

Educational Studies Department

August 2019

Teacher Education and Social Justice

As many of you are aware, the IWU Teacher Education Program has been a model of excellence for many years. We were the first licensure program in the Central Illinois area to strongly encourage and often require all students to complete intensive clinical experiences in a single setting tied directly to their student teaching during the spring and then fall of their junior and senior years. We were the first program to require intensive scholarly reflection after completion of one's student teaching, leading to a public presentation of their work at a research conference, and have been one of a few programs to offer all candidates the opportunity to student teach in Chicago public schools. For the past several years, we have been part of a unique partnership with the John F. Kennedy Middle School in

Queretaro, Mexico that allows our students to work with experienced teachers who are conversant with the International Baccalaureate curriculum. We feel proud of our ability to work with some extremely talented individuals who will be the educational leaders of the future.

For over two decades, the Illinois Wesleyan University Teacher Education Program has been committed to preparing candidates who want to enter the profession in order to make a difference in children's lives as reiterated through our social justice mission. Your assistance in helping under graduates assume the professional responsibilities that will allow them to contribute to such needed educational reform is invaluable, and it is in part because of your efforts, that we have been able to be so successful.

Important Info

The Student Teaching Handbook, along with midterm and final conference forms, and other relevant forms for elementary and secondary student teachers, cooperating teachers, and supervisors are available on the IWU Educational Studies website on the link titled Student Teaching at www.iwu.edu/edstudies/teachers. Please direct questions on how to use the forms to your student teacher's IWU supervisor.



Inside this Issue

<i>Student Highlights</i>	2
<i>SEA Activities</i>	2
<i>Department News</i>	3
<i>Welcome</i>	3
<i>CPDU</i>	3
<i>edTPA</i>	4
<i>Symposium</i>	5
<i>Research</i>	5
<i>IWU Affiliate Card</i>	5

Noteworthy Student Highlights

- ◆ **Yesenia Martinez-Calderon** and **Max Crowninshield** presented findings from a two-year research project conducted under the leadership of Professor Maggie Evans, at the fifth annual Culturally Responsive Evaluation and Assessment Conference in Chicago. Their research focuses upon inclusion in higher education, exploring traits and strategies of inclusive professors who create welcoming, supportive classrooms for all students but particularly students of color, students with disabilities, and students who identify as LGBTQ+.
- ◆ **Caleb Hansen** and **Danielle Ponsot** completed a summer internship at Aoyama Gakuin University in Tokyo this summer where they served as English tutors and instructors. Their internship was sponsored by the Freeman Foundation.
- ◆ **Angela Roman** also completed a summer internship at EarthRights International in Chiang Mai, Thailand, where she served as an English tutor and instructor. As was the case for Caleb and Danielle, Angela's internship was sponsored by the Freeman Foundation.
- ◆ **Olivia Ruff** was named an All-American scholar by the Women's Golf Coaches Association. She is one of 1097 women's collegiate golfers who have been so honored, as the criteria for selecting the All American team are among the most stringent in all of college athletics.

SEA Activities

The Student Education Association (SEA) is the professional education organization affiliated with the Illinois Education Association (IEA) and the National Education Association (NEA). The SEA offers opportunities for students interested in education to learn more about teacher quality and political action, and to become involved in the wider community in which they teach.

In the spring of 2019, the IWU-SEA partnered with Bloomington-Normal's "Not in Our School" organization to recognize, celebrate, and thank school employees who create safe and inclusive learning environments to help prevent bullying, racism, and intolerance.



This fall the IWU-SEA will host 2018 Illinois Teacher of the Year Lindsey Jensen, in a talk titled "So You Want to be a Teacher". Lindsey will also be sharing 10 survival tips for new teachers and personal stories and anecdotes! Both the IWU and local communities are invited to attend the meeting on Wednesday, September 4, 2019 in the Hansen Center at 7:00 pm.

Working for Social Justice

- ◆ **Professor Maggie Evans**, as first author, published "How Did That Happen? Teachers' Explanations for Low Test Scores," in the Teachers College Record, Vol. 121 no. 2, 2019, p. 1-40. Maggie was interviewed about the article during the American Educational Research Association Annual Meeting in Toronto, this past spring, and you can access the video at: <https://www.tcrecord.org/Content.asp?ContentId=22555>. In her research, Maggie and her collaborators analyze the different ways in which teachers respond to the presentation of data that is supposed to inform their pedagogical choices.
- ◆ **Professor Pennie Gray** published, "Mitigating the Apprenticeship of Observation," in the Journal of Teaching Education, <https://doi.org/10.1080/10476210.2019.1631785>. This research is part of an extensive long-term project Pennie has been conducting involving the use of restorative practices in schools in light of classroom management strategies. In addition, she has had the manuscript, "Long Way Down: Making Space for an Empathic Understanding of African-American Adolescents through Literature" accepted for publication in the journal Filoteknos. In the spring, Professor Gray delivered three invited lectures on "Multicultural Children's Literature," "The Hero in Children's and Adolescent's Literature," and "The History of Literacy Education, 1600-present," at the University of Warlaw in Warsaw Poland before undergraduates, graduate students, and the entire campus
- ◆ **Professor Irv Epstein** published his fifth book, *Affect Theory and Comparative Education Discourse: Essays on Fear and Loathing in Response to Global Education Policy* (London: Bloomsbury, 2019). In this book, Irv examines case studies from around the world to determine why so many people are resistant to and angered by educational practices, even when they are supposed to be socially beneficial. See: <https://www.bloomsbury.com/us/search?q=Irving+Epstein&Gid=1> for details. In addition, he served as an external reviewer for the International Global Education graduate program at Drexel University in Philadelphia, Pennsylvania.
- ◆ **Professor Leah Nillas** completed a busy academic year successfully serving as chair of two of the most important committees on our campus, the Curriculum Council and the Faculty Committee on Diversity.
- ◆ **Jennifer Crider**, Director of Field Experience and instructional staff faculty member, continues to develop collaborative relationships with area school administrators and teachers in order to provide our IWU students with authentic classroom experience in instruction, classroom management, student relationships, and issues of social justice. She is passionate about advocacy for all types of learners, teaching the Exceptional Child course, as well as the Advanced Reading Interventions course for the Reading Endorsement. She continues to expand her knowledge through coursework (she most recently completed Multisensory Mathematics I through the Atlantic Seaboard Dyslexia Education Center) and will attend the Everyone Reading Illinois Dyslexia Conference this fall. She also developed a parent volunteer based art curriculum program for her children's elementary school and tutors students in reading and math.
- ◆ **Dr. Colleen Herald**, Assistant Director of Teacher Licensure and Assessment continues to serve on the Executive Board of the Illinois Association of Teacher Educators in Private Colleges (IATEPC) and is a member of the Licensure Committee for the Illinois Association of Colleges for Teacher Education (IACTE). This year she will continue to serve as advisor for the Student Education Association.
- ◆ Administrative Assistant, **Donna Haas**, will be partnering with the Welcome Home Haiti organization to provide a new home for a single mother and her three children.

Welcome!

The Educational Studies Department welcomes two new faces to campus this year. [Bradley Regier](#) joins the School of Music faculty as the Director of the Music Education Program. He is a recent graduate from the University of Missouri where he received his PhD in Music Education. Other degrees include a master's degree from the University of Oklahoma and a bachelor's degree from Kansas State University. Prior to his graduate studies, Dr. Regier taught band and general music in Kansas and Cairo, Egypt. He continues to be an active band and percussion ensemble clinician throughout the Midwest.

[Mary Jo Douglass](#) will be supervising the math and science student teachers. [Deb Van Hoorn](#) will continue to supervise the English student teachers. [Deanne Bryant](#) and [Amanda Gee](#) will continue as Music Education Supervisors.

Professional Development

Upon request, Professional Development credits may be issued for hosting a student teacher. For more information see the following site:

<https://www.iwu.edu/educational-studies/teachers/professional-development/>

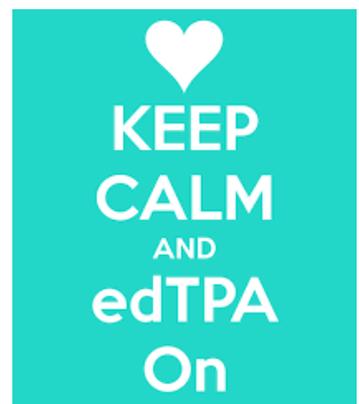
Teacher Performance Assessment

All student teachers in Illinois must complete the edTPA (Educational Teacher Performance Assessment) in order to be licensed. This portfolio assessment requires student teachers to articulate in writing their thought process as they plan a series of lessons and then videotape the implementation of those lessons. Following the lessons, student teachers must analyze student data to determine how well students understood the content and then reteach the content to students who did not understand it during the initial lessons. Student teachers document their findings through a series of written tasks. This entire portfolio is then submitted to an outside company for assessment.

All student teachers will distribute to parents and guardians a letter explaining the edTPA and asking for permission to include students in the videotaping. Student teachers will also seek parent and guardian permission to use student work to analyze the effectiveness of their teaching.

As a cooperating teacher, we appreciate your support of the student teachers as they complete this extensive portfolio. Specific support might involve the following: talking through the lessons with the student teacher; collaborating to identify specific needs of students; and assisting with videotaping of the lessons. Because cooperating teachers and university personnel are limited in the amount and type of support they are allowed to offer, we ask that you not proofread the student teachers' edTPA materials or give advice about which video clips to submit to edTPA scorers. Please contact the student teaching university supervisor if you have any questions about the kinds of support you may offer. More information on how to support the student teacher with edTPA can be found here:

https://secure.aacte.org/apps/rl/res_get.php?fid=1619&ref=edtpa



IWU Affiliate Card for Coop Teachers

All cooperating teachers are eligible for an IWU Afilliate card, to get yours email the IWU Campus Safety Office at campus-safety@iwu.edu or visit their office located on the main floor of the Memorial Center.

The office is open Monday– Friday 8:00-4:30.

The card entitles you to:



Athletic Pass for Free entry to Athletic Sporting Events

Discount Tickets to McPherson Theatre events.

Use of weight/cardio room and pool at Shirk.

Access to Ames Library

20% off Bookstore items (excluding textbooks)

Annual Student Teaching Symposium

As teacher-scholars for social justice, teacher candidates actively engage in leading professional development events on campus. In January, the students conducted the third annual Student Teaching Symposium. They led interactive sessions on curriculum, assessment, and pedagogy topics (e.g. building teacher-student relationships, classroom management, standard-based grading, conducting IEPs, etc.) This event serves as a professional development opportunity for teacher candidates to learn from their peers. The 2019 Student Teaching Symposium programs can be accessed at: <https://sites.google.com/site/learnteachtech/home/student-teaching-symposium-1>

Inquiries into Teaching and Learning

We celebrated our 12th Annual Inquiries into Teaching and Learning Research Conference last April. Our students' capstone research projects published via Digital Commons are included in the top ten most downloaded IWU undergraduate research projects since 2008. All elementary and secondary student teachers engage in a systematic and focused self-study of their practice as student teachers. During the fall they frame their study, obtain parental consents, and collect their data, which includes mostly reflective field notes and samples of student work. In the spring they engage in literature review, data analysis and the writing of their reports. By embedding self-study in student teaching, IWU student teachers have a supported professional development experience. Self-study has the potential to improve one's teaching practice and simultaneously improve students' learning. We encourage cooperating teachers to be involved in student teachers' self-studies. We hope to see you at our Teaching and Learning Inquiry Conference on [April 4, 2020](#) when our current student teachers will present their self-studies.