have been invited to participate in this endeavor because of your excellent professional record and because you have indicated an earnest desire to provide beginning teachers the best possible introduction to teaching. Illinois Wesleyan University is deeply grateful to you for your willingness to mentor our candidates.

Qualifications and Experience of Student Teachers

Candidates admitted to student teaching have successfully completed the following prerequisites:

- A minimum of six courses in their major;
- Professional education coursework including *Studying Children and Adolescents*, *Foundations of Education*, and pedagogy courses in the content areas of certification;
- A minimum 3.0 Educational Studies, major, and general education grade point average;
- Passed the ISBE basic skills and Content Area Exams;
- Verified negative TB test; and
- Demonstrated professionalism in the field (100 hours required): this includes communicative competence, punctuality, honesty, conscientiousness, dedication, responsibility, independence, initiative, ability to accept and act upon constructive criticism, preparedness, dependability, maturity, ability to maintain confidentiality and act with discretion, and respect for others and the profession of teaching.

Please note that the IWU Teacher Education curriculum embeds content addressing technology and students with special needs in all education courses. For detailed course descriptions, refer to our website, http://www2.iwu.edu/edstudies/courses/Courses/course_list.shtml.

Responsibilities of the Cooperating Teacher

We believe that becoming a teacher is a life-long process requiring continual reflection. We ask, therefore, that cooperating teachers engage student teachers in ongoing discussion about their performance and ways to improve their practice. Moreover, we encourage you to communicate with the IWU supervisor about any significant success or challenges the student teacher is experiencing, and any concerns *you* may have.

Familiarize yourself with the responsibilities and expectations for student teachers outlined in the preceding pages of this handbook (pp. 18-21) so that you can collaborate effectively with your student teacher. The following guidelines may also be helpful:

1. The student teaching experience is most successful when the student teacher is accepted as a professional colleague. Please introduce the student teacher to your class(es) as **a teacher, co-teacher, or team teacher**.
2. Share your semester plans with the student teacher. Gradually induct the student teacher into full-time teaching. We suggest that the following tasks be assigned to students **prior** to their assuming full-time teaching responsibility:
 - Keeping the room neat and arranging the room for class activities.
 - Preparing seating charts and learning students' names.
 - Gathering resource materials and preparing teaching materials.
 - Becoming familiar with instructional materials and equipment.
 - Keeping records, recording grades.
 - Observing your teaching strategies.
 - Observing parent-teacher conferences.
 - Visiting the school library and/or learning center.

- Assuming responsibility for bulletin boards.
- Taking attendance.
- Correcting papers.
- Conducting short class periods.
- Tutoring individual students.
- Working with small groups of students.
- Teaching a group or an entire class for two or three consecutive lessons in one subject.
- Independent planning and teaching of specific subjects or classes.
- Independent planning and teaching of a unit.
- Taking complete responsibility for a morning, an afternoon, and a day before assuming full-time responsibility.

3. Encourage the student teacher to become involved with students from the beginning of the term by systematically taking on teaching responsibilities.

4. Give the student teacher increasing responsibility as soon as he or she appears ready for it, but not at the expense of the students in your classroom(s).

5. Plan for the student teacher to become familiar with the total school environment (see pp. 11-12).

6. Allow the student teacher to try new and creative ideas that seem appropriate. Assign extra-curricular activities as appropriate.

7. The student teacher will make the usual mistakes of the beginner. We ask that you help him or her understand his or her mistakes so he or she can learn from them. We also encourage you to share what you have learned from your experiences and mistakes.

8. The student teacher has had coursework in child and adolescent development; however, he or she will need help in applying developmental knowledge in the classroom.

9. The student teacher has had coursework in lesson and unit planning. These skills are in the formative stages, however, and he or she will need your assistance in the development and refinement of these skills.

10. The student teacher needs critical feedback on his or her teaching. On an ongoing basis, assess his or her teaching competencies. Meet regularly with the student teacher to discuss your observations and his or her self-assessments.

11. Discuss alternative approaches to different situations, allowing the student teacher to find his or her own way.

12. Communicate daily with the student teacher about classroom plans and assessment of classroom students' achievements.

13. Discuss with the student teacher your own teaching philosophy and methods.

14. Leave the student teacher alone with the class only when you feel he or she is competent to assume this responsibility.

15. Be firm, honest, exact, and consistent in your directives and expectations. Consult with the IWU supervisor about any concerns or questions.

16. Evaluate the University supervisor. At the end of the semester you will be provided with a form to return to the Educational Studies Department.

The IWU supervisor makes six observations (for music majors, three in each of their experiences), the first of which is an introductory visit. The supervisor should confer with you, and assist in making the experience run smoothly. We urge you to be as candid as possible with the IWU supervisor, for if a problem of any kind exists, it is better for the student teacher to address it directly and promptly. In this way, the student teacher will be offered maximum opportunity to improve during the semester.

We believe that student teachers should be given as much encouragement as possible. At the same time, if a student has been given a teaching assignment which he or she seems not able to handle or which seems undesirable for all involved, IWU Educational Studies faculty expect you to communicate this to us and to the student so that steps may be taken to rectify the situation. Occasionally, differences between a student teacher and a cooperating teacher may occur and these may become serious. When any differences cannot be reconciled, they should be brought to the attention of the IWU supervisor or the Chair of the Educational Studies Department at once. Any student who displays a lack of cooperation, indifference to his or her responsibilities, insolence, antagonism, or social-emotional disturbance also should be reported early. Although such occurrences are rare, you can count on the cooperation of Illinois Wesleyan University faculty to resolve any problems that might occur.

Evaluation

In addition to the informal regular conferences with the student teacher, cooperating teachers participate in a midterm and a final evaluation of the student teacher. Together, the cooperating teacher, university supervisor, and student teacher complete an assessment applying the criteria outlined by the ISBE. During these evaluation sessions, the student teacher should be viewed as a beginning teacher; given specific, written feedback regarding present competencies; and offered guidance in areas requiring future growth. See the appendices for a sample evaluation form and criteria (p. 31). The evaluation form may also be accessed online at http://www2.iwu.edu/edstudies/Forms/eval_list.shtml.

Letters of Recommendation

We ask that you write a letter of recommendation (on school stationery) for the student teacher. Cooperating teachers' letters of recommendation should be sent to the IWU Career Center, P.O. Box 2900, Bloomington, IL 61702.

You may find the general guidelines below helpful in writing this letter. Provide examples that illustrate and support the student's competencies in the following areas drawn from the Illinois Professional Teaching Standards.

Planning for Instruction, Instructional Delivery, and Assessment: Discuss the student teacher's ability to develop and implement lessons; his or her creativity and resourcefulness evidenced in the ability to plan for a range of individual differences (e.g., ability, backgrounds, interests); and his or her ability to adapt instructional methods and curriculum materials to the setting in which they are used.

Content Knowledge: Discuss the student teacher's understanding of content taught at this particular grade level. Give examples of the student teacher's particular strengths and weaknesses related to specific content areas.

Learning Environment and Relationships with Students: Discuss the student teacher's ability to establish and maintain a classroom environment that facilitates instructional goals; his or her ability to respond appropriately to unpredictable events; his or her ability to set and enforce limits in a humanistic manner, and to communicate and empathize with students; and his or her awareness of academic, personal, and social characteristics of individual students.

Diversity and Communication: Describe the ways in which the student teacher displayed sensitivity toward individual differences (e.g., developmental, intellectual, cultural, social, gender, racial, and physical) within the classroom. Address the extent to which the student teacher demonstrated a willingness to assume an active role in facilitating students' understandings of and respect for individual differences through the use of teaching methods and materials and in his or her daily interactions. Discuss the student teacher's communicative effectiveness with students and professional colleagues.

Collaboration, Professional Conduct, Professional Growth, and Reflection: Discuss the degree to which the student teacher demonstrated a willingness to take on responsibility and exercise initiative; the extent to which he or she followed through on commitments; and his or her ability to engage in reflection and self-evaluation.

Recognition of Services

Illinois Wesleyan University and the Educational Studies Department recognize the valuable role provided by cooperating teachers in the education of our candidates. As a token of our appreciation, at the end of the term a stipend check is paid to those teachers responsible for full-time supervision of a student teacher. In the case of two cooperating teachers sharing responsibility for a student teacher, each will receive payment consistent with the hours of service rendered. In addition, cooperating teachers receive an Ames library card, and are eligible for an affiliate Identification card which allows for discount tickets for theater productions, reduced admission to IWU athletic events, and use of the Shirk Athletic Center. The affiliate card is a photo card, which requires cooperating teachers to go to the IWU Security Office and have their picture taken. The security office is open Monday – Friday 8-4:30 p.m. The office is located at 110 E Graham Street. (go north on Main Street, make a right on Graham St.) The Security building is a house on the left. The card is valid for one year.

Note: Payment cannot be made without the submission of the appropriate federal forms.

TO THE IWU SUPERVISOR

Student teachers are supervised by faculty within the Educational Studies Department. IWU supervisors are selected for their experience and expertise in the discipline and in their teaching. To a great extent, the success of the student teacher's experience will depend upon your understanding of the student teaching situation and the communication that you establish with the student teacher and the cooperating teacher. The ISBE requires that student teaching be conducted under "close and competent" supervision. The Educational Studies Department, therefore, requires supervisors to observe student teachers in the field six times over the term. We will provide you with an IWU ID lanyard to wear when in the field, as well as IWU business cards.

IWU adopts a clinical and inquiry-based approach to supervision of student teachers. Reflection, decision-making, resource and information gathering, self-direction, in addition to communication, collaboration, and support are key elements of this approach. The goal is to foster within novice teachers an orientation of reflective inquiry that will support the development of their own resourcefulness, skills, and self-directed practice.

The Supervisor's Responsibilities

With Cooperating Teachers:

- Act as a liaison to IWU, between student teacher and cooperating teacher.
- Introduce yourself to student teachers and cooperating teachers.
- Explain the IWU supervision purpose and process to student teachers and cooperating teachers.
- Provide support for cooperating teachers.
- Ask cooperating teachers to share their observations of the student teacher's progress.
- Ask cooperating teachers to share their classroom decision-making processes with student teachers, and to engage them in discussion of educational issues, teaching, learning, students, and student-teaching issues and concerns.
- Communicate through your behavior that the cooperating teacher is not the one being evaluated, but that he or she is a valued colleague in teacher education.
- Encourage cooperating teachers to call and e-mail to discuss anything – even seemingly minor concerns.
- Support the cooperating teacher when in discussion with a student teacher, especially when addressing any dissonance.

With Student Teachers:

- Provide support and encouragement to student teachers.
- See that student teachers have experience with all teacher tasks in consultation with the student teacher and cooperating teacher.
- Recognize and respond to the emotions experienced by the student teacher. Help the student teacher understand how their personal concerns fit into the larger context of teaching and learning.
- Maintain professional boundaries with student teachers.
- Help student teachers accept criticism.
- Direct student teachers to relevant materials to enlarge their knowledge and skills.
- Allow student teachers the freedom to form a collaborative relationship with his or her cooperating teacher.
- Write a letter of reference for each student teacher (see the suggested criteria on pages 24-25). A copy of the letter must be sent to Career Services.

To the University

- Attend Educational Studies department meetings focused on supervision, including the annual reception for cooperating teachers.
- Provide oversight regarding the completion of student teaching requirements.

- Apply ISBE/IWU performance criteria for assessing student teaching.
- Engage in data-based assessment (specific behaviors).
- Act as liaison between the University and cooperating teacher.
- Mediate any issues arising between cooperating teacher and student teacher.
- Communicate concerns about student teachers to the Department Chair *before* they escalate.
- Coordinate with seminar instructor (if different) regarding student progress and final grade.

Observation and Evaluation of the Student Teacher

1. Make an introductory visit to each school the first week in order to make yourself known to the cooperating teacher and the school principal.
2. Ask that the student teacher give you his or her teaching schedule so that you can plan the visits in advance at mutually agreeable times.
3. Plan to make your first (formative) evaluative visit before the end of the third week of the student teaching term. It is helpful to all concerned if the student teacher and the cooperating teacher know when to expect you.
4. Make at least *five* evaluative visits during the semester. Additional visits may be made at the request of the cooperating teacher, student teacher, seminar instructor, Department Chair, or when you deem necessary.
5. Schedule visits so that the student teacher is seen at regular intervals throughout the period in order to note progress and/or to resolve any possible difficulties.
6. During each visit, write your observations and comments in narrative form, and provide copies to the student teacher and cooperating teacher. Be sure to include length of observation, lessons observed, and information discussed during the conference. Observation forms may be obtained from the Educational Studies office, or at <http://www2.iwu.edu/edstudies/Forms/index.shtml>. One copy of the completed form is placed in the file of the student teacher in the Department office at the end of the term. Keep precise and detailed notes, for these observation forms are important sources of information for the midterm and final evaluations.
7. After each visit, take the time to talk with the student teacher and cooperating teacher, or make arrangements for a later conference as soon as possible. Follow up these discussions with e-mail communications, if helpful.
8. Arrange for two comprehensive, summary evaluations (one at midterm and one at the end of the semester). These conferences typically occur during the 3rd and 6th observations. The cooperating teacher, supervisor, and student teacher each complete their own evaluation forms prior to the evaluation conference. The supervisor will then produce a final document after the conference, for all parties to sign. The purpose of these conferences is to share evaluative observations and to discuss areas of progress and deficiency. At midterm, goals should be set for the remainder of the term, and dates for full-time teaching should also be determined. (Refer to form on p. 31 or http://www2.iwu.edu/edstudies/Forms/eval_list.shtml.)
9. See that each student teacher keeps the clock-hour record of his or her experiences throughout the semester by completing the *time distribution record* (available CLA 146).
10. At the conclusion of the student teaching experience, all evaluations and any supportive documentation are to be given to the Educational Studies Office Senior Office and Certification Coordinator, Kelly Lawton. *Be sure that the midterm and final evaluations are signed by all three participants.*
11. Consult with the cooperating teacher and seminar instructor before assigning a final grade.

12. IWU supervisors may submit requests for mileage reimbursement for trips from campus to the schools. Maintain a record of the schools visited and submit the record to the Office Coordinator on a monthly basis, or at the end of the term. Reimbursement forms are located in the Educational Studies office (CLA 146).

Supervisors of student teachers have a critical role in the mentoring of future teachers. We appreciate the diligent and thoughtful attention supervisors dedicate to this process. Questions or comments about your role, or the supervision process, should be directed to the Chair of the Educational Studies Department.

Note: Any critical events or circumstances observed during the student teaching experience that affect the physical or emotional health of the IWU student, or the relationship between the host school and IWU (including individual persons) should immediately be brought to the attention of the Department Chair.

APPENDICES

Evaluation of Student Teaching: IWU Philosophy and Illinois Standards

(All forms can be accessed online at <http://www2.iwu.edu/edstudies/Forms/index.shtml> or obtained at the Educational Studies Office, 146 CLA.)

IWU STUDENT TEACHING EVALUATION

(This is a generic template; forms specific to program, and with space for comment can be obtained from the Educational Studies office and online at <http://www2.iwu.edu/edstudies/>)

Student Teacher: _____ **Cooperating Teacher** _____
IWU Supervisor: _____ **School:** _____
Subjects and/or grade: _____ **Date:** _____ () midterm () final

IWU Expectations and Illinois Standards	Unsatisfactory: 1
Refer to the evaluation criteria on pages 33-56	Developing: 2
	Proficient: 3
	Exemplary: 4 **
Content Knowledge and Curriculum (IPT'S 1 and relevant Content Area Standards)	
Human Development and Learning (IPT'S 2)	
Diversity (IPT'S 3)	
Planning for Instruction (IPT'S 4)	
Learning Environment (IPT'S 5)	
Instructional Delivery (IPT'S 6)	
Communication (IPT'S 7)	
Assessment (IPT'S 8)	
Collaborative Relationships (IPT'S 9)	
Reflection and Professional Growth (IPT'S 10)	
Professional Conduct and Leadership (IPT'S 11)	
Technology	
Language Arts	
IWU Expectations	

Note below the supportive evidence brought to the conference by all participants (e.g., list lesson plans, journal reflections, student work ...):

Midterm: Below, summarize the student teacher’s strengths, and the plan to address any areas needing improvement during the remainder of student teaching term. Student teachers should note what assistance is needed from cooperating teacher, IWU supervisor, and/or IWU faculty.

Final: Below, summarize the student teacher’s strengths, and a plan to address professional growth during Educ 401 and upon teaching in own classroom.

Cooperating Teacher Recommendation for Certification _____ (signature/date)

**An “unsatisfactory” rating is given when a student teaching candidate has met few or none of the indicators for a standard, as outlined on the following pages. A “developing” rating is given when a student teacher meets many of the indicators, perhaps only half. “Proficient” means that a student teacher meets most indicators for a standard, and “exemplary” means that the student teacher meets or exceeds all indicators for a standard.

EVALUATION OF STUDENT TEACHING

IWU Educational Studies Philosophy

Inquiry, Research, and Reflection

- Demonstrates commitment to personal and professional growth and life-long learning.
- Engages in disciplinary inquiry and reflection.
- Demonstrates intellectual curiosity and open-mindedness.
- Engages in pedagogical inquiry and reflection, and learns from mistakes.
- Engages in self-assessment and endeavors to improve practice.
- Demonstrates initiative and self-direction.
- Demonstrates resourcefulness and creativity.

Teaching and Learning is a Relational Endeavor

- Pursues understandings of self, students and their families, and the local community.
- Demonstrate interest, caring, compassion, understanding, responsiveness, and respect.
- Understands human development in contexts and applies understandings to relationships with students.
- Reflects on one's role in relationships; demonstrates self-awareness.
- Acts ethically with students, their families, and colleagues.

Teaching and Learning is a Transformational Endeavor

- Attends to issues of equity, inclusion, justice, democracy in relationships with students and their families, and when planning curriculum.
- Acts as advocate for students and their families.
- Embraces alternative visions of teaching and learning.
- Reflection is followed by ethical action.

Teaching and Learning is Contextual

- Reflects on and attends to the social, political, economic, and cultural conditions structuring classroom life.
- Demonstrates an awareness of own biases.

The Tapestry

- Articulates and enacts individual teaching philosophy.
- Is establishing own teaching identity.

ILLINOIS STATE BOARD OF EDUCATION (ISBE) STANDARDS FOR ALL TEACHERS (excerpted and adapted)

Content Knowledge (see pages specific to content areas, pp. 38-56)

- Demonstrates knowledge of key subject matter concepts and their interrelationships to create meaningful learning experiences.
- Analyzes ideas, problems, and real-world situations within and across content areas.
- Interprets and communicates information, reasoning, concepts, and procedures within and across content areas.
- Evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
- Uses differing viewpoints, theories, "ways of knowing" and methods of inquiry in teaching subject matter concepts.
- Engages students in generating and testing knowledge according to the process of inquiry and standards of evidence of the discipline.
- Designs learning experiences to promote student skills in the use of technologies appropriate to the discipline.
- Anticipates and adjusts for common misunderstandings of the discipline(s) that impede learning.
- Uses a variety of explanations and multiple representations to help students develop conceptual understanding.
- Facilitates learning experiences that make connections to other content areas and to life and career experiences.
- Designs learning experiences and utilizes adaptive devices/technology to provide access to curricular content for individuals with disabilities.

Human Development and Learning

- Recognizes and is responsive to developmental diversity across gender, economic class, culture, ethnicity, language, religion, and sexual orientation.
- Addresses the personal and academic needs of students with special abilities.
- Assesses, understands, and responds to each student's cognitive, social, emotional, ethical, and physical learning needs.
- Encourages student reflection on prior knowledge and links new ideas to already familiar ideas and experiences.
- Introduces concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs.

Diversity

- Facilitates a learning community in which individual differences and cultural diversity are respected.
- Makes appropriate provisions (time, setting, tasks, communication) for individual students with special needs.
- Uses information about students' families, cultures, and communities to connect instruction to students' experiences.
- Uses a wide range of instructional strategies and technologies to meet and enhance diverse student needs.
- Identifies and designs instruction appropriate to students' stages of development, learning styles, strengths and needs.
- Identifies when and how to develop and implement strategies and interventions within the classroom and how to access appropriate services or resources to assist students with exceptional learning needs.
- Demonstrates positive regard for the culture, religion, gender, sexual orientation, and varying abilities of individual students and their families.

Planning for Instruction

- Designs learning experiences based upon knowledge of the discipline, learning theory, student needs, the community, and curriculum goals; the Illinois Learning Standards; and which utilize a variety of instructional methods and strategies that allow students to develop significant concepts and thinking skills in the relevant disciplines.
- Establishes expectations for student learning.
- Creates flexible short-range and long-term plans to achieve expectations for student learning.
- Creates and selects learning materials and learning experiences based on students' prior knowledge, background, experience, and interests.
- Analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
- Creates multiple learning activities that allow for variation in student learning styles and performance modes.
- Creates, adapts and provides learning experiences for students with special abilities.
- Creates approaches to learning that are interdisciplinary and that integrate multiple content areas.
- Develops plans based on student responses and provides for different pathways based on student needs.
- Uses teaching resources and materials which have been evaluated for accuracy and usefulness.
- Accesses and uses a wide range of instructional resources and technologies to enhance student learning.
- Uses IEP goals and objectives to plan instruction for students with disabilities.

Learning Environment

- Creates a safe and supportive learning environment that encourages positive social interaction, self-motivation, and active engagement in learning, disciplinary inquiry and concept development.
- Establishes and maintains standards for student behavior.
- Establishes a climate that promotes fairness and respect.
- Promotes students' social development and group responsibility.
- Provides opportunities for students to voice their ideas, feelings, opinions, and questions.
- Defines limits clearly and consistently.
- Provides rationales for expectations and consequences.
- Responds to students' behavior fairly and with flexibility.
- Willingly and impartially provides help to students.
- Maintains professional relationship while also demonstrating empathetic understanding.
- Uses strategies to create a learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning.
- Analyzes the classroom environment and makes decisions to enhance social relationships, student motivation and engagement in productive work through mutual respect, cooperation, and support for one another.
- Organizes, allocates, and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks.
- Guidance of student behavior is responsive to the needs of all students, including those with disabilities.
- Modifies the learning environment (including the schedule and physical arrangement) to facilitate desired behaviors and learning for students with diverse learning characteristics.
- Uses a variety of approaches to promote social interaction between students with disabilities and students without disabilities.

Instructional Delivery

- Uses multiple teaching and learning strategies and varied resources to promote the development of problem-solving and critical- and creative-thinking skills.
- Uses creative and varied instructional approaches to engage all students in learning.
- Selects and uses appropriate instructional strategies and materials, resources and technologies to make subject matter accessible to students.
- Presents curriculum that demonstrates an interconnection among subject areas that will reflect life and career experiences.
- Evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs.
- Helps students assume responsibility for identifying and using learning resources.
- Monitors and adjusts strategies in response to learner feedback.
- Varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students.
- Uses a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.
- Uses a wide range of instructional resources and technologies to enhance student learning.
- Develops curriculum that demonstrates an interconnection between subject areas that reflect life and career experiences.
- Uses strategies and techniques for facilitating meaningful inclusion of individuals with disabilities.
- Uses technology appropriately to accomplish instructional objectives.
- Adapts the general curriculum and uses instructional strategies and materials according to characteristics of the learner.
- Implements and evaluates individual learning objectives.

Communication

- Engages in effective written, verbal, nonverbal, and visual communication to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Conveys ideas and information, and asks and responds to students' questions accurately and effectively.
- Uses effective questioning techniques and stimulates discussion in different ways for specific instructional purposes.
- Creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication.
- Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- Varies communication to effectively communicate with a diverse student population.
- Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- Communicates using a variety of communication tools to enrich learning opportunities.

Assessment

- Uses disciplinary and standards-based assessment strategies to support the continuous development of all students.
- Uses assessment results to diagnose student learning needs, align and modify instruction, and design teaching strategies.
- Uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of individual students and the class as a whole.
- Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.
- Maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents and colleagues.
- Uses appropriate technologies to monitor and assess student progress.
- Collaborates with families and other professionals involved in the assessment of individuals with disabilities.
- Uses various types of assessment procedures appropriately, including the adaptation of procedures for individual students in specific contexts.
- Uses technology appropriately in conducting assessments and interpreting results.
- Uses assessment strategies and devices which are nondiscriminatory and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.

Collaborative Relationships

- Develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and makes effective use of human and institutional resources beyond the classroom.
- Works with colleagues to develop an effective learning climate within the school.
- Develops professional, fair, and equitable relationships with parents and guardians to acquire an understanding of the students' lives outside of the school.
- Works effectively with parents/guardians and other members of the community from diverse home and community situations in order to promote student learning and well being.
- Identifies and uses community resources to enhance student learning and to provide opportunities for students to explore career opportunities.
- Collaborates in the development of comprehensive, individualized education programs for students with disabilities.
- Coordinates and/or collaborates in directing the activities of classroom aides, volunteers, or peer tutors.
- Collaborates with the student and family in setting instructional goals and charting progress of students with disabilities.
- Communicates with team members about characteristics and needs of individuals with specific disabilities. Implements and monitors individual students' programs, working in collaboration with team members.
- Demonstrates the ability to co-teach and co-plan.

Reflection and Professional Growth

- Regularly evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.
- Uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.
- Collaborates with other professionals as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback.
- Participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.
- Actively seeks and collaboratively shares a variety of instructional resources with colleagues.
- Assesses need for knowledge and skills related to teaching students with disabilities and seeks assistance and resources.

Professional Conduct and Leadership

- Contributes knowledge and expertise about teaching and learning to the profession.
- Follows codes of professional conduct and exhibits knowledge and expectations of current legal directives.
- Respects confidentiality of students, parents, and colleagues.
- Follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.
- Shows respect for students, colleagues, and peers (e.g., is punctual, dresses appropriately, uses appropriate language).
- Initiates and develops educational projects and programs.
- Participates actively in curriculum development, staff development, and student organizations.
- Participates in policy design and development at the local level, with professional organizations, and/or with community organizations.
- Demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities.

- Demonstrates positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.
- Promotes and maintains a high level of integrity in the practice of the profession.
- Complies with local, state, and federal regulations and policies, and monitoring and evaluation requirements, concerning students with disabilities.
- Uses a variety of instructional and intervention strategies prior to initiating a referral of a student for special education.

Language Arts Standards for all Teachers

- Engages literacy techniques to make reading purposeful and meaningful.
- Uses effective questioning and discussion techniques to extend content knowledge.
- Uses a variety of resources with students to enhance student learning through reading, writing, and speaking.
- Models the rules of English grammar, including: spelling, punctuation, capitalization, and syntax in both written and oral contexts.
- Reads, understands, and clearly conveys ideas from texts and other supplementary materials.
- Writes and speaks in a well-organized and coherent manner that adapts to the individual needs of readers/listeners.
- Expresses ideas orally with explanations, examples, and support in a clear, succinct style.
- Helps students understand a variety of modes of writing (persuasive, descriptive, informative, and narrative).
- Listens well.
- Analyzes content materials to determine appropriate strategies to create successful learning through reading, writing, speaking and listening.
- Assists students whose communication skills may be impeded by learning, language, and/or cultural differences, especially those whose first language is not English.
- Conducts effective classroom discussions by managing groups, asking questions, eliciting and probing responses, and summarizing for comprehension.
- Uses a variety of media to enhance and supplement instruction.
- Uses multi-disciplinary instructional approaches.

Technology Standards for all Teachers

- Personal and Professional Use of Technology
 - Uses technology tools for enhancing personal professional growth and productivity.
 - Uses technology in communicating, collaborating, conducting research, and solving problems.
 - Demonstrates awareness of resources for adaptive/assistive devices for students with special needs.
 - Follows policies and practices to provide equal access to media and technology resources for students regardless of race, ethnicity, gender, religion or socioeconomic status.
- Application of Technology in Instruction
 - Applies learning technologies that support grade level and subject area instruction.
 - Plans and delivers instructional units that integrate a variety of software, applications, and learning tools.
 - Lessons reflect effective grouping and assessment strategies for diverse populations.
 - Designs student learning activities that foster equitable, ethical, and legal use of technology by students.
- Productivity Tools
 - Integrates advanced features of technology-based productivity tools (e.g., spreadsheets, word processing) to support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and become more productive in daily tasks.
- Telecommunications and Information Access
 - Uses telecommunications and information-access resources to support instruction.
- Information Literacy Skills
 - Models evaluation and use of information to solve problems and make decisions.
 - Expects students to intellectually access, evaluate, and use information to solve problems and make decisions in all subject areas.
 - Structures instruction and designs learning tasks and assignments to reflect higher level thinking skills.
 - Structures and/or facilitates cooperative learning groups as part of students' tasks and assignments.
- Collaborative Planning and Teaching
 - Engages in collaborative planning and teaching with colleagues, including library media specialists and other school community resources.
 - Collaboratively develops assessment strategies to measure student learning and development in information literacy.

EVALUATION OF STUDENT TEACHING

Curriculum Content Knowledge Standards for Specific Program/Content Areas

ELEMENTARY

English Language Arts: Promotes all students' ability to apply language and thinking skills to many different genres, concepts, and situations by...

- Demonstrating proficiency in the use of oral and written English.
- Teaching the reading, writing, speaking, and listening processes.
- Using a diverse body of works, authors, and movements of U.S. and world literature, children's and young adult literature, and characteristic features of various literary genres.
- Using a wide range of instructional resources and technologies to support reading, writing, and research.

Mathematics: Promotes all students' ability to apply, interpret, and construct mathematical thinking skills in a variety of situations by...

- Demonstrating proficiency in the use of mathematics.
- Teaching major concepts, procedures and reasoning processes of number systems, and number sense, geometry, measurement, statistics, probability, and algebra.
- Using a wide range of manipulatives, instructional resources, and technologies to support the learning of mathematics.

Science: Uses strategies to engage all students in discovering new knowledge through the use of scientific thinking and reasoning by

- Demonstrating and communicating the concepts, theories, and practices of science.
- Demonstrating and using strategies to engage students in discovering new knowledge through the use of scientific thinking and reasoning.
- Using a wide range of instructional resources and technologies to support scientific learning.

Social Science: Promotes all students' ability to make informed decisions as citizens of a culturally diverse democratic society and interdependent world by...

- Demonstrating proficiency in the principles of social science.
- Using history and modes of inquiry to make informed decisions.
- Using children's and young adult literature to support learning in the social sciences.
- Using social science processes, skills, and concepts (e.g., gathering, organizing, mapping, interpreting, and analyzing).
- Modeling and teaching the rights and responsibilities of citizenship in a democratic society.
- Using a wide range of instructional resources and technologies to support learning in the social sciences.

Physical Development and Health: Promotes all students' ability to develop and practice skills that contribute to good health and enhanced quality of life by...

- Using communication and decision-making skills to promote personal, interpersonal, and community health and well-being.
- Promoting and adapting skills that contribute to health and safety. Provides opportunities for individual and team physical activities.
- Modeling, teaching, and promoting conflict resolution and its relationship to health and well-being.
- Using a wide range of instructional resources and technologies to support physical development and health.

Fine Arts: Promotes all students' ability to express themselves creatively by...

- Promoting artistic development, appreciation, and performance.
- Teaching the use of various tools, including technology, for creating, analyzing and performing works of art.
- Using art forms as mediums for teaching interdisciplinary curriculum. (IWU expectation)

ENGLISH LANGUAGE ARTS

READING

Oral Language

- Provides oral language experiences that extend language growth and support reading development.
- Engages students in various types of discussion and talks about texts that are read to them.
- Engages students in readers' theater, choral reading, and other oral language activities that are related to reading.

Word Identification

- Assesses emergent reading abilities including phonemic awareness, concepts of print, and letter knowledge.
- Assesses students' sight word knowledge.
- Encourages students to use phonics knowledge together with context to help figure out unknown words.
- Teaches students to use common affixes to aid word identification.

Reading Fluency

- Responds to dialect differences or developmental speech problems in oral reading.
- Reads to students in ways that support fluency development.
- Encourages independent reading by students.
- Uses strategies for developing fluency, including shared reading, choral reading, repeated reading, and dramatization.
- Assesses students' fluency by listening to them read.

Vocabulary

- Uses teacher reading effectively to build new vocabulary knowledge.
- Engages students in word play, games, and dramatization activities that teach word meanings.
- Develops knowledge of concepts and knowledge of words and recognizes when each would be appropriate.
- Teaches students to
 - Use context and reference materials for the learning of word meanings.
 - Define words in a variety of ways, including categories, synonyms, antonyms, definitions, contexts, pictorial representations, and analogies.
 - Develop connections or relationships among words, contexts, and personal experiences.
 - To review vocabulary to increase retention.
- Teaches the meanings of common word structures (affixes, prefixes, and common roots).
- Encourages both a breadth and depth of reading experiences to build new vocabulary.

Comprehension

- Encourages students to
 - Respond personally to literary and informational materials and helps them to connect their prior knowledge and experiences to text.
 - Write about what they read in order to improve understanding.
- Models and guides student use of comprehension strategies before, during, and after text reading.
- Encourages a variety of student responses to text, including dramatization, art, discussion, and multi-media presentation.
- Teaches students to
 - Use a variety of book features (such as table of contents and index), and organizational patterns common to information text to improve understanding and recall of text.
 - Identify a variety of literary elements to enhance comprehension.
 - Preview and prepare to read a text effectively.
 - Monitor comprehension and how to correct confusions and misunderstandings that arise during reading.
 - Summarize, analyze critically, evaluate, and synthesize information read.
 - Conduct research or inquiry using multiple texts and other sources of information.

Assessment

- Determines students' independent, instructional and frustration reading levels.
- Interprets appropriately the results of standardized reading tests, including the state assessment.
- Provides continuous monitoring of student progress through observations, work samples, and various informal assessments.
- Assesses students' reading attitudes, motivations, and interests through observations and other, informal means.
- Encourages and supports student self-evaluation of reading ability.

Instruction

- Plans lessons for all aspects of reading development.
- Organizes students effectively by reading abilities and interests.
- Assigns appropriate homework that supports reading growth.
- Models independent reading.

LITERARY GENRES

Literary Elements and Techniques

- Demonstrates competence in general skills and strategies for reading literature.
- Formulates inferences and conclusions about story elements (e.g., main and subordinate characters, setting, theme, missing details).
- Analyzes
 - Complex elements of plot (e.g., conflict and resolution).
 - Devices used to develop characters in a variety of literary texts and genres (e.g., character traits, motivations, changes, and stereotypes).
 - A variety of literary techniques, devices, and structures (e.g., figurative language, allusion, foreshadowing, flashback, suspense, dialogue, description, word choice, images, dialect, characterization, narration, symbolism, and stream of consciousness) in classic and contemporary literature representing a variety of genres and media.
- Analyzes and evaluates the development of form (e.g., short stories, essays, speeches, poetry, plays, novels), style, and point of view and their purpose in American, British and world literature.

Literary Works and Genres

- Uses literature and instructional materials relative to all disciplines in appropriate fictional and non-fictional contexts.
- Demonstrates a familiarity with selected literary works of enduring quality.
- Analyzes and expresses an interpretation of literary work from a variety of eras, cultures, traditions, and genres.
- Selects literature appropriate to the level and interests of the student(s).
- Creates a literature-rich environment.
- Provides opportunities for students to be exposed to various purposes for reading.
- Critiques ideas and impressions generated by oral, visual, written, and electronic materials.
- Models reading aloud from a variety of genres to demonstrate appropriate interpretation and appreciation.
- Models and teaches students
 - To apply reading skills and strategies to analyze, comprehend, and appreciate a variety of literary genres (e.g., short stories, novels, drama, fables, myths, biographies, autobiographies, essays, poetry, folk tales, legends, fiction, nonfiction, fantasy, documentaries).
 - How to draw on prior experience, interaction with other readers and writers, word-identification strategies, knowledge of word meaning, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics) to better understand literature and electronic media.
 - To respond to literary material by making inferences; drawing conclusions; making comparisons from personal, creative, and critical points of view; and sharing responses with peers.
 - To respond to and interpret what they read in a constructive or transactional process.
 - To understand and relate literary works and their elements (characters, theme, setting, plot, conflict, and resolution) to current and historical events, people, perspectives, and personal experiences.
- Models and provides opportunities for students to read a wide variety of literature from many periods and genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
- Designs and demonstrates a variety of examples and multiple learning activities to teach students to identify, explain, compare and contrast common literary themes across various societies, eras, and genres and to identify recurring themes across literary works.
- Analyzes form, content, purpose, and major themes of American, British, and world literature in their historical perspectives.
- Applies knowledge gained from literature as a means of understanding contemporary and historical economic, social, and political issues and perspectives.

WRITING

Rhetorical Sensibilities

- Models and teaches
 - Analysis of various and specific rhetorical situations.
 - Writing processes for a variety of writing modes (e.g., narrative, expository, and persuasive).
- Enables students to write for real; or potentially real situations and audiences that dictate a variety of rhetorical analyses.

Prewriting Strategies

- Explains and reinforces the importance of prewriting as a component in the writing process.
- Explains the importance of pre-composition in creating computer-generated documents.
- Models and teaches a variety of prewriting strategies as a means of generating and organizing ideas within the writing process (e.g., mapping, listing, outlining, and drafting).
- Enables students to analyze learning styles and rhetorical situations and apply appropriate prewriting strategies.

Drafting

- Explains and reinforces the recursive nature of drafting within the writing process.
- Models and teaches
 - The elements of composition in a variety of rhetorical situations (e.g., short stories, essays, letters, and reports).
 - Strategies that enable students to spell high frequency words accurately.
 - The use of modifiers to expand ideas, transitions to produce an effective control of language and ideas, and effective paragraph organization.
- Enables students to
 - Write complete sentences and effective paragraphs using standard English conventions.
 - Write multi-paragraph documents that convey ideas and information in a clear and concise manner.
 - Discover and improve a distinct voice in their writing.
 - Use technology to facilitate recursive drafting of composition.
- Conferences with students to help them with the drafting of written documents.

Revising

- Explains and reinforces the value of revision as an important, recursive component in the writing process.
- Models and teaches revision strategies
 - Affecting diction, syntax, transitions, organization, and point of view.
 - Affecting paragraph coherence and organization.
 - Addressing various and specific rhetorical situations.
 - Using contemporary technology.

Proofreading and editing

- Explains and emphasizes editing as an important component in the writing process.
- Models and teaches
 - Proofreading and editing techniques for standard English conventions, clarity, and style in various and specific rhetorical situations.
 - Evaluation (e.g., self-editing and peer editing).
 - Editing techniques using contemporary technology.
- Explains and emphasizes the importance of preparing documents for submission or publication.
- Models and teaches
 - Text formats appropriate for submitting and publishing written documents.
 - The use of contemporary technology to produce documents of publication quality.
- Enables students to produce grammatically correct documents using standard manuscript specifications for a variety of rhetorical situations.
- Provides students the opportunity to publish their written documents.

COMMUNICATION

- Models and teaches
 - Vocal qualities (pitch, rate, tone, volume, etc.) and nonverbal cues to create and interpret meaning.
 - Audience analysis to adapt message and communication behaviors to the audience and situation.
 - Appropriate and effective feedback.
 - Listening behaviors to accommodate the listening situation.
 - Differences among oral, written, and electronic communication.
 - The ability to focus attention on a speaker's message.

Adaptive communication

- Models and teaches
 - How to organize appropriate and effective messages to support a clearly stated thesis.
 - How to adapt messages to fit the audience.
 - Selection of appropriate and effective supporting material considering topic, audience, occasion, and purpose.
 - Appropriate and effective participation in a problem-solving group discussion.
 - The use of electronic multi-media and suggests modes of improvement.
 - Effective leadership of group discussion.
 - Uses of electronic messaging and other Internet resources as information resources.

- Uses of nonverbal techniques to enhance messages in personal, group, and public communication situations.
- How to adapt language for specific audiences and settings.
- Uses of feedback to improve future communication.

Diversity and Communication

- Models and teaches
 - How information about audience members is used to create and deliver messages.
 - The recognition of and response to cultural and social differences within audiences.
 - Creation and use of messages that are culturally inclusive.
 - Appropriate and effective negotiation skills.
 - Use of constructive criticism.
 - Making adjustments of presentations to promote understanding.

Oral Communication

- Recognizes
 - Appropriately organized and supported presentations in various contexts.
 - Appropriate strategies used in a given communication situation according to their function and appropriateness.
- Evaluates
 - The short- and long-term effects of speaking by others in various communication contexts.
 - The quality of presentations by applying authoritative criteria.

Communication and Ethics in a Democratic Society

- Models and teaches
 - How to communicate in a manner that respects the rights of others.
 - How to interpret the behaviors of others without making stereotypical or prejudicial judgments.
 - The importance of accuracy and relevance of material to be quoted.
 - How to cite sources of evidence accurately.
 - Adoption of non-stereotypical and non-prejudicial language.

Oral Communication and Difference

- Models and teaches
 - A variety of effective presentations that meet standards of accuracy, timeliness, support, and clarity of explanation.
 - Vivid, clear and concise communication of ideas.
 - Selection of language that is appropriate to the occasion, purpose, audience, and context.
 - Adapting communication according to feedback received.
 - Effective and interesting delivery techniques appropriate to the situation.

Communication Anxiety

- Creates experiences for students to address, manage, or overcome their communication anxieties and gain confidence, while modeling the same.

Listening

- Demonstrates and teaches attentiveness through verbal and nonverbal behaviors.
- Understands and teaches respect for the rights of others to have opposing viewpoints.
- Models and teaches
 - Skills appropriate to each type and purpose of listening.
 - How to monitor his or her own listening behaviors.
 - Questioning, perception checking, summarizing, and paraphrasing to understand a message.
 - Evaluation of his or her own listening behavior.
 - Management of internal and external distractions.
 - Validation of others by listening to them.

INFORMATION

Information Resources

- Demonstrates and teaches how to identify, formulate, and answer questions relative to finding data from a variety of sources for a research topic.
- Illustrates and teaches the development of research plans to aid in the solution of problems ranging from personal, to local, to global in nature.
- Models and teaches organization and integration of data from a variety of sources (e.g., graphic organizers) to sequence, prioritize, and plan in both print and electronic formats.
- Illustrates and teaches the capacity to relate referenced information cohesively from and within many different genres, concepts, and situations into reports and projects.

- Facilitates appropriate design and development of multi-faceted, student-driven projects based on contemporary issues.
- Promotes and provides a climate conducive to class or individual product presentations to varied audiences.
- Provides structure and support for the writing of a formal research product, including a thesis statement and synthesis of information in logical sequence.

Information Discrimination and Evaluation

- Demonstrates and teaches
 - The ability to select, analyze, and evaluate information and sources that aid in the solution of problems ranging from personal, to local, to global.
 - The distinction between credible and non-credible research data, sources, and reports using critical analysis of information and sources.
 - Discrimination among sources by evaluating the purpose, credibility, reliability, validity, perspectives of author, and content quality of the source.
 - Source citation format (i.e., works cited, bibliography) and explains the importance of ethical standards when preparing a research product within any concept, genre, or situation.
 - Effective and efficient models of research analysis and evaluation using the integration of multiple forms of data.
- Promotes and provides for a climate conducive to an honest and open critical analysis and evaluation via self-assessment and student-assessment forum.

Communicating Information

- Demonstrates and teaches the use of print, non-print, human, and technological resources to acquire and use information in the planning, composition, editing, and revision stages of a research product relating to real-life topics.
- Provides the opportunity for learners to recognize, acknowledge, and use diversity and related issues within reference materials, modalities, and individual experiences to strengthen and enrich the research product.
- Provides the opportunity for learners to support and defend a thesis statement using a variety of sources and expressing varying modalities.
- Provides multiple information acquisition and dissemination opportunities for student-designed projects with support for oral, visual, and/or electronic formats.
- Designs a forum allowing students the opportunity to prepare for and participate in formal debates about contemporary issues using sound research skills.

FOREIGN LANGUAGE

Oral Communication

- Designs activities to promote listening and speaking skills in the target language, drawing upon understandings of second language acquisition.
- Initiates, sustains, and brings to a close uncomplicated communicative exchange in the classroom.
- Approximates native pronunciation, intonation, and inflection in the classroom.
- Uses the target language with a high degree of grammatical accuracy in conversations on familiar topics related to daily activities.

Reading and Writing

- Uses printed information obtained from various sources, including electronic media.
- Creates written materials that include description, definition, and analysis.
- Designs activities to promote reading comprehension and writing, drawing upon understandings of second language acquisition.

Language Structure

- Organizes parts of speech into grammatically and syntactically correct sentences.
- Analyzes linguistic structures of the target language.
- Compares and contrasts distinctions among standard and non-standard varieties of the target language.

Manners, Customs, and Cultural Expression of Target Language Societies

- Identifies and models culturally appropriate social behaviors (e.g., greeting rituals, gestures, etc.) among various countries where the target language is spoken.
- Compares and contrasts cultural practices and social roles (e.g., bartering, ceremonies, interpersonal relationships, etc.) among various countries where the target language is spoken.

Expressive Forms (e.g., music, dance, folk art, visual art, drama and architecture) of target language societies

- Uses the target language vocabulary referring to tools, processes, and products in one or more of the art forms.
- Explains the cultural and historical significance of characteristic art forms of target language societies.
- Describes characteristics and origins of various art forms, using target language vocabulary.

Literature and Media of Target Language Societies

- Compares and analyzes literary themes and perspectives across authors and genres.
- Explains the influence of historical context on form and point of view for a variety of literary works.
- Compares and analyzes topics as presented in various media (e.g., television, radio, CD-ROM, software, films, Internet sites, periodicals, inscriptions, graffiti, and other text).

History, Geography, Social institutions, and Current Events of Various Target Language Societies

- Uses maps, charts, graphs, electronic images, and other geographical representations to describe and discuss target language countries.
- Identifies and describes significant social institutions, roles, and perspectives of the target language cultures.
- Compares and contrasts the impact of key figures and events on the development of target language countries.
- Analyzes different perspectives of historical and contemporary events of target language countries, using a variety of media and technology.

Interdisciplinary Connections

- Solves math problems and analyzes data (e.g., based on timetables, schedules, charts and graphs) in the target language.
- Describes and compares nutrition, physical fitness, sports, and leisure activities in areas where the target language is spoken.
- Identifies the currency, principal agricultural and manufactured products, and systems of trade and exchange (e.g., bargaining and bartering) of target language countries.
- Analyzes science issues from more than one cultural perspective.

Career Options

- Explains advantages of target language proficiency for careers in the global marketplace.
- Identifies, describes, and compares occupations in situations where the target language is spoken.
- Uses print, electronic, and other resources to obtain information on careers (e.g., roles, status, and qualifications) in which a second language is an asset.

MATHEMATICS

Mathematical Content and Concepts

- Communicates verbally and in written, visual, and symbolic forms using appropriate technology.
- Analyzes the thinking and learning strategies of all students to extend mathematical knowledge.

Problem-Solving

- Uses problem explorations and modeling to extend mathematical knowledge of all students.
- Generalizes results of problems and extends them to other problem situations.

Reasoning

- Applies mathematical reasoning and appropriate technologies in the development of concepts, procedures, and conjectures.
- Generalizes reasoning skills within the study of mathematics and applies or extends them to other contexts.

Interdisciplinary Connections

- Develops the connections within and among the various branches of mathematics.
- Connects mathematics to other disciplines.

Number

- Applies the concepts of number theory and numeration systems.
- Uses number sense to judge reasonableness of results.
- Applies proportional reasoning to solve problems.
- Uses the properties of prime and composite numbers to determine greatest common factors and least common multiples to solve problems.
- Performs operations in any base and converts between bases.
- Computes and interprets the results of computation using complex numbers, modular systems, and matrices.
- Computes using polar and vector representations of complex numbers.
- Models, explains, develops and applies algorithms of operations.
- Chooses appropriately from mental math, paper and pencil, manipulatives, and technology to perform computations.
- Models, develops, and applies algorithms with technology.
- Uses numerical approximations as a basis for numerical integration and numerical-based proofs.

Measurement

- Selects and applies appropriate units and tools for measuring, comparing, and ordering.
- Selects and uses appropriate tools to perform customary, metric, and non-standard measurements.
- Estimates measurement.
- Determines acceptable measures of accuracy and calculates relative error.
- Uses trigonometric ratios and their relationships to solve problems.
- Applies nonlinear scales (e.g. exponential and logarithmic).
- Uses formulas and other procedures for computing or estimating the measure of multi-dimensional objects.
- Measures objects using both direct and indirect measurement.
- Uses formulas to aid in indirect measurement.
- Applies measurements and formulas to irregular shapes, regions, and solids.
- Reads and interprets scale drawings.
- Explains how changing one measure of a multi-dimensional object impacts other measurements.
- Reads and interprets topographical maps and architectural drawings.
- Applies dimensional analysis.
- Uses modeling and visualization to hypothesize about and predict measurements.

Algebra: Patterns, Functions, Symbols, and Models

- Applies concepts, representations, and relationships of variables and patterns.
- Applies the order of operations to numerical and algebraic expressions.
- Identifies, completes, and extends patterns and sequences.
- Represents mathematical situations symbolically, numerically, and graphically.
- Applies properties and operations of real numbers in an algebraic context.
- Solves number sentences involving variables.
- Translates word situations to algebraic sentences and solves them using algebra.
- Uses equations and inequalities as a means of solving practical applications.
- Uses a wide range of modeling applications involving graphs and tree charts.

- Solves systems of linear equations graphically and algebraically (including matrices and determinants).
- Solves systems of nonlinear equations and inequalities algebraically and graphically.
- Explains and applies symbolic logic.
- Explains and applies induction and recursion.
- Explains and applies sequences and series.
- Uses concepts and representations of relations and functions and their applications.
- Represents functions and relations in symbolic, numeric, graphical and verbal forms.
- Finds and uses slopes and intercepts to construct, analyze, and interpret graphs of equations and inequalities.
- Finds and uses slope, symmetry, roots, intercepts, critical points, and vertices, to construct and interpret graphs of functions and relations.
- Recognizes and uses the equations of lines, hyperbolas, parabolas, circles, ellipses, and nonlinear equations.
- Formulates, explains, and solves problems involving nonlinear equations such as variation and exponential and logarithmic growth and decay.
- Applies principles and properties of linear algebra.
- Explains and uses the concepts of calculus and applications.
- Calculates and interprets basic limits.
- Illustrates the basic concepts of calculus using concrete applications.
- Uses differentiation, integration, and other concepts of calculus to solve problems and interpret results.

Geometric Methods

- Uses and applies the properties of geometry.
- Recognizes relationships and patterns in geometric figures.
- Uses characteristics of geometric figures including symmetry, congruence, and similarity to recognize, identify, build, draw, describe, analyze, and categorize two- and three-dimensional figures and tessellation.
- Applies geometric concepts to solve practical applications.
- Explains the relationships between perimeter, area, and volume of similar figures.
- Uses trigonometry to solve practical applications.
- Identifies, analyzes, categorizes, and applies multi-dimensional figures using spatial visualization skills and modeling.
- Translates between two- and three-dimensional representations of the same figure including the use of coordinate geometry and graph theory.
- Uses manipulative, Euclidean geometry, coordinate geometry, transformational geometry, and appropriate technology to model mathematical concepts and solve problems.
- Generates solids of revolution from two-dimensional figures.
- Gives examples of non-Euclidean geometry.
- Applies recursion and iteration geometrically.
- Recognizes and uses relationships that exist between algebra and geometry.
- Describes relationships of the planar sections of three-dimensional objects.
- Explains relationships that exist between transformations (including matrix representations) as a geometric equivalence of the function concept.
- Constructs convincing arguments and proofs.
- Makes and identifies mathematical conjectures and provides justification to support or refute conjectures using manipulatives; constructions; algebraic, coordinate, and transformational methods; interactive technology; and paragraph and two-column proofs.
- Constructs inductive, deductive, and indirect arguments and explains the difference among them.
- Uses a formal axiomatic system to construct and analyze proofs.

Probability

- Poses questions and collects, organizes, and represents data to answer those questions.
- Creates tables, graphs, charts, pictures, and other visual representations of a set of data.
- Collects simple random samples and recognizes sample bias.
- Uses visual techniques for finding, interpreting, and applying the line of best fit.
- Finds and applies appropriate curves of best fit using technology.
- Calculates, explains, and interprets summary statistics.
- Uses measures of central tendency and variation to describe a set of data.
- Uses common distributions as appropriate to solve problems.
- Uses additional measures of central tendency and variation to describe a set of data.
- Predicts, calculates, interprets, and applies the results of data analysis.
- Develops a hypothesis based on a question or problem of interest and devises a plan for the collection of data.
- Uses simple survey and sampling techniques.
- Collects, records, organizes, displays, summarizes, and interprets data.

- Chooses an appropriate experimental design, selects and performs proper research procedures, and interprets results.
- Demonstrates and uses counting techniques and probability.
- Uses the fundamental counting principles, combinations, and permutations.
- Determines the probability and odds of events.
- Analyzes problems situations (e.g. fairness of games, lotteries).
- Creates simulations to analyze simple theoretical or experimental probabilities.
- Computes probabilities for dependent and independent events.
- Determines probabilities involving combinations and permutations.
- Generates and interprets probability distributions for random variables.
- Links probability to inferential statistics.

Reading in the Content Area of Mathematics

- Models, plans, and teaches
 - Comprehension of content area materials through instructional practices that include analyzing critically, evaluating sources, synthesizing and summarizing material.
 - How to monitor comprehension and to correct confusions and misunderstandings that arise during reading.
 - Use of comprehension strategies before, during, and after reading of text.
 - Content area vocabulary through connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.
 - Writing about the content to improve understanding.
 - Study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
 - Research or inquiry using multiple texts, including electronic resources.
- Provides continuous monitoring of student progress through observations, work samples, and various informal reading assessments.
- Analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
- Promotes the development of a literate environment that includes classroom libraries that foster reading.

MUSIC

Music Vocabulary and Symbols

- The vocabulary of music within the context of written and aural music.

Music Composition and Performance

- Performs music expressively and with technical accuracy.
- Conducts small and large ensembles.
- Devises and applies criteria using appropriate music vocabulary for evaluation of music performances and compositions.

The Role of music Within a Variety of Cultures and Historical Periods and its Impact on Society

- How music shapes and reflects ideas, issues, or themes in a particular culture (e.g., popular, folk, and ethnic music of the United States).
 - How musicians and their works shape culture and increase understanding of societies, past and present (e.g., analyzes the relationships between music and other aspects of the period's culture).
 - Musical styles from various regions of the world.
 - The developments in and distinguishing characteristics of historical and contemporary musical works by style and period.
 - Composers and works of Western art music, including those from under-represented groups, and from major historical and contemporary periods (e.g., Baroque, Classical, Romantic, Modern).
 - How music is expanding and developing based on new technologies and societal changes.
 - How music functions in commercial applications (e.g., movies and commercials).
- Careers and jobs in music.

Music Knowledge and Skills Within and Across the Arts

- Similarities and differences in the meaning of common terms used in the various arts.
- The ways in which the principles and subject matter of other disciplines taught in school are interrelated with those of music.
- Aesthetic principles of music within and across the arts.

Pedagogical Knowledge and Skills, Including Issues of Diversity, Gender Equity, and the Needs of Gifted Students

- Articulates logical rationales for the role of music in the school curriculum.
- Applies teaching methods for
 - Elementary general music education (PreK-5).
 - Middle school/secondary choral music education (6-12).
 - Middle school/secondary general music education (6-12).
 - Middle school/secondary instrumental music education (5-12).
 - Students with special educational needs.
- Integrates music into other areas of the curriculum.
- Uses materials and literature for a variety of music education settings.
 - Discusses vocal classifications and ranges, and the stages of vocal maturation from early childhood to late adolescence.
 - Characteristics, principles, and techniques of tone production on wind, string, and percussion instruments.
 - Rhythmic, harmonic, and melodic instruments (including ethnic instruments).
- Accompanies and conducts classroom and performing ensembles.
- Uses music technology appropriate for the school music program.
- Uses composing (including improvisation), scoring, and arranging appropriate for a variety of instruments and voices with the school music program.
- Assesses student aptitude and achievement appropriate to the school music program.

SCIENCE

Core Science

Practices of Science

- Practices safety rules and shows evidence of their necessity in the investigation of science by the use of instruments and safety equipment.

Planning for Instruction in Science

- Develops understanding of scientific concepts and skills through hands-on experiences.
- Incorporates a variety of methods and strategies for learning including demonstrations, the laboratory, and out-of-class resources.
- Utilizes instructional technology, instructional materials and scientific equipment.
- Create opportunities for students to test, modify, and sometimes abandon previous ideas about science.

Environment for Learning

- Designs and assesses learning environments to utilize safe practices to prevent potential problems of liability and negligence Regarding the inventory, storage and disposal of chemicals, resources and equipment.
- Develops a set of criteria to measure and assesses the optimum learning environment that promotes science inquiry and learning.
- Develops procedures to adapt learning environments to meet the needs of students with special needs.

Teaching Science

- Implements activities requiring students to collect data, reflect upon their findings, make inferences, and links new ideas to pre-existing knowledge.
- Conducts structured but flexible instruction that allows students to engage in productive inquiry individually and in groups.
- Conducts instruction that encourages curiosity, openness to new ideas and data, and skepticism that characterize science.

Assessment

- Plans and conducts assessment to evaluate
 - Scientific inquiry assessment tasks in multiple disciplines.
 - Technological design assessment tasks in multiple disciplines.
 - Scientific case study/issue investigation assessment tasks in multiple disciplines.
- Student understanding using a variety of tools and strategies.
- Designs assessment tasks with clearly articulated criteria for student impact and program evaluation.
- Evaluates assessment data to propose responses to program evaluation and potential improvement.

Connections in Teaching Science

- Engages students in the examination of local issues and science applications in their personal lives and interests.
- Orients students to potential careers related to applications of scientific and technological knowledge.

Learning Science and the Community

- Uses data about a community in conducting learning activities in science.
- Involves parents and other members of the community in the science program.
- Utilizes individuals and agencies that provide science education in the community.
- Develops and tests a community resource inventory, including informal learning opportunities, business/industry connections, and parent/community resources.
- Uses synchronous and asynchronous telecommunication capabilities to collaborate with community members and other experts as an integral component to projects.

Content Reading:

- Applies a broad range of literacy techniques and communication strategies to develop each student's ability to read, write, speak, and listen to his or her potential within the demands of the scientific disciplines.
- Develops comprehension of content area materials through instructional practices that include analyzing critically, evaluating sources, synthesizing, and summarizing material.
- Monitors comprehension and corrects confusions in misunderstandings that arise during reading.
- Engages comprehension strategies before, during, and after reading of text.
- Encourages students to write about the content read in order to improve understanding.
- Requires students to carry out research or inquiry using multiple texts, including electronic resources.
- Monitors student progress through observations, work samples, and various informal reading assessments.
- Analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
- Promotes the development of a literate environment that includes classroom libraries that foster reading.

BIOLOGY

Cell Biology

- Designs and/or describes models that represent nuclear and cellular chemical reactions at the microscopic and macroscopic levels.
- Demonstrates the use and application of the technologies and instruments used to study biological phenomena at the cellular level for both prokaryotes and eukaryotes.
- Delineates the historical progression of the studies of cellular biology, emphasizing the changes in knowledge from advances in technology and the resulting societal implications.
- Develops, selects, and implements safe and appropriate laboratory, field, and classroom activities to develop students' understanding of cell biology.

Molecular Basis of Heredity and the Associated Mathematical Probabilities of Pedigrees

- Designs physical and mathematical models of varying degrees of sophistication, which explain the nature of the gene and its predicted expression(s) in various organisms.
- Demonstrates the use and application of the instruments used in biotechnological studies.
- Delineates the historical progression of the studies of biotechnology, emphasizing the changes in knowledge from advances in technology and the resulting societal implications.
- Develops, selects, and implements safe and appropriate laboratory, field, and classroom activities to develop students' understanding of biotechnology.

Biological Evolution

- Cites and describes examples of evolutionary evidence from the geological, biochemical, genetic, embryologic, and fossil records.
- Compares and contrasts cellular and sub-cellular structures and molecular processes among the major groups of organisms.
- Describes recent findings or research that is associated with the testing of the theory of evolution and its mechanisms.
- Delineates the historical progression of the studies of evolution, emphasizing the changes in knowledge from advances in technology and the resulting societal implications.
- Develops, selects, and implements appropriate classroom activities to develop students' understanding of evolution.

Organismal Biology and Diversity

- Designs and explains models that demonstrate how organisms react to stimuli within and beyond the organism.
- Analyzes the interrelationships among the functions of the various organismal systems.
- Demonstrates the use of various instruments and technologies that enable the study of organisms on the microscopic and macroscopic levels.

Ecology

- Demonstrates the use of various instruments, technologies, and strategies used in the research of the ecology.
- Analyzes the impact of climate, altitude, geography, etc. on the location of plant communities and animal habitats.
- Explains the concepts of survival techniques by organisms in varying environments and how this knowledge can be applied in altered circumstances.
- Analyzes the risk/cost/benefit factors in environmental impact studies.
- Conducts field studies to detect presence of various indicator species that mark the health of the ecosystem.
- Develops, selects, and implements safe and appropriate laboratory, field, and classroom activities to develop students' understanding of the local, regional, and global ecosystems.

Matter, Energy and Organization in Living Systems

- Designs models that demonstrate the building and breakdown of obvious molecules in biological reactions.
- Describes the transformation of energy in various biological reactions.
- Analyzes the distribution and abundance of organisms within an ecosystem limited by the availability of matter and energy.
- Demonstrates the use of instruments, technologies, and strategies that analyze the composition of the matter, energies, and degrees of organization in organisms.
- Develops, selects, and implements safe and appropriate laboratory, field, and classroom activities that develop students' understanding of the physical and chemical factors associated with living systems.

CHEMISTRY

Basic Scientific and Mathematical Skills, Safe Laboratory Practices, and Issues of Public Concern

- Uses computer programs to organize data and indicate relationships.
- Selects appropriate instrumentation and methods of chemical analysis.
- Implements an appropriate chemical hygiene plan as part of the process of setting up and running a safe and effective chemistry laboratory course.
- Relates chemistry and technology to issues of societal importance.

Concepts of the Nature of Matter at the Atomic Level

- Describes the historical progression in the development of the theory of the atom including the contributions of Dalton, Thomson, Rutherford, and Bohr.
- Explains the chemical and physical properties of the elements in terms of electron configuration.
- Explains the stability versus instability of specified nuclei and their decay products.
- Applies basic separation techniques based on differences in properties of matter.
- Uses applicable principles to show the ground state electronic configuration of the elements and their ions.
- Shows strategies for writing and balancing equations for nuclear reactions.

The Combination of Elements to Form Bonds and the Geometry and Properties of the Resulting Compounds

- Categorizes compounds as ionic, polar covalent, and nonpolar covalent.
- Draws Lewis structures and describes the geometry of specified compounds.
- Describes geometry of coordination compounds based on hybridization of the central atom.
- Uses molecular models and predicts properties of organic molecules based on bonding and structure.

The Nature and Properties of Molecules in the Gaseous, Liquid, and Solid States

- Explains the transitions between solids, liquids, and gases using phase diagrams.
- Describes the behavior of gases and demonstrates proper and effective lab techniques for working with gases under various conditions.
- Explains liquid properties in terms of intermolecular forces.
- Classifies unknown solids as molecular, metallic, ionic, and covalent network solids according to their physical and chemical properties.

Interactions of Particles in Solution

- Prepares solutions of specific concentrations (molality, molarity, normality, mole fraction, and percent by weight).
- Selects appropriate solvents for dissolution or purification of solid compounds.
- Applies colligative properties to practical solutions of technological problems.

Acid-Base Chemistry

- Uses the Arrhenius, Bronsted-Lowry, and Lewis concepts to explain the pH of various solutions.
- Prepares standardized solutions and conducts acid/base titrations.
- Explains how to prepare a buffer of a specified pH if given a list of the K_a of various acids, and a standardized NaOH solution.

The Laws of Thermodynamics and Application to Chemical Systems

- Evaluates the energy potential of a variety of fuels in terms of maximum possible useful work.
- Evaluates the thermodynamic feasibility of various reactions and performs appropriate thermodynamic calculations.
- Demonstrates the implications of LeChatelier's Principle on a variety of aqueous and gaseous equilibria.
- Balances redox equations.
- Devises and builds an electrochemical cell.

The Mechanisms of Chemical Reactions and the Theory and Practical Applications of Reaction Rates

- Writes balanced equations to describe chemical reactions.
- Experimentally determines and analyzes rate data and applies them to mechanisms.
- Explains how reactions occur, what factors are involved in determining how fast a reaction proceeds and the effects of temperature on rates.
- Uses kinetics to determine reaction mechanisms and explains catalysis.

Organic Chemistry

- Recognizes functional groups and predicts reactions thereof.
- Writes simple mechanisms of organic reactions.
- Sets up appropriate separation, purification, and identification schemes for organic molecules.
- Demonstrates and discusses practical organic materials.
- Explains the overall biological function of common types of biomolecules.

PHYSICS

The Knowledge and Skills Needed to Practice Physics and the Broad Applicability of its Principles to Real-World Situations

- Provides examples of the applicability of physics in daily life, including career opportunities and avocations in physics and technology.
- Incorporates the use of calculator- and computer-based technology, including graphical and statistical procedures, in the collection, analysis, and interpretation of data.

Particle and Rigid Body Motion in its Qualitative and Quantitative Dimensions:

- Analyses, predictions, and applications of the concept of gravitational force to problems involving the law of universal gravitation, free fall, and projectile motion.
- The position of particles undergoing linear, curvilinear, or periodic motion given initial conditions.
- Uses Newton's laws of motion to characterize and explains the disposition of forces acting on a given body and its resultant motion.
- Uses conservation principles to analyze motion within a system of particles or rigid bodies when no external forces are applied.
- Explains the relationship between work and energy to analyze the motions of physical systems acted upon by conservative and/or non-conservative forces.

The Nature, Properties and behavior of Mechanical and Electromagnetic Waves

- Identifies components and characteristics of the electromagnetic spectrum by both frequency and wavelength.
- Analyzes and predicts
 - Interactions of waves with objects and other waves as a function of position and time.
 - The behaviors of electromagnetic radiation as it interacts with matter.
 - The behavior of light in relation to optical equipment and the human eye.
- Distinguishes between the physical and physiological properties of sound.

Heat and Matter

- Explains the laws of thermodynamics giving appropriate examples.
- Measures and analyzes changes in thermodynamic variables in physical systems for various thermodynamic processes.
- Uses the kinetic-molecular models of thermodynamics to describe the thermal properties and behaviors of solids, liquids, and gases.
- Analyzes the relationship between heat and work in heat engines.

Electricity and Magnetism and the Relationship Between Them

- Identifies characteristics and demonstrates applications of magnets and magnetic fields in daily living.
- Identifies principles and applications of electromagnetism in daily living.
- Predicts the influence of static distributions of charges or of electric fields in space on electric charges.
- Designs and sets up DC and AC electrical circuits using basic circuit elements and analysis.
- Illustrates the concepts of charge, fields, potentials, and currents using visual demonstrations and/or computer simulations.
- Explains the operation of electric generators and motors.

Atomic and Nuclear Structure

- Balances partial equations on nuclear reactions using the appropriate conservation laws.
- Identifies applications of radioactivity in science and technology.
- Uses the appropriate equipment to detect radioactive decay.
- Analyzes the interaction between atomic radiation and living organisms.

Special Relativity, Quantum Mechanics, and Solid-State Physics

- Calculates changes in physical parameters related to relativistic motion and explains their origin.
- Develops and uses simple theoretical models to describe and explain properties of matter and the interaction of matter and energy.
- Describes the importance of energy quantization and how it affects the atomic and electronic behavior of matter.

SOCIAL SCIENCE

Connections Among the Behavioral Sciences, Economics, Geography, History, Political Science, and Other Learning Areas

- Integrates concepts from the social sciences in constructing discipline-specific lessons and units.
- Develops interdisciplinary approaches to the teaching of general social science.

Analysis, Interpretation, and Evaluation

- Demonstrates the ability to compare and contrast.
- Differentiates between facts and interpretations.
- Analyzes cause and effect relationships.
- Compares competing narratives and multiple perspectives.
- Identifies the central questions addressed in a narrative.
- Analyzes data from a variety of sources before reaching a general conclusion or interpretation.

Tools of Social Science Inquiry to Conduct Research and Interpret Findings

- Gathers data using appropriate methods and technology.
- Assesses the credibility and authority of sources and research findings.
- Formulates appropriate questions by observing and analyzing evidence.
- Organizes and presents findings in an appropriate format.

Basic Political Concepts and Systems

- Explains the basic concepts used in the study of government and politics (e.g., political socialization, representation, and authority).
- Explains why governments exist and the basic functions they perform.
- Compares the characteristics of democracy, autocracy, oligarchy, monarchy, and totalitarianism.

The Formation and Implementation of Public Policy in the United States and Other Nations

- Analyzes public policy issues from the perspectives of different groups, individuals, and government officials.
- Explains how public policy is formed and carried out at local, state, and national levels.
- Evaluates the role of political parties, interest groups, and the media in public policy debate.
- Identifies examples of political leadership influencing public policy.

The Principles of Constitutional Government in the United States and Illinois

- Explains how historical events and significant individuals have affected the development of United States constitutional government.
- Analyzes the fundamental principles (e.g. separation of powers, checks and balances, individual rights, and federalism) that led to the development of democratic government in the United States and Illinois.

Organization and Functions of Government at National, State, and Local Levels in the United States

- Explains how and why powers of the national government are distributed, shared, and limited in a federal system.
- Analyzes the relationships among national, state, and local governments.

Law and the Rights and Responsibilities of Individual Citizens in a Democratic Society with an Emphasis on the United States and Illinois.

- Evaluates the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation.
- Evaluates historical and current issues regarding the judicial protection of individual rights (e.g. landmark court decisions and amendments).
- Examines the implications of responsible citizenship (e.g., decision-making, volunteerism, and voting).

The Purposes and Functions of International Organizations and Global Connections, with an Emphasis on the Role of the United States

- Analyzes the influence of international organizations on world affairs.
- Identifies examples of individuals and interest groups that influence United States foreign policy.

Economic Concepts, Terms, and Theories

- Analyzes how allocation of scarce resources affects a society's standard of living.
- Uses supply and demand theory to analyze production, consumption, prices, and the market value of labor.
- Uses marginal analysis to analyze the costs and benefits of voluntary exchange and to evaluate historical and contemporary social issues.
- Analyzes the characteristics and functions of money and applies an understanding of money to personal finance and consumer decisions.

Types of Economic Systems

- Compares the characteristics of command, traditional, and market economic systems and assesses how values and beliefs influence economic decisions in different societies.
- Explains how banks and other financial institutions facilitate saving, borrowing, and investment.
- Evaluates the costs and benefits of government policies and how they affect decisions by consumers and producers.

The Components and Operation of the United States Economy

- Explores the impact of competition and monopoly on businesses and households.
- Analyzes the relationships among households, firms, and government agencies in a market economy.
- Evaluates the effects of taxes, subsidies, income transfers, interest rates, and other policies on the decisions of consumers and producers.
- Analyzes economic problems (e.g., inflation and unemployment).

International Economic Structures, Processes, and Relationships

- Analyzes how specialization and comparative advantage affect global production, consumption, voluntary trade, and economic interdependence.
- Evaluates trade incentives and disincentives such as subsidies and quotas, examines how the availability of resources impacts specialization and trade among nations and regions.

Historical Concepts, Terms, and Theories

- Places historical events in the proper chronological framework and compares alternative models of periodization.
- Analyzes the causes and effects of historical events.
- Explains patterns of historical succession and duration, continuity, and change.
- Explains events in relationship to historical setting

Major Political Developments and Patterns of Continuity and Change in Different Regions of the World

- Explains the effect of European political ideologies on other regions and nations of the world.
- Describes the causes and effects of modern political revolutions.
- Evaluates the impact of colonization and decolonization on colonizers and colonized.
- Describes the origins and development of a representative government.

Major Social and Cultural Developments and Patterns of Continuity and Change in Different Regions of the World

- Describes changing relations among social classes, ethnic groups, religious denominations, and genders.
- Explains the process of cultural diffusion.
- Explains the effect of religious diversity on a global society.
- Analyzes the effects of ethnic diversity within a society.

Major Scientific, Geographic, and Economic Developments and Patterns of Continuity and Change in Different Parts of the World

- Describes the connections between transportation and communication and their effects on civilizations throughout the course of world history.
- Describes the progression from hunter-gathering societies to agricultural and industrial societies.
- Describes the effect of globalization of the world economy since 1500 CE.

Major Political Developments and Patterns of Continuity and Change in the United States and the State of Illinois

- Describes the origins and development of democracy in the United States.
- Explains the emergence of the United States as a world power.
- Describes the influence of domestic affairs on foreign policy.
- Describes the development of government in Illinois.

Major Social and Cultural Developments and Patterns of Continuity and Change in the United States and the State of Illinois

- Analyzes migration patterns and movement of people to and within the United States and Illinois.
- Identifies examples of continuity and change in American culture, arts and letters, education, religion, and values.
- Explains the concept of “e pluribus unum.”

Major Scientific, Geographic, and Economic Developments and Patterns of Continuity and Change in the United States and the State of Illinois

- Describes the impact of technological change and urbanization in the United States and Illinois.
- Describes the changing role of labor in the United States and Illinois.
- Describes the development and impact of capitalism in the United States and Illinois.
- Explains the changing role of the United States' economy within the global economy.

Geographic Representations, Tools, and Technologies and How to Use them to Obtain Information about People, Places, and Environments on Earth

- Describes ways that mental and other maps influence human decisions about location, settlement, and public policy.

- Uses geographic tools and technologies, such as aerial photographs and satellite images, to pose and answer questions about spatial distributions and patterns on Earth.
- Evaluates the application of geographic tools and supporting technologies to solve problems (e.g. urban planning, location of commercial establishments).

The Influence of Culture and Experience on Human Perceptions of People, Places, and Regions

- Identifies ways culture and technology influence perceptions of places and regions.
- Explains how cultural processes (e.g., gender roles, resource use, transportation and communication) shape the features of places and regions.
- Assesses the relationship between cultural change and the perception and use of places and regions.

The Physical and Human Characteristics of Places and Region

- Analyzes human and physical processes to determine their role in the creation of different types of places and regions.
- Identifies human and physical changes in places and regions, and explains the factors that contribute to those changes.
- Explains the significance of connections among places and regions over space and time.

The Influence of Physical Processes and Human Activities on Spatial Distributions

- Analyzes population trends, issues, and patterns.
- Explains the causes and spatial patterns that result from cooperation and conflict among groups and societies.
- Explains how human migration affects physical and human systems.
- Analyzes different spatial patterns to determine the influence of various physical processes.

The role of Science and Technology in the Modification of Physical and Human Environments

- Explains the global impact of human action on the physical environment.
- Proposes solutions to environmental problems.

The Consequences of Global Interdependence on Spatial Patterns

- Explains the primary causes for and effects of increased global interdependence.
- Analyzes how the distribution of resources affects the location of economic activities.
- Explains how international economic issues, opportunities, and problems result from increased global interdependence.

Concepts, Terms, and Theories Related to Human Behavior and Development

- Applies knowledge of human development to examine physical, cognitive, social, emotional, and moral changes associated with different stages of life.
- Applies main concepts of personality theory and psychological disorders to explain behavior.

Concepts, Terms, and Theories Related to the Study of Cultures, the Structure and Organization of Human Societies, and the Process of Social Interaction

- Applies a behavioral science point of view to general social phenomena and specific social situations.
- Analyzes interactions among individuals and groups within various social institutions (e.g., educational, religious, military).
- Explains the role played by tradition, the arts, and social institutions in the development and transmission of culture.
- Analyzes ways in which common values and beliefs develop within societies.
- Analyzes conformity and deviancy from a sociological perspective.

Reading in the Content Area of Social Science

- Plans and teaches lessons
 - That develop comprehension of content area materials through instructional practices that include analyzing critically, evaluating sources, synthesizing and summarizing material.
 - On how to monitor comprehension and correct confusions in misunderstandings that arise during reading.
 - On comprehension strategies before, during, and after the reading of text.
 - That encourage students to write about the content read in order to improve understanding.
 - For students to develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
 - That require students to carry out research or inquiry using multiple texts, including electronic resources.
- Provides opportunities for students to develop content area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meanings of words.
- Provides continuous monitoring of student progress through observations, work samples, and various informal reading assessments.
- Analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
- Promotes the development of a literate environment, including classroom libraries that foster reading.

HISTORY

Identifies, assesses, and explains major trends, key turning points, and the roles of influential individuals and groups in United States history

- From the Colonial Era Through the Growth of the American Republic, including:
 - Political ideas that influenced the development of U.S. constitutional government.
 - Factors that contributed to the Age of Exploration and evaluates the consequences of the Columbian Exchange.
 - Social, economic, and political tensions that led to the American Revolution.
 - Factors that accounted for the differences between societies in New England, the mid-Atlantic, and the lower South.
 - The evolution of the two-party system.
- From the Civil War through World War I, including:
 - The effects of the Civil War on U.S. society.
 - Reconstruction policies and their impact on U.S. society.
 - The effects of industrialization and urbanization on the U.S.
 - The patterns of immigration settlement in different regions of the country.
 - The obstacles, opportunities, and contributions of immigrants.
 - The relationship between business and labor.
 - The political, social, cultural, and economic contributions of Populism and Progressivism.
 - The causes of World War I and the reasons for U.S. involvement in the war.
- In the Twentieth Century and Beyond, including:
 - The causes of the Great Depression and its impact on the United States.
 - Reasons for U.S. participation in World War II.
 - The role of the United States in World War II and the impact of the war on the United States.
 - The origins of the Cold War and its impact on the United States.
 - The origins and the course of post-1945 social movements, particularly the Civil Rights Movement.
 - The relationship between U.S. domestic and foreign policies in the 20th century.
 - The U.S. military engagement in Vietnam and its effect on the United States.

Explains, describes, and identifies major trends, key turning points, and the roles of influential individuals and groups in world history

- From Prehistory to the Age of Exploration, including:
 - Major achievements of the Greek and Roman civilizations.
 - The role of feudalism in the growth of European monarchies and city states.
 - The populating of major world regions by human communities.
 - Centralized and decentralized states.
 - Factors contributing to the break up of the Roman Empire.
 - Major political, social, and economic developments in non-western states.
- From the Age of Exploration to the Present, including:
 - The origins and consequences of encounters between Europeans and peoples of Africa, Asia, and the Americas.
 - The cultural and religious significance of the scientific revolution.
 - The relationship between political and industrial revolutions on social and cultural change.
 - The causes and effects of European, American, and Asian imperial expansion.
 - The causes and consequences of 20th century wars.
 - The causes and global consequences of economic development.
 - The causes and consequences of the Holocaust.
 - The independence movements related to decolonization.

Explains, Describes, Identifies and Assesses Major Trends, Key Turning Points, and the Roles of Influential Individuals and Groups in the State of **Illinois** from the Colonial Era to the Present, including:

- The development of political ideas, institutions, and practices in Illinois.
- The development of the Illinois economy.
- The impact of cultural migration and religious traditions on Illinois.
- Illinois family and local history to U.S. and world history.

Explains, Describes, Identifies and Assesses Comparative History, including:

- Similarities and differences within and between cultures.
- The impact of broad historical developments on diverse cultures.
- The different meanings and implications of historical developments on diverse cultures.
- Continuities and changes within and among generations.
- Explains, describes, identifies and assesses major interpretations in the field of history
- Various definitions of history.
- Interpretive frameworks in analyzing historical events, and major debates among historians.

ENDNOTES

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