

**Academic Strategic Plan
Education Department**

Executive Summary

The Education Department has a vibrant program that offers majors in elementary and secondary education. Throughout our history, we have prepared highly qualified educators to the state and nation. As the demographics of our nation and thus our schools have changed, our program has continually adapted to meet the needs of all learners. Thus, many of our initiatives and goals are focused on the redesign of our curriculum and program delivery options as we respond to the ever-evolving landscape of P-16 education. What follows are highlights from our strategic plan: (detailed tactics for each goal are found in the document).

1.3 Strategic Initiative: Develop more fully and staff appropriately a program of undergraduate research and creativity across the curriculum.

1. Department Goal: Conduct student-faculty research that is shared with the Gustavus community.

1.5 Strategic Initiative: Ensure access to the critical support services needed to ensure students have the opportunity to achieve their fullest potential.

1. Department Goal: Provide students and faculty with appropriate resources to maximize their potential.

1.7 Strategic Initiative: Build and renovate academic facilities in a manner informed by the curriculum, student needs, and environmental stewardship.

1. Department Goal: Move out of Mattson Hall to a renovated Social Science Building or a new facility.

2.2 Strategic Initiative: Enhance student engagement through the development of residential learning communities to integrate student learning beyond the classroom.

1. Department Goal: Involve students in experiences that integrate learning beyond the classroom.

2. Department Goal: Increase professional development opportunities for department faculty.

2.6 Strategic Initiative: Engage with local and regional partners for the mutually beneficial exchange of knowledge, the strengthening of our community, and students' civic and academic learning.

1. Department Goal: Continue to strengthen partnerships with local schools and communities.

3.1 Strategic Initiative: Deepen the engagement of students with ethnic, geographic, socio-economic, and religious diversity so as to prepare them for leadership and service in the world.

1. Department Goal: Prepare teachers to work with all students.

Introduction

Gustavus Adolphus College has prepared secondary educators for most of its existence, and elementary educators since 1952 (five graduates in this first class). The elementary education major was tentatively approved by the Minnesota Department of Education in 1953, with full approval granted in 1959. Gustavus first received National Council for Accreditation of Teacher Education (NCATE) accreditation in 1961. NCATE Accreditation and Minnesota Board of Teaching Approval have been continuous since 1961. Reviews occurred in 1961, 1968, 1978, 1983, 1989, 1995, and 2000, and 2006.

The department consists of nine faculty members, and 265 enrolled and 143 admitted students. Students enroll as freshmen and are officially admitted to the department, through a selective admission process, in their sophomore year. Through a Career Explorations (Edu 268) course in the J-term of their freshman year, students engage in an intense vocational discernment process. This process allows students, many who are enrolled but undecided, to explore teaching as a career option.

1.1.1 Mission, vision, and goals

The Education Department is committed to the preparation of 21st century teachers who understand the complexity of learning and teaching that encompasses inclusion, equity, and justice. This work is enhanced by a liberal arts foundation that encourages breadth of knowledge, interdisciplinary and international perspectives, engaged inquiry, and intellectual curiosity.

As professionals and educational leaders, graduates of our program:

- Make informed teaching and learning decisions based on use of best practice, reflection, and new knowledge;
- Act as leaders for positive social change within schools and communities;
- Advocate for their students' intellectual, physical, and emotional well being;
- Understand cultural and linguistic diversity, and promote anti-racist, gender fair, and inclusive educational opportunities for all students;
- Defend their instructional choices on the basis of pedagogical, moral, and ethical grounds;
- View teaching as a journey of learning;
- Proactively profess and advocate well-developed teaching beliefs, and participate in decision-making, not as mere technicians, but as positive agents of change.

The organizing theme of our department's mission is "teaching as principled practice." We strive to help our graduates acquire skills of analysis and reflection, a broad knowledge base, and an array of experiences that will enable them to articulate and examine their own beliefs about teaching and learning and set those beliefs into action.

TEACHING AS PRINCIPLED PRACTICE

The Gustavus Teacher Education Program conceptual framework undergirds our work. Initial structuring of the framework was based on five attributes of a teacher education program knowledge base. The redesign of the program framework was based on the following:

- 1) a set of beliefs that have guided the redesign process, (philosophy)
- 2) an organizing theme and conceptual framework,

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- 3) program outcomes and complete evaluation procedures and processes which guide feedback to the candidate and the program,
- 4) a professional bibliography of source documents that contains essential knowledge for graduates plus works critical to the program and framework, and
- 5) the program model emerging from redesign efforts.

As the program has evolved under this framework we have restated these principles using the following National Council for Accreditation of Teacher Education (NCATE) structural elements:

- the vision and mission of the institution and unit;
- the unit's philosophy, purposes, and goals;
- knowledge bases, including theories, research, the wisdom of practice, and education policies;
- candidate proficiencies aligned with the expectations in professional, state, and institutional standards;
- the system by which candidate performance is regularly assessed.

Vision and Mission

Our task of creating classrooms for the future is not an easy one, but it is a critical one. Children are precious and hold the keys to the survival and the well-being of this planet. They are indeed our future.

Our vision for teacher preparation is for all of us, faculty and candidates, to be principled practitioners who access knowledge, plan based on that knowledge, apply their plan, assess its impact, reflect on student learning and use that reflection to re-conceptualize our on-going teaching practices. To accomplish this task the education faculty engage in the following:

- modeling for our candidates the skills and attitudes of inclusiveness and collaboration we wish them to possess;
- encouraging our candidates to develop the mental, physical, and emotional habits necessary for a healthy self-esteem and lifestyle, as well as displaying those ourselves;
- providing opportunities for candidates to discover and demonstrate the pedagogical principles and content knowledge needed to become effective, caring teachers;
- giving candidates the opportunity to observe, participate in, and reflect on a variety of P-12 teaching experiences;
- expecting our candidates articulate their educational philosophies and examine their own and others' teaching practices in light of it.

The Education Department mission, therefore, is to prepare preservice educators who implement "principled practice" – reflective, student-centered, democratic, and authentic teaching and learning. This mission is facilitated by the strong liberal arts and professional preparation of the candidates.

The mission of the department supports the mission of the college through teaching, advising, and mentoring roles that are supportive and consistent with the goals, values, and philosophy of the institution. Teacher Education candidates learn to take knowledge from all departments and experiences, and weave them into a personal and professional plan for contributing to the betterment of the world. We teach decision-making and problem-solving in complex

interpersonal situations as well as a variety of communication skills. In addition, the department contributes in a variety of ways to the existing and developing teaching expertise of the campus. The department contributes directly and indirectly to the strong positive image of the college and to the soundness of the education of entering students.

Shared Vision

The conceptual framework defines the work of the unit and has been developed, redesigned and shared with all its stakeholders. The most recent refinements of the framework are discussed at both the department and Teacher Education Advisory Council (TEAC) levels. The framework undergirds programs, courses, teaching, advising, mentoring, and candidate performance and is consistent with our mission.

Philosophy

The conceptual framework is grounded in a belief that learning is largely constructivist, that is, the learner constructs knowledge based upon background knowledge, cultural frames of reference, experience, instructional influences, and reflective processes. Action, performance, or experiences are then central to learning [and teaching]. These beliefs are founded in Dewey (1938) [a cycle of impulse, observation, knowledge, judgment, and purpose] and Kolb (1984) [a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation].

Purpose

Teacher education programs need a focus or organizing theme that reflects the ultimate purpose of the program. Like the set of beliefs [our vision statement] the organizing theme is a product of faculty collaboration. An organizing theme represents the essence of the set of belief statements, or as Short (1987) labeled it, “a unifying concept”. The organizing theme is the key idea that turns a collection of courses into a coherent program.

The Gustavus Department of Education has chosen as its organizing theme “teaching as principled practice.” In her description of an English method’s class instructor, Grossman (1990) discussed “teaching as principled practice” in the context of his strategies in the classroom, and the philosophy that undergirded his classroom practices. She depicts principled practice as:

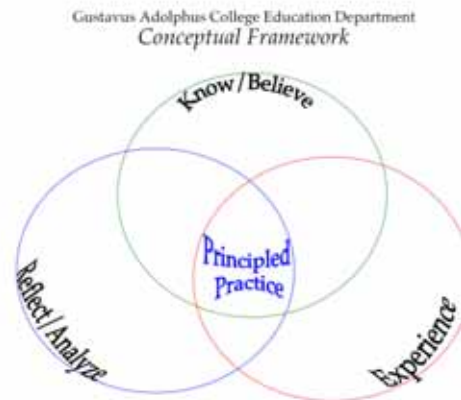
...the need for teachers to understand the reasons behind their instructional choices, to be able to explain why they do what they do. “Principled practice” implies that while there are no absolute answers or sure solutions to most of the dilemmas of teaching, teachers must try to connect their choice of instructional activities to their understanding of the underlying purposes for the teaching of English (Grossman, 1990, p. 121).

Like the English teacher described by Grossman, we seek to foster in prospective teachers the ability to explain why they do what they do in the classroom. We would like them to exit our program with an ability to defend their instructional choices on the basis of pedagogical, moral, and ethical grounds. It is our goal to help them realize that we do not (nor does anyone else) possess “the correct answer” for their teaching dilemmas and challenges. Instead we strive to help them acquire the skills of analysis and reflection, a broad knowledge base, and an array of

experiences that will enable them to articulate and examine their own beliefs about teaching and learning, as well as to set those beliefs into action. Like Tom (1984), we hold that teaching is not simply a technical enterprise, with a discrete set of skills to be acquired, but rather it contains a moral (and ethical we would add) basis as well.

We see three components contributing to and informing “principled practice”: our past, present, and imagined experiences, both inside and outside the classroom; our reflection on and analysis of our experiences, knowledge, and practices; and our conceptualization of knowledge/truth including that regarding the research on teaching/learning and theories of teaching/learning. Following the work of Brown, Collins, and Duguid (1989), we hold that knowledge/cognition (and activity) is situated in a culture (in this case most likely schools) that has its own set of values and ways of utilizing the knowledge or activities a participant brings to the setting.

Our application of the ideas of Brown, Collins, and Duguid (as well as those of Smith, 1990) are best summarized in the following model: (Figure 1).



The three components (knowledge and beliefs, experience, and reflection and analysis) interact (and in reality are inseparable from each other) with each other in a continual process to create or determine our classroom practices. As Brown et al. note, “A concept, for example, will continually evolve with each new occasion of use because new situations, negotiations, and activities inevitably recast it in a new, more densely textured form” (p. 33). Likewise, classroom practices will evolve as a candidate’s knowledge base of theories and research is expanded through coursework, conferences, professional reading, etc.; tested in the crucible of the classroom, school, or some other setting; and examined and reflected on in terms of their principles and desired outcomes.

Our job as teacher educators is to insure that all three components of “principled practice” are engaged in by our prospective teachers, and that the principles held highest and used for the basis of judgment of outcomes and experiences are those outlined in foundational documents and in program curriculum.

Goals

This experiential and reflective model of improvement captures the process of learning, teaching, program management, and redesign. It is shaped and characterized by the nine broad program outcomes listed below. The program outcomes and evaluation procedures and processes that guide feedback to the candidate and to the program are embedded in this model and in courses and experiences throughout the program. Furthermore, these broader program outcomes are specifically aligned with the Minnesota Standards of Effective Practice for Teachers. In 2003-2004 the unit updated the conceptual model to further reflect the dynamics of our work. In addition to the cornerstone components of our model; Know and Believe, Experience, Reflect and Analyze, we have added three additional and integrally related components. We believe that high quality teachers “plan” based on what they know and believe, “assess” those planned experiences, in order to “re-conceptualize” after extensive reflection and analysis. The expanded conceptual framework is represented in the following graphic:



The conceptual framework is shared in department literature and at various orientation points during initial advising, at pre-admission orientation meetings, at the celebration/orientation for newly admitted students, and in all education courses throughout the program. More importantly, the department crafts learning experiences as well as procedures and policies that model the knowledge base and beliefs expressed in the conceptual framework. Gustavus preservice teachers and teacher educators:

Know and Believe:

- 1. Understand and consider moral and ethical dimensions of teaching.
- 2. Make decisions about teaching and learning informed by sound pedagogical research and with refined pedagogical capability.
- 3. Rely on and advocate for sound liberal learning, extensive disciplinary learning, and interdisciplinary thinking.

Plan:

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- Make decisions about teaching and learning informed by sound pedagogical research and with refined pedagogical capability.

Experience:

- 4. Rely on and advocate for sound liberal learning, extensive disciplinary learning, and interdisciplinary thinking.
- 5. Form nurturing relationships that foster inquiry, achievement, and cooperation for all learners
- 6. Create inclusive and collaborative learning communities to enrich learning and stimulate reflective analysis.
- 7. Engage in reciprocal partnerships with learners, families, communities, and colleagues.

Assess:

- 8. Employ continual strategies of assessment to understand learning.
- 9. Provide honest and complete feedback to assist learning

Reflect and Analyze:

- Employ continual strategies of assessment to understand learning.
- Create inclusive and collaborative learning communities to enrich learning and stimulate reflective analysis.

Reconceptualize:

- Anticipate the complexity and inter-relatedness of student development, curriculum, and the problems and challenges faced by tomorrow's learners.

1.2 Programs

General Education

Department faculty members are involved in teaching Curriculum II courses, General Education courses, Travel Abroad courses, and First Term Seminars.

Education Programs (Elementary and Secondary)

The unit offers Elementary and Secondary Education programs. In addition to the liberal arts and education content competencies (Standards of Effective Practice), candidates must also meet the content standards established in each of their majors.

•Secondary Education candidates complete a Bachelor of Arts degree in their approved teaching major. Currently approved teaching majors are Art, Biology, Chemistry, Communication Arts/Literature, Earth Science, Health, Latin, Mathematics, Music, Physical Education (Exercise Science), Physics, Social Studies, and Spanish. In the areas of Art, Music, Physical and Health Education, and Foreign Language, a Secondary Education Program candidate qualifies for licensure in grades K-12 by completing the appropriate program requirements.

Candidates completing the Bachelor of Arts degree in Elementary Education are licensed to teach K-8 with specific concentrations; Communication Arts/Literature, Mathematics, Science, Social Studies, or Modern Foreign Language. In the coming months, the Board of Teaching will be “decoupling” the Elementary Education major from the specific concentrations. Together with

our unit colleagues, the department will be redesigning the concentrations to be optional tracks for students. It appears, at this time, that the state will require that admitted students beginning the 2011 academic year will be under the new rule.

All programs are designed to be in compliance with state standards for teacher preparation programs and provide content specific and liberal arts preparation. Candidates' knowledge of the liberal arts supports content and pedagogy-specific knowledge and enables connections among content areas.

Teacher candidates know the subject matter they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. A set of professional competencies, based upon the Standards of Effective Practice for Teachers (mandated for all teacher education programs seeking state approval) guide education course content and field experiences as well as articulate what candidates will know and be able to do upon program completion. Throughout their program of study, candidates complete course requirements and engage in field experiences designed to facilitate mastery and understanding of the following education program competencies:

Standards of Effective Practice

Standard 1- Content Knowledge. A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.
Standard 2- Student learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development.
Standard 3 Diverse Learners: A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.
Standard 4 Instructional Strategies: A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
Standard 5, Learning environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard 6, Communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
Standard 7, Planning instruction. A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
Standard 8, Assessment. A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.
Standard 9, Reflection and professional development. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.
Standard 10, Collaboration, ethics, and relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well being.

Detailed documentation of how each of these standards is aligned and assessed within the program is included in the appendix to this document. These extensive documents are required by our state program approval and national accreditation processes. [Appendix A.](#)

1.3 Support relationships

The Education Department works closely with colleagues from across the campus, both for achieving the goals of our own program, but also in collaboration with many other facets of the Gustavus community to achieve institutional goals.

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We work closely with our unit members, those involved with courses in our various secondary majors and elementary concentrations. Specifically, we work with faculty in the areas of Art, Biology, Chemistry, Communication Arts/Literature (Communication Studies and English), Earth Science, Health, Latin, Mathematics, Music, Physical Education (Exercise Science), Physics, Social Studies (History, Political Science, , and Spanish).

Each semester the department holds unit meetings to communicate with our partners in the other departments. When our accreditation cycle comes around every seven years, our partners in the other departments are critical to the success of the process. Department members from across these disciplines help us document how their and our courses meet the content standards established for each of our majors. An example is attached in [Appendix B](#). This extensive, collaborative work helps the unit not only comply with state standards, but to also establish relationships with each other that benefit our students and programs.

Our program works very closely with the Community Service Learning Center. We have, for some time, enjoyed the benefits of a collaborative teaching arrangement with the Center and our Education 398,390, and 268 courses. As part of the Human Relations course, students are expected to develop a project to better understand individual student needs. Together with the Center, the faculty members teaching the course develop service-learning projects in the community. This relationship is critical to the success of the course(s). The department is also working with the Center to establish a stronger community-learning component in our Career Explorations course each J-term. As the course is evolving, we are placing a renewed emphasis on understanding the changing communities around us. We are moving toward a curriculum revision of the course that will include more engagement with the community before and during the practicum portion of the course. Again, the Center has and will play a significant role in helping to make this course a successful learning experience.

Our department has also enjoyed a strong working relationship with the Gustavus Diversity Center. In recent years we have worked together on such projects as the ChYLI program, NYSP, urban visits, and team-teaching arrangements in our Human Relations course. We continue to work together as we explore ways to educate culturally competent preservice teachers. Occasionally, the Diversity Center has also financially supported us for a special event. Likewise, we have been supportive of such activities as the Building Bridges event. Our department has worked together with the Office of Admissions to develop some alumni events such as an appreciation dinner for our cooperating teachers. We have also worked with the Office of Admissions to recruit students through class visits, faculty visits, and the Presidential Scholarship Days. We understand that recruiting students to the college is everyone's responsibility.

Our department has also worked collaboratively with the Louis Stokes Alliances for Minority Partnership (LSAMP) program committee at Gustavus. While minimally involved, the department embraces the aims of the program to involve more minority students in the sciences. Specifically, the department is interested in encouraging minority students to consider science teaching as a possible vocation. The chair has served on the committee and worked with the Director and others to screen applications, and to help shape program.

Through the recent Howard Hughes Medical Institute grant, the department is involved with the outreach component of the program. Specifically, the grant will help to fund a summer training and follow-up program for area science teachers and their students related to the upcoming theme

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of the Nobel Conference. We are working this semester to identify area teachers interested in the program, and will offer the first workshops in the summer of 2009. This exciting opportunity will allow us to develop closer connections between the college and local schools. This relationship is critical to the success of our program because we depend on these schools as possible sites for our practicum and student teaching experiences. Additionally, the department, through this initiative, will be working with Gustavus scientists with expertise in the themes of the upcoming conferences. These colleagues in the sciences will work with area teachers in the summer workshops and in the coming school years.

As the field of education becomes more competitive, we have worked hard as a department to utilize the expertise of our colleagues in the Gustavus Career Center. Each semester a staff member from the Center presents two sessions to our student teachers regarding how to navigate the job market. Additionally, the Center has established a network of local educators who are willing to do mock interviews with our candidates. In addition, the Center has subscribed to a new and useful virtual interviewing software that has great potential for helping our students. We appreciate their efforts to help our students accomplish their ultimate goal of becoming a teacher.

Because the schools are incorporating more and more technology into their curricula, we have worked diligently with Gustavus Technology Services to keep ourselves abreast of technological developments and the related software and hardware necessary to accomplish this type of pedagogical approach. We are very fortunate to have Joyce Aarsvold as our Area Coordinator for Technology (ACT). Joyce works our division to help us accomplish our goals of producing technologically competent preservice teachers. This goal is accomplished on several levels. First, we must keep current with hardware and software similar to what our preservice teachers will find in schools where they will be employed. Second, they must understand the technical skills needed to use these tools, and third they must have a deep understanding appropriate pedagogies and learning theories associated with using technology. Our ACT plays an integral role in helping us accomplish these goals. The ACT also supports our lab and our office technologies in ways that helps us do our work in the program.

While we do not have a direct collaboration with the Writing Center, we are supportive of the work the Center does and recommend the Center to students in need of some writing support. We are also supportive of the efforts of the Center to develop an ELL tutoring system. We have held discussions with the director regarding how our desire to hire an ELL tenure track faculty member may have collaborative intersections with the efforts of the Center. While we were unable to hire in our search this fall, we are optimistic that as we develop our curriculum to have a stronger emphasis on ELL, we will continue to work with the Writing Center.

The department is fortunate to have a strong working relationship with the library staff. Specifically, we are served very well by our education division liaison, Michelle Twait. Each year Michelle keeps us abreast of databases, journals, and other education related resources. We urge continued and adequate funding for library resources so critical to the success of our students and program.

While the National Youth Sports Program (NYSP) and the Chicano/Latino Youth Leadership Institute (ChYLI) programs are no longer operating, we seek to develop summer and academic year programming with support from the College. Specifically, the Development Office and Bob Weisenfeld has been very supportive of all our efforts to write grants, solicit private corporations, and to seek additional sources of financial support for these efforts. Bob has also been very supportive of the HHMI outreach work and related efforts such as the Math Academy grant with

Minnesota State University Mankato. We are very appreciative of his efforts to help us accomplish our program goals related to outreach.

Section 2-Strategic Review

2.1 Strategic issues

The Education Department embraces a continuous improvement model of strategic planning. To that end we realize that the process and the living and evolving documents produced by the process are in a continual state of flux.

Each semester, the department holds a retreat to discuss our programs. Each year we collect and analyze data and develop action plans based on what we learn from many constituents including graduates, current students, faculty, cooperating teachers, unit members, and our Teacher Education Advisory Council (TEAC). Our state program approval and national accreditation processes engage us in yearly reports, and an extensive, on-campus external review every seven years. We have engaged in SWOT analysis processes, blue sky planning, and yearly goal setting exercises for individuals and for the department. These processes have resulted in a dynamic program that is responsive to the changes that occur in society and thus K-12 schools.

As part of one of our recent professional development efforts, we utilized a book by Gary Marx called “Sixteen Trends, Their Profound Impact on Our Future: Implications for Students, Education, Communities, Countries, and the Whole Society.” These trends, have in part, shaped our thinking about producing teachers for the 21st Century. While we have not linked them to specific goals of the program, we have used them to give us a big picture view of societal trends. [See Appendix C for Sixteen Trends.](#)

Additionally, as a group we have dedicated ourselves to both large- and small-scale professional development experiences that have helped us develop a broadened view of our global and fast-changing education landscape. We have traveled as a group to study the trends in immigration from the Mexican border, and we have engaged in discussions of books and films related to the changing demographics of our nation and region. Additionally, a number of faculty members have received specialized training in pedagogies and theories related to working with English Language Learners. Together, these planning processes have resulted in many operationalized planning documents.

See **Appendix D** for the following planning documents:

- [Department Goals Achieved 07-08](#)
- [Department Goals 08-09](#)
- [Department Action Plan \(Five year model\)](#)

2.2 Barriers

In his book “Good to Great,” Jim Collins refers to organizational “brutal realities.” As one examines the department action plans, few barriers are considered. While most actionable items have some constraints, we do not see any barriers that cannot be managed or overcome. With that said, because our program has its own brutal realities. We are very dependent on working in schools and with the current economic crisis in the state and country we anticipate its potential

have impact on our work. As schools experience financial hardships, they will need to cut programs and personnel. This potentially could impact cooperating teachers' willingness to host a practicum or student teacher.

Our geographic isolation has also been a barrier at times. We have extended our range for practicum and student teacher experiences. The added travel for supervision is costly in both time and money. To manage this situation, we have tried to do more clustering of placements.

The department is also held to program approval and national accreditation standards. While this process can serve to provide us with useful, continuous improvement data, it can also be very restricting. We have tried to be imaginative with our courses in ways that still meet the expectations from these external groups. At times, we find the number of standards, and the documentation of such, to be a very time-consuming task. Additionally, to stay abreast of the changes to the state licensure and program standards is a substantial task.

Because our program is so interdependent on other departments on campus, our majors' schedules can be very complex. Our departments' courses are scheduled in ways to "package" them in ways that allow students to also engage in practicum experiences. Because these practicum experiences are field-based, we have scheduled blocks of courses in the timeframes that correspond with K-12 school schedules. These restrictions on our schedule make scheduling with other departments on campus more challenging. We appreciate the cooperation we have with many of our unit departments as we all work to make the schedule work for all majors.

Section 3 Strategic Initiatives and Recommendations

Goal 1: Educate for leadership and service.

1.3 Strategic Initiative: Develop more fully and staff appropriately a program of undergraduate research and creativity across the curriculum.

1. Department Goal: Conduct student-faculty research that is shared with the Gustavus community.

Tactic: Showcase student work at the annual Celebration of Creativity Symposium or other venues for undergraduate research.

1.5 Strategic Initiative: Ensure access to the critical support services needed to ensure students have the opportunity to achieve their fullest potential.

1. Department Goal: Provide students and faculty with appropriate resources to maximize their potential.

Tactic: Ensure access to appropriate and current technologies. While technologies continually change, we need to provide our students with the most relevant technologies available. The IIAC process will be utilized as our main way of requesting the most up-to-date hardware and software.

Tactic: Establish a department level technology committee to recommend to the Chair and IIAC most relevant and current technologies.

Tactic: Continue to develop and expand the Curriculum Resource Center to provide students and faculty with appropriate learning resources.

Tactic: Continue to work with the library staff to make sure our students have access to the most appropriate research databases and other online or text resources.

1.7 Strategic Initiative: Build and renovate academic facilities in a manner informed by the curriculum, student needs, and environmental stewardship.

1. Department Goal: Move out of Mattson Hall to a renovated Social Science Building or a new facility.

Tactic: Participate in facility discussions for purposes of planning for our students' needs. Work with Gustavus administrators and staff, architects and others to establish space utilization needs.

Goal 2: Engage education at the intersections.

2.2 Strategic Initiative: Enhance student engagement through the development of residential learning communities to integrate student learning beyond the classroom.

2. Department Goal: Involve students in experiences that integrate learning beyond the classroom.

Tactic: Implement Edu 268 ELL Immersion including a two-week residential learning community component on campus.

Tactic: Establish cluster sites for student teacher placements for both domestic and study abroad sites.

2. Department Goal: Increase professional development opportunities for department faculty.

Tactic: Develop budget for enhancing the professional development options for faculty. Specifically, monies should be allocated to provide additional ways for faculty engage in field-based

2.6 Strategic Initiative: Engage with local and regional partners for the mutually beneficial exchange of knowledge, the strengthening of our community, and students' civic and academic learning.

2. Department Goal: Continue to strengthen partnerships with local schools and communities.

Tactic: Work with area science teachers to develop meaningful curricular connections between the Nobel Conference theme and their science classrooms. (Howard Hughes Medical Institute grant.)

Tactic: Offer summer workshops for area teachers and community members focused on contemporary education issues. (GELL Colloquium).

Tactic: Re-establish summer programming for area youth. (NYSP, ChYLI).

Goal 3: Engage with the world to make a difference.

3.1 Strategic Initiative: Deepen the engagement of students with ethnic, geographic, socio-

economic, and religious diversity so as to prepare them for leadership and service in the world.

2. Department Goal: Prepare teachers to work with all students.

Tactic: Edu 268 Domestic Immersion in J-term.

Tactic: Redesign curriculum to include English Language Learner components for all Education majors.

Tactic: Place practicum students and student teachers in diverse school settings. (e.g. Gaylord, Spain, IB, Language Immersion, Alaska, charter schools, El Paso, Phoenix, urban etc...)

Tactic: Hire a tenure-track professor with expertise in ELL.

Tactic: Engage in faculty development related to the ethnic, geographic, and socio-economic diversity of the region and world.

Tactic: Establish an English Language Learner licensure program.

Tactic: Continue to strengthen the service-learning components of our program. Specifically, work with the Community Service Center to develop additional community-based learning opportunities.

Tactic: Continue to work with the Diversity Center to build relationships with urban and rural communities and schools so as to provide reciprocal learning opportunities for students.

Tactic: Host scholars (e.g. Fulbright) and guests (e.g. Sotogrande) who bring diverse perspectives to our program.

Tactic: Contribute to the General Education program at Gustavus by offering, through the department, courses for Gustavus English Language Learners., teaching First Term Seminar, and contributing to teaching in the Curriculum II program.

Section 4-Assessment

The assessment of the programs' proficiencies and goals is systematic and comprehensive. The assessment of specific course embedded proficiencies is detailed in the PEPER I and II matrices. In addition, the department assesses the students at many gates in the program, and gathers formative and summative data throughout a student's program of study to guide students and inform our program. Additionally, all of the field experience assessments are aligned with the program standards, and students complete a rigorous portfolio process that evidences their competence on all of the Standards of Effective Practice. Furthermore, the content and pedagogy examinations (PRAXIS) required by the State of Minnesota ensure that our candidates are highly qualified to enter the profession. The assessment system is detailed in Standards 1 and 2 of the Institutional Report.

Appendix A

Standards of Effective Practice

FORM I-D

<p><u>Professional Education Program Evaluation Report (PEPER I)</u></p>	<p>COMPLETE THE FORM & attach Syllabi</p>																											
<p>Professional Education Program Evaluation Report (PEPER)</p>	<p><i>Provide course numbers and description of activity/experiences that are responsible for meeting the standard. Any and all referenced experiences must be evident in the course syllabi submitted.</i></p>																											
<p>Subpart. 3. Standard 2, student learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:</p>	<p><u>KEY:</u></p> <p>GREEN COLORED TEXT = ELEMENTARY PROGRAM</p> <p>RED COLORED TEXT = SECONDARY PROGRAM</p> <p>BLACK TEXT= BOTH PROGRAMS</p>																											
<p>2A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;</p>	<p><i>Topic: Cognitive Clarity</i></p> <p>Read “What We Know About How to Teach Phonics” used as basis for developing an understanding of cognitive clarity. Look for evidence of cognitive clarity in full-day practicum observation; take field notes. Processing in EDU 385 through writing and collaborative conversation. Follow-up in EDU 375, connecting specifically to “Kid Watch” assignment.</p> <table border="0"> <tr> <td>Chap. 6</td> <td>196 -213</td> <td>Behaviorist Views of Learning</td> </tr> <tr> <td></td> <td>214-226</td> <td>Social Cognitive Theory</td> </tr> <tr> <td>Chap. 7</td> <td>234-238</td> <td>Cognitive Views of Learning</td> </tr> <tr> <td></td> <td>237-263</td> <td>Information Processing</td> </tr> <tr> <td></td> <td>263-274</td> <td>Information Processing in the Classroom: Instructional Strategies</td> </tr> <tr> <td>Chap. 8</td> <td>278-284</td> <td>Constructivism</td> </tr> <tr> <td></td> <td>284-292</td> <td>Implications of Constructivism for Teaching</td> </tr> <tr> <td></td> <td>292-307</td> <td>Constructivism in Classrooms: Instructional Strategies</td> </tr> <tr> <td>Chap. 9</td> <td>310-319</td> <td>Cognitive Learning</td> </tr> </table>	Chap. 6	196 -213	Behaviorist Views of Learning		214-226	Social Cognitive Theory	Chap. 7	234-238	Cognitive Views of Learning		237-263	Information Processing		263-274	Information Processing in the Classroom: Instructional Strategies	Chap. 8	278-284	Constructivism		284-292	Implications of Constructivism for Teaching		292-307	Constructivism in Classrooms: Instructional Strategies	Chap. 9	310-319	Cognitive Learning
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	<p>319-330 Problem Solving 330-338 The Strategic Learner</p> <p>Students read about (<i>This We Believe . . . And Now We Must Act</i>, and print and web-based readings and keep a reading journal) and discuss how students internalize knowledge, acquire skills, develop thinking behaviors and use instructional strategies that promote student learning and apply them in the development of their unit plan and the lesson they teach. (See concepts for Question #1)</p> <p>1. Reading and discussing all chapters of Marzano’s research based text ‘<i>What works in classroom Instruction</i>’ provides a knowledge base for use of instructional strategies that promote student learning.</p> <p>2. Students use their knowledge of how students internalize knowledge, acquire skills, develop thinking behaviors and use instructional strategies that promote student learning in the development of their unit plan. (See EDU 351 learning task: Unit Plan)</p> <ul style="list-style-type: none"> • Reading Apprenticeship Assignment • Reading assignment TRCA pp. iii-67 • Practice with literacy strategies (see course schedule) • Journal assignment #1 & #2 <p>Discussion of assigned readings in <i>Social Studies for Secondary Schools and Teaching Economics as if People Mattered</i> including teaching strategies and philosophies of teaching the social studies to engage students in thinking and learning.</p> <p><i>Inquire Within: Chapters 1, 2, 3, 5, & 6: Science Lesson Plans 1 & 2</i> <i>Elementary and Middle School Mathematics: Chap. 1,2, 3, 7, &8. Math- Chap. 1&2</i> <i>Chapters 1, 2, 3, 7 & 8. Math Lesson Plans 1 & 2</i></p>																								
<p>2B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;</p>	<p>Read: “Early Education, Three-, Four-, and Five- Year Olds Go to School” Chapter 2: Understanding Readiness in the Context of Theory and Research – is used as a basis for discussion on developing an understanding of Readiness theories. The students look for evidence of maturational theories of readiness during their practicum experience; apply the theories in their lesson planning and reflect on the understandings through conversation and writing assignments/reflections.</p> <p style="text-align: center;">How to Talk So Kids Will Learn</p> <p>Morning Meeting Book</p> <p>Readings and discussions</p> <table border="0"> <tr> <td>Chap. 2</td> <td>32-37</td> <td>Development</td> </tr> <tr> <td></td> <td>37-55</td> <td>Piaget’s Theory of Intellectual Development</td> </tr> <tr> <td></td> <td>55-63</td> <td>A Sociocultural View of Development: The Work of lev Vygotsky</td> </tr> <tr> <td>Chap. 3</td> <td>78-82</td> <td>Personal Development</td> </tr> <tr> <td></td> <td>82-89</td> <td>Social Development</td> </tr> <tr> <td></td> <td>89-93</td> <td>Integrating Personal, Emotional, and Social Development: Erikson’s Theory</td> </tr> <tr> <td></td> <td>93-101</td> <td>Development of Identify and Self-Concept</td> </tr> <tr> <td></td> <td>101-114</td> <td>Development of morality, Social Responsibility, and Self-Control</td> </tr> </table> <p>Students read and discuss concepts of developmental influences on learning, analyze their virtual classroom and apply the concepts in the development of their unit plan and lesson plan (see assessments and concepts for Question # 1 and # 4) and their response to the experience in the middle school advisory or</p>	Chap. 2	32-37	Development		37-55	Piaget’s Theory of Intellectual Development		55-63	A Sociocultural View of Development: The Work of lev Vygotsky	Chap. 3	78-82	Personal Development		82-89	Social Development		89-93	Integrating Personal, Emotional, and Social Development: Erikson’s Theory		93-101	Development of Identify and Self-Concept		101-114	Development of morality, Social Responsibility, and Self-Control
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	<p>shadow experience.</p> <p>Students apply their knowledge of developmental influences to make decisions regarding learning as they plan for their virtual classroom of students in the development of their unit plan. (See EDU 351 learning task: Unit Plan)</p> <p>Students read and respond to the text, <u>Teaching Exceptional Diverse and At-Risk Students</u> by Vaughn, Bos and Schumm, Chapters 1 through 11. Students study the issues and teaching strategies for students with physical, social, emotional, moral and cognitive development outside of the normal range. Students visit four special education classrooms to observe modified instruction outside of the general classroom. Students are required to write lesson plans with adaptations for the general classroom. Students develop student profiles, which include physical, social, emotional, moral and cognitive measures on students in need of differentiated instruction.</p> <p><i>Nuts and Bolts of Cooperative Learning</i> Math Facing an American Phobia</p> <table border="0"> <tr> <td>Chap. 2</td> <td>32-37</td> <td>Development</td> </tr> <tr> <td></td> <td>37-56</td> <td>Piaget's Theory of Intellectual Development</td> </tr> <tr> <td></td> <td>55-64</td> <td>A Sociocultural View of Development: The Work of lev Vygotsky</td> </tr> <tr> <td>Chap. 3</td> <td>78-82</td> <td>Personal Development</td> </tr> <tr> <td></td> <td>82-90</td> <td>Social Development</td> </tr> <tr> <td></td> <td>89-93</td> <td>Integrating Personal, Emotional, and Social Development: Erikson's Theory</td> </tr> <tr> <td></td> <td>93-102</td> <td>Development of Identify and Self-Concept</td> </tr> <tr> <td></td> <td></td> <td>Development of Morality, Social Responsibility, and Self-Control</td> </tr> </table>	Chap. 2	32-37	Development		37-56	Piaget's Theory of Intellectual Development		55-64	A Sociocultural View of Development: The Work of lev Vygotsky	Chap. 3	78-82	Personal Development		82-90	Social Development		89-93	Integrating Personal, Emotional, and Social Development: Erikson's Theory		93-102	Development of Identify and Self-Concept			Development of Morality, Social Responsibility, and Self-Control
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<p>2C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;</p>	<table border="0"> <tr> <td>Chap. 2</td> <td>32-37</td> <td>Development</td> </tr> <tr> <td></td> <td>37-57</td> <td>Piaget's Theory of Intellectual Development</td> </tr> <tr> <td></td> <td>55-65</td> <td>A Sociocultural View of Development: The Work of lev Vygotsky</td> </tr> <tr> <td>Chap. 3</td> <td>78-82</td> <td>Personal Development</td> </tr> <tr> <td></td> <td>82-91</td> <td>Social Development</td> </tr> <tr> <td></td> <td>89-93</td> <td>Integrating Personal, Emotional, and Social Development: Erikson's Theory</td> </tr> <tr> <td></td> <td>93-103</td> <td>Development of Identify and Self-Concept</td> </tr> <tr> <td></td> <td></td> <td>Development of Morality, Social Responsibility, and Self-Control</td> </tr> </table> <p>Students read and discuss concepts of individual variation in development and how development in each domain affects performance in others and apply them in the development of their unit and lesson plans.(See concepts for Questions #1 & #6)</p> <p>Students incorporate their knowledge of individual variation in student development and how development in each domain affects performance in other domains in the development of their unit plan. (See EDU 351 learning task: Unit Plan)</p> <p>Students read and respond to the text, <u>Teaching Exceptional Diverse and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos and Schumm, in Chapters 1 – 11. Students study the issues and teaching strategies</p>	Chap. 2	32-37	Development		37-57	Piaget's Theory of Intellectual Development		55-65	A Sociocultural View of Development: The Work of lev Vygotsky	Chap. 3	78-82	Personal Development		82-91	Social Development		89-93	Integrating Personal, Emotional, and Social Development: Erikson's Theory		93-103	Development of Identify and Self-Concept			Development of Morality, Social Responsibility, and Self-Control
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	<p>for students who demonstrate developmental progressions and individual variations outside the normal physical, social, emotional, moral and cognitive development. Students visit four special education classrooms to observe modified instruction outside of the general classroom. Students are required to write lesson plans with adaptations for the general classroom. Students develop student profiles, which include physical, social, emotional, moral and cognitive measures on students in need of differentiated instruction.</p>
<p>2 D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;</p>	<p>SS/LA Topic: Six Trait Writing Peer Assessment of drafts of Family Story writing pieces. Use rubrics from Six Trait Writing Course Pack to self-assess writing and to assess peer writing, and give rubric-based feedback as basis for improvement. Assessment: Built in to assignment as self-assessment. Peer feedback is assessed through instructor feedback to assessor. Assignment - Learner Project (Parts I & II)</p> <p>Students plan formative, daily assessments for each lesson in their unit plan that uses feedback on student strength as a basis for further growth. (See EDU 351 learning task: Unit Plan) Students use their knowledge of students' strengths as a basis for growth; and errors as opportunities for learning as they develop daily assessments for the microteaching lessons they teach.</p> <p>Assessment of Math Learning” assignment: (Academic, Social; Skills and Habits of Mind (affect) “Assessment of Science Learning” assignment: (Academic, Social; Skills and Habits of Mind (affect)</p> <p>Impact on Student Learning Project</p> <p>Students role-play the contributions of the various school, community and family members on the Individualized Education Plan (IEP). The IEP includes written documentation of the student’s strengths as a basis for growth, and student’s errors as opportunities for learning.</p>
<p>2E. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;</p>	<p>Rdg (20 & 23) Topic: Guided Reading Read Cunningham Chapter 5, Multilevel Instruction and <i>Guided Reading the Four Blocks Way</i> by Cunningham, Hall, & Cunningham. Topic: How can you help struggling readers in your classroom in all subject areas? Read Cunningham Chapter 7: Science & Social Studies Matter for Struggling Readers; Chapter 8: Extra Support for Students Who Need It Most. Assessment: Lesson plans prepared for and taught in elementary classrooms through EDU 385 practicum SS/LA (3) Topic: How does Social Studies support integrated teaching and learning? Read: Lindquist Introduction & Chapter 1: Making Connections and also handouts. In-class instruction and discussion of integrated learning and how it helps meet the needs of all students at their level in varying domains. Assessment: Lessons planned, taught, and assessed for EDU 385 practicum (Integrated Literacy Unit and other lessons).</p>

	<p>Rdg (36) Topic Assessment of Reading: What is important? What isn't important? Read Cunningham, Chapter 6: Assessment. Class handouts on</p> <p>Assessment: Analyze reading assessment practices shared by Cunningham as compared to those seen in practicum classroom setting. Use new understandings and strategies in planning formative assessment and feedback in practicum lesson plans.</p> <p>SS (38) Topic: Assessment and Evaluation: What's the difference? Read Lindquist Chapter 8: Accenting Assessment. Use new understandings and strategies to plan assessment and feedback in practicum lesson plans.</p> <p>Chap. 2 47-49 Assessment and Learning: Assessing Students' Cognitive Development</p> <p>49-51 Technology and Learning: Using Technology to Develop Formal Thinking</p> <p>51-53 Applying Piaget's Work in Classrooms: Instructional Strategies</p> <p>58 The Relationship Between Learning and Development</p> <p>58-61 Vygotsky's Work: Instructional Strategies</p> <p>Chap 3. 90-93 Supporting Psychosocial Development</p> <p>96-100 Promoting Psychosocial and Self-Concept Development: Instructional Strategies</p> <p>110-112 Promoting Moral Development: Instructional</p> <p>Students read and discuss individual and group assessment and plan appropriate instruction that meets students' developmental needs in their unit plan and lesson.</p> <p>Assessment of Science Learning assignment Assessment of Math Learning assignment; Preassessment of monarchs; Cooperative Learning via Nicenet</p>
<p>2F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks; and</p>	<p>SS/LA (8 & 11) Topic: Writer's Notebook. Read handouts; class activities. Assessment: Writing pieces for Family Stories project</p> <p>SS/LA (21, 22, 24, 25, & 33) Six Trait Writing. Read course pack; class instruction and activities in which students made decisions about the learning tasks. Assessment: Application to Family Stories project (rubric)</p> <p>SS/LA (8, 11, 27, 29, 35) Family Stories Project. Read handout. Ongoing class instruction and writing activities. Assessment: Family Stories final project and presentation (rubric)</p> <p>Wequest Project (See Class #8)</p> <p>Multimedia Project (See Class #12)</p> <p>Chap. 2 51-53 Applying Piaget's Work in Classrooms: Instructional Strategies</p> <p>58-61 Vygotsky's Work: Instructional Strategies</p> <p>375-37 Developing Students' Self-Determination: Instructional Strategies</p> <p>Students read and discuss how to make connections and providing opportunities for active learning and develop active learning lessons in their unit and lesson and involve students in their learning through their discussion of democratic classrooms. (See concepts- Question #8 and the Literature Circle in Assessment Tasks).</p> <p>Students develop lessons within their unit plan that make connections and provide opportunities for active learning that involves</p>

	<p style="text-align: right;">students in the lessons. (See EDU 351 learning task: Unit Plan)</p> <p>Students make connections and provide opportunities for active learning that involves students in their learning in their micro teaching lessons and practicum.</p> <ul style="list-style-type: none"> •Practice with literacy strategies (see course schedule) • Journal #1 & #2 <p>Preassessment of Monarchs; Experimental Design; Using insects to learn about the Inquiry Cycle (Life Cycle stations) Van de Walle Writing to Learn (Chapters: 15, 16, 17, 12, 13 & 14). Intentional use of manipulatives (fraction circles) for development of concepts.</p> <p>Students demonstrate through their lesson planning how they link new ideas to familiar ideas and make connections to a student’s experiences; provide opportunities for active engagement, manipulation and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks. All lesson plans must show assessing prior knowledge, strategies from the Carol Ann Tomlinson <i>Differentiation</i> materials and/or the ASCD <i>Cooperative Learning</i> materials. Students also use the Marzano <u>Classroom Management That Works</u> materials.</p> <p>Through lesson planning and peer teaching, the students work to build in opportunities for the young children to make connections to their lives. These plans allow children to share what they know through discussion, demonstration or project.</p>
<p>2F. continue</p> <p>2G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking.</p>	<p>Integrated Literacy Unit: Students prepare a planning web, unit overview, lesson plans for five or more integrated lessons, and teaching them in a classroom during elementary methods practicum. Each component is assessed formally and informally, and several lessons are observed, followed by a conference and reflective writing.</p> <p>Chap. 8 281-284 Constructivism 285-292 Implications of Constructivism for Teaching Constructivism in Classrooms: Instructional Strategies</p> <p>Students read and discuss the use of thinking skills and strategies and apply them in their unit plan and lesson . (See concepts for Question #6)</p> <p>Students apply their knowledge of planning instructional activities that encourage discussion, listening and responding to group interaction, eliciting oral, written and other samples of student thinking in their lesson plans within their unit plan. (See EDU 351 learning task: Unit Plan)</p> <p>Students apply their knowledge of planning instructional activities that encourage discussion, listening and responding to group interaction, eliciting oral, written and other samples of student thinking in their lesson plan and practicum. (See EDU 368 Task #1d - critical thinking and inquiry/problem solving lesson)</p> <p>Student Teaching (Unit Plans)</p> <p>Students apply their knowledge of instructional planning through activities, reflection, discussion and their literacy plan. Response cards, exit cards</p>

	<p>Burns book discussions Students incorporate into all lesson plans strategies for “Assessing Prior Knowledge”. Students develop strategies in their lesson plans which reflect their understanding of the Carol Ann Tomlinson <i>Differentiation</i> materials and/or the ASCD <i>Cooperative Learning</i> materials</p>
<p>Subpart 4 Standard 3 Diverse Learners: A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.</p>	
<p>3A Understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student’s strengths as the basis for continued learning</p>	<p>SS/LA (3): Topic: How does Social Studies support integrated teaching and learning? Read Cunningham, Chapter 1 (Making Connections). Class discussion, learning styles survey. Assessment: Reflective response paper examining new insights.</p> <p>Chap. 4 118-122 Intelligence: One Trait or Many? 122-123 Intelligence: Nature Versus Nature 123-124 Assessment and Learning: Cultural Controversies in Measuring Intelligence 128-129 Learning Styles Chap 14. 510-518 Alternative Assessment</p> <p>Students discuss different approaches to learning and performance (See concepts for Question #1 and assessments) which are applied in their instructional designs: the unit plan and lesson and the Adolescent Literature Review (See Assessment Tasks).</p> <p>Student’s lesson plans within their unit plan must differentiate for the varying needs of their virtual classroom. (See EDU 351 learning task: Unit Plan) Students incorporate differentiation strategies in their lesson plans and practicum; including varied learning styles and performance models and multiple intelligences (See EDU 368: Learning Task – microteaching and practicum descriptions)</p> <p>Students study and write lesson plans that reflect the skill of teaching diverse learners by incorporating the following: Carol Ann Tomlinson’s <i>Differentiation</i> strategies which include: contract learning, tiered assignments, complex instruction, Sternberg’s Intelligence Preferences; Johnson and Johnson’s Cooperative Learning strategies which include: social skills instruction, Student Teams - Achievement Divisions, Teams – Games - Tournaments, Jigsaw II; and a wide variety of modifications presented in the text, <u>Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos and Schumm..</p> <p>Portfolio requirements (Standards of Effective Practice)</p>
<p>3B Know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents</p>	<p>Classroom Profile: Complete a classroom profile that identifies, among other characteristics, students’ ethnicities, exceptionalities, and educational (and other) services received. Discussion with classroom teachers and other school personnel. Assessment: Appropriate use of information in lesson design in practicum. Student’s lesson plans within their unit plan must address the special needs of</p>

	<p>their virtual classroom. (See EDU 351 learning task: Unit Plan)</p> <p><i>Reading: A Practical Guide for Teaching Science to Students with Special Needs in Inclusive Settings</i> <i>Reading: Planning Instruction for Special Needs and Mathematics Instruction in Diverse Classrooms</i></p> <p>Identification of exceptionalities in each student teaching placement on Class Profile form.</p> <p>Students prepare a “portfolio-ready” assignment which includes a lesson plan to meet the needs of students with learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts and talents.</p> <p>Students read, discuss and are assessed on the following chapters of <u>Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos, and Schumm: Reading Chapter 2: Teaching Students with Learning Disabilities or Attention Deficit Hyperactivity Disorder Chapter 3. Teaching Students with Communication Disorders and with Pervasive Developmental Disorders Chapter 5. Teaching Students with Developmental Disabilities Chapter 6. Teaching Students with Visual Impairments, Hearing Loss, Physical Disabilities, Health Impairments, or Traumatic Brain Injury Chapter 11 Teaching Students Who Are at Risk and Students Who Are Gifted and Talented.</p> <p>Students observe four special needs classrooms in the St. Peter Public Schools and write a reflective paper on each visit. Students develop profiles on each of the special needs students in their virtual classroom and acknowledge and modify for those individual characteristics to their lesson plans <i>Through a series of articles from NAEYC’s “Young Children” the students read and discuss exceptionalities and the implications on planning, strategies and assessment.</i></p>															
<p>3C Know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English</p>	<table border="0"> <tr> <td>Chap. 2</td> <td>63-66</td> <td>Language Development</td> </tr> <tr> <td></td> <td>66-67</td> <td>Language Diversity</td> </tr> <tr> <td></td> <td>67-70</td> <td>English as a Second Language</td> </tr> <tr> <td></td> <td>70-72</td> <td>Teaching ELL Students: Instructional Strategies</td> </tr> <tr> <td></td> <td>70-73</td> <td></td> </tr> </table> <p><i>Ten Strategies for Helping English Language Learners.</i></p> <p>Ten Strategies for Helping English Language Learners</p> <p>Class reading and discussion: ELL strategies (web based readings). Student’s lesson plans within their unit plan must address the needs of the ELL students in their virtual classroom. (See EDU 351 learning task: Unit Plan)</p>	Chap. 2	63-66	Language Development		66-67	Language Diversity		67-70	English as a Second Language		70-72	Teaching ELL Students: Instructional Strategies		70-73	
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<p>3C: Continued</p>	<p>Packet readings that focus on ELL issues and strategies. (Readings may vary from semester to semester; see course syllabus.)</p> <ul style="list-style-type: none"> • Class discussion on packet readings and their descriptions of appropriate strategies for ELL learners. 															

	<p>Students may work on a service project with ELL high school students and teachers in a collaborative college-school long-term project to improve ELL instruction. (This is one of a handful of service options.) Debriefing of projects occur with whole class.</p> <p>Class readings on language acquisition and support for second language students (such as <i>Look at Me When I Talk To You</i> and others).</p> <ol style="list-style-type: none"> 1. Students read and respond to the process questions in Teaching Exceptional, diverse and At-Risk Students in the General Classroom by Vaugh, Bos and Schumm, Chapter 10 Teaching Culturally and Linguistically Diverse Students. 2. Students write lesson plans with adaptations and differentiation strategies for ELL mainstreamed students. 3. Students write student profiles on three ELL students and use those profiles in their virtual classroom. The lesson plans are written for the virtual classroom. 																								
<p>3D Understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism</p>	<p>SS/LA(16): Whose perspective is it, anyway? Read Lindquist, Ch. 4 Making it Meaningful and Ch. 5: Exploring Values and Points of View. Participate in integrated learning experience on the topic of Columbus, experiencing different points of view (Taino Indian children, Columbus, fictitious ship’s boy on Columbus’ ship) as a way of understanding how one’s own perspective influences one’s thinking and actions. Assessment: Write a poem for two voices reflecting two perspectives on the topic.</p> <p>SS (19) Topic: Perspectives, continued. Read articles, “What Not to teach About Native Americans” (June Sark Heinrich) and “Columbus and Native Issues in the Elementary Classroom” (Bob Peterson). Assessment: Evaluate articles for point of view and compare with your own beliefs and understandings and biases.</p> <p>SS/LA (19) Topic: Perspectives. Read (novel) <i>The Breadwinner</i> by Deborah Ellis. In-class discussion relating to biases, sexism, prejudices prevalent in novel and making connections to one’s personal situation. Assessment: Small-group feedback regarding implications of bias and prejudice in the classroom.</p> <table border="0"> <tr> <td>Chap. 4</td> <td>129-130</td> <td>Socioeconomic Status, Influence of SES on Learning</td> </tr> <tr> <td></td> <td>131-132</td> <td>SES: Some Cautions and Implications for Teachers</td> </tr> <tr> <td></td> <td>132-134</td> <td>Culture</td> </tr> <tr> <td></td> <td>135</td> <td>Cultural Differences in Adult-Child Interactions</td> </tr> <tr> <td></td> <td>135-136</td> <td>Classroom Organization: Working with and Against Students’ Cultures</td> </tr> <tr> <td></td> <td>136-137</td> <td>School-Culture Matches and Mismatches</td> </tr> <tr> <td></td> <td>137</td> <td>Culture and Learning: Deficit or Difference?</td> </tr> <tr> <td></td> <td>137-140</td> <td>Culturally Responsive Teaching: Instructional</td> </tr> </table>	Chap. 4	129-130	Socioeconomic Status, Influence of SES on Learning		131-132	SES: Some Cautions and Implications for Teachers		132-134	Culture		135	Cultural Differences in Adult-Child Interactions		135-136	Classroom Organization: Working with and Against Students’ Cultures		136-137	School-Culture Matches and Mismatches		137	Culture and Learning: Deficit or Difference?		137-140	Culturally Responsive Teaching: Instructional
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	<p>Strategies 140-143 Gender 143-144 Responding to Gender Differences: Instructional Strategies 144-148 Students Placed at Risk 148-151 Teaching Students Placed at Risk: Instructional Strategies 151-153 Technology and Learning: Equity Issues</p> <p><i>Class reading and discussion: Because of the Kids by Obediah and Teel helps students understand and recognize dehumanizing biases, discrimination and all forms of racism.</i></p> <p>In-class discussion on Harassment/Inappropriate Behavior (Assignment of Seminar #4)</p> <p>The text covers this in relation to adaptations and differentiated learning. The text is <u>Teaching</u></p>
<p>3D Continued</p>	<p>Variety of readings on issues of prejudice, racism, and discrimination (see syllabus for current readings). Recently used texts include Nieto, “We Speak In Many Tongues”; Suarez-Orozco, “Children of Immigration in School”; Williams, “Targets of Oppression”; McIntosh, “White Privilege.”</p> <ul style="list-style-type: none"> • Short paper assignments that focus on aspects of individual identity (race, class, language). <p>Debriefing of service projects in which students explore issues of oppression and privilege, among other things (e.g., services in high school ELL program, advocacy work for Latino youth, etc.).</p> <p>Read and discuss <u>Warriors Don’t Cry</u> by Melba Patillo Beals Read and discuss <u>Bury My Heart at Wounded Knee</u> by Dee Brown Chapters 1, 3, 5, 6, 7, 11, 12, 18, 19 Research Wounded Knee and AIM Movement 1973 Create a “portfolio ready” BOT Standard 3 Indicator G on Minnesota based Indians which includes a description, a rationale, an artifact and a reflection Students 1)attend a Pow Wow, 2) listen to speakers on American Indians and 3) a speaker on how language can be used to promote bias or promote equality and write a paper reflecting on each activity.</p> <p><i>Reading: Constructing Views of Science Tied to Issues of Quality and Diversity; Social Justice in Science assignment; Literature Circles around: Teaching Science for Social Justice Teaching and Learning Mathematics for Social Justice in an Urban, Latino School</i></p>
<p>3E Understand how a student’s learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values</p>	<p>Chap. 2 66-67 Language Diversity Chap. 4 117-124 Intelligence 128-129 Learning Styles 129-132 Socioeconomic Status 132-140 Culture 140-144 Gender 144-151 Students Placed at Risk Chap. 7 262-263 The Impact of Diversity on Information Processing</p> <p><i>Class reading and discussion: Because of the Kids by Obediah and Teel helps students understand how a student’s learning is influenced by individual</i></p>

	<p>experiences, talents, and prior learning, as well as language, culture, family, and community values;</p> <p>Debriefing of service projects in which students explore issues of oppression and privilege, among other things (e.g., services in high school ELL program, advocacy work for Latino youth, etc.).</p> <p>Students read, discuss and are assessed on the text <u>Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos, and Schumm in: Chapter 1 - Special Education and Inclusive Schooling Chapter 9 - Collaborating and Coordinating with Other Professionals and Family Chapter 10 –Teaching Culturally and Linguistically Diverse Students Students include “Assessment of Prior Knowledge” as part of their lesson plan format. Students read and discuss <u>In There With the Kids</u> by Korbin. Students write a reflection on this reading with assessment values given to recognizing the strategies used by the book’s two teachers who demonstrate skills in understand how a student’s learning is influenced by individual experiences, talents, and prior learning as well as language, culture, family and community values. Variety of readings on issues of prejudice, racism, and discrimination (see syllabus for current readings). Recently used texts include Nieto, “We Speak In Many Tongues”; Suarez-Orozco, “Children of Immigration in School”; Williams, “Targets of Oppression”; McIntosh, “White Privilege.” *Short paper assignments that focus on aspects of individual identity (race, class, language).</p> <p><i>Reading: Constructing Views of Science Tied to Issues of Quality and Diversity; Social Justice in Science assignment; Literature Circles around: Teaching Science for Social Justice Teaching and Learning Mathematics for Social Justice in an Urban, Latino School</i></p>
<p>3F Understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society</p>	<p>Variety of readings that address the course themes related to race, culture, language, etc. (see syllabus for current list). • Cultural autobiography assignment.</p> <p>Service project provides a real-world experience with members of other racial, linguistic, or socioeconomic groups and/or advocacy to support equity issues.</p>
<p>3G Understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture</p>	<p>Read and discuss <u>Bury my Heart at Wounded Knee</u> – Ch. 1, 3, 5, 7, 11, 12, 18, 19. Prepare a study guide for <u>Bury my Heart at Wounded Knee</u> above named chapters to include important background information, maps, definition of terms, brief biographies. Prepare a “portfolio-ready” paper which includes: A recognition of BOT Standard 3, Diversity Recognition of the Indicator G Description of the paper/artifact Rationale for the artifact Artifact which includes conceptual information on tribal government, history, language and culture of Minnesota based</p>

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	<p>American indicators Reflection on the artifact Attend a Pow Wow and write a reflection paper on it Attend a lecture on the American Indian and write a paper on it</p>
<p>3H Understand cultural and community diversity; and know how to learn about and incorporate a student’s experiences, cultures, and community resources into instruction</p>	<p>Discussions with public school professionals, and observations in practicum classroom setting.</p> <p>Chap. 4 123-124 Assessment and Learning: Cultural Controversies in Measuring Intelligence 129-131 Socioeconomic Status 131-132 SES: Some Cautions and Implications for Teachers 132-137 Culture Culturally Responsive Teaching: Instructional Strategies</p> <ol style="list-style-type: none"> 1. Class reading and discussion: <i>Because of the Kids</i> by Obediah and Teel helps students understand cultural and community diversity. 2. Student’s lesson plans within their unit plan must incorporate their ‘virtual student’s’ experiences, cultures and community resources into instruction. (See EDU 351 learning task: Unit Plan) <p>Students engage in service activities that are based in the local and regional community. These include advocacy for ELL instruction and second language students and families, policy work to support equity issues, and outreach to Latino families.</p> <p>Debriefing of community-based service projects.</p> <p>Students read Chapter 10 Teaching Culturally and Linguistically Diverse Students from <u>Teaching Exceptional, Diverse and At Risk Students in the General Classroom</u> by Vaughn, Bos, and Schumm. Students respond to the Chapter 10 focus questions and develop these responses in an essay format. Students write a “portfolio-ready” lesson plan with adaptations and differentiation strategies for ELL mainstreamed students Students write student profiles describing three ELL students</p>
<p>3I Understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success</p>	<p>Students read <u>In There With the Kids</u> by Korbin.. Discussions and written reflections acknowledge the decision making process that the teacher uses to ensure that all students learn at the highest possible levels and that the teacher must persist in helping all students achieve success.</p> <p>Implementation of lesson plans in practicum experience.</p> <p>Chap 4. 144-148 Students Placed at Risk 148-151 Teaching Students Placed at Risk: Instructional Strategies</p> <ol style="list-style-type: none"> 1. Class reading and discussion: <i>Because of the Kids</i> by Obediah and Teel helps students understand cultural and community diversity. 2. Student’s lesson plans within their unit plan must incorporate their ‘virtual student’s’ experiences, cultures and community resources into instruction. (See EDU 351 learning task: Unit Plan.) <p>Students demonstrate through their lesson planning how they strive to have all students learn at the highest possible levels and how they as teachers will persist in helping all students achieve success. All lesson plans must include the standard that the students must meet and the goals and objectives to</p>

	<p>support meeting the standard. Lesson plans should also use strategies from the Carol Ann Tomlinson’s <i>Differentiation</i> materials and/or the ASCD <i>Cooperative Learning</i> materials and/or the Marzano <u>Classroom Management That Works</u> materials.</p> <p>Position Paper assignment.</p> <ul style="list-style-type: none"> • Several packet readings that provide information about helping students achieve success in reading in the content area. Readings may vary each semester; see current syllabus. <p>Debriefing of experiences in service projects and connections with course readings and assignments through class discussion.</p> <p>IDEA documents, NSTA Standards, AAAS Benchmarks</p>																											
<p>3J Know about community and cultural norms</p>	<p>Students read and discuss <u>In There With the Kids</u> by Korbin. Students write a reflection on this reading with assessment values given to recognizing the strategies used by the book’s two teachers who demonstrate skills in understanding how a student’s learning is influenced by prior learning, as well as language, culture, family and community norms.</p> <p>Students visit four special needs classrooms in the St. Peter Public Schools. The students write a reflection on the visits and are instructed to include ideas on community and cultural norms.</p> <p>Practicum Experience</p> <p>Students engage in service activities that are based in the local and regional community and through this experience explore community issues and norms.</p>																											
<p>3K Identify and design instruction appropriate to a student’s stages of development, learning styles, strengths, and needs</p>	<p>SS/LA/Rdg (18) Integrated Literacy Unit. Review handout describing requirements for unit. This unit integrates guided reading, spelling and vocabulary development, and writing with a Social Studies topic or concept at the core. See assignment description.</p> <table border="0"> <tr> <td>Chap. 2</td> <td>47-49</td> <td>Assessment and Learning: Assessing Students’ Cognitive Development</td> </tr> <tr> <td></td> <td>51-53</td> <td>Applying Piaget’s Work in Classrooms: Instructional Strategies</td> </tr> <tr> <td></td> <td>58-61</td> <td>Vygotsky’s Work: Instructional Strategies</td> </tr> <tr> <td></td> <td>61-63</td> <td>Piaget’s and Vygotsky’s View of Knowledge Construction</td> </tr> <tr> <td>Chap. 4</td> <td>129</td> <td>Learning Styles: Implications for Teachers</td> </tr> <tr> <td>Chap. 10</td> <td>356-357</td> <td>Humanistic View of Motivation: Instructional Strategies</td> </tr> <tr> <td>Chap. 10</td> <td>369-371</td> <td>Beliefs, Goals, and Attributions: Instructional Strategies</td> </tr> <tr> <td>Chap. 10</td> <td>375-378</td> <td>Developing Students’ Self-Determination: Instructional Strategies</td> </tr> <tr> <td>Chap. 10</td> <td>380-381</td> <td>Accommodating Affective Factors in Motivation: Instructional Strategies</td> </tr> </table> <p>Students discuss and apply instructional appropriate for the student’s developmental needs and learning styles and the development of unit plan and lesson. (see concepts for Question #1)</p> <p>Student’s lesson plans within their unit plan must be appropriate to their virtual students’ stage of development, learning style, and strength. (See EDU 351 learning task: Unit Plan)</p> <p>Students generate instruction appropriate for the student’s developmental</p>	Chap. 2	47-49	Assessment and Learning: Assessing Students’ Cognitive Development		51-53	Applying Piaget’s Work in Classrooms: Instructional Strategies		58-61	Vygotsky’s Work: Instructional Strategies		61-63	Piaget’s and Vygotsky’s View of Knowledge Construction	Chap. 4	129	Learning Styles: Implications for Teachers	Chap. 10	356-357	Humanistic View of Motivation: Instructional Strategies	Chap. 10	369-371	Beliefs, Goals, and Attributions: Instructional Strategies	Chap. 10	375-378	Developing Students’ Self-Determination: Instructional Strategies	Chap. 10	380-381	Accommodating Affective Factors in Motivation: Instructional Strategies
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	<p>needs and learning styles in their micro lessons and practicum. (See Tasks #1a - the interdisciplinary/culture micro-teaching lesson</p> <p>Piaget and the stages of Cognition (<i>Inquire Within</i> Chapter 3; <i>Teaching Math Developmentally</i>, Chapter 3</p> <p>Students write lesson plans which demonstrate their ability to identify and design instruction appropriate to a student’s stages of development, learning styles, strengths and needs. Students use materials from Carol Ann Tomlinson’s work on differentiation (including Sternberg’s Intelligence Preferences); Johnson and Johnson’s work on cooperative learning, Gardner’s work on Multiple Intelligences; Marzano’s classroom management studies and a myriad of strategies in the text <u>Teaching Exceptional, Diverse and At-Risk Students in the General Classroom</u> by Vaughn, Bos and Schumm..</p>
<p>3L Use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes</p>	<p>Chap. 4 137-140 Culturally Responsive Teaching: Instructional Strategies</p> <p>143-144 Responding to Gender Differences: Instructional Strategies</p> <p>148-151 Teaching Students Placed at Risk: Instructional Strategies</p> <p>Chap. 6 227-230 Addressing Diversity: Behaviorism and Social Cognitive Theory</p> <p>Chap. 13 481-483 Classroom Interaction: Accommodating Learner Diversity</p> <p>Students read and discuss teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes and the development of unit plan and lesson. See concepts for Questions #1 and #6) and in their response to the shadow experience.</p> <p>Student’s lesson plans within their unit plan must address the special needs of their virtual classroom. (See EDU 351 learning task: Unit Plan)</p> <p>Students incorporate teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes in their micro teaching and practicum</p> <p>SS (3) Topic: How does Social Studies support integrated teaching and learning? Read Lindquist, Ch. 1: Making Connections</p> <p>SS (30) Topic: Keeping learning active and student-centered. Read Lindquist, Ch. 6 Activating Learning</p> <p>Rdg (20 & 23) Topic: Guided Reading, parts 1 & 2. Read Cunningham Chapter 5, Multilevel Instruction and Guided Reading the Four Blocks Way by Cunningham, Hall, & Cunningham.</p> <p>Assessment: Prepare and teach lesson plans in elementary practicum class. Students write lesson plans which demonstrate their ability to use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes. Students use materials from Carol Ann Tomlinson’s work on differentiation including Sternberg’s Intelligence Preferences, tiered assignments, contract learning, complex instruction; Johnson and Johnson’s work on cooperative learning including Jigsaw II, Student Teams - Achievement Divisions, Teams – Games –</p>

	<p>Tournaments, instruction in social skills; Gardner’s work on Multiple Intelligences; Marzano’s classroom management studies and a myriad of strategies used in the text <u>Teaching Exceptional, Diverse and At-Risk Students in the General Classroom</u> by Vaughn, Bos and Schumm..</p>
<p>3M Accommodate a student’s learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes</p>	<p>Lesson plans prepared for methods courses and taught in practicum. Section on lesson plan titled “Learning Differences” in which accommodations are described.</p> <p>Chap. 2 67 Dialects in the Classroom: Implications for Teachers 70-72 Teaching ELL Students: Instructional Strategies</p> <p>Students write lesson plans based on the Vaughn, Bos and Schumm text <u>Teaching Exceptional, Diverse and At-Risk Students in the General Classroom</u> Chapter 1, “Special Education and Schooling” including the section on “Test Accommodations” and “Tips for Teachers - Adaptations for Students with Disabilities Included in the General Classroom”.</p> <p>Students write lesson plans based on Chapter 3 of the text, “Facilitating Language Development” (pgs 84 –90) and Structure and “Predictable Routines” (p. 95).</p> <p>Students also write lesson plans based on Chapter 4 of the text “Adapting Instruction” (pgs 118-120) and Chapter 5 of the text “Strategies to Support Students in General Education” (pgs. 146-148).</p> <p>Students write lesson plans using material from Chapter 8 – Teaching Self Management (pgs 235 – 237) and the 504 Accommodation Plan materials from Mankato Public Schools (pgs 25-26).</p> <p>Students study and incorporate into their lesson plans the work of Marzano’s Classroom Management that Works.</p> <p>Students make accommodations for their virtual students learning differences and needs by differentiating and modifying lessons within their unit plan, based on time, tasks, circumstances, and responses.</p> <p>The lessons prepared for the practicum experience are taught with three small groups of students which allows for modification regarding time, circumstances, the task, ways of communicating expectations for work/behavior and consideration of student responses.</p>
<p>3N Identify when and how to access appropriate services or resources to meet exceptional learning needs</p>	<p>Topic: Review Classroom Profile for practicum classroom. Complete a classroom profile that identifies, among other characteristics, students’ ethnicities, exceptionalities, and educational (and other) services received. Discussion with classroom teachers and other school personnel. Assessment: Appropriate use of information in lesson design in practicum.</p> <p>Readings on Assistive Technology (Class #12)</p> <p>Using the text <u>Teaching Exceptional, Diverse, and At-Risk Students in the General Classroom</u> by Vaughn, Bos, and Schumm, students: 1)Read, discuss and role play concepts in Chapter 1 “Responsibilities of Classroom Teachers, Participating in the Referral and Planning Process” (pgs. 17-22). 2) Read, discuss and role play Chapter 1 “Role of Collaboration in Meeting Students’ Special Needs” (pgs 26-28) 3) Read, discuss and role play Chapter 9 “Collaborating and Coordinating with Other Professionals and Family (pgs. 240-260). 4) Students are tested on information in Chapter 1 and Chapter 9.</p>
<p>3O Use information about students’</p>	<p>Classroom Profile for practicum classroom</p>

<p>families, cultures, and communities as the basis for connecting instruction to students' experiences</p>	<p>Chap. 3 98-100 Ethnic Pride: Promoting Positive Self-Esteem and Ethnic Identity 100 Capitalizing on Diversity in Your Classroom</p> <p>Students use their own prior knowledge of student's families, cultures and communities as the basis for connecting instruction to student's experiences in the development of their unit and lesson. (see literature circles task Student's lesson plans within their unit plan must address the special needs of their students using information they receive regarding the students in their virtual classroom. (See EDU 351 learning task: Unit Plan))</p> <p>Students read and respond to <u>Teaching Exceptional, Diverse, and At-Risk Students in the General Classroom</u> by Vaughn, Bos and Schumm n Chapter 10 – Teaching Culturally and Linguistically Diverse Students</p> <p>Students create a “portfolio-ready” essay on “Teaching Culturally and Linguistically Diverse Students” with emphasis on the four dimensions of Multicultural Education: content integration, knowledge construction, equity pedagogy and empowering school culture.</p> <p>Students read and respond to Chapter 9, “Collaborating and Coordinating with Other Professionals and Family”.</p> <p>Students engage in service activities that are based in the local and regional community. These include advocacy for ELL instruction and second language students and families, policy work to support equity issues, and outreach to Latino families. Class debriefing helps them connect these experiences with their future classroom planning and instruction.</p>
<p>3P Bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms</p>	<p>SS/LA(16): Whose perspective is it, anyway? Read Lindquist, Ch. 4 Making it Meaningful and Ch. 5: Exploring Values and Points of View. Participate in integrated learning experience on the topic of Columbus, experiencing different points of view (Taino Indian children, Columbus, fictitious ship's boy on Columbus' ship) as a way of understanding how one's own perspective influences one's thinking and actions. Assessment: Write a poem for two voices reflecting two perspectives on the topic.</p> <p>SS (19) Topic: Perspectives, continued. Read articles, “What Not to teach About Native Americans” (June Sark Heinrich) and “Columbus and Native Issues in the Elementary Classroom” (Bob Peterson).</p> <p>Assessment: Evaluate articles for point of view and compare with your own beliefs and understandings.</p> <p>SS/LA (8, 11, 27, 29, 35) Family Stories Project. Read and use handouts. Ongoing class instruction and writing activities. Students learn the language of writing, how to use a writer's workshop, and learn and practice writing and presentation strategies.</p> <p>Assessment: Family Stories Project (SS/LA Final)-assessed through rubric designed for project.</p> <p>Student's lessons within their unit plan must incorporate multiple perspectives and address what they know about their 'virtual student's' personal and family experiences, and cultural norms. (See EDU 351 learning task: Unit Plan.)</p> <p>Using the text <u>Teaching Exceptional, Diverse, and At-Risk Student in the General Classroom</u> by Vaughn, Bos, and Schumm students 1) read and respond to Chapter 10 “Teaching Culturally and Linguistically Diverse</p>

	<p>Students” 2) create a portfolio ready essay on “Teaching Culturally and Linguistically Diverse Students” with emphasis on the four dimensions of Multicultural Education: content integration, knowledge construction, equity pedagogy and empowering school culture. 3) read and respond to Chapter 9 “Collaborating and Coordinating with Other Professionals and Family” and 4) responding to four visits to resource rooms and/or ELL classrooms in the St. Peter Public Schools.</p> <p><i>Reading: Constructing Views of Science Tied to Issues of Quality and Diversity; Social Justice in Science assignment; Literature Circles around: Teaching Science for Social Justice</i></p> <p><i>Teaching and Learning Mathematics for Social Justice in an Urban, Latino School</i></p> <p>Philosophy Newsletter assignment: Describes the subject matter/philosophy of the student taking into consideration families, community, and cultures.</p>
<p>3Q Develop a learning community in which individual differences are respected.</p>	<p>SS (5) Topic: How will you get started in your elementary classroom? Read: Lindquist Chapter 2: Setting Up for Success, and articles “Room to Grow” by Roxann Kriete, and “Start the Day with Community” by Michelle G. Zachlod”. View video “Morning Meeting: The Essential Components” (Responsive Classrooms), and read from selected picture books that show individual differences in people. Use resources from www.responsiveclassroom.org and http://www.kimskorner4teachertalk.com/classmanagement/icebreakers.html Assessment: Plan and teach a Getting to Know You/Community Building Lesson (peer teach, then teach to practicum class) that demonstrates how to begin developing a community of learners. Readings: <i>How to Talk so Kids Will Learn</i> and the <i>Morning Meeting Book</i> Chap. 8 302-304 Cooperative Learning: A Tool for Capitalizing on Diversity Students develop a learning community in which individual differences are respected via their own work as a member of an interdisciplinary team and by generating a classroom management plan that describes their process for creating a positive learning community.</p> <p>1. Class reading and discussion: <i>Because of the Kids</i> by Obediah and Teel helps students formulate ideas about how to develop a learning community 2. Class readings and discussions (web sites) regarding classroom environment. 3. Student’s Philosophy of Teaching will address how their plans for developing classroom environment help foster respect for individual differences. (See EDU 351 Task: Philosophy Paper). Class activity developing ground rules for class discussion. These are reviewed throughout the semester as a way to help students understand the importance of a respectful learning community.</p> <p>Students study the learning community and how individual differences are respected by incorporating into their lesson plans the strategies in the Carol Ann Tomlinson ASCD Tapes on Differentiated Learning,, the strategies in the ASCD tapes on Cooperative Learning (copyright 1990) and the strategies in the Marzano (ASCD) tapes on Classroom Management. Read and discuss: Walmsley/Wing-Morning Meeting section also, Kriete’s <i>The Morning Meeting Book</i>. Including the planning for community building</p>

	as part of lesson planning and webbing of integrated curriculum.
<p>Subpart 5 Standard 4 Instructional Strategies: A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.</p>	
<p>4A Understand Minnesota’s academic (graduation) standards and how to implement them</p>	<p>EDU 385 Topic: Block Lesson Plan. Students learn the components and purpose of each in a lesson planning instruction session based on an in-class Inquiry. Connections to MAS are made here, as well as throughout EDU 372, 374, & 375 as students plan and peer teach Language Arts, Social Studies, and Guided Reading lessons which they later teach to their elementary practicum classrooms in EDU 385. Resources include MDE website for standards http://education.state.mn.us/html/intro_acad_standards.htm and handouts. Assessment: Student-created lesson plans with standards that connect to the goals and objectives. Reading MN Academic Standards (Class #6 & #10)</p> <p>Webquest Project (Class #8) Multimedia Project (Class #12)</p> <p>Reading - Minnesota Comprehensive Assessments- SeriesII (See Class #8)</p> <p>Students review and discuss the MN State Standards and develop their unit plan and lesson to include one or more standards. (See Concepts for Question #6 and the rubric for the unit plan and lesson plan)</p> <p>1. Class web readings and discussion on NCLB and standards-based instruction. 2. Students plan all lessons for the unit plan that incorporate MN Content Standards.(See EDU 351 learning task: Unit Plan)</p> <p><i>Students are required to have a copy of the Minnesota Academic Standards (MAS) of their licensure areas in their course folders. Lesson plans used and written throughout the course are required to have MAS at the core of the lesson plans and the lesson plans demonstrate the implementation of the standard(s). The main objective of the lesson planning is to demonstrate the ability to modify lessons for students who have been identified as having special needs such as handicapped students, English Language Learners, students with 504 plans and/or gifted students so that all learners meet the state standards.</i></p> <p>Model Lesson plan; Lesson Plans 1 & 2 for science and math teaching in practicum in EDU 371/373</p> <p>Taught during EDU 385: Course application is part of lesson planning for practicum and peer teachings.</p>
<p>4B Understand the cognitive processes associated with various kinds of learning</p>	<p>Chap. 6 196-213 Behaviorist Views of Learning 213-227 Social Cognitive Theory</p>

<p>and how these processes can be stimulated.</p>	<p>Chap. 7 236-238 Cognitive Perspectives on Learning 238-248 Information Processing 248-259 Cognitive Processes 259-261 Metacognition 263-272 Information Processing in the Classroom: Instructional Strategies</p> <p>Chap. 8 281-305 Constructivism</p> <p>Chap. 9 312-319 Concept Learning 319-330 Problem Solving 330-338 The Strategic Learner 338-343 Transfer of Learning</p> <p>Students apply cognitive processes in their unit plan and lesson.</p> <p>1. Reading and discussing all chapters of Marzano’s research based text ‘<i>What works in classroom Instruction</i>’ provides a knowledge base regarding cognitive processes.</p> <p>2. Students plan lessons that incorporate strategies for stimulating various cognitive processes. (See EDU 351 learning task: Unit Plan)</p> <p>Students apply cognitive processes in lessons taught during practicum and are assessed through a variety of reflections and examination of student work.</p> <p>Piaget and the stages of Cognition (<i>Inquire Within</i> Chapter 3; <i>Elementary and Middle School Teaching Math Developmentally</i>, Chapter 3. Cognitive clarity <i>Discussion from What we Know about How to Teach Phonics</i>; <i>Inquire Within</i>, Chapters 1-8, Learning and Inquiry Cycles; <i>Teaching Math Developmentally</i>, Chapters 1-5.</p>
<p>4C Understand principles and techniques, along with advantages and limitations, associated with various instructional strategies</p>	<p>Multiple chapters in course texts (Lindquist; Cunningham; Fletcher & Portalupi) and discussions in class as well as application in practicum setting.</p> <p>Chap. 6 207--213 Behaviorism in the Classroom: Instructional Strategies 223-225 Social Cognitive Theory in the Classroom: Instructional Strategies 227-230 Addressing Diversity: Behaviorism and Social Cognitive Theory</p> <p>Students demonstrate their understanding of the principles and techniques ; advantages and limitations of various instructional strategies by making appropriate choices for inclusion in their unit plan and lesson.</p> <p>1. Marzano’s research based text ‘<i>What works in classroom Instruction</i>’ provides a knowledge base regarding cognitive processes.</p> <p>2. Students plan lessons that incorporate strategies for stimulating various cognitive processes. (See EDU 351 learning task: Unit Plan)</p> <p>In-class activities on specific literacy strategies, including: a) Pre- and post-reading activities, b) Anticipation guide, c) KWL, d) Think-alouds, e) Frayer model, f) Concept Question Chain, g) QARs, h) strategies for previewing a textbook, I) Book Talks, j) Graphic organizers, k) Read, Write & Talk, l) strategies for teaching vocabulary. (Specific strategies chosen may vary by semester.)</p> <ul style="list-style-type: none"> • Reading assignments from <i>Teaching Reading in the Content Areas</i> by Billmeyer & Barton. • Reading assignments from course packet, including “Getting started: Manageable literacy practices” and “Teaching difficult academic material,” etc. Specific readings may vary by semester.

	<p>Reading and discussion of strategies for teaching social studies in <i>Social Studies for Secondary Schools</i> by Alan Singer et al and in <i>Teaching Economics as if People Mattered</i> by Tamara Giecek et al.</p> <p>Inquiry Cycle; Experimental Design: application into science lesson plans 1 & 2.</p> <p>Lesh model (Van de Walle: page 30); <i>Elementary and Middle School Teaching Math Developmentally</i> Chapter 1-18. Use of Lesh model to guide lesson planning for math LP 1 & 2</p> <p>Students learn the principles and techniques as well as the advantages and limitations of the following instructional strategies: a) planning and implementing cooperative group lessons; 2) teaching social skills in the cooperative group lessons; 3) planning and implementing Student Teams – Achievement Divisions; Teams – Game – Tournaments and Jigsaw strategies; 4) preparing and implementing Learning Contracts; 5) preparing and implementing tiered assignments; 5) planning and implementing complex instruction, and 6) preparing advanced organizers, and graphic organizers.</p>
<p>4D Enhance learning through the use of a wide variety of materials and human and technological resources</p>	<p>Multiple readings (Walmsley, Seefledt, NAEYC) and discussions. Modeling and application to practicum planning and setting.</p> <p>Implementation of lesson plans in practicum experience. Gather resources through Education Department, campus library, community and school libraries, use of technology in school practicum setting. Assessment: Written and/or oral reflections on assessment of student learning.</p> <p>Readings: On-lin sources (Class #13) ISTE on Technology Integration (Class #13) Tips from Tech-Using Teachers (Class #13) Technology Integration (Class #13) Desktop Publishing Project (Class #4) Webquest Project (Class #8) Multimedia Project (Class #12)</p> <p>Students read and discuss the acquisition and use of resources (See concepts for Question # 9)</p> <p>Students demonstrate their ability to enhance learning through the use of various instructional strategies as demonstrated through the creation of a complete, detailed unit plan (See EDU 351 learning task: Unit Plan)</p> <p>Portfolio must included lesson plans, unit plan, and technology evidence</p> <p>Students include a variety of materials and human and technological resources in their development and teaching of their micro teaching lessons and practicum.</p> <p>The text, <u>Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos and Schumm, provides a strand on technological tools for handicapped students throughout the content. Students read and discuss Chapter 9, “Collaborating and Coordinating with other Professionals and Family”. Students create lessons using a wide variety of materials to demonstrate their ability to plan and to modify for students with special needs.</p>

<p>student responses, ideas, and needs.</p>	<p>Students discuss the concepts of flexibility and reciprocity in the teaching process and apply their understanding during the teaching of their interdisciplinary lesson.</p> <p>Introduction to questioning strategies designed to enhance critical thinking including Concept Question Chain and QARs.</p> <p>Students demonstrate their ability to nurture student critical thinking and problem solving in the lessons developed for their complete, detailed unit plan (See EDU 351 learning task: Unit Plan)</p> <p>Students use flexibility and reciprocity and adapt instruction as needed in their micro teaching lessons and their management lesson.</p> <p>Through lesson planning and implementation in practicum. <i>Developing as a Teacher of Science</i> assignment; Higher orders of Thinking with Monarchs; <i>Assessment of Science Learning and Work Sampling</i> assignment.</p> <p>Contextual problem solving in mathematics; <i>Assessment in Mathematics Learning and work sampling</i> assignment.</p> <p>Meeting the Needs of diverse learner section in Model Lesson plan.</p> <p>The text, <u>Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos and Schumm, emphasizes technological tools for handicapped students throughout the content. Students read and discuss Chapter 1, “Special Education and Inclusive Schooling”. Students create lessons using a wide variety of materials to demonstrate their ability to respond to the students with special needs and gifts.</p>
<p>4G Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests.</p>	<p>Rdg (7 & 9) Topic: Working with Words (Spelling). Read Cunningham, Ch. 2: Words</p> <p><i>Rdg (17) Topic: Working with Words Peer Teaching Mini Lesson</i></p> <p>Rdg (20 & 23) Topic: Guided Reading. Read Cunningham, Ch. 5 Multilevel Instruction and <i>Guided Reading the Four Blocks Way</i> (Cunningham, Hall, & Cunningham)</p> <p>Assessment: Peer teaching, Planning and teaching of Integrated Literacy Unit and Lesson Plans, Guided Reading Lesson Plan, Word/Spelling Lesson Plan in elementary practicum classroom.</p> <p>Chap. 2 47-49 Assessment and Learning: Assessing Students’ Cognitive Development</p> <p>49-51 Technology and Learning: Using Technology to Develop Formal Thinking</p> <p>51-54 Applying Piaget’s Work in Classrooms: Instructional Strategies</p> <p>58-62 Vygotsky’s Work: Instructional Strategies</p> <p>Chap. 3 85-86 Assessment and Learning: Assessing Students’ Social Development</p> <p>86-89 Promoting Social Development: Instructional Strategies</p> <p>90-93 Supporting Psychosocial Development</p> <p>96-98 Promoting Psychosocial and Self-Concept Development: Instructional Strategies</p>

	<p>110-112 Promoting Moral Development: Instructional Strategies</p> <p>Chap. 4 128-129 Learning Styles and Implications for Teachers Chap. 11 407-408 Personalization: Links to Students' Lives</p> <p>Students discuss differentiated instruction and its purposes and incorporate this into their lesson plan.</p> <p>1. Students read Marzano's research based text ' <i>What works in classroom Instruction</i>' provides a knowledge base regarding instructional purposes and meeting student needs.</p> <p>2. Students plan lessons that incorporate strategies for stimulating various cognitive processes. (See EDU 351 learning task: Unit Plan)</p> <p>Students differentiate their instruction in their microteaching lessons based on developmental needs, prior knowledge, learning styles and interests.</p> <p>Student Teaching (Evidenced in Portfolio)</p> <p>Students design lessons using teaching strategies and materials to achieve different instructional purposes and to meet student needs as they relate to developmental stages, learning styles and interests. These strategies and materials include Gardner's Multiple Intelligences and Sternberg's Intelligence Preferences. The lesson plan format requires that students write a section on "Assessing Prior Knowledge" in each lesson plan. Students learn about responding to student interests in their study and application with tiered assignments, complex instruction and contract lessons. Students write lesson plan modifications for students with learning disabilities, health impairments, English Language Learners, students with 504 plans and gifted students</p>
<p>4H Use multiple teaching and learning strategies to engage student s in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.</p>	<p>Preparation throughout semester in methods courses. Application and assessment in 385 Integrated Literacy Unit and Lesson Plans, Guided Reading Lesson Plan, Word/Spelling Lesson Plan.</p> <p>Assessment: Peer teaching, Practicum teaching in elementary classroom.</p> <p>Constructivist Lesson Assignment (See Class # 36) Hunter Lesson Assignment (See Class # 51)</p> <p>Students use multiple teaching and learning strategies to engage students in active learning that promotes critical thinking and problem solving and encourages them to be responsible for their learning through discuss and the development of their unit plan and lesson.</p> <p>1. Students read Marzano's research based text ' <i>What works in classroom Instruction</i>' provides a knowledge base regarding use of multiple teaching strategies.</p> <p>2. Students plan lessons for their unit plan that incorporate various teaching strategies for critical thinking and problem solving. (See EDU 351 learning task: Unit Plan)</p> <p>Student learn and practice various literacy strategies in class, including a) Pre- and post-reading activities, b) Anticipation guide, c) KWL, d) Think-alouds, e) Frayer model, f) Concept Question Chain, g) QARs, h) strategies</p>

	<p>for previewing a textbook, I) Book Talks, j) Graphic organizers, k) Read, Write & Talk, l) strategies for teaching vocabulary.</p> <ul style="list-style-type: none"> • Position paper assignment. <p>Students use multiple teaching and learning strategies to engage students in active learning and promote critical thinking and problem solving and encourage their pupils to be responsible for their learning over the course of teaching all of their micro teaching lessons and the practicum.</p> <p>Students learn the following multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving and performance capabilities and that help students assume responsibility for identifying and using learning resources by: 1) planning and implementing cooperative group lessons; 2) teaching social skills in the cooperative group lessons; 3) planning and implementing Student Teams – Achievement Divisions; Teams – Game – Tournaments and Jigsaw strategies; 4) preparing and implementing learning contracts; 5) preparing and implementing tiered assignments; 5) planning and implementing complex instruction.</p> <p>Science Lesson plans 1 & 2, Math Lesson Plans 1 & 2 Peer teaching and practicum teaching allow for monitoring and adjusting strategies to maximize student learning.</p>
<p>4I Monitor and adjust strategies in response to learner feedback.</p>	<p>Preparation throughout semester in methods courses. Application and assessment in 385 Integrated Literacy Unit and Lesson Plans, Guided Reading Lesson Plan, Word/Spelling Lesson Plan.</p> <p>Assessment: Peer teaching. Practicum teaching in elementary classroom.</p> <p>Students discuss the impact of learner feedback (see concepts Question # 4)</p> <p>Students use peer feedback to monitor and adjust strategies as well as to improve their own microteaching lessons</p> <p>Students monitor and adjust strategies within their lesson plans in response to learner feedback, which is presented in their virtual classroom. Students observe and provide a written reflection on the work of teachers in the field in four different settings for special needs students.</p> <p>Conclusion” in Practicum Science Lesson Plans 1 & 2; <i>Developing as a Teacher of Inquiry</i> assignment; <i>Assessment in Science Teaching and Learning</i> assignment “Conclusion” in Practicum Math Lesson Plans 1 & 2; <i>Assessment in math teaching and learning</i> assignment.</p>
<p>4J Vary the instructional process to address the content and purposes of instruction and the needs of students.</p>	<p>Preparation throughout semester in methods courses. Application and assessment in 385 Integrated Literacy Unit and Lesson Plans, Guided Reading Lesson Plan, Word/Spelling Lesson Plan.</p> <p>Assessment: Peer teaching. Practicum teaching in elementary classroom.</p> <p>Students read and discuss ways to vary the instructional process to address the content and purposes of instruction and the needs of students and apply this in the development of their unit plan and lesson.</p> <p>Students vary the instructional process to address the content and purposes of instruction and the needs of students in their microteaching lessons and the teaching during their practicum</p>

	<p>Students vary the instructional process to address the content and purposes of instruction and the needs of their virtual students in their unit lesson plans.</p> <p>Practicum Science Lesson Plans 1 & 2 Practicum Math Lesson Plans 1 & 2</p> <p>Students vary the instructional process to address the content and purposes of instruction and the needs of students by: 1) planning and implementing cooperative group lessons; 2) teaching social skills in the cooperative group lessons; 3) planning and implementing Student Teams – Achievement Divisions; Teams – Game – Tournaments and Jigsaw strategies; 4) preparing and implementing learning contracts; 5) preparing and implementing tiered assignments; 5) planning and implementing complex instruction.</p>
<p>4K Develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and present varied perspectives to encourage critical thinking. Use educational technology to broaden student knowledge about technology, to deliver instruction</p>	<p>Preparation throughout semester in methods courses. Application and assessment in 385 Integrated Literacy Unit and Lesson Plans, Guided Reading Lesson Plan, Word/Spelling Lesson Plan.</p> <p>Assessment: Peer teaching. Practicum teaching in elementary classroom.</p> <p>Assignment - Plan and teach constructivist lesson (See Class #36)</p> <p>Students read and discuss the use of a variety of presentation and representations of concepts to assist students’ understudying and encourage critical thinking (see concepts for Question # 6)</p> <p>Students develop a variety of clear presentations and representations of concepts in the lessons they create for their complete, detailed unit plan (See EDU 351 learning task: Unit Plan)</p> <p>Students use of a variety of presentation and representations of concepts to assist students' understudying and encourage critical thinking throughout their micro-teaching, management and practicum lessons.</p> <p>Practicum Science Lesson Plans 1 & 2 Practicum Science Lesson Plans 1 & 2</p> <p>Students write a variety of lesson plans which demonstrate their ability to make clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and present varied perspectives to encourage critical thinking.. Strategies used include cooperative group learning, differentiated instruction and modifications for gifted and talented. Students may choose to incorporate educational technology into their lesson plans to broaden student knowledge and enhance instruction.</p> <p>Discussion and application throughout semester including practicum experience. s</p>
<p>4L. Use educational technology to broaden student knowledge about technology, to deliver instruction. Use educational technology to broaden student knowledge about technology, to deliver instruction</p>	<p>Scanning (Class #2) Digital Camera (Class #2) iMovie (Class #13) Desktop Publishing Project (Class #4) Webquest Project (Class #8) Multimedia Project (Class #12)</p> <p>Students explore the use of technology to broaden student knowledge, to deliver instruction and to stimulate advanced levels of learning. (See concepts for Question #6)</p>

	<p>Students incorporate technology into the lesson plans for the unit they develop. (See EDU 351 learning task: Unit Plan)</p> <p>Portfolio must include technology evidence</p> <p><i>Developing as a Teacher of Inquiry with Inspiration Software assignment</i></p> <p>Excel and spread sheets</p>
<p>Subpart. 6. Standard 5, learning environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:</p>	
<p>5A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;</p>	<p>Chap. 8 292-303 Constructivism in Classrooms: Instructional Strategies Chap. 10 349-381 Theories of Motivation</p> <p>Students demonstrate their understanding of human motivation and behavior to develop a classroom management plan and to plan the interactions for their lesson.</p> <p>Students demonstrate their understanding of motivation and behavior by developing lessons for their unit plan that organize and support individual and group work. (See EDU 351 learning task: Unit Plan)</p> <p>Students study and design lesson plans which incorporate the Cooperative Group Learning strategies of Johnson and Johnson. This includes the following strategies: 1) Jigsaw II, 2) Student Teams – Achievement Divisions, 3) Teams – Games – Tournaments, and 4) instruction in social skills. Students study and design lesson plans which incorporate Carol Ann Tomlinson’s work on differentiation. This includes: 1) Sternberg’s Intelligence Preferences, 2) tiered assignments, 3) contract learning, and 4) complex instruction.</p>
<p>5B. understand how social groups function and influence people, and how people influence groups;</p>	<p>Students read and discuss how groups function and apply their knowledge in their own work a team members and in the development of interaction strategies for their lesson.</p> <p>Students incorporate motivation strategies to support individual and group work in the lessons plans developed for their unit plan. (See EDU 351 learning task: Unit Plan)</p> <p><i>Nuts and Bolts of Cooperative Learning; Cooperative Learning Via Nicenet discussion assignment; Assessment of Social Skills; Morning Meeting book; How to Talk so Kids Will Learn.</i></p> <ul style="list-style-type: none"> • Candidates engage in service projects in small groups and collaboratively with members of the campus and St. Peter communities. Debriefing in class provides opportunities to process group interaction and function. <p>Students study and design lesson plans that incorporate the Cooperative Group Learning strategies of Johnson and Johnson, using the following strategies: 1) Jigsaw II, 2) Student Teams – Achievement Divisions, 3) Teams – Games – Tournaments, and 4) instruction in social skills.</p>
<p>5C. know how to create learning</p>	<p>Chap. 3 96-100 Promoting Psychosocial and Self-Concept Development:</p>

<p>environments that contribute to the self-esteem of all persons and to positive interpersonal relations;</p>	<p>Instructional Strategies Chap. 8 296-304 Constructivism in Classrooms: Instructional Strategies (including Discussion & Cooperative Learning) SS (5) Topic: How will you get started in your elementary classroom? Read: Lindquist Chapter 2: Setting Up for Success, and articles “Room to Grow” by Roxann Kriete, and “Start the Day with Community” by Michelle G. Zachlod”. View video “Morning Meeting: The Essential Components” (Responsive Classrooms), and read from selected picture books that show individual differences in people. Use resources from www.responsiveclassroom.org and http://www.kimskorner4teachertalk.com/classmanagement/icebreakers.html Assessment: Plan and teach a Getting to Know You/Community Building Lesson (peer teach, then teach to practicum class) that demonstrates how to begin developing a community of learners.</p> <p>Read Kriete, <i>Morning Meeting Book</i> and Faber & Mazlish, <i>How to Talk So Kids Will Learn</i> throughout the semester. Assessment: Acting out situational scenarios and reflecting on approaches to interpersonal interactions. Application in practicum through lesson planning.</p> <p>Students read and discuss ways to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations and apply them in their team’s management plan.</p> <p>1. Class readings and discussions (web sites) regarding classroom environment. 2. Student’s Philosophy of Teaching will address how they plan to create learning environments that contribute to the self esteem of all.. (See EDU 351 Task: Philosophy Paper). Students use of a variety of presentation and representations of concepts to assist students' understudying and encourage critical thinking throughout their micro teaching, management and practicum lessons.</p> <p>Students study and design lesson plans using the work of Marzano, <u>Classroom Management that Works</u>. Students also study and design lesson plans that incorporate the Cooperative Group Learning strategies of Johnson and Johnson. They design lesson plans using the following strategies: 1) Jigsaw II, 2) Student Teams – Achievement Divisions, 3) Teams – Games – Tournaments, and 4) instruction in social skills.</p> <p><i>Nuts and Bolts of Cooperative Learning; Cooperative Learning Via Nicenet discussion assignment; Assessment of Social Skills;</i></p>
<p>5C. Continued</p>	<p>Read and discuss: Seefeldt/Wasik, Chapter 5: Classrooms are Ready. Walmsley/Win, Chapters: August and September. Dolly Assignment: Creating learning environments that support young children. s</p> <p>Chap. 8 296-304 Constructivism in Classrooms: Instructional Strategies (including Discussion & Cooperative Learning) Cooperative Learning Exercise (See Class #4) Group Work – Panel presentation on Research Question (See Class #44)</p>

<p>5D. know how to help people work productively and cooperatively with each other in complex social settings;</p>	<p><i>Application in practicum classrooms</i> <i>Application in practicum experience.</i> Students demonstrate and understanding of how to help people work productively and cooperatively together in complex social settings through their work as team members involved in their own problem solving as they design their unit and lesson.</p> <p><i>Students’ detailed lesson plans within their unit demonstrate their understanding of how they help people work productively and cooperatively. (See EDU 351 learning task: Unit Plan)</i></p> <p>Field experiences in service projects provide students with opportunities to work in teams, and to work cooperatively with school district personnel as well as high school students, parents, and others.</p> <p><i>Students demonstrate and understanding of how to help people work productively and cooperatively together in complex social settings through their work as team members involved in their own problems solving as they teach in their micro teaching lessons, their management lesson and in their practicum. (See Tasks #2, #3, and #4)</i></p> <p><i>Nuts and Bolts of Cooperative Learning; Cooperative Learning Via Nicenet discussion assignment; Assessment of Social Skills; Morning Meeting book; How to Talk so Kids Will Learn.</i></p> <p>Students study and design lesson plans that incorporate the Cooperative Group Learning strategies of Johnson and Johnson using the following strategies: 1) Jigsaw II, 2) Student Teams – Achievement Divisions, 3) Teams – Games – Tournaments, and 4) instruction in social skills. Students study and design lesson plans using the work of Marzano, <u>Classroom Management that Works...</u> . Students read, discuss and are assessed on the text, <u>Teaching Exceptional, Diverse and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos, and Schumm, Chapter 4 “Teaching Students with Emotional and Behavioral Disorders” and Chapter 8 “Managing Student Behavior and Promoting Social Acceptance”.</p>
<p>5E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;</p>	<p><i>Read articles by Alfie Kohn</i> <i>Five Reasons to Stop Saying "Good Job!" at http://www.alfiekohn.org/parenting/gj.htm</i> <i>Almost there but not quite at http://www.alfiekohn.org/teaching/almost.htm</i> <i>The Case Against Gold Stars at http://www.alfiekohn.org/parenting/tcags.htm</i> <i>Discipline is the problem Not the Solution at http://www.alfiekohn.org/teaching/ditpnts.htm</i> <i>Assessment: Class collaboration and preparation of presentation to show understanding.</i></p> <p><i>Read Kriete, Morning Meeting Book and Faber & Mazlish, How to Talk So Kids Will Learn throughout the semester.</i> <i>Assessment: Acting out situational scenarios and reflecting on approaches to interpersonal interactions. Application in practicum through lesson planning. Chap. 12 425-436 Classroom Management TET Practice – Class #43</i> Students understand the principles of effective classrooms and plan to use a range of strategies to promotes positive relationship, cooperation and purposeful learning as demonstrated in their management plan and discussion</p>

	<p>of concepts for Question # 8) 1. Reading & class discussions of case studies (<i>Stories of Student Teaching</i> by Pitton) and web resources 2. Planning for lessons in unit plan reflect the use of a range of strategies to promote positive relationships. (See EDU 351 learning task: Unit Plan) See Tasks #2, #3, and #4)</p>																		
<p>5E continued</p>	<p>Readings (Assignment for Seminar #2)</p> <ul style="list-style-type: none"> • Getting Off to a Good Start & Mentoring (back to back) • 33 Tips for Starting the Year Off Right • Design for Discipline & Discipline After the First Day <p>Students demonstrate their understanding of the principles of effective classrooms and use a range of strategies to promotes positive relationship, cooperation and purposeful learning in their microteaching lessons, their management lesson and in their practicum.</p> <p>Students study and design lesson plans using the work of Marzano, <u>Classroom Management that Works</u>. Students read, discuss and are assessed on the text, <u>Teaching Exceptional, Diverse and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos, and Schumm, Chapter 4 “Teaching Students with Emotional and Behavioral Disorders” and Chapter 8 “Managing Student Behavior and Promoting Social Acceptance”.</p> <p>Read: <i>How To Talk So Kids Will Listen</i> by Adele Faber and Elaine Malisch and planning of applications in practicum classrooms. Reflective conversations and writings to broaden understanding and assist collaborative understanding.</p>																		
<p>5F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;</p>	<p>Read articles by Alfie Kohn <i>Five Reasons to Stop Saying "Good Job!"</i> at http://www.alfiekohn.org/parenting/gj.htm <i>Almost there but not quite</i> at http://www.alfiekohn.org/teaching/almost.htm <i>The Case Against Gold Stars</i> at http://www.alfiekohn.org/parenting/tcags.htm <i>Discipline is the problem Not the Solution</i> at http://www.alfiekohn.org/teaching/ditpnts.htm Assessment: Class collaboration and preparation of presentation to show understanding.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 10%;">Chap. 11</td> <td style="width: 10%;">388</td> <td style="width: 80%;">Class Structure: Creating a Learning-focused Environment</td> </tr> <tr> <td></td> <td>389-393</td> <td>Self-Regulated Learners: Developing Student Responsibility</td> </tr> <tr> <td></td> <td>393-401</td> <td>Teacher Characteristics: Personal Qualities That increase Student Motivation and learning</td> </tr> <tr> <td></td> <td>401-404</td> <td>Climate Variables: Creating a Motivating Environment</td> </tr> <tr> <td></td> <td>393-402</td> <td>404-414 Instructional Variables: Developing Interest in learning Activites (including Involvement: Increading Intrinsic Motivation)</td> </tr> <tr> <td></td> <td></td> <td>Technology and Learning: using Technology to Increase Learner Motivation</td> </tr> </table> <p><i>Burns: Facing an American Phobia response/reflective paper.</i></p> <p>Students study and design lesson plans using the work of Marzano, <u>Classroom Management that Works</u>. . Students read, discuss and are assessed</p>	Chap. 11	388	Class Structure: Creating a Learning-focused Environment		389-393	Self-Regulated Learners: Developing Student Responsibility		393-401	Teacher Characteristics: Personal Qualities That increase Student Motivation and learning		401-404	Climate Variables: Creating a Motivating Environment		393-402	404-414 Instructional Variables: Developing Interest in learning Activites (including Involvement: Increading Intrinsic Motivation)			Technology and Learning: using Technology to Increase Learner Motivation
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		Technology and Learning: using Technology to Increase Learner Motivation																	

	<p>on the text, <u>Teaching Exceptional, Diverse and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos, and Schumm, Chapter 4 “Teaching Students with Emotional and Behavioral Disorders” and Chapter 8 “Managing Student Behavior and Promoting Social Acceptance”.</p>
<p>5G. understand how participation supports commitment;</p>	<p>Read: <i>How To Talk So Kids Will Listen</i> by Adele Faber and Elaine Mazlish and planning of understanding and assist collaborative understanding.</p> <p>Chap. 11 408-414 Involvement: Increasing Intrinsic Motivation</p> <p>1. Reading and class discussions (<i>Stories of Student Teaching</i> by Pitton) and web resources</p> <p>2. Lessons in unit plan reflect the understanding of how participation supports commitment. (See EDU 351 learning task: Unit Plan)</p> <p>Classroom Management Assignment for Seminar #4</p> <p>Students apply their knowledge of how participation supports commitment in their design and implementation of student centered lessons.</p> <p>Students study and design lesson plans that incorporate the Cooperative Group Learning strategies of Johnson and Johnson using the following strategies: 1) Jigsaw II, 2) Student Teams – Achievement Divisions, 3) Teams – Games – Tournaments, and 4) instruction in social skills. Students read, discuss and are assessed on the text, <u>Teaching Exceptional, Diverse and At-Risk General Education Classroom</u> by Vaughn, Bos, and Schumm, especially Chapter 4 “Teaching Students with Emotional and Behavioral Disorders” and Chapter 8 “Managing Student Behavior and Promoting Social Acceptance</p>
<p>5G. Continued</p> <p>5H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;</p>	<p>Students demonstrate their knowledge by creating opportunities for middle school students to participate in advisory/homeroom activities and reflecting on how students are committed to the homeroom process as a result.</p> <p>SS (5) Topic: How will you get started in your elementary classroom?</p> <p>Read: Lindquist Chapter 2: Setting Up for Success, and articles “Room to Grow” by Roxann Kriete, and “Start the Day with Community” by Michelle G. Zachlod”. View video “Morning Meeting: The Essential Components” (Responsive Classrooms), and read from selected picture books that show individual differences in people. Use resources from www.responsiveclassroom.org and http://www.kimskorner4teachertalk.com/classmanagement/icebreakers.html</p> <p>Assessment: Plan and teach a Getting to Know You/Community Building Lesson (peer teach, then teach to practicum class) that demonstrates how to begin developing a community of learners.</p> <p>Read Kriete, <i>Morning Meeting Book</i> and Faber & Mazlish, <i>How to Talk So Kids Will Learn</i> throughout the semester.</p> <p>Assessment: Acting out situational scenarios and reflecting on approaches to interpersonal interactions. Application in practicum through lesson planning. Students discuss ways to establish a positive climate in the classroom and apply these concepts in their management plan. (See Concepts for Question #8).</p> <p>Students work to establish a positive climate in the classroom during their microteaching lessons, their management lesson and in their practicum.</p>

	<p>Classroom Management Assignment for Seminar #4. Student Teaching (Portfolio)</p> <p><i>Nuts and Bolts of Cooperative Learning; Cooperative Learning Via Nicenet;</i></p> <p>Students study and design lesson plans using the work of Marzano, <u>Classroom Management that Works.</u> . Students read, discuss and are assessed on the text, <u>Teaching Exceptional, Diverse and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos, and Schumm, Chapter 4 “Teaching Students with Emotional and Behavioral Disorders” and Chapter 8 “Managing Student Behavior and Promoting Social Acceptance”.</p>
<p>5H Continued</p> <p>5I. establish peer relationships to promote learning;</p>	<p>Read and discuss: “I Teach Kindergarten” by Peggy Campbell-Rush: How to Create an Instructive, Positive and Supportive Environment. Creation of classroom plan with attention to physical characteristics that support young children’s learning and comfort.</p> <p>Partner planning and peer teaching of guided reading and word (spelling) lessons and Literacy Unit (Students prepare a planning web, unit overview, lesson plans for five or more integrated lessons, and teaching them in a classroom during elementary methods practicum. Each component is assessed formally and informally, and several lessons are observed, followed by a conference and reflective writing.)</p> <p>Practicum partner work Students work in teams throughout this course. (see EDU 340 learning tasks). Students demonstrate their understanding of ways to design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaborative and independently and engage in purposeful learning activities as demonstrated in their Unit Plan. (See EDU 351 learning task: Unit Plan)</p> <p><i>Nuts and Bolts of Cooperative Learning; Cooperative Learning Via Nicenet; Collaborative teaming for discussion of articles, assignments, practicum work and projects.</i></p>
<p>5I. Continued</p>	<p>Students demonstrate their understanding of ways to design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaborative and independently and engage in purposeful learning activities as demonstrated in their microteaching lessons, their management lesson and in their practicum.</p> <p>Students study and design lesson plans that incorporate the Cooperative Group Learning strategies of Johnson and Johnson using the following strategies: 1) Jigsaw II, 2) Student Teams – Achievement Divisions, 3) Teams – Games – Tournaments, and 4) instruction in social skills. Students study and design lesson plans using the work of Marzano, <u>Classroom Management that Works.</u>..Students read, discuss and are assessed on the text, <u>Teaching Exceptional, Diverse and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos, and Schumm, especially Chapter 4 “Teaching Students with Emotional and Behavioral Disorders” and Chapter 8 “Managing Student Behavior and Promoting Social Acceptance”.</p>
<p>5J. recognize the relationship of intrinsic motivation to student</p>	<p>Read articles by Alfie Kohn <i>Five Reasons to Stop Saying "Good Job!"</i> at</p>

<p>lifelong growth and learning;</p>	<p>http://www.alfiekohn.org/parenting/gj.htm <i>Almost there but not quite</i> at http://www.alfiekohn.org/teaching/almost.htm <i>The Case Against Gold Stars</i> at http://www.alfiekohn.org/parenting/tcags.htm <i>Disciple is the problem Not the Solution</i> at http://www.alfiekohn.org/teaching/ditpnts.htm Assessment: Class collaboration and preparation of presentation to show understanding. Alfie Kohn articles: <i>What we know about teaching phonics article.</i> Chap. 10 350-351 Extrinsic and intrinsic Motivation Chap. 11 408-410 Involvement: Increasing Intrinsic Motivation Students demonstrate their ability to recognize the relationship of intrinsic motivation to student lifelong learning and use appropriate strategies in microteaching, practicum and their classroom management lesson</p> <p>Student teaching (Portfolio)</p> <p>Students study and design lesson plans using the work of Marzano, <u>Classroom Management that Works...</u>. Students read, discuss and are assessed on the text, <u>Teaching Exceptional, Diverse and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos, and Schumm, Chapter 4 “Teaching Students with Emotional and Behavioral Disorders” and Chapter 8 “Managing Student Behavior and Promoting Social Acceptance”.</p> <p>Read and discuss: <i>How To Talk So Kids Will Listen</i> by Faber and Mazlish chapters on Praise, Encouraging Autonomy and Alternatives to Punishment.</p>
<p>5K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;</p>	<p>Topics: Writer’s Notebook and Family Stories Project and Presentation SS/LA (8, 11, 21) Topic: Writer’s Notebook. Read Fletcher & Portalupi, Ch. 1-3; <i>The Writing Workshop</i>; <i>The Essentials of Time and Space</i>; Short Term Goals. Complete Writing history. Fletcher & Portalupi, Ch. 4-6; <i>Launching the Workshop</i>; <i>Conferring with Writers</i>; <i>The Writing Cycle</i>. Read handouts; participate in class activities to experience motivational strategies that encourage continuous development of individual learner abilities. Assessment: Personal writing history (self-assessment of motivation for writing). Writing pieces for Family Stories project SS/LA (21, 22, 24, 25, & 33) Six Trait Writing. Read course pack; class instruction and activities in which students made decisions about the learning tasks. Assessment: Application to Family Stories project (rubric) SS/LA (8, 11, 27, 29, 35) Family Stories Project. Read handout. Ongoing class instruction and writing activities. Students learn the language of writing, how to use a writer’s workshop, and learn and practice writing and presentation strategies.</p> <p>Assessment: Family Stories peer assessment; Family Stories final project and presentation (rubric) Students demonstrate appropriate use of motivation strategies in microteaching, practicum and their classroom management lesson</p> <p>Alfie Kohn articles: <i>What we know about teaching phonics article.</i></p> <p>Students study and design lesson plans that incorporate the Cooperative Group Learning strategies of Johnson and Johnson. They design lesson plans using the following strategies: 1) Jigsaw II, 2) Student Teams – Achievement</p>

	<p>Divisions, 3) Teams – Games – Tournaments, and 4) instruction in social skills.. Students study and design lesson plans using the work of Marzano, <u>Classroom Management that Works</u>...Students read, discuss and are assessed on the text, <u>Teaching Exceptional, Diverse and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos, and Schumm, Chapter 4 “Teaching Students with Emotional and Behavioral Disorders” and Chapter 8 “Managing Student Behavior and Promoting Social Acceptance”.</p>
<p>5K Continued</p> <p>5L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;</p>	<p><i>Readings, discussions and assignments that encourage choice and decision making about learning and demonstration of their understandings.</i></p> <p><i>Family Stories Project and Presentation</i> SS/LA (8 & 11) Topic: Writer’s Notebook. Read handouts; class activities. Assessment: Writing pieces for Family Stories project SS/LA (21, 22, 24, 25, & 33) Six Trait Writing. Read course pack; class instruction and activities in which students made decisions about the learning tasks. Assessment: Application to Family Stories project (rubric) SS/LA (8, 11, 27, 29, 35) Family Stories Project. Read handout. Ongoing class instruction and writing activities. Assessment: Family Stories peer assessment; Family Stories final project and presentation (rubric)</p> <p>SS (5) Topic: How will you get started in your elementary classroom? Read: Lindquist Chapter 2: Setting Up for Success, and articles “Room to Grow” by Roxann Kriete, and “Start the Day with Community” by Michelle G. Zachlod”. View video “Morning Meeting: The Essential Components” (Responsive Classrooms), and read from selected picture books that show individual differences in people. Use resources from www.responsiveclassroom.org and http://www.kimskorner4teachertalk.com/classmanagement/icebreakers.html Assessment: Plan and teach a Getting to Know You/Community Building Lesson (peer teach, then teach to practicum class) that demonstrates how to begin developing a community of learners.</p> <p>Read Kriete, <i>Morning Meeting Book</i> and Faber & Mazlish, <i>How to Talk So Kids Will Learn</i> throughout the semester. Assessment: Acting out situational scenarios and reflecting on approaches to interpersonal interactions. Application in practicum through lesson planning.Family Stories Project</p> <p><i>Assessment: Partner teaching/individual teaching in practicum</i></p> <p>Students discuss ways to design and manage learning communities in which students assume responsibility for themselves and one another , participate in decision making, work both collaboratively and independently and engage in purposeful learning activities and then implement these concepts in their management plans. (See Concepts for Question #8 and Assessment for</p>

	<p>Management Plan).</p> <p>Students study and design lesson plans that incorporate the Cooperative Group Learning strategies of Johnson and Johnson. They design lesson plans using the following strategies: 1) Jigsaw II, 2) Student Teams – Achievement Divisions, 3) Teams – Games – Tournaments, and 4) instruction in social skills. Students study and design lesson plans using the work of Marzano , <u>Classroom Management that Works...</u> . Students read, discuss and are assessed on the text, <u>Teaching Exceptional, Diverse and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos, and Schumm,, Chapter 4 “Teaching Students with Emotional and Behavioral Disorders” and Chapter 8 “Managing Student Behavior and Promoting Social Acceptance”.</p> <p><i>Cooperative Learning Via Nicenet;</i></p>
<p>5L continued</p>	<p><i>Students demonstrate their understanding of ways to design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaborative and independently and engage in purposeful learning activities as demonstrated in their Unit Plan. (See Classroom Management Assignment for Seminar #4</i></p> <p>Candidates engage in service projects in small groups and collaboratively with members of the campus and St. Peter communities. Candidates participate in designing the outcomes of the service project with which they are involved.</p> <p><i>Cooperative Learning Via Nicenet</i></p>
<p>5M engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;</p>	<p>Topics: Writer’s Notebook and Family Stories Project and Presentation SS/LA (8, 11, 21) Topic: Writer’s Notebook. Read Fletcher & Portalupi, Ch. 1-3; The Writing Workshop; The Essentials of Time and Space; Short Term Goals. Complete Writing history. Fletcher & Portalupi, Ch. 4-6; Launching the Workshop; Conferring with Writers; The Writing Cycle. Read handouts; participate in class activities to experience motivational strategies that encourage continuous development of individual learner abilities.</p> <p>Assessment: Personal writing history (self-assessment of motivation for writing). Writing pieces for Family Stories project</p> <p>SS/LA (21, 22, 24, 25, & 33) Six Trait Writing. Read course pack; class instruction and activities in which students made decisions about the learning tasks. Assessment: Application to Family Stories project (rubric)</p> <p>SS/LA (8, 11, 27, 29, 35) Family Stories Project. Read handout. Ongoing class instruction and writing activities.</p> <p>Assessment: Family Stories peer assessment; Family Stories final project and presentation (rubric)</p> <p>1. Students plan ways to engage pupils in individual and group learning activities that help them develop the motivation to achieve by relating lessons to students' personal interests and allowing student choice and engaging students in questioning and problem solving in their Unit Plan. (See EDU 351 learning task: Unit Plan)</p> <p>2. Students lead discussion and plan questions (See EDU 351: questioning skills task)</p> <p><i>Students use group learning and student interest to create student centered lessons in micro-teaching, practicum and the classroom management lesson.</i></p> <p><i>Monarch Rearing and Life Cycle assignment; Experimental Design</i></p>

	<p>assignment. Science LP 1 & 2” Practicum. Mini lessons from Van De Walle on number sense and fractions. Contextual problem solving (Writing to Learns in Van de Walle); Math LP 1 & 2 for practicum.</p>
<p>5M Continued</p> <p>5N. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;</p>	<p>Students study and design lesson plans which incorporate the Cooperative Group Learning strategies of Johnson and Johnson. This includes the following strategies: 1) Jigsaw II, 2) Student Teams – Achievement Divisions, 3) Teams – Games – Tournaments, and 4) instruction in social skills. Students study and design lesson plans which incorporate Carol Ann Tomlinson’s work on differentiation. This includes: 1) Sternberg’s Intelligence Preferences, 2) tiered assignments, 3) contract learning, and 4) complex instruction. Assignments: I-Search paper topics are student selected with resources (both print and human) also being student selected. Philosophy Newsletter shares student understanding in whatever format they choose.</p> <p>Partner planning and peer teaching of guided reading and word (spelling) lessons and Literacy Unit. Assessment: Practicum teaching of these lessons Students organize allocate and mange the resources of time, space activities and attention to provide active engagement for all students in productive tasks through their microteaching lessons.</p> <p>Chapter 7 “Planning and Grouping Strategies for Special Learners” (text). Monarch Life Cycle stations (EDU 371: K); Experimental Design Inquiry (EDU 371): K; Mini lessons from Van De Walle on number sense and fractions. Contextual problem solving (Writing to Learns in Van de Walle); Assessed: Practicum Science and Math Lessons 1 & 2 Through peer teaching and practicum experiences.</p>
<p>5O. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;</p>	<p>SS/LA (15) Topic: The value of integrated learning. Read Lindquist, Ch. 3: Implementing Integration. Participation in learning stations to learn about a SS topic (Alaska). Assessment: Reflection and discussion re: physical setting, student communication and behavior, and how to set expectations so all can learn effectively. Students create plans the maximize the learning time for the lesson they teach. (see lesson/teaching task)</p> <p>Students maximize the amount of class time spend in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals during their microteaching lessons, their management lesson and in their practicum.</p> <p>Chapter 7 “Planning and Grouping Strategies for Special Learners” (text). Classroom procedures/routines Assignment for Seminar #2.</p> <p>Monarch Life Cycle stations (EDU 371: K); Experimental Design Inquiry (EDU 371): K; Mini lessons from Van De Walle on number sense and fractions. Contextual problem solving (Writing to Learns in Van de Walle); Assessed: Practicum Science and Math Lessons 1 & 2</p>

<p>5O Continued</p> <p>5P. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;</p>	<p>Read and discuss: Seefeldt/Wasik, Chapter 6-Teachers Are Ready to Guide Children’s Social Behavior. Faber/Mazlish-How To Talk So Kids Will Listen, Chapter: Engaging Cooperation,</p> <p>Read Kriete, <i>Morning Meeting Book</i> and Faber & Mazlish, <i>How to Talk So Kids Will Learn</i> throughout the semester.</p> <p>Students develop expectations for the lesson they teach and their advisory activity. (see lesson/teaching task)</p> <p>Students develop expectations for student interactions, academic discussion and individual and group responsibility that creates a positive classroom climate of openness, mutual respect, support, inquiry and learning and plan carefully to communicate these expectations and processes in their Unit Plan . (See EDU 351 learning task: Unit Plan)</p> <p>Classroom Management Assignment for Seminar #4.</p> <p>Students develop expectations for student interactions, academic discussion and individual and group responsibility that creates a positive classroom climate of openness, mutual respect, support, inquiry and learning through their own work in micro teaching teams and during their microteaching lessons, their management lesson and in their practicum.</p> <p>Cooperative Learning Nicenet Discussions.</p> <p>EDU 371 and 373: assessment of Math and Science Learning with assessment of Social Skills and Cooperative Learning.</p> <p>Classroom ground rules activity enables students to learn about and take responsibility for designing the classroom climate.</p> <ul style="list-style-type: none"> • Candidates share responsibility for facilitating class discussion on readings. Students study and design lesson plans using the work of Marzano, <u>Classroom Management that Works...</u> . Students read, discuss and are assessed on the text, <u>Teaching Exceptional, Diverse and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos, and Schumm, Chapter 4 “Teaching Students with Emotional and Behavioral Disorders” and Chapter 8 “Managing Student Behavior and Promoting Social Acceptance”
<p>5Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and</p>	<p>Complete Class Profile with assistance from practicum classroom teacher. Observe students in practicum classroom setting.</p> <p>Students analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement and productive work during their microteaching lessons, their management lesson and in their practicum.</p> <p>Cognitive Clarity discussions centered on: “What we Know about Teaching Phonics”.</p> <p>(Assessed) Cognitive clarity section in conclusion of science and math lesson plans.</p> <p>Reflections from science and math peer & practicum teaching</p> <p>Post-classroom teaching observations conversations</p> <p>Students study and design lesson plans using the work of Marzano,</p>

	<p><u>Classroom Management that Works...</u> . Students read, discuss and are assessed on the text, <u>Teaching Exceptional, Diverse and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos, and Schumm, Chapter 4 “Teaching Students with Emotional and Behavioral Disorders” and Chapter 8 “Managing Student Behavior and Promoting Social Acceptance”.</p> <p>Students read Korbin’s <u>In There With the Kids</u>, and discuss the classroom environment and decision making and adjustment skills the two main characters used to enhance social relationships, student motivation and engagement and productive work.</p>
<p>5R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals</p>	<p>Partner planning and peer teaching of guided reading and word (spelling) lessons and Literacy Unit (Students prepare a planning web, unit overview, lesson plans for five or more integrated lessons, and teaching them in a classroom during elementary methods practicum. Each component is assessed formally and informally, and several lessons are observed, followed by a conference and reflective writing.)</p> <p>Assessment: Practicum teaching of these lessons</p> <p>Students organize, prepare student for and monitor independent and group work that allows for full, varied and effective participation of all individuals as evidenced through their attention to these processes in their Unit Plans. . (See EDU 351 learning task: Unit Plan)</p> <p>Discussion of classroom procedures/routines - Seminar #2</p> <p>Students organize, prepare student for and monitor independent and group work that allows for full, varied and effective participation of all individuals through their microteaching lessons, their management lesson and in their practicum.</p> <p>Cognitive Clarity discussions centered on: “W hat we Know about Teaching Phonics”.</p> <p>(Assessed) Cognitive clarity section in conclusion of science and math lesson plans.</p> <p>Social skills and Cooperation student evaluations from practicum teaching in conjunction with <i>Science and Math Assessment of Learning Assignment</i> in electronic portfolio</p> <p>Reflections from science and math peer & practicum teaching (A)</p> <p>Post-classroom teaching observations conversations (A)</p> <p>Students study and design lesson plans using the work of Marzano, <u>Classroom Management that Works...</u> . Students read, discuss and are assessed on the text, <u>Teaching Exceptional, Diverse and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos, and Schumm, Chapter 4 “Teaching Students with Emotional and Behavioral Disorders” and Chapter 8 “Managing Student Behavior and Promoting Social Acceptance”.</p> <p>Students read Korbin’s <u>In There With the Kids</u>, and discuss how the two main characters organized, prepared students for and monitored independent and group work that allowed for the full, varied, and effective participation of all individuals.</p>
<p>5R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and</p>	

<p>effective participation of all individuals</p>	
<p>Subpart 7. Standard 6, communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:</p>	
<p>6A. understand communication theory, language development, and the role of language in learning;</p>	<p>Chap. 2 55-63 The Work of Lev Vygotsky 63-66 Language Development Class discussion (see topic: communication skills for teachers)</p> <p>Variety of readings that focus on language acquisition, language and learning, and specific strategies for ELL learners (see syllabus for list of current readings). Students explore the role of language in learning through specific readings on linguisticism and language identity (see syllabus for current list of readings). • Language Identity paper. • Class debriefing on service projects related to ELL learners.</p> <p><i>Read and discuss, Seefeldt/Wasik, Chapter 11-Literacy Learning for Three-, Four-, and Five-Year-Olds</i></p>
<p>6B. understand how cultural and gender differences can affect communication in the classroom;</p>	<p>Chap. 2 66-67 Language Diversity Chap. 3 132-140 Culture 140-145 Gender</p> <ol style="list-style-type: none"> 1. class reading and discussion: <i>Because of the Kids</i> by Obediah and Teel helps students understand how culture impacts communication 2. class reading and discussion <i>Stories of Student Teaching</i> helps students understand how gender impacts communication <p>Readings that focus on literacy issues and needs of ELL learners (see syllabus for list of current readings). • Students explore the role of language in learning through specific readings on linguisticism and language identity (see syllabus for current list of readings). • Language Identity paper. • Class debriefing on service projects related to ELL learners in the local high school and student observations of their performance. <i>Reading: Constructing Views of Science Tied to Issues of Quality and Diversity; Social Justice in Science assignment; Literature Circles around: Teaching Science for Social Justice Teaching and Learning Mathematics for Social Justice in an Urban, Latino School</i></p>
<p>6C. understand the importance of nonverbal as well as verbal communication;</p>	<p>Chap. 12 446 Verbal-Nonverbal Congruence</p> <ol style="list-style-type: none"> 1. class discussion 2. Students set goal and work on their own communication development. (See EDU 351 learning task: Communication skills) <p>Class ground rules activity.</p>
<p>6D. know effective verbal, nonverbal, and media communication techniques;</p>	<p>Chap. 11 396-397 Communicating Caring Chap. 12 445-448 Verbal-nonverbal congruence, I-messages, Active Listening Chap. 13 474-475 Communication</p>

	<p>1. Class discussion 2. Students set goals and work on their own communication development. .See EDU 351 learning task: Communication skills</p> <p>Personall/Professional Website; Group Project on Kid Pixx, Kidspiration or Hyperstudio; Inspiration as a Concept Mapping Tool project.</p> <p>Nuts and Bolts of Cooperative Learning; Cooperative Learn via Nicenet</p> <p>Students make a presentation to the class on a current event using technology, producing a research paper and setting up a display. The studentsts are assessed on a rubric.</p>
<p>6E. understand the power of language for fostering self-expression, identity development, and learning;</p>	<p>Chap. 2 58-63 Vygotsky’s Work: Instructional Strategies Chap. 3 96-100 Promoting Psychosocial and Self-Concept Development: Instructional Strategies</p> <p>1. class discussion 2. Students set goals and work on their own communication development See EDU 351 learning task: Communication skills</p> <p>In-class activities on specific literacy strategies, including: a) Pre- and post-reading activities, b) Anticipation guide, c) KWL, d) Think-alouds, e) Frayer model, f) Concept Question Chain, g) QARs, h) strategies for previewing a textbook, I) Book Talks, j) Graphic organizers, k) Read, Write & Talk, l) strategies for teaching vocabulary. * Reading assignments from <i>Teaching Reading in the Content Areas</i> by Billmeyer & Barton. * Other reading assignments from course packet such as “Getting started: Manageable literacy practices,” “Levels of writing,” “Evaluation of writing,” and others. Specific readings may vary by semester. See current syllabus. • Journal assignment #2. • Literacy autobiography assignment.</p> <p>The students listen to a guest speaker who has the topic of “understanding the power of language for fostering self-expression, identity development and learning” and they respond to this with a reflective paper.</p> <p>Throughout the semester: Six Trait Writing course pack, Fletcher & Portalupi, & Cunningham. Application and assessment through Family Stories Project and Presentation.</p> <p>Chap. 2 58-63 Vygotsky’s Work: Instructional Strategies Chap. 3 96-100 Promoting Psychosocial and Self-Concept Development: Instructional Strategies</p> <p>Variety of readings on language (see syllabus for current readings). Recently used texts include Nieto, “We Speak In Many Tongues”; Suarez-Orozco, “Children of Immigration in School”; Irujo, “Do You Know Why They All Talk At Once?”; and <i>Look At Me When I Talk To You</i>. • Language Identity paper. Read and discuss, Chapter 12: Language Arts for Three-, Four-, and Five-Year-Olds from Seefeldt/Wasik</p>
<p>6F. use effective listening techniques;</p>	<p>Chap. 12 446-448 I-Messages and Active Listening In-class activity on TET (See Class # 43) Students will discuss the use of effective listening techniques and apply them in all teaching microteaching and practicum interactions. Students use effective listening techniques in their team meetings. (see</p>

	<p>learning tasks)</p> <p>1. Class discussion 2. Students set goals and work on their own communication development See EDU 351 learning task: Communication skills</p> <p>Skills in discussion, listening and questioning are evaluated individually and holistically throughout the course. Students write one or more essential question(s) for each chapter of <i>Warriors Don't Cry</i> and <i>Bury My Heart at Wounded Knee</i>. The students use readings on the essential question to learn to develop the questions. The students are evaluated on their discussion contributions and listening skills using class room rubrics.</p> <p>SS/LA (12), Rdg (13), Rdg (17), Rdg (28), SS/LA (31 & 32) Peer review of peer teaching, oral and written.</p> <p>Peer reviews from peer teaching, philosophy newsletter, practicum teachings, oral and written.</p>
<p>6G. foster sensitive communication by and among all students in the class;</p>	<p>Students will discuss (using both the Pitton and Obediah and Teel texts) the importance of fostering sensitive communication and by and among all students in class and apply this in their microteaching and practicum.</p> <p>1. Class discussion 2. Students set goals and work on their own communication development .See EDU 351 learning task: Communication skills</p> <p>Skills in discussion, listening and questioning are evaluated individually and holistically throughout the course. Students write one or more essential question(s) for each chapter of <i>Warriors Don't Cry</i> and <i>Bury My Heart at Wounded Knee</i>. The students use readings on the essential question to learn to develop the questions. The students are evaluated on their discussion contributions and listening skills using class rubrics.</p> <p>Read Kriete, <i>Morning Meeting Book</i> and Faber & Mazlish, <i>How to Talk So Kids Will Learn</i> throughout the semester. Reading: <i>Constructing Views of Science Tied to Issues of Quality and Diversity</i>; Social Justice in Science assignment; Literature Circles around: <i>Teaching Science for Social Justice</i>; Academic Controversy of Inclusion and Pull Out Programs</p> <ul style="list-style-type: none"> • Class groundrules activity. <p>Class discussions (partner, small group and whole group</p>
<p>6H. use effective communication strategies in conveying ideas and</p>	<p>Students use effective communication strategies in conveying ideas and information and in asking questions as demonstrated in their microteaching lesson, management lesson and practicum lessons.</p> <p>Students use effective communication strategies in conveying ideas and information and in asking questions as demonstrated in the lesson they teach</p>

<p>information and in asking questions;</p>	<p>to the class.</p> <ol style="list-style-type: none"> 1. Class reading & discussion Marazano text 2. Students set goals and work on their own communication development . See EDU 351 Learning task: Questioning task <p>Skills in discussion, listening and questioning are evaluated individually and holistically throughout the course. Students write one or more essential question(s) for each chapter of <i>Warriors Don't Cry</i> and <i>Bury My Heart at Wounded Knee</i>. The students use readings on the essential question to learn to develop the questions. The students are evaluated on their discussion contributions and listening skills using class room rubrics.</p> <p>Academic Controversy regarding Pluto</p> <p>Academic Controversy of "Inclusion and Pull Out Programs" Fish Bowl in Cooperative Learning with Social Justice and Issues of Quality and Gender.</p> <p>Practicum teaching</p>
<p>6I. support and expand learner expression in speaking, writing, and other media;</p>	<p>Journal assignments.</p> <ul style="list-style-type: none"> • In-class strategy practice. • Reading Apprenticeship assignment. <ul style="list-style-type: none"> • Course activity: brainstorm of possible ways to use writing in content areas (produces at least 30 ideas) <p>Read Kriete, <i>Morning Meeting Book</i> and Faber & Mazlish, <i>How to Talk So Kids Will Learn</i> throughout the semester.</p> <p>Assignment: Development as a Teacher of Inquiry; Reflections on Peer and Practicum Teaching</p> <p>Reflections on Peer and Practicum Teaching</p> <p>Power Point Multi-Media Presentation; Excel Spread Sheet and Higher Levels of Thinking; Inspiration as a Visual Layered Concept Mapping Tool; Personal/Professional Website</p>
<p>6J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question;</p>	<p>Chap. 7 248-261 Cognitive Processes in Information Processing Chap. 8 295-296 Inquiry 299 Reciprocal Questioning Chap. 9 324-328 Helping Learners Become Better problem Solvers: Instructional Strategies 328-330 Using Technology to improve Problem-Solving Ability Chap. 11 404-419 Instructional Variables: Developing Interest in Learning Activities Chap. 13 478-481 Questioning</p> <p>Students demonstrate their ability to ask questions and stimulate discussion in different ways for particular purposes ... as demonstrated in their microteaching lessons, management lesson, practicum lessons as well as the discussion they lead in class.</p>

	<p>1. class reading & discussion Marazano text 2. Students demonstrate their ability to ask questions and stimulate discussion in different ways for particular purposes (See EDU 351 Learning task: Questioning task)</p> <p>Skills in discussion, listening and questioning are evaluated individually and holistically throughout the course. Students write one or more essential question(s) for each chapter of <i>Warriors Don't Cry</i> and <i>Bury My Heart at Wounded Knee</i>. The students use readings on the essential question to learn to develop the questions. The students are evaluated on their discussion contributions and listening skills using class rubrics.</p> <p>Assignment: Each student is assigned to facilitate discussion of at least one class meeting.</p> <p>SS/LA (30) Topic: Keeping learning active and student-centered. Read Lindquist Ch. 6. Students write reflective response to chapter</p> <p>Candidates are assigned to facilitate discussion of at least one class period.</p> <p>Academic Controversy of "Inclusion and Pull Out Programs"; How to access higher orders of thinking when we teach; Fish Bowl in Cooperative Learning with Social Justice and Issues of Quality and Gender; Teaching Science for Social Justice Lit Circles; Inquiry Cycle of Learning in science; Cognitive Clarity in teaching; Bringing it All Together: Teaching Against the Grain.</p> <p>Excel Spread Sheet and Higher Levels of Thinking</p>
<p>6K. use a variety of media communication tools, including audiovisual aids and computers, including educational technology, to enrich learning opportunities.</p>	<p>Scanning (Class #2) Digital Camera (Class #2) IMovie (Class #13) Desktop Publishing Project (Class #4) Webquest Project (Class #8) Multimedia Project (Class #12) Power Point Multi-Media Presentation; Excel Spread Sheet and Higher Levels of Thinking; Inspiration as a Visual Layered Concept Mapping Tool; Personal/Professional Website Group Project in Kid Pixx, Kidspiration or Hyperstudio and Web Quest project.</p> <p>Students use a variety of media communication tools, including audiovisual and computers and technology to enrich learning opportunities in their microteaching lessons</p> <p>Students plan for the use of a variety of media communication tools, including audiovisual and computers and technology to enrich learning opportunities in their unit plan. (See EDU 351 unit plan)</p> <p>Peer teaching and practicum: students use communication tools available to them and appropriate for their lessons and the setting. Portfolio requires technology evidence. Inspiration software: Developing as a Teacher of Inquiry assignment; PowerPoint: Comparative Analysis of Mathematics Curricula; Excel for Monarch growth and data analysis.</p>

	<p>Practicum opportunities are dependent on technology available in the practicum classroom. Other uses as needed or selected for assignments.</p>
<p>Subpart. 8. Standard 7, planning instruction. A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:</p>	
<p>7A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;</p>	<p>Students prepare a planning web, unit overview, lesson plans for five or more integrated lessons, and teaching them in a classroom during elementary methods practicum. Each component is assessed formally and informally, and several lessons are observed, followed by a conference and reflective writing.</p> <p>Chap. 6 194-231 Behaviorism and Social Cognitive Theory Chap. 7 234-274 Cognitive Views of Learning Chap. 8 278-307 Constructing Understanding Chap. 9 310-344 Complex Cognitive Processes</p> <p>Students apply their knowledge of learning theory, subject matter, curriculum development and student development in their unit and lesson plan.</p> <p>Students apply their knowledge of learning theory, subject matter, curriculum development and student development in their lesson plans for their unit plan. (See EDU 351 unit plan)</p> <p>Students demonstrate their understanding of learning theory in their microteaching and practicum.</p> <p>Students explore subject matter and learning theory in teaching the social studies through reading and discussion of <i>Social Studies for Secondary Schools</i> by Alan Singer et al, and <i>Teaching Economics as if People Mattered</i> by Tamara Giecek et al.</p> <p><i>Inquire Within</i>: Chapters 3, 4, 5; using the Inquiry Cycle to frame science lesson plans.</p> <p><i>Elementary and Middle School Mathematics</i>: Chapters 1-18; Developing math lesson plans with Lesh model delineated.</p> <p>Students prepare a planning web, unit overview, lesson plans for five integrated lessons, and teach them in a kindergarten classroom during kindergarten methods practicum. Each component is assessed formally and informally, and several lessons are observed, followed by a conference and reflective writing.</p>
<p>7B. plan instruction using contextual considerations that bridge curriculum and student experiences;</p>	<p>Students prepare a planning web, unit overview, lesson plans for five or more integrated lessons, and teaching them in a classroom during elementary methods practicum. Each component is assessed formally and informally, and several lessons are observed, followed by a conference and reflective writing.</p> <p>Chap. 13 464-472 Planning for Instruction</p>

	<p>Students plan instruction using contextual considerations that bridge curriculum and student experiences via the use of their 'virtual class' in the planning of their unit and lesson.</p> <p>Students plan instruction using contextual considerations that bridge curriculum and student experiences in the planning for their 'assigned virtual class' for their unit plan. (See EDU 351 unit plan)</p> <p>Students plan instruction using contextual considerations that bridge curriculum and student experiences in their microteaching and the specifics of their practicum assignment.</p> <p>Monarch rearing and life cycle;</p> <p>Using contextual stories to develop math concepts (Number sense and fractions);</p> <p>Students plan instruction using contextual considerations that bridge curriculum and student experiences. All lesson plans must show assessing prior knowledge, strategies from the Carol Ann Tomlinson <i>Differentiation</i> materials and/or the ASCD <i>Cooperative Learning</i> materials. Students also incorporate the Marzano, <u>Classroom Management That Works</u> materials.</p> <p>Students prepare a planning web, unit overview, lesson plans for five integrated lessons, and teach them in a kindergarten classroom during kindergarten methods practicum. Each component is assessed formally and informally, and several lessons are observed, followed by a conference and reflective writing.</p>									
<p>7C. plan instructional programs that accommodate individual student learning styles and performance modes;</p>	<p>Chap. 4. 128-129 Learning Styles. In-class exercises on learning styles (See Class #23)</p> <p>Students read and discuss how to plan instruction that accommodates individual student learning styles and performance modes and implement this in their unit and lesson. See concepts for Question #6.</p> <p>Students plan instruction that accommodates individual student learning styles and performance modes and implement this in their unit plan. (See EDU 351 unit plan)</p> <p>Students plan instruction that accommodates individual student learning styles and performance modes and implement this in their microteaching lessons.</p> <p>Developing lesson plans in math that reflects reflective of the Lesh model. Students write lesson plans that demonstrate accommodation for learning styles and performance modes by incorporating the following: Carol Ann Tomlinson's differentiation strategies which include: contract learning, tiered assignments, complex instruction, Sternberg's Intelligence Preferences; Johnson and Johnson's Cooperative Learning strategies which include: social skills instruction, Student Teams - Achievement Divisions, Teams - Games - Tournaments, Jigsaw II; and a wide variety of modifications presented in the text, <u>Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos and Schumm..</p> <p>Evidenced in the Portfolios and Impact on Student Learning Projects</p>									
<p>7D. create short-range and long-range plans that are inked to student needs and performance;</p>	<table border="0"> <tr> <td>Chap. 11</td> <td>396-397</td> <td>Communicating Caring</td> </tr> <tr> <td>Chap. 12</td> <td>445-448</td> <td>Verbal-nonverbal congruence, I-messages, Active Listening</td> </tr> <tr> <td>Chap. 13</td> <td>474-475</td> <td>Communication</td> </tr> </table> <p>Students discuss ways to create short-range and long-range plans</p>	Chap. 11	396-397	Communicating Caring	Chap. 12	445-448	Verbal-nonverbal congruence, I-messages, Active Listening	Chap. 13	474-475	Communication
Chap. 11	396-397	Communicating Caring								
Chap. 12	445-448	Verbal-nonverbal congruence, I-messages, Active Listening								
Chap. 13	474-475	Communication								

	<p>that are linked to student needs and performance and apply these concepts in their unit and lesson plan.</p> <p>Students generate short-range and long-range plans that are linked to student needs and performance in the unit plan and year plan. (See EDU 351 learning tasks: Unit plan; Year Plan).</p> <p>Students generate short-range and long-range plans that are linked to student needs and performance and apply these concepts in their microteaching and practicum lessons.</p> <p>Integrated Literacy Unit: Students prepare a planning web, unit overview, lesson plans for five or more integrated lessons, and teaching them in a classroom during elementary methods practicum. Each component is assessed formally and informally, and several lessons are observed, followed by a conference and reflective writing.</p> <p>Students read, discuss and are assessed on Chapter 7 “Planning and Grouping Strategies for Special Learners” from the text, <u>Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos and Schumm.. Students role-play the teacher’s planning and instructional design responsibilities in the Individualized Education Planning process.</p>
<p>7E. plan instructional programs that accommodate individual student learning styles and performance modes; SAME as 7C above</p>	<p>SAME STANDARD AS 7C</p>
<p>7F. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;</p>	<p>Chap. 12 446-448 I-Messages and Active Listening In-class activity on TET (See Class # 43)</p> <p>Students design activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress through the discussion and application of differentiated curriculum and instruction s evidenced in their lesson plan.</p> <p>Students design activities that operate at multiple levels to meet the developmental and individual needs . (See EDU 351 unit plan)Integrated Literacy Unit:</p> <p>Students design activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress in their micro teaching and practicum lesson plans</p> <p>Students prepare a planning web, unit overview, lesson plans for five or more integrated lessons, and teaching them in a classroom during elementary methods practicum. Each component is assessed formally and informally, and several lessons are observed, followed by a conference and reflective writing.</p> <p>Students write lesson plans that demonstrate meeting the needs of students performing at multiple levels by incorporating the following: Carol Ann Tomlinson’s differentiation strategies which include: contract learning, tiered assignments, complex instruction, Sternberg’s Intelligence Preferences; Johnson and Johnson’s Cooperative Learning strategies which include: social skills instruction, Student Teams - Achievement Divisions, Teams – Games - Tournaments, Jigsaw II; and a wide variety of modifications presented in the text, <u>Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos and Schumm..</p> <p>Students prepare a planning web, unit overview, lesson plans for five integrated lessons, and teach them in a kindergarten classroom during kindergarten methods practicum. Each component is assessed formally and</p>

	<p>informally, and several lessons are observed, followed by a conference and reflective writing.</p>
<p>7G. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired; and</p>	<p>Students implement learning experiences that are appropriate for curriculum goals . . . through the development of a unit plan that is based on a standard and objectives . (See Assessment task for the Unit Plan and Lesson Plan). Students design activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress in their unit plan. (See EDU 351 unit plan) Students plan instruction using contextual considerations that bridge curriculum and student experiences. Students design lesson plans which demonstrate assessing prior knowledge. They also demonstrate their knowledge of effective practices by including the strategies from the Carol Ann Tomlinson <i>Differentiation</i> materials and/or the ASCD <i>Cooperative Learning</i> materials as well as the Marzano, <u>Classroom Management That Works</u> materials and a wide variety of modifications presented in the text, <u>Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos and Schumm..</p> <p>Practicum Science Teaching Lesson Plans 1 & 2; <i>Developing as a Teacher of Inquiry</i> assignment. Practicum Math Lesson Plans 1 & 2; Math Curriculum Analysis for electronic portfolio.</p> <p>Integrated SS/Literacy Unit Plan: Students prepare a planning web, unit overview, lesson plans for five or more integrated lessons, and teaching them in a classroom during elementary methods practicum. Each component is assessed formally and informally, and several lessons are observed, followed by a conference and reflective writing.</p>
<p>7H. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning.</p>	<p>Students evaluate plans in relation to short-range and long-range plans and systematically adjust plans to meet student needs in their reflection on the lesson they teach.</p> <p>Students evaluate plans in relation to short-range and long-range goals and systematically adjust plans to meet student needs. They describe this adjustment in their reflection following their microteaching lessons, their practicum and their management lesson.</p> <p>Integrated Literacy Unit Plan: Students prepare a planning web, unit overview, lesson plans for five or more integrated lessons, and teaching them in a classroom during elementary methods practicum. Each component is assessed formally and informally, and several lessons are observed, followed by a conference and reflective writing.</p>
<p>Subpart. 9. Standard 8, assessment. A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher</p>	

<p>must:</p>	
<p>8A. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;</p>	<p>Integrated Literacy Unit: Students prepare a planning web, unit overview, lesson plans for five or more integrated lessons, and teaching them in a classroom during elementary methods practicum. Each component is assessed formally and informally, and several lessons are observed, followed by a conference and reflective writing. Model Lesson Plans; Practicum Science and Math Lessons 1 & 2</p> <p>Webquest Project (Class #8) Multimedia Project (Class #12)</p> <p>Students read and discuss the MN Basic Standards and Graduation Standards and develop their unit plan to address all or part of a standards. (See tasks description for the unit plan and lesson plan). Students design lessons for their unit plan based on standards. (See EDU 351 unit plan)</p> <p>Students prepare a planning web, unit overview, lesson plans for five integrated lessons, and teach them in a kindergarten classroom during kindergarten methods practicum. Each component is assessed formally and informally, and several lessons are observed, followed by a conference and reflective writing.</p>
<p>8B. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work;</p>	<p>Students read and discuss the characteristics , uses, advantages and limitations of different types of assessments . . . (article from Assessment for Equity and Inclusion: Embracing All our Children). See concepts for Question # 4) Students develop a variety of assessments based on characteristics , uses, advantages and limitations of different types of assessments for their unit plan, (See EDU 351 unit plan) Chap. 14 492-536 Assessing Classroom Learning Chap. 15 540-567 Assessment Through Standardized Testing</p> <p><i>Inquire Within: Chapters Chapter 7: Assessment in Inquiry; Assessment of Science Learning.</i></p> <p><i>Elementary and Middle School Mathematics Chapters 5; Assessment of math Learning.</i></p>
<p>8C. understand the purpose of and differences between assessment and evaluation;</p>	<p>SS/LA Topic: Six Trait Writing: Use of rubrics and feedback to assess student writing. Assessment: Peer feedback using rubrics SS/LA Topic: Assessment and evaluation: What’s the difference? Read Lindquist, Ch. 8. Reflective writing about types of assessment and evaluation students have experienced. Assessment: Sorting information related to assessment and evaluation and justifying choices.</p> <p>Students read and discuss the differences between assessment and evaluation. See concepts for Question # 4)</p> <p>Students design assessments and evaluation process for their unit plan (See EDU 351 unit plan)</p> <p>Chap 14 495-496 Classroom Assessment</p>

	<p><i>Assessment in Science Teaching</i> assignment <i>Assessment in Math Teaching</i> assignment</p> <p>Read and discuss, Seefeldt/Wasik – Chapter 8, <i>Assessing Young Children</i></p>
<p>8D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;</p>	<p>Chap. 14 494-498 Classroom Assessment 498-510 Traditional Assessment Strategies 510-519 Alternative Assessment Chap. 15 542-551 Standardized Tests 551-558 Understanding and Interpreting Standardized Test Scores Issues in Standardized Testing</p> <p><i>Inquire Within: Chapters Chapter 7:</i></p> <p><i>Elementary and Middle School Mathematics Chapters 5.</i></p>
<p>8E. select, construct, and use assessment strategies, instruments, and technology appropriate to the learning outcomes being evaluated and to other diagnostic purposes;</p>	<p>Chap. 14 498-510 Traditional Assessment Strategies 510-519 Alternative Assessment 519-527 Effective Assessment Practices: Instructional Strategies</p> <p>Students select, construct and use assessment strategies, instruments and technology appropriate to the learning outcomes being evaluated as demonstrated through discussion (see concepts for Question #4) and the development of an assessment for the shadow experience (See tasks) and the development of plans for unit assessments and a daily assessment for their lesson.(See assessment tasks).</p> <p>Students select, construct and use assessment strategies, instruments and technology appropriate to the learning outcomes being evaluated as demonstrated for their unit plan (See EDU 351 unit plan) Impact on Student Learning Assessment Plan Assignment for Seminar #5</p> <p>Students select, construct and use assessment strategies, instruments and technology appropriate to the learning outcomes being evaluated as demonstrated through the various micro teaching lessons and in their practicum experience.</p> <p><i>Assessment in Science Teaching</i> assignment <i>Assessment in Math Teaching</i> Assignment</p>
<p>8F. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;</p>	<p>Test Score Interpretation Assignment (See Class #9X)</p> <p>Integrated Literacy Unit: Students prepare a planning web, unit overview, lesson plans for five or more integrated lessons, and teaching them in a classroom during elementary methods practicum. Each component is assessed formally and informally, and several lessons are observed, followed by a conference and reflective writing.</p> <p><i>Assessment in Science Teaching</i> assignment <i>Assessment in Math Teaching</i> Assignment</p> <p>Students use assessments to identify student strengths and promote student growth during microteaching and practicum.</p> <p>Impact on Student Learning Project</p> <p>Students read, discuss and are assessed on Chapter 1, “Special Education and</p>

	<p>Inclusive Schooling” and Chapter 7, “Planning and Grouping Strategies for Special Learners”, from the text <u>Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos and Schumm Students also respond to the needs of the students in their Virtual Classroom in their assessment and planning.</p>
<p>8G. use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;</p>	<p>Family Story writing pieces: peer assessments and self assessment through Six Trait Writing Family Stories Project: Self assessment Integrated Literacy Unit Assessment in Science Teaching assignment Assessment in Math Teaching Assignment</p> <p>Chap. 14 498-510 Traditional Assessment Strategies 510-519 Alternative Assessment Chap. 15 551-558 Using and interpreting Standardized Test Scores</p> <p>Students discuss and review varied and appropriate formal and informal assessment techniques . . . (See concepts for Question #4).</p> <p>Students design appropriate formal and informal assessment techniques for their questioning skills task, unit plan. (See EDU 351 learning tasks: Questioning task and Unit Plan)</p> <p>Students design appropriate formal and informal assessment techniques for their microteaching lessons and the practicum.</p> <p>Students prepare a planning web, unit overview, lesson plans for five integrated lessons, and teach them in a kindergarten classroom during kindergarten methods practicum. Each component is assessed formally and informally, and several lessons are observed, followed by a conference and reflective reading.</p> <p>Students read, discuss and are assessed on Chapter 1, “Special Education and Inclusive Schooling” and Chapter 7, “Planning and Grouping Strategies for Special Learners”, from the text <u>Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos and Schumm Students also respond to the needs of the students in their Virtual Classroom in their assessment and planning. Students role-play the teacher’s responsibilities in the Individualized Education Planning process to update the team of the student’s progress, performance, self-assessments, peer assessments and teacher assessments..</p>
<p>8H. use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;</p>	<p>Integrated Literacy Unit: Students prepare a planning web, unit overview, lesson plans for five or more integrated lessons, and teaching them in a classroom during elementary methods practicum. Each component is assessed formally and informally, and several lessons are observed, followed by a conference and reflective writing.</p> <p>Assessment of Student Learning Project</p> <p>Students develop assessment in order to use data and information from the virtual classroom to prepare for modifying teaching and learning in the Unit Plan.</p> <p>Students prepare a planning web, unit overview, lesson plans for five integrated lessons, and teach them in a kindergarten classroom during kindergarten methods practicum. Each</p>

	<p>component is assessed formally and informally, and several lessons are observed, followed by a conference and reflective reading.</p> <p>Students read, discuss and are assessed on Chapter 1, “Special Education and Inclusive Schooling” and Chapter 7, “Planning and Grouping Strategies for Special Learners”, from the text <u>Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos and Schumm</p> <p>Students also respond to the needs of the students in their Virtual Classroom in their assessment and planning. Students role-play the teacher’s responsibilities in the Individualized Education Planning process to update the team of the student’s learning behaviors, needs and progress.</p>
<p>8I. implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;</p>	<p>Family Story writing pieces: peer assessments and self assessment through Six Trait Writing Family Stories Project: Self assessment</p> <p><i>Assessment in Science Teaching</i> assignment <i>Assessment in Math Teaching</i> Assignment</p> <p>Assessment of Student Learning Project</p> <p>Students implement self assessment activities to identify their own strengths during the microteaching and practicum</p> <p>Portfolio Evidence from Student Teaching</p>
<p>8J. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;</p>	<p>Practicum teaching-student work samples (writing): Students collect samples of student work they have assigned during practicum. Assessment: Analysis of student work according to criteria established with the assignment.</p> <p><i>Assessment in Science Teaching</i> assignment <i>Assessment in Math Teaching</i> Assignment</p> <p>Students use information from observation of students during the shadow experience or advisory activity to evaluate the effect of class activities</p> <p>Students evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning and analysis of student work in each subsequent microteaching lesson. All lessons build on the knowledge gained in the previous interaction with 'students'.</p> <p>Assessment of Student Learning Project.</p> <p>Portfolio evidence from Student Teaching</p>
<p>8K. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;</p>	<p>Practicum teaching</p> <p><i>Assessment in Science Teaching</i> assignment <i>Assessment in Math Teaching</i> Assignment</p> <p>Portfolio Evidence</p>

	<p>Students read, discuss and are assessed on Chapter 1, “Special Education and Inclusive Schooling” and Chapter 7, “Planning and Grouping Strategies for Special Learners”, from the text <u>Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos and Schumm Students also monitor teaching practices for the students in their Virtual Classroom in relation to student success. Students role-play the teacher’s responsibilities in the Individualized Education Planning process to report successful teaching strategies and behaviors in working with the student in the achievement of IEP goals...</p> <p>Students will monitor teaching strategies and behaviors in relation to student success and modify plans and instructional approaches to achieve student goals in subsequent lessons during microteaching and practicum.</p> <p>Practicum teaching</p>
<p>8L. establish and maintain student records of work and performance; and</p>	<p>Chap. 14 527-532 Grading and Reporting: The Total Assessment System Practicum teaching (to the expectations of the classroom teacher.</p> <p>Assessment in Science Teaching assignment Assessment in Math Teaching Assignment</p> <p>Gradebook Readings (Class #11) Excel Gradebook Assignment (Class #11)</p> <p>Discussion of classroom procedures - Seminar #2</p> <p>Students will establish and maintain student records of work and performance during their practicum experience</p> <p>Students read, discuss and are assessed on Chapter 1, “Special Education and Inclusive Schooling” and Chapter 7, “Planning and Grouping Strategies for Special Learners”, from the text <u>Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos and Schumm Students also respond to the needs of the students in their Virtual Classroom in their assessment and planning. Students role-play the teacher’s responsibilities in the Individualized Education Planning process to update the team of the student’s progress and performance through the maintenance of student records.</p> <p>Portfolio Evidence from Student Teaching</p>
<p>8M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues.</p>	<p>Practicum teaching</p> <p>Portfolio Evidence (Standards of Effective Practice)</p> <p>Students read, discuss and are assessed on Chapter 1, “Special Education and Inclusive Schooling” and Chapter 9, “ Collaborating and Coordinating with Other Professional and Family”, from the text <u>Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom</u> by Vaughn, Bos and Schumm Students role-play the teacher’s responsibilities in the Individualized Education Planning process to update the team of the student’s progress and performance. Parents or guardians are members of the IEP team.</p> <p>Students plan ways to responsibly communicate student progress based on appropriate indicators to students, parents or guardians,</p>

	<p>and other colleagues in their parent involvement plan.</p> <p>Role-play parent teacher conference. Discuss other means of communication.</p>
<p>Subpart. 10. Standard 9, reflection and professional development. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:</p>	
<p>9A. understand the historical and philosophical foundations of education;</p>	<p>The students view the three sections of the Public TV Series on the History of American Education. They also study various materials on the History of Public Education. Students are required to produce an annotated timeline on the History of American Education with a minimum of 30 events using the software SmartDraw.</p> <p>The students write a short paper on each of the five main philosophies of education – Essentialism, Existentialism, Perennialism, Progressivism and Social Reconstructionism.</p> <p>The students prepare a “portfolio-ready” project on the History and Philosophy of American Education” which includes a rationale, and a reflection on Standard 9. A.</p> <p>Reflections from peer and practicum teaching; science and math methods final with evidence of Department of Education Conceptual Framework and the Three part cycle of learning.</p>
<p>9B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;</p>	<p>Written reflection and response assignments related to Cunningham/Allington, Lindquist, Fletcher & Portalupi, Peer Teaching, Practicum Teaching, Family Stories Project, Integrated SS/Literacy Unit; Ed. Dept. Conceptual Framework.</p> <p>Reflections from peer and practicum teaching; science and math methods final with evidence of Department of Education Conceptual Framework and the Three-part cycle of learning.</p> <p>Students self evaluate their team work, literature circles work and lesson. (see task descriptions)</p> <p>Students engage in self assessment and problem solving in responding to the feedback on their unit plan through multiple drafts and edits.</p> <p>Professional self-assessment completed at Seminar #5 (as well as at two other points in T.E. program).</p> <p>The students read and discuss Parker Palmer’s Chapter 1 of <i>Heart of a Teacher</i>. The students study the skills necessary in creating an Essential Question. The students study and practice the skill of professional reflection.</p>

	<p>The students write reflection papers on their reading and discussion of <i>Bury My Heart at Wounded Knee</i>, <i>Warriors Don't Cry</i>, and <i>In There With the Kids</i>.</p> <p>The text, <i>In There With the Kids</i>, models and describes inquiry, self-assessment and problem solving.</p> <p>Written reflection and response assignments related to, Seefeldt/Wasik, Wamsley/Wing. Peer Teaching, Practicum Teaching, Integrated Literacy Plan, Philosophy Newsletter</p>
<p>9C. understand the influences of the teacher's behavior on student growth and learning;</p>	<p>Students discuss the influences of the teacher's behavior on student growth and learning and comment on this in their reflections.</p> <p>Students will discuss the influences of the teacher's behavior on student growth and learning and comment on this in their reflections following their microteaching and practicum. (See Personal reflection forms for EDU 368 Task #1 & #2 and journal expectation for #3 and rubric for work in EDU 368)</p> <p>Literacy Autobiography assignment and class discussion on literacy influences.</p> <ul style="list-style-type: none"> • Strategy modelling by professor and discussion. • Journal assignment #5. • Position Paper assignment. <p>Practicum reflection assignments via Nicenet Identity Papers assignment.</p> <ul style="list-style-type: none"> • Class discussion on specific readings that enable candidates to make connections between teacher attitudes and behavior and student outcomes. <p>Students discuss and reflect on the influences of the teacher's behavior on student growth and learning by reading and being assess on <u>In There With the Kids</u> and <u>Warriors Don't Cry</u>.</p> <p>Students demonstrate their understanding of the influences of the teacher's behavior on student growth and learning in discussions and planning for their unit plans. See syllabus for Unit Plan.</p>
<p>9D. know major areas of research on teaching and of resources available for professional development;</p>	<p>Chap. 1 12-20 The Role of Research in Acquiring Knowledge 20-25 Research and Teacher Decision Making</p> <p>Best Practice resources, sharing of department and personal collection of resources related to theory and instruction in literacy, social studies, children's literature, and instructional pedagogy and practices. Professional resource lists as handouts.</p> <p>Assessment: Application in practicum planning and teaching</p> <p>Students know of major areas of research on teaching and of resources available for professional development and demonstrated through discussion and the Resource Sharing Task (See concepts for Question #9 and the Assessment Task for the Reading Journal.) Students are presented a lecture by the Gustavus librarian on the resources available for professional development in the major areas of research on teaching.. Students present a research paper on a current event in public education.</p> <p>Students will gain knowledge through class discussion, readings (Marzano, text) and web readings</p>

	<p>Website Review assignment: students evaluate websites that might be useful for the social studies teacher.</p> <ul style="list-style-type: none"> • Academic Journal Review assignment: students identify one academic journal that might be useful for a social studies teacher and explore how it might be used in classroom preparation. • Social Studies Textbook Review assignment: students analyze a textbook's value for a teacher and explain how it might be used in a classroom. <p>The students read <i>Warriors Don't Cry</i>, <i>Light of the Feather</i>, and <i>Silent No More</i>. These books are portrayals of this standard. The students write a reflective paper on each book and participate in discussions covering the various nuances of the standard. Tests are also given on the content of the books. Students also attend the Building Bridges Conference (spring) or the Nobel Conference (fall) and a Pow Wow.</p> <p>Resources and Research of Science and Math Teaching assignment</p> <p>Best Practice resources, sharing of department and personal collection of resources related to theory and instruction in literacy, social studies, children's literature, and instructional pedagogy and practices. Professional resource lists as handouts. Application in practicum planning and teaching.</p>
<p>9E. understand the role of reflection and self-assessment on continual learning;</p>	<p>Written reflection and response assignments related to Cunningham/Allington, Lindquist, Fletcher & Portalupi, Peer Teaching, Practicum Teaching, Family Stories Project, Integrated SS/Literacy Unit; Ed. Dept. Conceptual Framework</p> <p>Students discuss the role of reflection and self-assessment on continual learning and demonstrate their knowledge in their own reflections and self assessments of team work.</p> <p>Assignment: Final Reflection paper.</p> <p>Assessment of Student Learning Project Critical Incident Discussion - Seminar #2 Portfolio requires reflection on each standard.</p> <p>Students discuss the role of reflection and self-assessment on continual learning and demonstrate their knowledge in their own reflections and self-assessments of team work in their peer feedback and self reflections. (See EDU 368 Task #1 Personal reflection form; Peer review of microteaching form, Microteaching Team evaluation form and rubric for course.</p> <p>The students read and discuss Parker Palmer's Chapter 1 of <u>Heart of a Teacher</u>. They do an investigation and readings on professional reflection. The students write reflection papers on <u>Bury My Heart at Wounded Knee</u>, <u>Warriors Don't Cry</u>, the Pow Wow field trip, and the Urban School field trip. They also write a paper on "My Role as a Tolerant Citizen", their reaction to the teachers' contract study and the Minnesota-based Indian culture, history and government.</p>

	<p>The students are required to develop an essential question for each chapter of <u>Bury My Heart at Wounded Knee</u> and <u>Warriors Don't Cry</u>.</p> <p>Reflections from peer and practicum teaching; science and math methods final with evidence of Department of Education Conceptual Framework; Nicenet reflections on Cooperative learning; peer review of science and math practicum lessons.</p> <p>Written reflection and response assignments related to Seefeldt/Wasik, Faber/Mazlish. Peer teaching, literacy plan teaching, philosophy newsletter, I-Search Paper/presentation.</p>
<p>9F. understand the value of critical thinking and self-directed learning;</p>	<p>Chap. 9 330-334 Strategic Learning 334-338 Critical Thinking Chap. 11 389-393 Self-Regulated Learners: Developing Student Responsibility</p> <p>Preparation/planning of lessons for peer teaching and practicum teaching throughout the semester. Applied and assessed in practicum teaching.</p> <p>Students plan higher order thinking activities for their advisory activity and lesson. (see task descriptions) Students demonstrate their understanding of the value of critical thinking and self-directed learning during their reflections following their self-review of their unit plans and questioning activity. Students demonstrate their understanding of the value of critical thinking and self-directed learning during their reflections following their micro-teaching and practicum teaching.</p> <p>Student Teaching Handbook - Critical Incident Reports and Journaling</p> <p>The students use critical thinking in their reading and discussion of Parker Palmer's Chapter 1 of <u>Heart of a Teacher</u>. The students write reflection papers on their reading and discussion of <u>Bury My Heart at Wounded Knee</u>, and of <u>Warriors Don't Cry</u>, The students reflect critical thinking skills in their papers on the Pow Wow field trip, the Urban School field trip, their essay on My Role as a Tolerant Citizen, their reaction to the study of the teachers' contract and their paper on the Minnesota-based Indian culture, history and government.</p> <p>The students are required to develop an essential question for each chapter of <u>Bury My Heart At Wounded Knee</u> and <u>Warriors Don't Cry</u>.</p> <p>The students read and discuss <u>In There with the Kids</u> by Korbin. This book is a detailed description of the critical thinking and self-directed learning of two teachers as they plan and deliver their teaching on a daily basis.</p> <p>Reflections from peer and practicum teaching; science and math methods final with evidence of Department of Education Conceptual Framework</p>
<p>9G. understand professional responsibility and the need to engage in and support appropriate</p>	<p>Review of Gustavus Teacher Education Program Statement of Professionalism (found in syllabi)</p>

<p>professional practices for self and colleagues</p>	<p>Student in 385 practice professional responsibility in their practicum. Observations</p> <p>Students monitor their own professionalism (see EDU 351 learning task: professionalism)</p> <p>Resources and Research of Science and Math Teaching assignment</p> <p>Students read and discuss “Teachers Take Charge of Their Learning: Transforming Professional Development for Student Success” from NEA Foundation</p>
<p>9H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;</p>	<p>Use of Conceptual Framework applied to practicum teaching, Class Profile, and research-based texts to prepare for, plan, teach, and self-assess instruction.</p> <p>Assessment: Students reflect (written and/or oral) on teaching, revise lesson plans</p> <p>Students use research to plan the advisory session and lesson implemented at local middle schools (see task description)</p> <p>Students observe in ELL classrooms, conduct interviews and research best practices in order to provide feedback to school district personnel and enhance ELL learning at the high school. Assessment of Student Learning Project</p> <p>Student teaching requires constant revision of lessons, reflection, and evaluation of outcomes.</p> <p>Students use classroom observation of their peer's microteaching as well as observation in their practicum placement, to reflect on and revisit their practice. (Class discussions as well as reflections will identify this classroom – see feedback forms for EDU 368 Tasks 1 - 3).</p> <p>Students visit for a whole school day an urban setting where more than half of</p>

	<p>the population is diverse and at-risk. They write a reflection paper that considers the outcomes of teaching and learning.</p> <p>Math and Science Observations of Cooperative teacher teaching math and science lessons; peer review of science and math practicum lessons.</p> <p>Students use classroom observation to reflect on their peers teaching and self-reflection to identify areas of strength and areas needing growth.</p> <p>Students visit four special needs classrooms in the St. Peter Public Schools where the population is handicapped, diverse and at-risk. They write a reflection paper for each visit that considers the outcomes of teaching and learning.</p>
<p>9I. use professional literature, colleagues, and other resources to support development as both a student and a teacher;</p>	<p>Rdg Topic: Literacy Study Groups. Read <i>Educating Esme: The Diary of a First Year Teacher</i>, by Esme Raji Codell. Assessment: Written reflection on literacy connections and integrated learning.</p> <p>Rdg/SS/LA Topic: Literacy Study Groups. Read <i>Creating Fluent Readers</i> (Razinski) <i>A Pedagogy of Control: Worksheets and the Special Needs Child</i> <i>Spelling Today: What We Still Worry About</i> <i>The Challenges of Many Languages in Our Classrooms</i></p> <p>Topics: Kriete text and topical professional articles used to discuss and explore professional growth and development throughout semester. Sample of articles includes: <i>Five Reasons to Stop Saying "Good Job!"</i> at http://www.alfiekohn.org/parenting/gj.htm <i>Almost there but not quite</i> at http://www.alfiekohn.org/teaching/almost.htm <i>The Case Against Gold Stars</i> at http://www.alfiekohn.org/parenting/tcags.htm <i>Disciple is the problem Not the Solution</i> at http://www.alfiekohn.org/teaching/ditpnts.htm</p> <p>Students use professional literature , colleagues and other resources to support development as both a student and a teacher as demonstrated in their Adolescent and Resource Review (See assessment tasks) and the discussion of concepts for Question #9.</p> <p>Students use professional literature, colleagues and other resources to support development as both a student and a teacher as demonstrated in the development of their lesson plans. (See Class calendar and resources; EDU 351 Unit plan resources requirement.</p> <p>Students use professional literature, colleagues and other resources to support development as both a student and a teacher as demonstrated in the development of their lesson plans. (See Class calendar and</p>

	<p>resources; EDU 351 Unit Plan resources requirement.)</p> <p>Students are introduced to the professional literature and resources in the library, the curriculum lab and through their work on their current event research. Students are also encouraged to take advantage of the many events and guest lecturers available on campus.</p> <p>Small group and whole class discussions at each of the 5 seminars (see assignments for each)</p> <p>Peer review of Science and Math Lesson Plan; Cooperative Learning via Nicenet.</p> <p>Students use course texts, NAEYC articles, resource handouts, internet sources and campus library materials to support their development. Practicum cooperating teachers serve as additional support along with other human sources that provide information and background for I-Search paper topics.</p>
<p>9J. collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;</p>	<p>Students peer teach in methods courses and rely on their peers for feedback and problem-solving. When in practicum (385) peers, cooperating teacher, and supervisors act as professional colleagues to give feedback, problem-solve, and reflect.</p> <p>Peer review of Science and Math Lesson Plan; Cooperative Learning via Nicenet.</p> <p>Students collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences, and seeking and giving feedback as evidenced through reflection and team collaborative work on the development of tasks, and the peer review of unit plans (see assessment tasks).</p> <p>Students work in collaboration with school district personnel to enhance ELL learning at the high school.</p> <p>During student teaching cooperating teacher and supervisors act as professional colleagues to give feedback, problem-solve, and reflect.</p> <p>Small group and whole class discussions at each of the 5 seminars (see assignments for each)</p>

	<p>When in practicum peers, cooperating teacher, and supervisors act as professional colleagues to give feedback, problem-solve, and reflect</p>
<p>9K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500; and</p>	<p>COPPA (Children’s Privacy Act) - Readings & assignment (Class #6) Reading - Code of Ethics (linked on syllabus & in St. Tch. Handbook) In-class activity on Code of Ethics at Seminar #1 Students read and discuss the Code of Ethics for Minnesota Teachers and have the document as part of their syllabus.</p>
<p>9L. understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations.</p>	<p>Presentations by Career Center staff (Seminars 1 & 2) Presentation by human resources personnel from school district (at Seminar 4) Code of Ethics discussion at Seminar #1 Resume’ preparation (assignment for Seminar #2) Cover letter preparation (assignment for Seminar #3) Licensure Application and presentation by Registrar at Seminar 2 or 3) District Application assignment for Seminar #3 The students read, discuss and write a reflection paper on a current school district teachers’ contract and which includes the discussion of the technicalities of maintaining their licenses, the roles and responsibilities of a teacher as a public employee and the purpose and the contributions of the teachers’ organization.</p>
<p>Subpart. 11. Standard 10, collaboration, ethics, and relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:</p>	
<p>10A. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;</p>	<p>Students read and discuss how factors in a student’s environment outside of school, including family circumstances, community environments, health and economic conditions may influence student life and learning See Concepts for Question #2 and 9). Class discussion of NCLB and school organization. (See topics on course calendar) Students read and discuss a school district teacher contract and write a paper in response to the contract study. Students study the role of the State’s rights and the U.S. Department of Education in the study of the history of American Education and in the review of the No Child Left Behind Act. Students role play an argumentation of the No Child Left Behind Act using the methods described in chapter 8 of Korbin’s <i>In There With The Kids</i>. Each student presents a current event on the schools in today’s society.</p>
<p>10B. understand how factors in a student’s environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;</p>	<p>Chap. 3 79-82 Personal Development Chap. 4 129-132 Socioeconomic Status 132-140 Culture Students interview practicum teachers and other school personnel while in extended practicum experience.</p>

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	<p>Student research and teaching presentation on accidents, community/social health, family health and chronic diseases for various class levels.</p> <p>Students read, discuss and write a reflection on Korbin's <u>In There With the Kids</u> and Beal's <u>Warriors Don't Cry</u> which demonstrate how factors in the environment outside of school including family circumstances, community environments, health and economic conditions may influence student life and learning.</p> <p>Debriefing of candidates' service project experiences provide rich information about the many factors that impinge on a student's school performance.</p>
<p>10C. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;</p>	<p>COPPA (Children's Privacy Act) - Readings & assignment (Class #6) Code of Ethics discussion at Seminar #1 (also linked on syllabus and in Student Teaching Handbook)</p> <p>Meeting the needs of diverse learners (Lesson plan); Inclusion vs Pull Out Debate</p> <p>Students study the 2004 IDEA law, the Free and Appropriate Public Education guidelines as well as Data Privacy and Child Abuse and Neglect laws. The students read and discuss the materials on the student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting abuse or neglect.</p>
<p>10D. understand the concept of addressing the needs of the whole learner;</p>	<p>Chap. 10 353-355 Development of the Whole Person</p> <p>Students interview and informally converse with practicum teachers and other school personnel while in extended practicum experience. They complete a Classroom Profile that helps them make connections to the needs of the individual child and the class as a whole.</p> <p>Student understands the concept of addressing the needs of the whole learner as demonstrated in discussion of concepts for Question #2 and the development of an Advisor advisee plan. (See assessment Tasks).</p>
<p>10E. understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;</p>	<p>Information and discussions focus on the context for drug, alcohol, and tobacco use and abuse, the nature and development of dependency and prevention programs. Each student will read and facilitate class discussion.</p>
<p>10F. understand data practices;</p>	<p>Class discussion of NCLB and testing and data. (see topics on course calendar)</p> <p>Code of Ethics Discussion (Prof. Conduct Standard #3) at Seminar #1</p> <p>Students read and discuss materials on Data Practices Law in relation to education in the general classroom. Students visit and write a reflection on four resource rooms in special education and/or English as a Second Language classrooms. Data privacy is a topic that is covered in the guidelines for reporting the observations</p> <p>Assessment in science and math learning assignment.</p> <p>Students write a commentary on Data Practices after discussing a reading from the law firm of Rischmiller, Knippel and Aronson.</p>

<p>10G. collaborate with other professionals to improve the overall learning environment for students;</p>	<p>Students work in teams and collaborate with local middle school teaches to implement the advisory activity and the lesson plan.</p> <ul style="list-style-type: none"> • Candidates work collaboratively with each other as well as with school district and college personnel on a variety of service projects intended to enhance educational outcomes for students. <p>Students will use classroom observation of their peer's microteaching as well as observation in their practicum placement, to reflect on and revisit their practice. (Class discussions as well as reflections will identify this classroom - see feedback forms for EDU 368 Tasks 1 - 3).</p> <p>Student read, discuss and are assessed on Chapter 9 “Collaborating and Coordinating with Other Professionals and Family” in the text, <u>Teaching Exceptional, Diverse and At-Risk Students in the General Classroom</u> by Vaughn, Bos and Schumm. Students role-play an Individualized Education Plan meeting with roles that match parent roles, community member roles and school personnel roles.</p> <p>Peer review of Lesson Plan 1 in Science; Cooperative Learning via Nicenet; peer teaching reflections posted to Nicenet. Peer review of Lesson Plan 1 in Math; peer teaching reflections posted to Nicenet.</p> <p>In partners, students work with cooperating teachers in practicum experience. Student teachers work collaboratively with cooperating teachers and others to improve the learning environment for their students. Documented in the portfolio process.</p>
<p>10H. collaborate in activities designed to make the entire school a productive learning environment;</p>	<p>Candidates work collaboratively with each other as well as with school district and college personnel on a variety of service projects intended to enhance educational outcomes for students.</p> <p>Student teaching (documented in portfolios)</p> <p>SCHOOL BASED PROJECTS (e.g. bullying, relationship and school environment)</p>
<p>10I. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;</p>	<p>Students demonstrate their ability to consult with parents, counselors, teachers of other classes and activities within the school and professionals in other community agencies to link student environments through class discussion and role plays and the development of an Advisor/Advisee activity that includes a service learning component. (See assessment tasks for A/A and Concepts for Question #2 and #9).</p> <p>Students read and discuss Chapter 1 “Special Education and Inclusive Schooling” and Chapter 9 “Collaborating and Coordinating with Other Professionals and Family” of the text, <u>Teaching Exceptional, Diverse, and At-Risk Students in the General Classroom</u> by Vaughn, Bos, and Schumm. Students role-play an Individualized Education Plan meeting with roles that match parent roles, community member roles and school personnel roles.</p> <p>Peer review of Lesson Plan 1 in Science Peer review of Lesson Plan 1 in Math</p>

	<p>Student teachers work with cooperating teachers, counselors and other teachers to provide the best learning environments for their students. Documented in portfolio.</p>
<p>10J. identify and use community resources to foster student learning;</p>	<p>Students identify and use community resources to foster student learning in the development of their activities for Advisor/Advisee, especially the service learning component. Students are required to incorporate community resources or service learning into their unit plan. (See learning task: Unit plan) Students read and discuss Chapter 1 “Special Education and Inclusive Schooling” and Chapter 9 “Collaborating and Coordinating with Other Professionals and Family” of the text, <u>Teaching Exceptional, Diverse, and At-Risk Students in the General Classroom</u> by Vaughn, Bos, and Schumm. Students role-play an Individualized Education Plan meeting with roles that match parent, community member resources and school personnel roles.</p>
<p>10K. establish productive relationships with parents and guardians in support of student learning and well-being; and</p>	<p>Students discuss ways to establish productive relationships with parents and guardians in support of student learning and well-being through discussion (See concepts for Questions 2 and 9) and the development of a parental involvement plan. (See Assessment tasks). Chapter 12 Communication with Parents</p> <p>Students read and discuss Chapter 1 “Special Education and Inclusive Schooling” and Chapter 9 “Collaborating and Coordinating with Other Professionals and Family” of the text, <u>Teaching Exceptional, Diverse, and At-Risk Students in the General Classroom</u> by Vaughn, Bos, and Schumm. Students role-play an Individualized Education Plan meeting with roles that match parent, community member resources and school personnel roles.</p> <p>Student teachers work with cooperating teachers, counselors and other teachers to provide the best learning environments for their students. Documented in portfolio.</p>
<p>10L. understand mandatory reporting laws and rules.</p>	<p>Students read, discuss and are assessed on mandatory reporting laws. This is studied before students visit the four classrooms.</p> <p>Reading – Student Teaching Handbook p.7 Student teachers work in assigned school with cooperating teacher and supervisor.</p>

APPENDIX B

Gustavus Adolphus College

**8710.4600 TEACHERS OF MATHEMATICS
FORM I-D GRID**

<p><u>Professional Education Program Evaluation Report (PEPER II)</u></p>	<p>FORM I-D <i>EVIDENCE OF LEARNING & ASSESSMENT OPPORTUNITIES</i></p>	<p>COMPLETE THIS FORM</p>
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<p><i>8710.4600 Teachers of Mathematics: Mathematics 5-12</i></p>	<p>Any and all referenced experiences must be verifiable in the course syllabi submitted. Use specific references to activities* in the syllabi that evidence learning opportunities & assessments that align to the standard. (*readings, activities, topics of discussion, assignments, experiences, etc.)</p>
<p>Subp. 3. Subject matter standard. A candidate for licensure as a teacher of mathematics must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to I.</p>	
<p>A. A teacher of mathematics understands patterns, relations, functions, algebra, and basic concepts underlying calculus from both concrete and abstract perspectives and is able to apply this understanding to represent and solve real world problems. The teacher of mathematics must demonstrate knowledge of the following mathematical concepts and procedures and the connections among them:</p>	
<p>(1) recognize, describe, and generalize patterns and build mathematical models to describe situations, solve problems, and make predictions;</p>	<p>Chapter 4: Optimization Problems (Max-Min), Optimization in Economic Models (Marginality), Section 4.5 is devoted entirely to the process of creating (and testing) mathematical models</p> <p>Assessment: Hour Exam on Material</p> <p>Chapter 8: Applications of the integral to geometry, physics, economics, and probability and statistics.</p> <p>Chapter 11: Differential Equation Models</p> <p>Assessment: Hour Exam on Material</p>

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<p>(2) analyze the interaction between quantities and variables to model patterns of change and use appropriate representations including tables, graphs, matrices, words, ordered pairs, algebraic expressions, algebraic equations, and verbal descriptions;</p>	<p>Textbook: Both courses use the Hughes-Hallett Calculus which has as its philosophy a 3-pronged approach to learning calculus: through graphical, numerical, and analytic (formulaic) means. I have attached the text's preface to the course syllabus. The preface outlines this theme.</p> <p>Assessment: All exams test students using questions based on these three methodologies.</p>
<p>(3) represent and solve problem situations that involve variable quantities and use appropriate technology;</p>	<p>Calculators: Calculators are required in both courses and students frequently do exploratory exercises in class using calculators. The analysis of functions (which involve variable quantities) is a fundamental aspect of calculus.</p> <p>Assessment: Students are expected to solve some exam questions using calculators.</p>
<p>(4) understand patterns present in number systems and apply these patterns to further investigations;</p>	<p>Chapter 0: Properties of Integers, Greatest Common Divisor, Modular Arithmetic, Divisibility, Primes</p> <p>Assessment: Homework, Mastery Problems</p>
<p>(5) apply properties of boundedness and limits to investigate problems involving sequences and series;</p>	<p>Chapter 9: Sequences and Series Chapter 10: Taylor Polynomials and Series</p> <p>Chapter 2: Cauchy Sequences, subsequences, Bolzano-Weierstrass Theorem</p> <p>Assessment: Hour Exam</p>
<p>(6) apply concepts of derivatives to investigate problems involving rates of change;</p>	<p>Chapter 2: The Derivative Chapter 3: Derivative Skills</p> <p>Assessment: Hour Exam</p>
<p>(7) apply concepts and standard mathematical representations from differential, integral, and multivariate calculus; linear algebra, including vectors and vector spaces; and transformational operations to solve problems; and</p>	<p>Chapter 1: Vectors, Matrices, and Systems of Equations Chapter 3: Linear Transformations</p> <p>Chapter 1: Vectors, Matrices, Polar, Cylindrical, Spherical Coord's. Chapter 6: Change of Variables, Maps from the plane to itself</p> <p>Assessment: Hour Exams</p>
<p>(8) apply properties of group and field structures to mathematical investigations.</p>	<p>Chapters 1-11: Groups Chapters 12-14: Rings and Fields</p> <p>Assessment: Homework, In-Class Group work, Mastery Problems, Take-Home Exams, In-Class Exams</p>
<p>B. A teacher of mathematics understands the discrete processes from both concrete and abstract perspectives and is able to identify real world applications; the differences between the mathematics of continuous and discrete phenomena; and the relationships involved when discrete models or processes are used to investigate continuous phenomena. The teacher of mathematics must demonstrate</p>	

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knowledge of the following mathematical concepts and procedures and the connections among them:	
(1) the application of discrete models to problem situations using appropriate representations such as sequences, vertex-edge graphs and trees, matrices, and arrays;	<p>Chapter 6: Data representation and abstraction.</p> <p>Lab Project 6: “Movie-Queries” This lab incorporates ideas of Trees, Tree Recursion, Binary Search Trees.</p> <p>Assessment: Homework in Chapter 6, Project Report for Lab 6.</p>
(2) application of systematic counting techniques to problem situations including determination of the existence of a solution, the determination of the number of possible solutions, or the optimal solution;	<p>Chapter 1: Systems of Linear equations, Gaussian Elimination, Vector space of solutions</p> <p>Assessment: Exam</p>
(3) application of discrete mathematics strategies, for example, pattern searching, organization of information, sorting, case-by-case analysis, iteration and recursion, and mathematical induction, to investigate, solve, and extend problems;	<p>Chapter 3: Iteration, Sorting algorithms Chapter 4: Recursion Chapter 7: Iterative vs recursive procedures</p> <p>Assessment: Lab Project 2 and Lab Project 4 reports, Exams</p>
(4) exploration, development, analysis, and comparison of algorithms designed to accomplish a task or solve a problem;	<p>Chapter 4: Computing the order of growth of a procedure or algorithm involves a comparison of different ways of solving the same problem.</p> <p>Lab Project 2: “Sum of Divisors” This lab explores different ways of computing the sum of an integer’s divisors. It asks the student to determine the efficiency of these procedures.</p> <p>Assessment: Lab Project 2 report, Exam</p>
(5) application of additional discrete strategies including symbolic logic and linear programming;	<p>Chapter 1: Logic and conditionals</p> <p>Assessment: Homework</p>
(6) matrices as a mathematical system and matrices and matrix operations as tools to record information and find solutions of systems of equations; and	<p>Chapter 1: Matrices, Systems of Equations</p> <p>Assessment: Exam</p>
(7) analysis of iterative and recursive algorithms to estimate the time needed in order to execute the algorithms for data likely to be encountered in problem situations.	<p>Chapter 3: Iteration, Sorting algorithms Chapter 4: Recursion Chapter 7: Iterative vs recursive procedures</p> <p>Assessment: Lab Project 2 and Lab Project 4 reports, Exams</p>
C. A teacher of mathematics understands that number sense is the underlying structure that ties mathematics into a coherent field of study, rather than an isolated set of rules, facts, and formulae. The teacher of mathematics must demonstrate knowledge of the following mathematical concepts and procedures and the connections among them:	
(1) an intuitive sense of numbers including	Textbook: Material is always presented from a numerical

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a sense of magnitude, mental mathematics, place value, and a sense of reasonableness of results;	(data-driven) viewpoint, as well as an analytic viewpoint. (See the Preface attached to the MCS 121 Syllabus). Assessment: Homework and exams
(2) an understanding of number systems, their properties and relations including whole numbers, integers, rational numbers, real numbers, and complex numbers;	Chapter 0: Properties of Integers, Greatest Common Divisor, Modular Arithmetic, Divisibility, Primes Chapters 12-14: Fields such as the rationals, reals and complex numbers are used frequently as examples. Chapter 1: Natural, Rational, Real Numbers, Completeness Axiom Assessment: Homework, Mastery Problems, Exam
(3) translation among equivalent forms of numbers to facilitate problem solving;	Chapter 1: Polar, Cylindrical, and Spherical Coordinates. Students see how the choice of a coordinate system can greatly aid the solution of a problem. Assessment: Hour Exam
(4) application of appropriate methods of estimation of quantities and evaluation of the reasonableness of estimates;	Chapter 2: Rates of change are estimated using a calculator, then computed exactly using limits. Chapter 4: Optimization Problems (Max-Min), Optimization in Economic Models (Marginality). Students are expected to double-check the reasonableness of their solutions. Assessment: Hour Exam
(5) a knowledge of elementary operations, application of properties of operations, and the estimation of results;	Chapter 2: Rates of change are estimated using a calculator, then computed exactly using limits. Elementary operation tested is notion of slope. Assessment: Hour Exam
(6) geometric and polar representation of complex numbers and the interpretation of complex solutions to equations;	Chapter 1: Complex Numbers Assessment: Hour Exam
(7) algebraic and transcendental numbers;	Chapters 16: Polynomial Rings. Assessment: Homework, Mastery Problems
(8) numerical approximation techniques as a basis for numerical integration, numerical-based proofs, and investigation of fractals; and	Chapters 7: Integration Assessment: Hour Exam
(9) number theory divisibility, properties of prime and composite numbers, and the Euclidean algorithm.	Chapter 0: Properties of Integers, Greatest Common Divisor, Modular Arithmetic, Divisibility, Primes Assessment: Homework, Mastery Problems
D. A teacher of mathematics understands geometry and measurement from both abstract and concrete perspectives and is able to identify real world applications and to use geometric learning tools and models, including geoboards, compass and straight edge, rules and protractor, patty paper, reflection tools, spheres, and platonic solids. The teacher of	

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mathematics must demonstrate knowledge of the following mathematical concepts and procedures and the connections among them:	
(1) shapes and the ways shapes can be derived and described in terms of dimension, direction, orientation, perspective, and relationships among these properties;	Chapter 5: Symmetry Groups of figures in the plane Project 8: Planar Tilings Assessment: Project 8 report, Hour Exam
(2) spatial sense and the ways shapes can be visualized, combined, subdivided, and changed to illustrate concepts, properties, and relationships;	Chapter 2: Surface Geometry and functions $z=f(x,y)$, Tangent Planes and Partial Derivatives. Assessment: Homework, Hour Exam
(3) spatial reasoning and the use of geometric models to represent, visualize, and solve problems;	Chapter 1: Axiomatic systems and models Chapter 2: Euclidean Geometry of lines, triangles, circles Assessment: Homework, Hour Exam
(4) motion and the ways in which rotation, reflection, and translation of shapes can illustrate concepts, properties, and relationships;	Chapter 4: Transformational Geometry Project 6: Quilts Assessment: Project 6 report, Hour Exam
(5) formal and informal argument, including the processes of making assumptions; formulating, testing, and reformulating conjectures; justifying arguments based on geometric figures; and evaluating the arguments of others;	Chapters 1-8: Throughout the course students are expected to write proofs for their results and conjectures. Assessment: Homework proofs are graded for mathematical correctness, as well as writing skill.
(6) plane, solid, and coordinate geometry systems including relations between coordinate and synthetic geometry, and generalizing geometric principles from a two-dimensional system to a three-dimensional system;	Chapter 1: Polar, Cylindrical, and Spherical Coordinates. Assessment: Hour Exam
(7) attributes of shapes and objects that can be measured, including length, area, volume, capacity, size of angles, weight, and mass;	Group Project on Area (2.4.1): Students work in groups of four to study the question of how to define area from first principles. Assessment: Each group submits a project report
(8) the structure of systems of measurement, including the development and use of measurement systems and the relationships among different systems;	Chapter 2: Discussion of the development of length and angle measures Chapter 6: Discussion of how length and angle are defined in hyperbolic geometry Assessment: Homework
(9) measuring, estimating, and using measurements to describe and compare geometric phenomena;	Project 2: "A Concrete Abstract System" Students explore on the computer the sum of angles in a hyperbolic triangle. Group Project on Similar Triangles (2.5.1): Students use measurements and similar triangles to estimate the height of buildings. Project 9: "Saccheri Quadrilaterals" Students explore the relationship between the sides of a special quadrilateral and interior angles. This turns out to be related to the sum

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	of the angles in a hyperbolic triangle. Assessment: Project Reports
(10) systems of geometry, including Euclidean, non-Euclidean, coordinate, transformational, and projective geometry;	Chapters 1-8: These are the geometries covered in the text. Assessment: Homework, exams, project reports, final project
(11) transformations, coordinates, and vectors, including polar and parametric equations, and the use of these in problem solving;	Chapter 4: Transformational Geometry Assessment: Hour Exam
(12) three-dimensional geometry and its generalization to other dimensions;	Chapter 8: Fractal Geometry. Discussion on how best to define dimension for objects including fractals. The discussion uses examples from 3 and higher dimensions. Assessment: Homework
(13) topology, including topological properties and transformations;	Chapter 8: Fractal Geometry. Discussion on contraction mappings and limit sets of such mappings. Hausdorff Dimension. Assessment: Homework
(14) extend informal argument to include more rigorous proofs; and	Projects 1,2,3,5,6,7,8,9,13: This is the idea behind each exploratory project. Students explore a concept in a dynamic geometry software environment, and then prove rigorously that what they observe is logically true. Assessment: Project reports.
(15) extend work with two-dimensional right triangles including unit circle trigonometry.	Chapter 2: Triangles and Circle Geometry Assessment: Hour Exam
E. A teacher of mathematics uses a variety of conceptual and procedural tools for collecting, organizing, and reasoning about data; applies numerical and graphical techniques for representing and summarizing data; and interprets and draws inferences from these data and makes decisions in a wide range of applied problem situations. The teacher of mathematics must demonstrate knowledge of the following mathematical concepts and procedures and the connections among them:	
(1) data and its power as a way to explore questions and issues in our world;	Chapter 1: Looking at Data – Distributions (Graphs, Stemplots, Histograms, mean, median, normal distributions) Chapter 2: Looking at Data – Relationships (Scatterplots, Correlation, Least Squares) Chapter 3: Producing Data (Sampling design, design of experiments) Assessment: Homework, Exams
(2) investigation through data including formulating a problem; devising a plan to	Chapter 3: Designing samples, Designing Experiments

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collect data; and systematically collecting, recording, and organizing data;	Assessment: Data Collection Project
(3) data representation to describe data distributions, central tendency, and variance through appropriate use of graphs, tables, and summary statistics;	Chapter 1: Looking at Data – Distributions (Graphs, Stemplots, Histograms, mean, median, normal distributions) Chapter 2: Looking at Data – Relationships (Scatterplots, Correlation, Least Squares) Assessment: Homework, Exam
(4) analysis and interpretation of data, including summarizing data, and making or evaluating arguments, predictions, recommendations, or decisions based on an analysis of the data; and	Chapter 2: Least Squares and Correlation Assessment: Homework, Exam
(5) descriptive and inferential statistics, including validity and reliability.	Chapter 3: Section 3.4 “Toward Statistical Inference” Assessment: Homework, Exam
F. A teacher of mathematics understands how to reduce the uncertainties through predictions based on empirical or theoretical probabilities. The teacher of mathematics must demonstrate knowledge of the following mathematical concepts and procedures and the connections among them:	
(1) inference, and the role of randomness and sampling in statistical claims about populations;	Chapter 6: Introduction to Inference Assessment: Homework, Exams
(2) probability as a way to describe chance or risk in simple and compound events;	Chapter 4: Probability Assessment: Homework, Exam
(3) predicting outcomes based on exploration of probability through data collection, experiments, and simulations;	Several Class Projects on collecting and analyzing data using probability models. Assessment: Project Write-ups
(4) predicting outcomes based on theoretical probabilities, and comparing mathematical expectations with experimental results;	Chapter 5: Sampling Distributions Assessment: Homework, Exam
(5) random variable and the application of random variable to generate and interpret probability distributions;	Chapter 4: Section 4.3 on random variables Assessment: Homework, Exam
(6) probability theory and the link of probability theory to inferential statistics; and	Chapter 6: Introduction to Inference Assessment: Homework, Exam
(7) discrete and continuous probability distributions as a basis for making inferences about population.	Chapter 4: Section 4.3 on discrete vs continuous random variables. Assessment: Homework, Exam
G. A teacher of mathematics is able to reason mathematically, solve problems mathematically, and communicate in mathematics effectively at different levels of formality and knows the connections	

among mathematical concepts and procedures as well as their application to the real world. The teacher of mathematics must be able to:	
(1) solve problems in mathematics by:	
(a) formulating and posing problems;	<p>Chapter 4: Optimization Problems (Max-Min), Optimization in Economic Models (Marginality), Section 4.5 is devoted entirely to the process of creating (and testing) mathematical models</p> <p>Assessment: Hour Exam on Material</p> <p>Chapter 8: Applications of the integral to geometry, physics, economics, and probability and statistics. Again, much time is devoted to correctly formulating a model for solving the problem, for example in computing work done in moving fluids.</p> <p>Chapter 11: Differential Equation Models. Discussion of population models, how to find correct ODE to match population dynamics.</p> <p>Assessment: Hour Exam on Material</p>
(b) solving problems using different strategies, verifying and interpreting results, and generalizing the solution;	<p>Chapter 4: Optimization Problems (Max-Min), Discussion of different types of maximization – closed vs open interval</p> <p>Chapter 11: Differential Equation Models. Development of population models requires modifications of simple model to match more sophisticated dynamics. Models are then checked back to see if they predict growth as data suggest.</p> <p>Assessment: Hour Exam on Material</p>
(c) using problem solving approaches to investigate and understand mathematics; and	<p>In-Class Projects: In both courses, students carry out worksheet projects during the class hour. These projects include exploration of some topic, conjecturing about underlying concepts and testing the conjecture.</p> <p>Assessment: Homework that is tied to the worksheet</p>
(d) applying mathematical modeling to real world situations;	<p>Chapter 4: Optimization Problems (Max-Min), Optimization in Economic Models (Marginality), Section 4.5 is devoted entirely to the process of creating (and testing) mathematical models</p> <p>Assessment: Hour Exam on Material</p> <p>Chapter 8: Applications of the integral to geometry, physics, economics, and probability and statistics. Formulating models, finding solutions, testing solutions.</p> <p>Chapter 11: Differential Equation Models. Discussion of</p>

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	<p>population models, how to find correct ODE to match population dynamics.</p> <p>Assessment: Hour Exam on Material</p>	
(2) reason in mathematics by:		
(a) examining patterns, abstracting and generalizing based on the examination, and making convincing mathematical arguments;	<p>Projects 1,2,3,5,6,7,8,9,13: Students explore a concept in a dynamic geometry software environment, and then prove rigorously that what they observe is logically true.</p> <p>Assessment: Project reports.</p>	
(b) framing mathematical questions and conjectures, formulating counter-examples, and constructing and evaluating arguments; and	<p>All Chapters: This is a fundamental aspect of all homework and projects assigned in the course. Proofs are expected on almost all homework problems, and exploration-conjecture-proof is expected in all projects.</p> <p>Assessment: Homework proofs and Project reports.</p>	
(c) using intuitive, informal exploration, and formal proof.	Same as 2 (b)	
(3) communicate in mathematics by:		
(a) expressing mathematical ideas orally, visually, and in writing;	<p>The Geometry course is a Writing course at Gustavus. This means that mathematical writing is a major focus of the course. Proofs are graded for grammar and style. There are two papers assigned in the course, including a final paper/presentation, at which students give an oral presentation of their research.</p> <p>Assessment: Homework proofs, Project reports, Papers</p>	
(b) using the power of mathematical language, notation, and symbolism; and	Same as 3(a)	
(c) translating mathematical ideas into mathematical language, notations, and symbols; and	Same as 3(a)	
(4) make mathematical connections by:		
(a) demonstrating the interconnectedness of the concepts and procedures of mathematics;	<p>Chapters 1, 2: Discussion of how Geometry of the Greeks (synthetic, non-coordinate) led to analytic geometry (Descartes), which led to Calculus (Newton-Leibniz). Discussion of how topics such as length were understood differently in these eras.</p> <p>Chapter 4: Discussion of Euclidean Isometries as abstract functions, as matrix transformations, and as complex functions.</p> <p>Assessment: Homework, Exams</p>	
(b) making connections between mathematics and other disciplines;	<p>Class examples and Homework Assignments looking at case studies in a variety of disciplines.</p> <p>Assessment: Homework, Exams</p>	
(c) making connections between mathematics and daily living; and	<p>Class Examples looking at newspaper articles where statistics is used (or mis-used).</p> <p>Assessment: Homework assignments where students look for and analyze articles.</p>	

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(d) making connections between equivalent representations of the same concept.	Chapter 4: Discussion of Euclidean Isometries as abstract functions, as matrix transformations, and as complex functions. Assessment: Homework, Exams
H. A teacher of mathematics must:	
(1) understand the historical bases of mathematics, including the contributions made by individuals and cultures, and the problems societies faced that gave rise to mathematical systems;	Chapter 1: Section on the Historical Development of Geometry Lab Project 1: The Golden Ratio. Its use in geometry, art, architecture. Assessment: Project Report
(2) recognize that there are multiple mathematical world views and how the teacher's own view is similar to or different from that of the students;	Chapter 1: Axiomatic Systems and Models of Mathematical Discovery. Discussion of philosophies of mathematics: formalist vs intuitionist. Assessment: Homework exercise where students discuss which philosophy matches their own approach to mathematics.
(3) understand the overall framework of mathematics including the:	
(a) processes and consequences of expanding mathematical systems;	Chapter 1: Axiomatic Systems and Models of Mathematical Discovery. End of Chapter discussion on alternative geometric models for Finite Geometries, Non-Euclidean Geometries. Chapter 8: Fractal Geometry. Discussion of expansions of the idea of dimension to fractional dimensions. Assessment: Homework, Project reports, Exam
(b) examination of the effects of broad ideas, including operations or properties, as these ideas are applied to various systems;	Chapter 1: Axiomatic Systems and Models of Mathematical Discovery. Discussion of the broad properties of axiomatic models: Consistency, Independence, Completeness, Godel's Theorems. Assessment: Homework, Exam
(c) examination of the same object from different perspectives; and	Chapter 4: Discussion of Euclidean Isometries in many guises: abstract functions, matrix transformations, and complex functions. Chapter 6: Non-Euclidean geometry. Discussion of different models for hyperbolic geometry – Poincare Model, Klein Model, Upper-Half Plane Model. Assessment: Homework, Exams
(d) investigation of the logical reasoning that takes place within a system; and	Chapter 1: Axiomatic Systems and Models of Mathematical Discovery. Discussion of proof techniques, direct proof, contradiction, contra-positive, induction. Assessment: Homework
(4) understand the role of technology, manipulatives, and models in mathematics.	Technology and Manipulatives are used heavily in the course. All projects use a software geometry environment. Mini-Project on Similar Triangles uses tape measure, mirrors. Mini-Project on Axiomatic Origami uses paper-

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	folding. Assessment: Homework, Project Reports
I. A teacher of mathematics must demonstrate an understanding of the teaching of mathematics that integrates understanding of mathematics with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of mathematics to preadolescent and adolescent students shall:	
(1) understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of preadolescents and adolescents;	Unit on Development (Cognitive, Personal, Social, and Emotional) Chapters 2-3 Learner Project (See Class #22) Unit on Learning (Chapters 6-9), Chapter 13 Principles of Instruction Students view ‘Teen Species; Boys and Girls’ to provide knowledge of preadolescent and adolescent physical, social, emotional, moral, and cognitive development and apply their understanding of these principles in their unit plan and exploratory lesson.
(2) understand and apply the research base for and the best practices of middle level and high school education;	Students read and apply research on effective classroom practices by reading Marzano’s ‘Classroom instruction that Works’ and implementing these research-based strategies in their microteaching (EDU 368) and lesson planning (EDU 351).
(3) develop curriculum goals and purposes based on the central concepts of mathematics and know how to apply instructional strategies and materials for achieving student understanding of this discipline;	Students develop a year plan and an entire unit based on curricular goals and the central concepts of the subject area while incorporating the MN Academic Standards and applying instructional strategies and materials that will provide for student achievement. Chapter 5 : Geometry and Algebra redefined Assessment: Report comparing the contents of a 1963 Algebra 2 course to the contents of a current third year math course.
(4) understand the role and alignment of district, school, and department mission and goals in program planning;	Students discuss the structure of the school community and environment and the relationship to departmental goals and planning. See calendar for specific date. Chapter 4; Standards based Curricula. Study of elements for success in teaching a standards based curricula. Assessment: Review of students home district math goals and mission compared to the sample studied in class.
(5) understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;	Chapter 8- Constructivism. Meaningful learning occurs in real-world tasks. Connecting content to real world. Chapter 10- Motivation. Personalization: Links to Students’ lives Student unit plans include lessons that must identify the purpose for each lesson; emphasis is placed on

	<p>connections to everyday life, the workplace and ongoing learning. Chapter 6: Planning instruction Chapter 9: Student Equity</p> <p>Assessment: Students will develop and share a non-routine – real world problem as defined in class.</p> <p>The students study and implement the strategies in Chapter 14 - Helping All Students Succeed from Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom by Vaughn, Bos and Schumm (2006). Students use the following concepts and strategies in designing lesson plans for their Virtual Classrooms: establishing appropriate goals, providing appropriate instruction, providing practice, strategies for helping all students acquire basic skills, strategies for helping all learners, strategies for cueing students, helping students move from concrete to abstract learning, and promoting positive attitudes toward learning</p>
<p>(6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities;</p>	<p>Students read and reflect on the opportunities service learning provides students and participate in a service learning activity at the middle school to experience the value of creating partnerships.</p> <p>Students’ unit plans must include a community linkage or service learning opportunity that provides partnership connections for students and their community.</p> <p>Chapter 11: Communicating with parents and the community.</p> <p>Assessment: Reaction paper to School to Work speaker.</p>
<p>(7) understand the role and purpose of co-curricular and extracurricular activities in the teaching and learning process;</p>	<p>Students will meet all requirements of student teaching with Best Practice and MN Standards applied. Through the student teaching experience all aspects of schools and teaching and learning process.</p>
<p>(8) understand the impact of reading ability on student achievement in mathematics, recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read mathematical content materials more effectively; and</p>	<p>In regard to reading ability on student achievement, candidates read and discuss:</p> <ul style="list-style-type: none"> • “Hiding out in secondary content classrooms” by W.G. Brozo • “Every American a strong reader,” U.S. Dept. of Education Issue Paper • chapters in Reiss, <i>Teaching Content to English Language Learners</i> • <i>Teaching Reading in the Content Areas</i> (McREL publication) <p>In regard to reading comprehension and fluency, candidates read and discuss:</p> <ul style="list-style-type: none"> • “Creating fluent readers” by T. Rasinski • “Assessing readers and their texts” by N. Unrau

	<ul style="list-style-type: none"> • chapters in Reiss, <i>Teaching Content to English Language Learners</i> in regard to strategies for reading mathematical content, candidates learn and practice a variety of content literacy strategies, drawn in part from <i>Teaching Reading in Mathematics</i>, 2nd ed. (a McREL publication). These are distributed as handouts when there are mathematics candidates in the class that semester. <i>To build skills in strategies, candidates also read and discuss:</i> • “Using textbooks with students who cannot read them” by J. Ciborowski • “Vocabulary lessons” by Blachowicz and Fisher • chapters in Reiss, <i>Teaching Content to English Language Learners</i> • Teaching Reading in the Content Areas (McREL publication), especially specific reading strategies at the back of the book. <p>Chapter 8: Assessing Individual Student performance</p> <p>Assessment: Calculate readability of a high school math book.</p>
<p>(9) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with middle level and high school students within a range of educational programming models.</p>	<p>Freshman experience designed to have students examine schools, teachers, and students in a wide range of program models.</p> <p>Students participate in a service learning experience at the local middle school and also teach an exploratory lesson in another middle school setting.</p> <p>Students teach for two – two and a half weeks in a local secondary setting; they develop and implement all lessons for one block course in their content area; all lessons must reflect the standards of effective practice.</p> <p>Practicum placement</p> <p>Assessment: Development and delivery of a practice lesson during the practicum</p> <p>Secondary directed teaching.</p>

APPENDIX C

Gary Marx's Sixteen Trends
Trend 1 For the first time in history, the old will outnumber the young.
Trend 2 Majorities will become minorities, creating ongoing challenges for social cohesion.
Trend 3 Social and intellectual capital will become economic drivers, intensifying competition for well-educated people.
Trend 4 Technology will increase the speed of communication and the pace of advancement or decline.
Trend 5 The Millennial Generation will insist on solutions to accumulated problems and injustices, while an emerging Generation E will call for equilibrium.
Trend 6 Standards and high-stakes tests will fuel a demand for personalization in an education system increasingly committed to lifelong human development.
Trend 7 Release of human ingenuity will become a primary responsibility of education and society.
Trend 8 Continuous improvement will replace quick fixes and defense of the status quo.
Trend 9 Scientific discoveries and societal realities will force widespread ethical choices.
Trend 10 Common opportunities and threats will intensify a worldwide demand for planetary security.
Trend 11 Polarization and narrowness will bend toward reasoned discussion, evidence, and consideration of varying points of view.
Trend 12 As nations vie for understanding and respect in an interdependent world, international learning, including diplomatic skills, will become basic.
Trend 13 Greater numbers of people will seek personal meaning in their lives in response to an intense, high-tech, always on, fast-moving society.
Trend 14 Understanding will grow that sustained poverty is expensive, debilitating, and unsettling.
Trend 15 Pressure will grow for society to prepare people for jobs and careers that may not currently exist.
Trend 16 Competition will increase to attract and keep qualified educators.

APPENDIX D

Goals for 2008-09

- New building planning process
- New hire for reading, language arts, social studies methods
- New hire in ELL
- Refine the redesigned curriculum and establish a plan for transition. This will also be impacted by the 5-8 decoupling.
- Celebrate together.
- Reduce the number of adjunct supervisors, pursue a generalist position.
- Establish technological interface with our student teachers teaching abroad.
- Develop a summer reading and film list for all our students. (Must be tied to curriculum in meaningful ways.)
- Establish rural student teaching sites with districts having a diverse population.
- Establish a research brown bag lunch forum once per month for purposes of sharing research with each other and with our students.
- Bring in guest scholar on either short- or long-term basis.
- Become more intentionally GREEN.
- Field-based emphasis in Foundations Block “Fridays in the Field.”
- Promote our students’ accomplishments and honor them for their work. (Leadership Award this year).
- Establish a rotation of opportunities for abroad supervision.
- Establish a sign-up sheet for all the various activities throughout the year (Honors Day, Admission Days, Scholarship Days, etc....).
- Establish a rotation for the SEA/PDK/MERGE faculty leadership.
- Build greater pedagogical connections with our UNIT members.

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Action: Department Goals/2007-12	Year 1 08	Year 2-3 09/10	Year 3-5 10-12	What	Who
5.0 Participate in new building process.	X	X	X	John with input from all as the process unfolds this year.	All
5.4 Implement EDU 268 ELL Immersion in J-Term. Yr 1- Pilot, Yr 2-3 – expand, Yr 4-5 established practice.	X	X	X	Pilot in 08 (Implement more fully in years 2-5).	All with ELL study group
5.5 Establish an ELL study group. (ELL for all of our majors.)	X	X		John with others interested in developing the curriculum.	All
5.4 Engage in professional development on the topic of ELL with local schools (St. James, Madelia etc..)	X	X		Work to develop more collaboration with these school partners. Practicum, ChYLI, Edu 268, etc...	All
5.3 Garner commitment from science and education faculty to work with area teachers for grant programs.		X		Nobel Conference, Science Museum, Prairie project, partnership grants.	Michelle John, Deb. S., Science faculty, Bob W.
Action	Year 1	Year 2-3	Year 3-5	What	Who
5.5 Establish cluster sites for student teacher placements.	X	X		Develop sites/partnerships.	Deb S. and all
5.7 Make sure all students understand social/cultural difference.	X	X		As we redesign curriculum, look at ways we integrate, have stand alone courses, and field experiences for students.	All
5.7 Celebrate together	X	X		Personal and Professional life	All
5.0 Classroom space that is large enough for pods and students to move around.	X	X		Include in plans for new or remodeled facility	John and all
4.9 All our students should become ELL competent teachers.	X	X		Redesign of curriculum, integration, and hire ELL tenure track.	ELL study group
5.1 Differentiation K-12 skills integrated across our curriculum.	X	X	X	Redesign of the curriculum, integration.	John all
5.7 Students would do their practica in classrooms that are	X	X		On-going placement data gathering.	Dept. Deb S.

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aligned to our teaching philosophy.					
5.1 All students should have more training in special education.	X	X		Redesign of curriculum, integration.	John and all
4.7 Practica/S.T. experiences in classrooms with bilingual education as an option.	X	X		Preparing our students for these settings.... **	Deb S.
Action	Year 1	Year 2-3	Year 3-5	What	Who
4.6 All students should have a diverse field experience.		X		Continue to develop relationships with rural and urban diverse schools.	Dept. and Deb S.
4.7 Service Learning requirement for all our majors.		X		Integrated throughout the curriculum, named. Curriculum redesign.	John and all
4.6 Establish alternative setting practica and student teaching options. (Charters etc...)		X		Develop relationships with such sites.	Dept. and Deb S.
5.3 Cutting edge technology	X	X		IAAC requests/Use in our own teaching	John and all
4.8 Loosen NCATE curriculum (BOT)		X		Curriculum redesign, and proactive work at the BOT level.	John and all.
4.7 Risk-taking-faculty and students should take more risks that build additional opportunities for all.		X		Curriculum redesign, travel course, department symposia, research, other.	All
4.4 Continue efforts to provide large-scale professional development opportunities.		X	X	Seeking funds to support, developing our own programs (Somali immersion e.g.)	John and all
4.7 Bring in or engage with scholars as guest speakers.	X	X		Explore funds for such purpose. Identify speakers/guests.	John and all
4.4 Explore El Paso as a site for ST placements and other student experiences.	X	X		J-term, break trips, service learning, summer research.	John and all
4.4 Establish yearly activity focusing our students on current education legislation.		X	X	Curriculum redesign, SEA	All
4.6 Increase faculty size		X	X	Curriculum redesign, ELL addition,	John and all
Action	Year 1	Year 2-3	Year 3-5	What	Who
4.2 Student-faculty research in education conducted annually.	X	X	X	Showcase our students in symposia, or undergrad research conference, and other.	All
4.1 All students in the program should have an urban experience.		X	X	Development of experiences and sites (Practica, S.T. class	All

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				visits etc..) Curriculum redesign.	
4.0 Inservices and other summer offerings for area teachers/administrators.	X	X		Summer programming, Leadership Conference.	John Deb S. All
4.2 Support graduates in having a voice in their school that is creative. Establish a first-year mentoring program.		X	X	Homecoming weekend, and Spring event.	All
4.6 Secondary methods team approach.		X	X	Curriculum redesign. Integration of Reading in the Content and Unique Needs course.	All Deb P.
4.2 Send folks to other institutions to examine innovative programs.	X	X	X	As innovative programs become known.	All
Action	Year 1	Year 2-3	Year 3-5	What	Who
Others:					

Department Goals Achieved for 07-08

- Implemented EDU 268 Immersion Experience in J-term.
- Engaged in departmental professional development on the topic of the changing demographics. We read the Inner Voice of the Immigrant Child and have initiated movie night.
- Garnered commitment from science and mathematics faculty members to work with area teachers through grant programs.
 - HHMI Grant \$1,000,000
 - Math Academies (pending for over \$130,000).
- Established cluster sites for student teacher placements. Deb S. has been working to establish these and is having good success with the model.
- Celebrated together on a number of occasions. Thanks to Mary O, Sandi, and others for their hospitality. We’ve celebrated births, tenure, and comings and goings of staff.
- We have maintained our inertia and commitment to redesigning our curriculum to provide students with a stronger understanding of ELL and differentiation.
 - Latino Immersion photos displayed-Thanks Sandi
 - ESL tenure track position.
 - Redesign of EDU 340 and other portions of our curriculum this summer.
 - St. Peter Partnership Grant (\$100,000).

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- Establishment of alternative practica and student teaching options. Charters, abroad, others.
- Requested and received a SmartBoard through the IAAC request process. Will need to continue to develop this through the purchase of appropriate software. Additionally, we will do staff training in late August.
- Risk taking continues to be part of our overall philosophy. Building additional opportunities for faculty and students.... (e.g. curriculum redesign, adding ESL, travel courses, IB, student teaching abroad, research etc...)
- Student-faculty research is blossoming. (e.g. Deb, Dan, Michele, John). Creative Inquiry Celebration (1st time this year... more to come in future).
- All students have an urban experience. (Work has been done to make this a productive experience, and funds have been requested in the 2008-09 budget for travel.)
- Established summer course offerings for area teachers/administrators. (GELL conference).
- Began exploration of a possible visiting scholar for the department.
- Maintained relationships with charter school in Phoenix for potential future practicum or student teaching site (Dale Kvittem-Baer).
- New hire for the Children's Literature/Kindergarten position.
- Established master teacher corp to teach secondary special methods courses in a fall only model.
- Working to establish a 1st year teacher mentoring day (Homecoming 2008).
- Substantially updated and redesigned the department web page.
- Contributed to other aspects of the college. (e.g. committees, governance, grants, CII, FTS)
- Re-established Cooperating Teacher thank you dinner.

APPENDIX E

STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

A teacher must understand the central concepts, tools of inquiry, and structures of other disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students. At Gustavus Adolphus College we believe that educators are best prepared when their own content and pedagogical fields of study are enhanced by a strong liberal arts education.

Content Knowledge for Teacher Candidates

An Education in the Liberal Arts

Gustavus Adolphus College strives to be a distinctive community of learning, known for dedication to excellence and to the development of the whole student. This means nurturing an intellectual climate that encourages scholarly activities by both students and faculty. Central to this vision is excellence in teaching. Conversations among students, between students and faculty, and among faculty are the fabric of the College community.

Woven into this fabric are programs and opportunities that strengthen and add substance to a college education. They include academic advising, a core of coursework to develop both a breadth of knowledge and writing skills, an academic calendar which offers flexibility, special academic opportunities, and top-notch facilities.

General Requirements

To graduate from Gustavus Adolphus College, a candidate must meet the following general education requirements in addition to the requirements for their major: (For students enrolling Fall 2005 and thereafter).

- Successful completion of 32 courses, with a maximum of one course in designated health and exercise science activities (HES-100 to HES-199), plus at least two Interim Experience courses.
- Three designated writing courses from at least two different departments. One of these courses must be taken in the first year (normally in the First Term Seminar). At least one designated writing course must be a WRITI (Writing Intensive) and one must be a WRITD (Writing in the Disciplines).

The Gustavus Adolphus College Core Requirements are articulated in the College Catalog. All students enrolled at Gustavus complete the core requirements from either Curriculum I or II.

The Curriculum I requirements represent approximately one-third of the total courses required for graduation and are intended to ensure that each student has had a broadly based liberal arts education. All Gustavus Adolphus College students including our candidates must complete core and general education liberal arts requirements. All candidates complete a First Term Seminar, two courses in a non-English language, and nine general education liberal arts perspective courses. A Liberal Arts Perspective course teaches the principles of a particular domain of study, provides its context, questions the values of that

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domain, and builds bridges towards other disciplines. These requirements are detailed in Tables 1.1.1 and 1.2 in the Evidence Room.

While most majors enroll in the Curriculum I courses, some choose to meet the core requirements through our Curriculum II program.

In Curriculum II, students select a set of nine courses from various academic areas designed to be taken over a four-year period in a recommended sequence with other Curriculum II students. The Curriculum II courses, focusing on a theme of the relationship between the individual and the community, examine the Western intellectual and cultural tradition, its long continuity and the diversity within it. Through coursework, retreats and special seminars, students are introduced to various facets of the global society in which we live. Curriculum II is designed to enroll approximately 10% of each entering class; selection is based on date of application to the program. Curriculum II is described as an integrated liberal studies core.

Education Programs (Elementary and Secondary)

The unit offers Elementary and Secondary Education programs. Candidates completing the Bachelor of Arts degree in Elementary Education are licensed to teach K-8 with specific concentrations; Communication Arts/Literature, Mathematics, Science, Social Studies, or Modern Foreign Language.

A Bachelor of Arts degree with a teaching major is required to complete the Secondary Education Program.

All programs are designed to be in compliance with state standards for teacher preparation programs and provide content specific and liberal arts preparation. Candidates' knowledge of the liberal arts supports content and pedagogy-specific knowledge and enables connections among content areas.

Teacher candidates know the subject matter they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. A set of professional competencies, based upon the Standards of Effective Practice for Teachers (mandated for all teacher education programs seeking state approval and which reflect the INTASC principles) guide education course content and field experiences as well as articulate what candidates will know and be able to do upon program completion. Throughout their program of study, candidates complete course requirements and engage in field experiences designed to facilitate mastery and understanding of the following education program competencies:

Table 1.1 Standards of Effective Practice

Standard 1- Content Knowledge. A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.
Standard 2- Student learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development.
Standard 3 Diverse Learners: A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.
Standard 4 Instructional Strategies: A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
Standard 5, Learning environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard 6, Communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
Standard 7, Planning instruction. A teacher must be able to plan and manage instruction based upon

knowledge of subject matter, students, the community, and curriculum goals.
Standard 8, Assessment. A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.
Standard 9, Reflection and professional development. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.
Standard 10, Collaboration, ethics, and relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well being.

In addition to the liberal arts and education content competencies (Standards of Effective Practice), candidates must also meet the content standards established in each of their majors. These content standards are clearly articulated in the PEPER I and II forms for each of the following majors:

- Elementary Education candidates are licensed to teach K-8 with specific concentrations; English/Language Arts, Mathematics, Science, Social Studies, or Modern Foreign Language.

- Secondary Education candidates complete a Bachelor of Arts degree in their approved teaching major. Currently approved teaching majors are Art, Biology, Chemistry, Communication Arts/Literature, Earth Science, French, German, Health, Latin, Mathematics, Music, Physical Education (Exercise Science), Physics, Social Studies, Spanish and Theatre/Dance. In the areas of Art, Music, Physical and Health Education, Theatre/Dance, and Foreign Language, a Secondary Education Program candidate qualifies for licensure in grades K-12 by completing the appropriate program requirements.

Course syllabi typically include alignment grids (PEPER I and II I-D) that document how the program competencies are addressed within individual courses. The alignment grids indicate course-level objectives, the related program competency, and the assessment tool aligned to the course objectives.

Candidates demonstrate their competence in their subject area content and pedagogy knowledge through the PRAXIS Content and the PLT (Principles of Learning and Teaching) exams.

Candidates also demonstrate their mastery of the Standards of Effective practice through an extensive portfolio. Candidates are introduced to the portfolio early in their program, but the department feels strongly that the majority of the evidence for the portfolio should come from the candidates' clinical field experiences. The portfolio is submitted at various stages for review and feedback during the student teaching seminar. Faculty read, review and provide written feedback to candidates on three artifacts for each of the ten Standards of Effective Practice. The candidates write artifact descriptions, provide rationale to support how each artifact meets a given standard, and write an extensive reflection for each standard. Standard One of the Standards of Effective Practice asks candidates to demonstrate their content knowledge. The unit has made a deliberate effort to design the portfolio process in a way that doesn't simply quantify candidate competence with a number. Rather, a formative assessment and mastery learning approach to the portfolio provides strong evidence that candidates in the program are meeting the competencies expected of them. Feedback is provided to students on at least five occasions during or after the seminar. The portfolio rubric and its accompanying feedback forms are returned to candidates each time so that candidates can make revisions to their portfolios. (See Evidence Room for feedback forms and sample feedback.) Twice in the last three years the unit has examined the reliability of our portfolio assessment process.

Admission to Basic Programs

The unit carefully monitors candidate admission and matriculation throughout the program to ensure that its candidates are well prepared. Candidates who wish to complete teacher education programs at Gustavus

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Adolphus College must file a formal application for admission. The application process is initiated as part of the course EDU-230, Social Foundations of Education. Each semester, up to seventeen elementary education and seventeen secondary education candidates are selected for admission. To be considered for admission to the Education Department candidates must meet the following:

1. Completion of 8 courses, including EDU-230 and EDU-268/266.
2. No incompletes on record.
3. No unresolved Individual Learning Plans (PBP and APP).
4. No grades lower than C- in the major, in any Education course, or in any elementary concentration course.
5. Completion of at least one designated writing course with a grade of C or better.
6. Approval by the department chair of the candidate's major.
7. Verification that the Pre-Professional Skills Test (PPST) has been taken.
8. A minimum GPA of 2.75 in the major.

Criteria for selective admissions to the Education Department:

9. Successful completion of a supervised field experience in an elementary or secondary school (EDU-268 or equivalent experience approved).
10. A writing sample completed in a standardized session for all candidates.
11. For secondary education candidates, two recommendations are required, one from a professor who has had the candidate in a class in the major and one from another faculty member not in the department of Education. For elementary education candidates, two recommendations are required from professors outside the department of Education who have had the candidate in class.
12. An overall minimum GPA of 2.75.
13. Personal interview with members of the Education Department Admissions Committee, including at least two faculty members and at least one upper-level Education candidate. The interview committee scores the interview using an interview rubric. One portion of the rubric focuses on the candidate's pre-professional commitments to students, teaching, and to becoming an effective teacher.

Processes and requirements for acceptance to student teaching, completion of a program of study, and recommendation for licensure are detailed in Standard 3 and in program documentation. Because our program is small by design, candidates are carefully monitored and mentored in formal and informal ways to ensure that the program develops highly qualified pre-professional educators. Specifically, the department has established formal gateways to monitor the qualifications (Standard 2) of candidates at various points in their program of study. Additionally, we have established formal monitoring systems (Academic Performance Plan-APP, and Professional Behavior Plan-PBP) should there be concerns about a candidate at any point in the program. These systems focus on both the academic and professional aspects of a candidate's progress in the program. Candidate concerns are also discussed on a regular basis at department meetings.

Before admission to the Department of Education, candidates must have a minimum GPA of at least 2.75 and they must maintain this GPA to be accepted into student teaching and to be recommended for program completion and certification. Additionally, candidates must earn at least a C- grade in all courses required for their major or concentrations. The following table summarizes candidate GPA's at various gates in our program, and evidences that the unit ensures that its candidates are competent.

Table 1:2: Overall GPA's at Admission to Professional Terms
2000-2005

Major by Year	Mean Overall GPA (Admission)	Mean Overall GPA at Student	Mean Overall GPA at	Mean Major GPA at Completion
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	Teaching				Graduation			
2005-2006 Elementary (N=17)	Fall 05 Admitted 3.49							
Secondary (N=17)	Fall 05 Admitted 3.42							
2004-2005 Elementary (N=33)	F 3.32	Sp 3.36	F 3.48	Sp 3.57	F 3.48	Sp 3.57	F 3.51	Sp 3.58
Secondary (N=21)	F 3.47	Sp 3.45	F 3.52	Sp 3.55	F 3.52	Sp 3.55	F 3.55	Sp 3.56
2003-2004 Elementary (N=24)	F 3.57	Sp 3.43	F 3.70	Sp 3.57	F 3.69	Sp 3.57	F 3.74	Sp 3.60
Secondary (N=29)	F 3.45	Sp 3.49	F 3.53	Sp 3.51	F 3.53	Sp 3.51	F 3.47	Sp 3.37
2002-2003 Elementary (N=21)	F 3.15	Sp 3.34	F 3.38	Sp 3.49	F 3.40	Sp 3.52	F 3.45	Sp 3.50
Secondary (N=25)	F 3.36	Sp 3.36	F 3.48	Sp 3.50	F 3.49	Sp 3.50	F 3.47	Sp 3.48
2001-2002 Elementary (N= 27)	F 3.39	Sp 3.17	F 3.52	Sp 3.37	F 3.52	Sp 3.37	F 3.54	Sp 3.42
Secondary (N=28)	F 3.35	Sp 3.46	F 3.50	Sp 3.53	F 3.50	Sp 3.53	F 3.42	Sp 3.47
2000-2001 Elementary (N= 26)	F 3.31	Sp 3.02	F 3.51	Sp 3.17	F 3.52	Sp 3.17	F 3.54	Sp 3.28
Secondary (N=21)	F 3.22	Sp 3.42	F 3.35	Sp 3.54	F 3.35	Sp 3.54	F 3.42	Sp 3.50

The data show that the average GPA's of candidates entering and progressing through the program are significantly higher than the 2.75 minimum requirement. When aggregated over ten semesters, the average GPA of all candidates entering the program is 3.35. This figure suggests that the program is accepting and developing competent and capable candidates. Another indicator that candidates entering the program are competent is their ACT and PPST scores. Table 1.3 shows the data for candidates admitted to the program in the last five years.

Table 1.3: Mean Composite ACT and PPST Scores
Candidates Admitted to Teacher Education Program 2000-2005

Year	Mean Composite ACT Scores	Mean PPST Scores (Praxis I) (Passing scores)			
		ACT Range	Reading (173)	Math (171)	Writing (172)
2004-2005 Elementary (N=32)	24.42	18-31	179.34	180.91	176.88
Secondary	26.38	16-33	181.10	178.90	183.29

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(N=21)					
2003-2004 Elementary (N=24)	25.71	20-32	181.29	184.08	178.00
Secondary (N=29)	25.45	19-31	181.57	184.45	178.45
2002-2003 Elementary (N=28)	23.04	17-31	179.64	180.96	177.07
Secondary (N=25)	24.50	19-32	179.88	183.00	178.68
2001-2002 Elementary (N=38)	23.47	17-29	179.71	181.13	176.74
Secondary (N=28)	25.89	19-31	181.18	184.32	178.96
2000-2001 Elementary (N=26)	23.32	18-29	180.95	181.36	176.80
Secondary (N=21)	25.30	20-34	181.33	181.38	177.19

As the data show, candidates entering the Education Program, on average, consistently score well on the Praxis I (PPST) exams, and are accepted to Gustavus Adolphus College with respectable average ACT scores. While ACT and PPST scores are not determining factors in the department's admission process, the exam scores indicate that candidates in the program are of high quality. Each year the department conducts an analysis of how the current graduating candidates compare on average to other Gustavus Adolphus College students in their graduating class. The average ACT scores of candidates graduating with education majors compares favorably with the ACT scores of classmates in other majors from across the institution. (See Evidence Room for Graduate Surveys.)

Approved Programs

Programs providing teacher education are reviewed and are subject to approval by the Minnesota Board of Teaching. Institutions accredited by the National Council for the Accreditation of Teacher Education programs are considered as having met certain requirements and shall meet the remaining requirements through state accreditation procedures. Minnesota is a partnership state, thus its content area programs are not required to be evaluated or reviewed by specialty organizations. Rather, programs submit program review documents to the state for approval. The Gustavus Adolphus College Teacher Education program submits its program review materials to the state in the fall of 2006. All education programs offered at Gustavus Adolphus College are in compliance with State rules and have been previously approved in 2000 by the Minnesota Board of Teaching.

The content studies for teacher candidates are comprised of carefully sequenced courses and other experiences aimed at providing candidates with clear academic competence in the subjects they will teach. Listings of current course requirements for each program appear in the College Catalog. Programs of study are developed in accordance with the standards delineated by the Board of Teaching and the codified laws of the State of Minnesota. Detailed descriptions of the approved programs can be found in the Evidence Room.

All applicants for a first-time Minnesota teaching license must complete the required teacher licensure tests and achieve the Board of Teaching adopted passing score. As of September 1, 2002, passing scores on the Praxis I and Praxis II are required of all candidates applying for a first-time Minnesota teaching license. A detailed listing of Praxis I and II tests and required minimum scores can be found in the Evidence Room.

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Each of the standardized tests is a reliable instrument adopted by the State of Minnesota and designed to provide assurances that candidates are competent in their content knowledge. Table 1.4 provides Title II Pass-Rate data for the program.

Table 1.4: Title II Pass-Rate Data 2000-2004

Pass-Rate Percentage	2003-2004 (N=53)	2002-2003 (N=54)	2001-2002 (N=61)	2000-2001 (N=45)
Aggregate Basic Skills	100%	98%	100%	100%
	State 96%	State 97%	State 99%	State 98%
Aggregate Professional Knowledge	(N=48) 100%	(N=27) 100%	N/A	N/A
	State 99%	State 99%		

Candidates in the Gustavus Adolphus College Education Program continually perform well on the standardized exams required for licensure. Beginning in 2001-2002, candidates in the elementary program were required to achieve passing scores on the Praxis II Elementary Content Exam. Table 1.5 shows aggregate data for the Praxis II exam for the last four years.

Table 1.5: PRAXIS II Scores
Elementary Education: Content Test 2001-2005

Year	Number	Passing Score	Mean	Range	Excellent Designation	% Passing
2004-2005	31	140	170.68	148-197	26%	100%
2003-2004	24	140	174.67	157-192	33%	100%
2002-2003	28	140	165.64	142-190	N/A	100%
2001-2002	38	140	161.56	141-184	N/A	100%
2000-2001		Not required				

- As of September 1, 2005 the new passing score was changed to 145.

Candidates in the Gustavus Adolphus College Elementary Education program consistently score, on average, well above the established passing score on the Elementary Praxis II Content Test. Each of the years that the test has been required, 100% of the elementary candidates have achieved passing scores. In recent years, the score report forms from Educational Testing Service (ETS) have designated scores considered as (E) excellent. In 2003-04 one-third of the candidates received scores in the excellent range, and last year approximately one-fourth of the candidates achieved excellent designations.

In addition to the Elementary Content Test, beginning in the fall of 2004 candidates seeking K-8 licensure were also required to demonstrate content competence in their chosen content concentration(s) by passing the state approved Middle Grades Praxis II Content Test. Gustavus Adolphus College candidates perform well on these exams. Table 1.6 illustrates the average content scores for each of the 5-8 content tests.

Table 1.6: PRAXIS II Scores
Middle Grades: Content Tests 2004-2005

Year	Number	Passing Score	Mean	Range	% Passing
2004-2005 N=28					
English/Language Arts	11	161	169	157-196	82
Social Studies	6	151	168	157-178	100

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Math	7	152	168	161-177	100
Science	4	150	171	167-176	100

Beginning in 2001-2002, Secondary Education candidates were also required to pass PRAXIS II Content Exams in their major field of study. Table 1.7 provides data on each of content exams required in the secondary programs of study.

Table 1.7: PRAXIS II Scores
Secondary Education: Content Tests by Field 2000-2005

Field/Test (Passing Score)	Mean Scores by year					% Passing
	2000/01	2001/02	2002/03	2003/04	2004/05	
Year						
Art # students	N/A	3	1	1	1	84%
Art Content Knowledge (155)	N/A	163	160	177	145	
Biology # students	0	0	0	0	2	100
Content (152)	N/A	N/A	N/A	N/A	174	
Chemistry# students	No graduates in last five years					N/A
Communication Arts/Literature # students	N/A	5	4	1	3	100
Language Arts/Communication (148)	N/A	178	171	186	180	
French	N/A	N/A	N/A	N/A	N/A	N/A
French Productive Lang Skills (158)	180* not required	N/A	N/A	N/A	N/A	N/A
German						
German Productive Lang. Skills (170)	N/A	N/A	N/A	N/A	N/A	N/A
Health # students	N/A	4	5	6	3	100
Heath Content (500)		730	744	742	700	
Mathematics # students	N/A	3	4	8	1	100
Mathematics: Content Knowledge (124)	N/A	155	157	156	154	
Music # students	N/A	4	3	0	2	100
Music Content Knowledge (140)		171	173	N/A	173	
Physical Education # students	N/A	3	6	6	3	100
PE: Content knowledge (141)		161	157	163	165	
Physics	No grads	No grads	No grads	No grads	No grads	
Social Studies # students	N/A	4	4	4	7	100
Soc Studies: Content Knowledge (145)		170	169	169	177	

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Spanish #students	N/A	1	1	6	0	50
Spanish Prod. Lang Skills (162)		157	147	167	0	
Dance/Theatre (560) * no test for Dance	N/A	N/A	N/A	N/A	N/A	N/A

As Table 1.7 shows, with the exception of the Spanish Production Language Skills Test, and one score on the ART Content Test, all candidates across all programs have passed these standardized tests. The unit takes seriously the pass rates of the majors in the Spanish program. Four of the eight candidates who have taken the exam in the last three years have not passed the test. The unit has worked with the faculty coordinator in the Spanish program to improve the test scores of candidates in this major. The faculty coordinator, a native speaker, has taken the exam to see how to best teach the skills required by the test. The unit has also counseled candidates and encouraged them to further develop their language skills through study abroad and work in immersion in P-12 summer school programs where Spanish is the language of choice. The one candidate who took the exam in the fall of 2005 passed the exam with a score 12 points above the established passing score. A statewide conversation about validity of the Spanish Production Language Skills Test is beginning among the Minnesota Association of Colleges of Teacher Education (MACTE).

Other assessments used to assess candidates' content knowledge include cooperating teacher feedback (2004-2005) and graduate surveys (2000-2005). While student teachers were observed and assessed by their cooperating teachers during the past five years, the assessment format was based on a mastery model and therefore quantifiable data were not collected. (See Evidence Room for samples of the assessments). In the fall of 2004, the new head of the unit began the process of aligning field experience assessments to the Standards of Effective Teaching Practice. Quantifiable data were collected from cooperating teachers during the spring semester of 2005. Cooperating teachers were asked to rate candidates' command of their subject matter on a scale of 1-5 with 5 =Excellent, 4=Good, 3=Adequate, 2=Weak, 1=Very Weak. Feedback in the form of written comments was also collected and summarized. (See Evidence Room). Table 1.8 shows cooperating teachers' ratings of student teachers' knowledge of their subject matter.

Table 1.8: Cooperating Teachers' Rating of Student Teachers

Subject matter knowledge (Spring 2005)

Standard	Mean Score (N=36)
BOT Standard 1: Content Knowledge- <i>A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.</i>	4.46

While the data set is limited, it is evident that cooperating teachers rate candidates' knowledge of their subject matter highly. These data are consistent with the content exam scores from the Praxis exams required for licensure.

Each year the Department of Education completes two studies of its graduates. One study focuses on the candidates who completed their program in the preceding academic year. This study provides the Department with descriptive data about its graduates and compares the graduates of the teacher education program to graduates of all other programs at Gustavus Adolphus College (See Evidence Room).

A second study surveys graduates after one year of work or graduate school experience. For those who are teaching, the study also surveys their hiring principals. The graduates provide evaluative information regarding the quality of the preparation they received in their teacher education program at Gustavus Adolphus College. The surveys inform the department on the preparation of its graduates relative to the standards. Principals are asked to assess the preparation of our graduates by comparing them to other first

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year teachers. While the return rate from the principal surveys is quite small, the data indicate that our graduates are rated as well prepared. Information about the effectiveness of graduates in terms of performance and student learning is also gathered. Table 1.9 summarizes the results of these surveys for elementary graduates over the last five years.

Table 1.9: Elementary Graduate Survey (Content Preparation)

Subject	2000 N=14			2001 N=9			2002 N=18			2003 N=7			2004 N=14		
	Strong to Very Good	Adeq.	Weak to Very Weak	S to VG	A	W to VW	S to VG	A	W to VW	S to VG	A	W to VW	S to VG	A	W to VW
Reading	85%	15	0	88	11	0	89	11	0	86	14	0	79	21	0
Math	43	50	7	0	66	33	67	28	6	86	0	14	57	36	7
Science	61	39	0	22	55	22	72	22	6	72	14	14	57	43	0
Social Studies	72	14	14	100	0	0	83	11	6	100	0	0	79	7	14
Language Arts	93	7	0	100	0	0	94	6	0	100	0	0	93	7	0
Kindergarten	73	27	0	88	0	11	100	0	0	100	0	0	64	36	0
Art	42	42	16	22	66	11	67	33	0	86	14	0	71	21	8
Music	46	46	8	55	33	11	72	22	6	86	14	0	71	21	8
Phys. Educ.	39	54	7	55	33	11	50	44	6	100	0	0	50	36	14
Health	71	29	0	100	0	0	89	6	6	100	0	0	100	0	0
Middle School	N/A	N/A	N/A	N/A	N/A	N/A	50	39	11	71	29	0	64	29	7
Children's Literature	85	15	0	77	22	0	89	11	0	100	0	0	93	7	0

As Table 1.9 indicates most elementary graduates feel their content preparation across many fields of study was Strong to Adequate. A very small percentage of graduates indicated that their preparation in some areas was weak. When graduate surveys indicate areas of concern, the unit uses such data to improve the program. Action plans, based on the graduate surveys and other collected data are developed on an annual basis. During the past year, the unit has also started to survey its third year graduates. Results of the third year graduate survey are not yet available.

Table 1.10 shows data from the Secondary Education Graduates regarding their preparation in their content field.

Table 1.10: Secondary Graduate Survey
Content Preparation

Subject	2000 N=15			2001 N=5			2002 N=16			2003 N=11			2004 N=13		
	Strong to Very Good	Adeq.	Weak to Very Weak	S to VG	A	W to VW	S to VG	A	W to VW	S to VS	A	W to VW	S to VG	A	W to VW

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Content Major	80	7	13	60	20	20	75	19	6	73	37	0	92	8	0
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As Table 1.10 indicates, the vast majority of Secondary Education graduates rate their preparation in the content fields as strong to adequate. Unlike the elementary survey, the secondary survey does not ask graduates to identify their field of study. This year’s survey asked students to identify their major.

Graduates and their principals are surveyed annually regarding their perceptions on how well the program prepared graduates in their content area and in the Standards of Effective Practice. Table 1.11 shows aggregate data for the elementary and secondary majors for subject matter. Because the return rates for the principals have been very limited, the unit has interpreted their surveys with caution.

Table 1.11: Graduates and Principals (Content Standards Elementary and Secondary)

Subject	2000 N=15 principals N=29 Graduates						2001 N=0* principals N=14 Graduates			2002 N=5* principals N=34 Graduates			2003 N=4* Principals N=18 Graduates			2004 N=4* Principals N=27 Graduates		
Scale Percentages	Strong to Very Good		Adeq		Weak to Very Weak		S to VS	A	W to VW	S to VS	A	W to VW	S to VS	A	W to VW	S to VS	A	W to VW
Subject Matter	G 83	P 64	G 20	P 27	G 0	P 7	93	7	0	80	16	5	86	9	5	85	15	0

*Not included in the table because of small numbers of returned surveys.

As Table 1.11 shows, the majority of graduates feel they are well prepared in their subject matter. Very few graduates surveyed in the last five years have felt that their preparation was weak to very weak. Likewise, the 28 principal surveys returned in the last five years indicate that Gustavus Adolphus College teacher educators are prepared well in their subject areas.

At three points in their teacher education program, candidates self-assess their teaching competence: 1) at formal admission to the program, 2) at admission to the Professional Semester, and 3) at the completion of student teaching. The form used for this report is the same one as the one used by Cooperating Teachers and College Supervisors to assess student teaching performance. Students assess their competence with respect to selected indicators for the Minnesota Standards of Effective Practice. Table 1.12 shows the mean rating for each indicator at three different assessment times for Standard 1-Subject Matter.

Table 1.12: Candidates’ self-assessment on Subject Matter Standard One
Aggregate Data (Fall 01-Spring 04)

Standard	Admission N=162	Pre-ST N=133	Completion ST N=151	Difference Pre-Adm	Difference Comp-Pre	Difference- Comp-Adm
Subject Matter: <i>Demonstrates subject matter mastery</i>	2.6	2.7	4.7	0.1	2.0	2.1

Scale 5= accomplished, 4= practiced and refined, 3= learned about ways to accomplish, 2=thought about, 1= new ideas

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As Table 1.12 indicates, candidates consistently perceive a rather steady increase in their subject matter competence as they progress through the program. At the completion of student teaching, candidates see themselves as competent in their subject matter.

Additional evidence of candidates' content knowledge is evidenced in the extensive senior seminar professional standards portfolio developed in EDU 399. Standard 1 (Standards of Effective Practice) specifically demands that candidates demonstrate their content knowledge by including three artifacts addressing three indicators. Faculty members carefully review and evaluate the portfolios and provide students with feedback on the candidates' artifacts, rationales, and reflections for each standard. In addition to demonstrating content knowledge through Standard 1, candidates are expected to apply and evidence their content knowledge through other standards in the portfolio. The unit has consistently resisted scoring the portfolios believing that the extensive feedback given candidates models for candidates the importance of reflection, and that this approach is consistent with our conceptual framework.

Pedagogical Content Knowledge for Teacher Candidates

A teacher must understand the central concepts, tools of inquiry, and structures of disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.

Candidates develop pedagogical content knowledge through completion of the general and specific pedagogical courses for each major. In addition to their major and the general education liberal arts core, Secondary candidates also complete Secondary Methods and a specific pedagogy course in their major. Pedagogy courses reflect the conceptual framework and are aligned with the Standards of Effective Practice (see course syllabi and PEPER matrices.).

Elementary candidates take a number of content and pedagogical content courses across the disciplines. The candidates also take courses in their specific content concentration. Candidates deepen their understanding of the core concepts and principles for their field of study and learn content-appropriate instructional and assessment strategies. Related field experiences provide the opportunity for candidates to apply what they have learned and reflect upon their observations and practice. Teacher candidates have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and through the integration of technology. The College Catalog and the Department's Student Handbook detail the programs of study for all candidates. (See Evidence Room for Pedagogy Course Grid).

The Elementary candidates complete an integrated block of pedagogy courses and an Interdisciplinary Models and Practicum course in the semester prior to their professional semester. Likewise, Secondary candidates complete a Secondary Methods course and an Interdisciplinary Models and Practicum course in their pre-professional semester. Additionally, Secondary candidates complete a special methods course in their major. Both the elementary and secondary candidates also take Middle School Methods (EDU 331). All of these courses are designed around the Standards of Effective Practice and address issues such as teaching all learners, developing instructional strategies, creating learning environments, communicating, planning, assessing, and developing and reflecting as a professional. Candidates' pedagogical content knowledge is assessed by course instructors and by P-12 faculty in light of practicum expectations. Through pedagogy class assignments, presentations, microteachings, papers, and related reflections, candidates are assessed by instructors. (see candidate sample work in Evidence Room).

Because there is overlap between the content preparation and pedagogical content preparation elements, the Elementary graduates' ratings on their pedagogical content preparation can be found in Table 1.9. The Secondary graduates' ratings of their pedagogical content preparation are found in Table 1.13 below.

Table 1.13: Secondary Graduates
Pedagogy Content Preparation

Subject	2000 N=15*			2001 N=5*			2002 N=16			2003 N=11			2004 N=13		
Scale Percentages	Strong to Very Good	Adeq	Weak to Very Weak	S to VG	A	W to VW	S to VG	A	W to VW	S to VG	A	W to VW	S to VG	A	W to VW
Middle School	N/A			N/A			88	6	6	100	0	0	85	8	7
Secondary Methods	N/A			N/A			63	37	0	100	0	0	85	0	15
Reading Methods	N/A			N/A			63	18	19	82	18	0	92	0	8

*Not on the 2000 and 2001 graduate surveys.

Over the past several years the graduates’ ratings of their pedagogy content preparation has been quite strong. Because the number of respondents to the survey is relatively small, one or two students can significantly impact the percentage figures in the table.

Cooperating teachers and practicum teachers provide informal and formal assessments during field experiences (see student teaching and practicum evaluation forms in Evidence Room).

Table 1.14 Cooperating Teachers’ Ratings of Standards of Effective Practice
Spring 2005

Standard	Rating (N=36)	Range
Diverse Learners	4.00	3-5
Instructional Strategies	4.36	3-5
Learning Environment	4.46	2-5
Communication	4.47	2-5
Planning Instruction	4.31	2-5
Assessment	4.23	3-5
Reflection and Professional Development	4.44	3-5
Collaboration, Ethics, Relationships	4.67	3-5

Scale- 5 =Excellent, 4=Good, 3=Adequate, 2=Weak, 1=Very Weak.

As indicated in Table 1.14, cooperating teachers, on average, rate the program’s candidates’ pedagogy content preparation as good to excellent. These ratings are consistent with other indicators of candidates’ pedagogical knowledge.

In addition to the cooperating teachers’ ratings of candidates’ pedagogical content knowledge found in Table 1.14, graduates’ and principals’ data on candidates’ pedagogical knowledge are included in Table 1.15.

Table 1.15: Graduate and Principal Survey
Pedagogical Content Knowledge 2000-2005

Subject	2000	2001	2002	2003	2004
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	N=15 principals N=29 Graduates						N=0* principals N=14 Graduates			N=5* principals N=34 Graduates			N=4* Principals N=18 Graduates			N=4* Principals N=27 Graduates		
Scale Percentages	Strong to Very Strong		Adeq		Weak to Very Weak		S to VS	A	W to vw	S to VS	A	W to vw	S to VS	A	W to vw	S to VS	A	W to vw
Grads and Principals	G	P	G	P	G	P	Graduates			Graduates			Graduates			Graduates		
Diverse Learners	88	60	12	33	0	7	70	30	0	95	5	0	90	5	5	93	7	0
Instructional Strategies	72	27	28	27	0	13	100	0	0	95	5	0	86	9	5	89	4	4
Learning Environment	79	73	7	20	14	7	77	10	13	95	5	0	95	0	5	74	15	11
Communication	62	73	38	20	0	7	78	21	0	82	18	0	90	5	5	93	7	0
Planning	83	67	17	27	0	7	93	7	0	84	8	8	95	5	0	100	0	0
Assessment	69	60	31	27	0	3	86	14	0	84	11	5	73	22	5	78	18	4

*Not included in table because of small number of returns.

As Table 1.15 shows graduates and principals overwhelmingly rate the pedagogical content knowledge preparation across all areas as quite strong. With few exceptions, graduates feel very well prepared.

Candidates in the program also self-assess their pedagogical knowledge at three points in their program. Similar to Table 1.12, Table 1.16 shows how candidates rated themselves on seven core ideas from the Standards of Effective Teaching Practice.

Table 1.16: Candidates Self-Assessment

Pedagogical Content Knowledge (Fall 01-Spring 04)

Standard	Admission N=162	Pre-ST N=133	Completion ST N=151	Difference Pre-Adm	Difference Comp-Pre	Difference- Comp-Adm
Diverse Learners: familiarity with students' cultural and ethnic backgrounds	2.6	3.3	4.3	0.7	1	1.7
Instructional Strategies: Makes learning goals and instructional procedures clear	2.5	3.8	4.6	1.3	0.8	2.1
Learning Environment: Creates climate that promotes fairness	2.8	3.9	4.8	1.1	0.9	2.0
Communication: uses effectively to foster	2.6	3.8	4.7	1.2	0.9	2.0

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learning						
Planning: selects teaching methods appropriate for students	2.4	3.9	4.8	1.5	0.9	2.4
Assessment: knowledge of variety of tools	2.4	3.5	4.6	1.1	1.1	2.2
Reflection: reflects on extend to which learning goals were met	2.3	3.7	4.6	1.4	0.9	2.3
Column means	2.5	3.7	4.6	1.2	0.9	2.1

Scale 5= accomplished, 4= practiced and refined, 3= learned about ways to accomplish, 2=thought about, 1= new ideas

In general, candidates see themselves as competent with regard to these Standards of Effective Practice at the completion of their student teaching experience. The mean difference scores across the standards suggest that candidates experience significant growth in the program and consider themselves as very practiced and refined beginning teachers developing into accomplished preprofessionals.

In addition to general studies, and major and pedagogical content knowledge candidates develop their understandings of technology applications, skills, and application to the classroom of such understandings through professional education courses, and a designated technology in education course (see syllabi [EDU 241](#)). Candidates are expected to demonstrate their application of such knowledge in their professional semester, and show competence of technology use in their portfolio. Examples of technology assignments in professional education courses are noted in the [PEPER I-D forms](#) and [syllabi](#).

Candidates’ abilities to use technology appropriately in their teaching are evaluated by cooperating teachers, principals, and graduates. Table 1.17 shows cooperating teachers’ ratings of the technology use of our Spring 2005 student teachers.

Table 1.17:Cooperating Teachers’ Ratings

Technology Use (Spring 2005)

Standard (N=36)	Rating	Range
Technology Use	4.24	3-5

Scale- 5 =Excellent, 4=Good, 3=Adequate, 2=Weak, 1=Very Weak.

When surveyed in the spring of 2005, cooperating teachers rated candidates’ knowledge of technology and its application in the classroom as good to excellent.

The graduate and principal survey results found in Table 1.18 reveal similar ratings on candidates’ technology knowledge. In the last five years few graduates have rated their technology knowledge preparation as weak.

Table 1.18: Graduate and Principal Ratings

Technology Knowledge

Subject	2000 N=15 principals N=29 Graduates	2001 N=0* principals N=14	2002 N=5* principals N=34	2003 N=4* Principals N=18	2004 N=4* Principals N=27

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Scale							Graduates			Graduates			Graduates			Graduates		
	Strong to Very Good		Adeq		Weak to Very Weak		S to VS	A	W to VW	S to VS	A	W to VW	S to VS	A	W to VW	S to VS	A	W to VW
Percentages																		
Technology	G 52	P 64	G 28	P 36	G 21	P 0	57	43	0	74	18	8	59	36	5	89	11	0

*Not included in table because of small number of returns

As the Table 1.18 indicates, over the last five years the data show an improvement in the graduates' perceptions of their technology knowledge. As the EDU 241 course has evolved, and as the technology-rich teaching and learning environments of the unit have dramatically improved, and with the addition of the Area Technology Coordinator (ACT) the results of such surveys should continue to improve.

Candidates also self-assess their ability to use technology to enhance student learning at three points in their teacher education program. Table 1.19 shows the results of candidates' self-assessment on this standard.

Table 1.19: Candidates' Self-Assessment
Technology Use and application
(Fall 01- Spring 04)

Standard	Admission N=162	Pre-ST N=133	Completion ST N=151	Difference Pre-Adm	Difference Comp-Pre	Difference- Comp-Adm
Technology	2.7	3.5	4.3	0.8	0.8	1.6

Scale 5= accomplished, 4= practiced and refined, 3= learned about ways to accomplish, 2=thought about, 1= new ideas

As Table 1.19 shows candidates, on average, at the completion of their student teaching, rate their ability to use technology to enhance student learning as competent (4.3).

Professional and Pedagogical Knowledge and Skills for Teacher Candidates

A candidate must understand how students learn and develop and provide learning opportunities that support a student's intellectual, social, and personal development. Candidates must also understand how students differ in their approaches to learning and create structural opportunities that are adapted to students with diverse backgrounds and exceptionalities, and use a variety of instructional strategies to encourage student development. Furthermore we believe that candidates must understand family, community and other contextual elements that can impact individual student and group motivation and behavior. These ideas and other knowledge and skills are integrated across pedagogical and professional content courses in the unit and are evidenced here and in the Evidence Room (See PEPER Matrices).

Through program requirements including coursework and field experiences, the unit ensures that teacher candidates acquire and can apply their professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. All candidates complete a well-planned program of study, inclusive of pre-student teaching and student teaching, in professional and pedagogical studies including focus on areas of human growth and development, learning theory, diversity, educational foundations, professionalism, and collaboration with stakeholders.

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One standardized and reliable performance indicator of candidates' professional and pedagogical knowledge is the Praxis II Principles of Learning and Teaching Test required for licensure by the State of Minnesota since 2001. Table 1.20 shows the mean scores of the Elementary candidates in the last four years.

Table 1.20: Praxis II Scores Elementary Education:
Principles of Learning and Teaching 2000-2005

Year	Number	Passing Score	Mean	Range	Excellent Designation%	% Passing
2005-2006	Not available					
2004-2005	31	152	181.55	152-197	45	100%
2003-2004	24	152	182.38	164-190	37.5	100%
2002-2003	28	152	178.25	157-196	N/A	100%
2001-2002	38	N/A	173.78	151-190	N/A	100%
2000-2001		Not required				

As Table 1.20 shows, candidates in the Gustavus Adolphus College Elementary Education program score very well on these standardized examinations. In the last two years Educational Testing Service (ETS) has designated scores as excellent (E) if they are above a determined level. In 2003-2004, 37.5% of candidates in the program achieved the excellent designation. In 2004-2005, 45% of the candidates distinguished themselves with excellent designated scores. Overall, the table also shows how candidates in the Gustavus Adolphus College Elementary Education program, on average, score well above the minimum passing score established by the State of Minnesota. Every year that the test has been required, 100% of the candidates have passed the test.

All Secondary Education candidates must also take the Praxis II- Principles of Learning and Teaching test. Table 1.21 shows candidates' mean scores for the last four years.

Table 1.21: PRAXIS II Scores Secondary Education
Principles of Learning and Teaching 2000-2005

Year	Number	Passing Score	Mean	Range	Excellent Designation%	% Passing
2004-2005	21	153	179.16	152-195	24	92%
2003-2004	29	153	180.75	159-194	35	100%
2002-2003	25	153	180.76	159-199	N/A	100%
2001-2002	28	153	181.33	158-200	N/A	100%
2000-2001		Not required				

- Note passing score as of September 1, 2005 is 157.

As Table 1.21 indicates, candidates in the Secondary Education program, on average, score extremely well on the standardized Principles of Learning and Teaching test. Candidates score, on average, well above the minimum passing score established by the State of Minnesota. In the last two years Educational Testing Service (ETS) has designated scores as excellent (E) if they are above a determined level. In 2003-2004, 35% of candidates in the program achieved an excellent designation. In 2004-2005, 24% of the candidates distinguished themselves with excellent designated scores.

In addition to the standardized measures of candidates' professional and pedagogical knowledge, candidates also demonstrate their professional and pedagogical knowledge through an extensive portfolio process. The portfolio, as described in detail on the [EDU 399 syllabus](#), requires candidates to include three

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artifacts for each of the ten Standards of Effective Practice to evidence competence across the standards. Candidates align their selected artifacts with specific indicators for each standard and write an artifact description and a rationale statement addressing how the artifact meets the indicator and therefore the standard. Additionally, at the end of each standard section in the portfolio, candidates write a reflection of how the artifacts meet the standard, and how their thinking has been shaped about the standard as a result of their experiences with students. Candidates are also asked to evidence the unit's conceptual framework elements in their portfolio reflections. Candidates are asked to address how they have reconceptualized their thinking about teaching as a result of their experiences and their reflections about such experiences.

Throughout the senior seminar (EDU 399), a part of the candidates' professional semester, candidates submit their portfolios for review by faculty mentors. A portfolio rubric and a portfolio score form have been developed as a way of providing consistent and reliable feedback to the candidates. Additionally, the unit has conducted two reliability checks in the last three years. In May of 2005, department members independently reviewed the artifacts, rationale statements, and reflection statements from a Secondary and from an Elementary candidate. After independent review, the department members came together to discuss how they had reviewed each of the candidates' portfolio elements. While there was not 100 % agreement on all elements, the department felt that reviewers were reasonably consistent in their evaluation of the materials. Overall, the faculty members agreed 83% on average on the reflection sections, and 94% on average on whether or not the portfolio section would meet our expectations for satisfactorily evidencing the sampled standard. Data for the reliability check are evidenced in the Evidence Room.

Dispositions for All Candidates

Our conceptual framework epitomizes what we know and believe to be true of committed teachers disposed to be ever-changing professionals. The conceptual framework informs candidates' and faculty members' professional work together in the program.

In the Teacher Education Program at Gustavus Adolphus College candidates are introduced to what it means to be a teacher and to the knowledge, and skills, and dispositions expected of teachers early in the program. Because the program is small by design, faculty mentors know each candidate well and can continually monitor candidates' dispositions in formal and informal ways until program completion. Candidates interested in our programs, meet with the Department Coordinator in the fall of their freshman year. Each candidate also enrolls in Edu 268 Career Explorations in the January-term of their freshman or sophomore year. Throughout this month-long practicum based course, the instructors of the course facilitate discussions via Nicenet focused on what it means to be a teacher. The candidates also receive an Education Student Handbook that details the Professional Dispositions and Technical Standards expected by the department. As sophomores, candidates may apply for admission to the department through a selective admission process. As part of the selective admissions process candidates must have recommendations from faculty members, and they must interview with an admission committee. The committee uses an interview rubric to assess each candidate's response. It is designed, in part to assess the candidate's disposition or commitment to students, to teaching, and to becoming an effective educator. Feedback regularly solicited from cooperating teachers is used to assess candidate dispositions as well.

We have an established set of professional behaviors that we expect our candidates to demonstrate. These professional dispositions are informed by our Principled Practice conceptual framework, and by the Standards of Effective Practice (Standard 9- Reflection and Professional Development and Standard 10- Collaboration, Ethics, and Relationships). Table 1.22 lists the professional dispositions we believe are important for all professional educators.

Table 1.22: Professional Behaviors that Support Program Outcomes for Teacher Education Students and Professional Educators

In Relationships	Personal Responsibility	In the Work Setting
1. Consider and utilize suggestions and reflective feedback	7. Take responsibility for their acts.	15. Strive for quality and completeness.

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2. Demonstrate respect for others	8. Seek help when needed	16. Manage time well
3. Contribute to group work and performance	9. Generate and act on goals and plans.	17. Arrive on time and ready to learn/work.
4. Demonstrate sensitivity and responsiveness to the needs of others.	10. Consider and use suggestions and reflective feedback.	18. Generate and turn in work on time.
5. Form and maintain appropriate relationships.	11. Demonstrate academic and 12. personal integrity.	19. Manage resources and materials appropriately.
6. Take responsibility for the safety and welfare of all students.	13. Maintain a drug-free and alcohol-free work environment.	
	14. Approach problem-solving focusing on what is best for children and youth.	

At three points in their teacher education program, candidates complete a professional self-assessment: 1) at formal admission to the program, 2) at admission to the Professional Semester, and 3) at the completion of student teaching. At these times, they assess their own professionalism in relationships, in regard to personal responsibility, and in the work setting. Table 1.23 shows the candidates' aggregate mean ratings and differences among the mean ratings at the three measurement times for each of the professional dispositions for the years 2000-2004.

Table 1.23: Candidates' Aggregate Mean Ratings and Differences
Dispositions

Disposition	At Admission N= 161	At Pre-Student Teaching N=132	At Completion of ST N=168	Difference Pre-ST-Admis	Difference Comp-PreST	Difference Comp-Admis
1	3.1	3.5	3.8	0.4	0.3	0.7
2	3.6	3.8	3.9	0.2	0.1	0.3
3	3.6	3.8	3.8	0.2	0.0	0.2
4	3.4	3.7	3.9	0.3	0.2	0.5
5	3.3	3.7	3.9	0.4	0.2	0.6
6	3.6	3.9	3.9	0.3	0.0	0.3
7	3.5	3.8	3.9	0.3	0.1	0.4
8	3.0	3.3	3.5	0.3	0.2	0.5
9	3.1	3.6	3.6	0.5	0.0	0.5
10	3.1	3.6	3.8	0.5	0.2	0.7
11	3.6	3.9	4.0	0.3	0.1	0.4
12	3.7	3.9	4.0	0.2	0.1	0.3
13	3.9	4.0	4.0	0.1	0.0	0.1
14	3.2	3.7	3.9	0.5	0.2	0.7
15	3.6	3.8	3.9	0.2	0.1	0.3
16	3.1	3.4	3.5	0.3	0.1	0.4
17	3.5	3.8	3.8	0.3	0.0	0.3
18	3.7	3.8	3.7	0.1	-0.1	0.0
19	3.3	3.7	3.8	0.4	0.1	0.5
Column Means	3.4	3.7	3.8	0.3	0.1	0.4

Scale 4=always, 3=Frequently/Usually, 2= Sometimes/Occasionally, 1=Infrequently

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As Table 1.23 shows, with one exception, all the difference scores are positive (but very small), indicating a slight increase in candidates' self-assessment rating. As candidates' initial ratings were so high at the time of admission to the program, it is difficult to realize much increase in mean scores across time. However, it is interesting to note that the three largest increases were in the areas of using suggestions and reflective feedback and to approach problem solving by focusing on what is best for children and youth.

An established monitoring system (Professional Behavior Plan –PBP and Academic Performance Plan – APP) enables our faculty to closely monitor and document concerns related to professional and academic performance. Information regarding teacher education students is used to plan and facilitate growth towards program outcomes, that is, the program's conception of an outstanding beginning teacher. While serious concerns about the performance or growth of our candidates do not often occur, when a concern exists, it is best for the candidate and the program to address it honestly and directly. For this purpose, the Professional Behavior Plan process (PBP) and the Academic Performance Plan (APP) have been created. PBPs document the interventions required of candidates who demonstrate inadequate performance on areas related to Professional Behaviors. APPs document the interventions for candidates who demonstrate patterns of inadequate performance across courses on the Gustavus Teacher Education Outcomes/Minnesota Standards of Effective Practice. Information provided during this process is designed to be of value to the candidate in planning for growth and to the department in facilitating growth. The information may also be important in decisions regarding admission to Teacher Education, application to student teaching, and recommendation for licensure.

Cooperating teachers are also asked to assess candidates' performance on two Standards of Effective Practice that are directly related to their professional dispositions (see Standards of Effective Practice and their related indicators.) Table 1.24 describes standards 9 and 10 and shows the cooperating teachers' aggregate mean scores and range of scores for each standard (see Evidence Room for additional cooperating teacher feedback).

Table 1.24 Cooperating Teachers' Ratings (Spring 2005)
Disposition related Standards (N=36)

Standard	Mean Rating	Range
Standard 9: Reflection and Professional Development. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.	4.44	3-5
Standard 10: Collaboration, Ethics, and Relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.	4.67	3-5

Scale- 5 =Excellent, 4=Good, 3=Adequate, 2=Weak, 1=Very Weak.

As Table 1.24 shows, cooperating teachers, on average, rate candidates' in the Good to Excellent range regarding their professional dispositions. Once again, while the data set is limited, it is very evident that cooperating teachers' find candidates' professional dispositions to be very good. (See Evidence Room for additional documentation from cooperating teachers related to this element.)

The Graduate Survey is another external source of assessment of professional dispositional development. Table 1.25 shows graduates aggregate mean ratings of Standard 9 of the Standards of Effective Practice.

Table 1.25: Graduate and Principal Survey
Standard 9 –(2000-2005)

Subject	2000 N=15 principals	2001 N=0*	2002 N=5*	2003 N=4*	2004 N=4*

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	N=29 Graduates						principals N=14 Graduates			principals N=34 Graduates			Principals N=18 Graduates			Principals N=27 Graduates		
Scale Percentages	Strong to Very Strong		Adeq		Weak to Very Weak		S to VS	A	W to vw	S to VS	A	W to vw	S to VS	A	W to vw	S to VS	A	W to vw
Grads and Principals	G	P	G	P	G	P	Graduates			Graduates			Graduates			Graduates		
Reflection Prof. Dev.	86	80	10	13	3	7	100	0	0	60	29	10	73	27	0	78	15	7

*Not included because of small N.

As Table 1.25 shows, graduates of the program rate their professional development as strong to adequate, with very few exceptions. Candidates and graduates alike are disposed to be professional educators from the time they enter the program, and then throughout their professional careers. The unit’s conceptual framework provides the underpinnings for candidates and graduates to be disposed to be principled practitioners.

In addition to internal and external assessments, and monitoring systems, the portfolio process also provides strong evidence that candidates are disposed to be professional educators (see portfolio evidence for Standards 9 and 10). Throughout the portfolio process candidates are expected to reflect on their own dispositions toward students, colleagues, and toward their efforts to create meaningful learning environments for all students.

Student Learning for Teacher Candidates

Assessment is a foundational element of the unit’s conceptual framework. Candidates, using the conceptual framework, use what they know and believe to pre-assess student learning, design learning experiences based on students’ preexisting constructed knowledge, assess what is taught and learned, reflect and analyze, and finally reconceptualize their approaches to teaching and student learning as a result.

Candidates complete a sequence of coursework that addresses, among many other things, formative and summative assessment, individual student differences and how instruction must be designed to address the diverse needs of students and to help all students learn.

Throughout the candidates’ program of study, courses are designed to address standards specific to student learning. Standards 2 and 8 of the Standards for Effective Teaching Practice expect candidates to understand how students learn and how to assess students’ understandings in order to develop meaningful lessons, and in order ensure the intellectual, social and personal development of all students. The PEPER I and II matrices show in detail how these standards are met and assessed in the unit’s coursework (see Evidence Room for student work samples).

At three points in their teacher education program, candidates complete a professional self-assessment: 1) at formal admission to the program, 2) at admission to the Professional Semester, and 3) at the completion of student teaching. At these times, they assess their own understandings of student learning and assessment. Table 1.26 shows candidates’ self-assessment on student learning and assessment (2001-2004).

Table 1.26: Candidates’ self-assessment on Student Learning
Aggregate Data (Fall 01-Spring 04)

Standard	Admission N=162	Pre-ST N=133	Completion ST N=151	Difference Pre-Adm	Difference Comp-Pre	Difference- Comp-Adm
Standard 2: Student Learning	2.5	3.6	4.6	1.1	1.0	2.1

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Standard 8: Assessment.	2.4	3.5	4.6	1.1	1.1	2.2
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Scale 5= accomplished, 4= practiced and refined, 3= learned about ways to accomplish, 2=thought about, 1= new ideas

As Table 1.26 shows, candidates experience significant growth in their self-assessed understanding of student learning and assessment from the time they enter the program until the time they complete their professional semester. At the end of their program, candidates feel strongly that their understandings of student learning and assessment are not those of accomplished practitioners, but they do see themselves, with regard to these standards, as very practiced and refined beginning teachers. In part, this significant growth is due to the fact that candidates practice and apply these standards in their professional semester in ways that make the standards real.

As the program seeks to emphasize the teacher's impact upon student learning, we are deliberate and systematized in how we address and evidence this very important aspect of teaching and learning. As part of the professional semester and EDU 399 Seminar, and the candidates' portfolio, candidates engage in a substantial project designed specifically to connect their work in the field to the conceptual framework and to their understandings of these aforementioned standards.

The Teacher Impact Upon Student Learning Project, first asks candidates to examine their classroom culture by doing an environmental scan of the students and their learning environment, and to consider what impact knowledge of their students will have on their planning, instruction, and assessment of their students. The project also asks candidates to develop a unit of study based on their environmental scan and pre-assessments, to teach a unit of study, to collect post-assessment data, and to then reflect on what was learned from their assessment and analysis. All of elements of the project are directly connected to our Principled Practice conceptual framework.

The emphasis of this project is not upon data collection of student test scores. Rather, the objectives of the Teacher Impact Upon Student Learning Project requirement are to provide an opportunity for student teachers to consider the impact of their instruction upon the P-12 student learner and for student teachers to reflect upon their teaching skills. Throughout the project and the professional semester, the Department Chair meets with the candidates during seminar to introduce the project and to give them formative feedback as the projects develop. Consistent with our mastery approach to the portfolio, the projects are not quantified (see Evidence Room for sample projects).

Additional evidence that candidates in the program understand how students differ in their approaches to learning, and about the uses of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners is found in the Praxis Principles of Learning and Teaching results shown in Tables 1.20 and 1.21. The Praxis PLT exams are aligned with INTASC Principles 3 and 8. As the Tables indicate candidates in both the Elementary and Secondary programs, on average, score very well on the PLT exam.

External data collected from cooperating teachers, and graduates and their principals further evidences that candidates in the program understand student learning and assessment. Table 1.27 shows cooperating teachers' ratings of candidates' understandings of the Standards of Effective Practice related to this element.

Table 1.27: Cooperating Teachers' Ratings (Spring 2005)
Student Learning and Assessment related Standards (N=36)

Standard	Mean Rating	Range
Standard 2: Student Learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development.	4.28	3-5

Standard 8: Assessment. A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.	4.23	3-5
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Scale- 5 =Excellent, 4=Good, 3=Adequate, 2=Weak, 1=Very Weak.

As Table 1.27 shows, on average, cooperating teachers rate candidates’ understandings of student learning and assessment as Good to Excellent (see Evidence Room for additional cooperating teacher assessment).

Table 1.28 shows data from the Graduate surveys related to assessment and student learning.

Table 1.28: Graduates and Principals (2000-2004)
Student Learning and Assessment

Subject	2000 N=15 principals N=29 Graduates						2001 N=0* principals N=14 Graduates			2002 N=5* principals N=34 Graduates			2003 N=4* Principals N=18 Graduates			2004-05 N=4* Principals N=27 Graduates		
	Strong to Very Good		Adeq		Weak to Very Weak		S to VS	A	W to VW	S to VS	A	W to VW	S to VS	A	W to VW	S to VS	A	W to VW
Scale Percentages																		
Grads and Principals	G	P	G	P	G	P	Graduates			Graduates			Graduates			Graduates		
Student Learning	80	60	20	40	0	0	100	0	0	92	8	0	90	5	5	89	7	4
Assessment	69	60	31	27	0	3	86	14	0	84	11	5	73	22	5	78	18	4

- Not included in table because of small number of returns

As Table 1.28 shows, overall, graduates of the program, with few exceptions, rate their preparation with regard to student learning and assessment as strong. Very few principals returned the surveys in the last few years, so conclusions about their perceptions must be interpreted cautiously. Every indication, however, from the surveys suggests that the principals also, with very few exceptions believe that graduates of the program are well prepared with regard to these two standards.

STANDARD 2: ASSESSMENT SYSTEM AND UNIT EVALUATION

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and the unit operations to evaluate and improve the unit and its programs.

Assessment System

Primary responsibility for development of the assessment system rests with the Department of Education faculty and the Department Chair, but many other professionals who are involved with the Gustavus teacher education programs have influenced the formulation of the system, as well as its ongoing revision. Included among these others are the following groups:

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- Education Unit - Faculty representatives from other departments involved in the teacher education program.
- Teacher Education Advisory Council (TEAC) – P-12 professionals who are faculty and administrators at our cooperating schools.
- Candidates – 1) Candidate representatives at the meetings of the Department of Education who have full voting privileges and 2) Candidate representatives on TEAC .
- College faculty committees – To the extent that assessments affect program requirements and admission criteria, the normal faculty governance committees review the system.

Candidate assessments have been instructed by the following:

- Minnesota Standards of Effective Practice for Teachers (which are mandated for all teacher education programs seeking state approval and which reflect the INTASC principles)
- Conceptual Framework of the Gustavus Teacher Education Program
- Minnesota licensure examinations
- National content standards
- The College's mission statement and academic standards.

Our conceptual framework has guided us in determining the ways that our students and faculty will accomplish these standards of effective practice. The standards are referenced in syllabi and are measured by criteria that have been created and are periodically revised by Gustavus faculty in collaboration with teacher education students and partners. Assessment of student knowledge, skills, and dispositions utilizes both internal and external instruments, including in-course content knowledge assessments, national standardized tests, performance assessments, self-reflections concerning teaching experiences across the program, portfolio development, interviews, and a variety of self-assessment instruments.

Candidates move through the program in cohort groups that are encouraged and instructed to reflect on their experience and openly provide feedback to one another. Candidates also reflect in journals, in class e-mail discussions, through peer editing, within the process of portfolio construction, and in interviews that occur at the end of a course and at the end of their program. The formative assessment that occurs across the program and the summative assessments that occur at decision points (see below) include self-assessment by the candidate and supervision techniques that require candidate reflection and principled decision-making.

The assessment system is complimented by a strong advising system. Candidate progress is assessed formally at the program decision points and on a continuing basis through coursework and field experiences. The major assessments at completion of the professional semester (*Student Teaching Performance Assessment* and *Portfolio Assessment*) are aligned with the Minnesota Standards of Effective Practice for Teachers and with the goals of our teacher education program. Candidates assess their own teaching performance and professional behavior at three different points in their program (admission to program, admission to the professional semester, and completion of the professional semester). These self-assessments (available on-line) are also aligned with Minnesota Standards and the program goals.

Decision Points. The assessment system is based on five decision points in a candidate's teacher education program: 1) Enrollment in Program, 2) Admission to Program, 3) Admission to Professional Semester, 4) Completion of Professional Semester, and 5) Completion of Program. All components of the assessment system, the unit's schedule for collection, analysis, and evaluation of the assessments and the individuals responsible for these tasks are detailed in the Tables 2.1-2.6 as follows.

1. Enrollment in Program: Although the candidate is not formally assessed at this time, it is an important decision point for the candidate because this is the point where they are given guidance on how to begin their studies in our program. A candidate, who is interested in pursuing a teaching license, meets with the Coordinator of Admission and Field Experiences. The Coordinator explains

the conceptual framework of the program, provides the candidate with an *Enrollment Booklet*, reviews all program and licensure requirements, and assists the candidate in planning a course of study at Gustavus that will qualify the candidate for the desired teaching license. The *Enrollment Book* contains the *Professional Dispositions* and *Technical Standards* that candidates must meet in order to be recommended for a teaching license. The candidate is also assigned an education advisor who will remain the candidate’s education advisor throughout the their program. Table 2.1 summarizes the enrollment process.

Table 2.1: Decision/Transition Point 1
Enrollment in Program

DATA	PURPOSE	WHO COLLECTS, RECORDS	WHEN COLLECTED	SUMMARIZING SHARING
Student <u>enrollment data</u>	Advising, communication of program conceptual framework and requirements, planning of a course of study	Coordinator of Admissions & Field Experiences to Dept. Admin. Coordinator	During a candidate’s first or second semester	Coordinator

2. Admission to Program. The application process is reviewed for candidates in EDU 230. A maximum of 17 Elementary Education majors and 17 Secondary Education program candidates are admitted each semester. Applications are considered, using the criteria described below, by admissions committees which include the Chair of the Education Department, one Education Department faculty member, one faculty member who is not a member of the Education Department, and one upper division teacher education candidate. Each semester there is an elementary admissions committee and a secondary admissions committee.

Candidates who are admitted attend a reception at which time the Chair welcomes them and reviews the conceptual model for the teacher education program. Each candidate also meets with the Coordinator of Advising and Field Experiences to identify the semester s/he will begin the three-semester sequence of blocked education courses. Candidates move through these three blocked semesters as a cohort.

Candidates who are not selected for admission can petition the decision to the department and/or they can re-apply for admission in a later semester. Each candidate not admitted meets individually with the Chair, who explains the reasons for denial and assists the candidate in prescribing remediation in preparation for a subsequent application.

Minimum requirements to apply:

1. Completion of 8 courses, including EDU-230 and EDU-268/266.
2. No incompletes on record.
3. No unresolved Professional Behavior Plans or Academic Performance Plans.
4. No grades lower than C- in the major, in any Education course, or in any elementary concentration course.
5. Completion of at least one designated writing course with a grade of C or better.
6. Approval by the department chair of the candidate’s major.
7. Verification that the Pre-Professional Skills Test (PPST) has been taken.

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8. A minimum GPA of 2.75 in the major.
Criteria for which relative performance will determine admission rankings:
9. Successful completion of a supervised field experience in an elementary or secondary school (EDU-268 or equivalent experience approved). Cooperating teacher submits an assessment of candidate's performance.
10. A writing sample completed in a standardized session for all candidates.
11. For secondary education candidates, two recommendations are required, one from a professor who has had the candidate in a class in the major and one from another faculty member not in the department of Education. For elementary education candidates, two recommendations are required from professors outside the department of Education who have had the student in class.
12. An overall minimum GPA of 2.75.
13. Personal interview with members of the Education Department admissions committee (described above). Table 2.2 summarizes the admission to the program process.

Table 2.2: Decision/Transition Point 2:
Admission to Program

DATA	PURPOSE	WHO COLLECTS, RECORDS	WHEN COLLECTED	SUMMARIZING SHARING
Completion of 8 courses, including EDU-230 and EDU-268/266	General knowledge & skills	Coordinator of Advising & Field Placements to Dept. Admin. Coordinator	October/March	Department Chair shares information about each candidate with either the Elementary Education Admissions Committee or the Secondary Admissions Committee. These committees make recommendations to the Dept. faculty regarding admission/denial. With Dept faculty at meeting for admissions decisions.
No incompletes on record	Knowledge & dispositions	Coordinator of Advising & Field Placements to Dept. Admin. Coordinator	October/March	
No unresolved Prof. Behavior Plans or Academic Performance Plans	Dispositions	Coordinator of Advising & Field Placements to Dept. Admin. Coordinator	October/March	
No grades lower than C- in the major, in any Education course, or in any elementary concentration course	Knowledge	Coordinator of Advising & Field Placements to Dept. Admin. Coordinator	October/March	
Completion of at least one designated writing course with a grade of C or better	Knowledge & skills	Coordinator of Advising & Field Placements to Dept. Admin. Coordinator	October/March	
Approval by the department chair of the candidate's major	Content knowledge, skills, dispositions	Coordinator of Advising & Field Placements to Dept. Admin. Coordinator	October/March	
Verification that the Pre-Professional Skills Test (PPST) has been taken	General knowledge & skills	Dept. Adm. Coordinator	As arrive	
A minimum GPA of 2.75 in the major	Content knowledge	Coordinator of Advising & Field Placements to Dept. Admin. Coordinator	October/March	
Successful completion of a field experience, including cooperating teacher assessment of candidate's performance.	Professional skills & dispositions	Coordinator of Advising & Field Placements to Dept. Admin. Coordinator	Course completion	
A writing sample completed in a standardized session for all candidates	Professional skills	Department Chair to Dept. Admin. Coordinator	October/March	

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For secondary education candidates, two recommendations are required, one from a professor who has had the candidate in a class in the major and one from another faculty member not in the department of Education. For elementary education candidates, two recommendations are required from professors outside the department of Education who have had the candidate in class	Content knowledge, skills, & dispositions	Coordinator of Advising & Field Placements to Dept. Admin. Coordinator	October/March	Chair and Coordinator compile data on each applicant and share it with the Department faculty at the time of admission.
An overall minimum GPA of 2.75	Knowledge	Coordinator of Advising & Field Placements to Dept. Admin. Coordinator	October/March	
Personal interview with members of the Education Department admissions committee	Dispositions	Department Chair to Dept. Admin. Coordinator	October/March	

3. Admission to Professional Semester: Candidates apply for admission to the professional semester (student teaching and EDU 399) during the academic year prior to that in which they will student teach. If the Coordinator of Admissions and Field Experiences determines that the candidate has met all criteria, the Coordinator requests a placement at one of our cooperating schools. The cooperating school/teacher makes the final decision as to whether or candidate is placed at that school.

Criteria for Admission to Professional Semester:

1. Previous admission to Teacher Education Program.
2. Completion of the required sequence of courses in the licensure program.
3. An overall minimum grade point average of 2.75.
4. A minimum grade point average of 2.75 in the major.
5. No incompletes on record.
6. No unresolved Professional Behavior Plans or Academic Performance Plans.
7. No grades of less than C- in the major, in any Education class, or in any elementary concentration course.
8. Approval by the department chair of the candidate's major.
9. Approval by the Coordinator of Admissions and Field Experiences. Table 2.3 summarizes the processes for admission to the professional semester.

Table 2.3:Decision/Transition Point 3
Admission to Professional Semester

DATA	PURPOSE	WHO COLLECTS, RECORDS	WHEN COLLECTED	SUMMARIZING SHARING
Previous Admission to Program	Knowledge, skills, & dispositions	Dept. Admin. Coordinator	January-March	Information about each candidate is shared with prospective cooperating teachers, who then decide whether or
Completion of required courses	Knowledge, skills, & dispositions	Coordinator of Advising & Field Placements to Dept. Admin. Coordinator	January-March	
Overall minimum GPA of 2.75	Knowledge	Coordinator of Advising & Field Placements to Dept. Admin.	January-March	

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		Coordinator		not to accept the candidate as a student teacher in the following year.
Major minimum GPA of 2.75	Content Knowledge	Coordinator of Advising & Field Placements to Dept. Admin. Coordinator	January-March	
No incompletes on record	Knowledge & dispositions	Coordinator of Advising & Field Placements to Dept. Admin. Coordinator	January-March	
No unresolved Prof. Behavior Plans or Acad. Performance Plans	Dispositions	Coordinator of Advising & Field Placements to Dept. Admin. Coordinator	January-March	
No grades < C- in major, Education classes, or elementary concentration	Knowledge	Coordinator of Advising & Field Placements to Dept. Admin. Coordinator	January-March	
Approval by department chair in major	Content knowledge, skills, dispositions	Coordinator of Advising & Field Placements to Dept. Admin. Coordinator	January-March	
Approval by Coordinator of Field Experiences	Knowledge, skills, & dispositions	Coordinator of Advising & Field Placements to Dept. Admin. Coordinator	January-March	
Approval by Cooperating Teacher	Knowledge, skills, & dispositions	Coordinator of Advising & Field Placements to Dept. Admin. Coordinator	February-May	

4. Completion of Professional Semester: The professional semester includes student teaching, the professional portfolio, and EDU 399.
 - A. Assessment of the candidate’s teaching performance is the responsibility of the candidate’s Cooperating Teachers and College Supervisor; the Student Teaching Performance Assessment form is used for this purpose.
 - B. Assessment of the professional portfolios is shared by all full-time faculty in the Department of Education; a detailed rubric has been developed for assessing the portfolio. Each required item in the portfolio is scored as satisfactory or “Revise.” Using the comments and suggestions from the portfolio reader, the candidate revises and re-submits until all items are approved. Table 2.4 summarizes completion of professional semester processes.

Table 2.4: Decision/Transition Point 4
Completion of Professional Semester

DATA	PURPOSE	WHO COLLECTS, RECORDS	WHEN COLLECTED	SUMMARIZING SHARING
Student Teaching Performance Assessment by Cooperating Teacher	Knowledge, skills, & dispositions	College Supervisor, Dept. Administrative Coordinator	December/May	Shared with department for purposes of informing the program and for the development of action plans.
Student Teaching Performance Assessment by College Supervisor	Knowledge, skills, & dispositions	Dept. Administrative Coordinator	December/May	
Portfolio Approval	Knowledge, skills, & dispositions	Ed faculty to EDU 399 Instructor to Dept. Admin. Coordinator	December/May	

5. Completion of Licensure Program: In the academic year *prior* to graduation, Gustavus candidates submit their applications for graduation. The Coordinator of Advising and Field Experiences and the College Registrar review the applications. This process ensures that the candidate has made plans for all required courses and field experiences. A final review, conducted by the Education Department Administrative Coordinator and the College Registrar, of the candidate’s licensure

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program occurs at the time of graduation. The candidate’s file is reviewed to verify that all program and graduation requirements have been satisfied, including coursework, field experiences, and Minnesota-required licensure examinations. Table 2.5 summarizes processes involved with completion of the program.

Table 2.5: Decision/Transition Point 5
Completion of Program

DATA	PURPOSE	WHO COLLECTS, RECORDS	WHEN COLLECTED	SUMMARIZING SHARING
Satisfactory completion of course work (including field experiences) required for graduation & licensure	Knowledge	Dept. Admin. Coordinator and College Registrar	December/May	Dept. Chair prepares a summary report on graduating class.
Passing scores on all Praxis tests required for licensure	Knowledge	Dept. Admin. Coordinator to College Registrar	December/May	

When assessments indicate a candidate is not ready to proceed to the next stage of the program, the following steps are taken:

- Candidate is informed in writing of the decision.
- Candidate will usually meet with the Department of Education Chair or the Coordinator of Advising and Field Experiences who explains the reasons for decision.
- Candidate may appeal action taken by Coordinator and/or the Department by petitioning the Department. (See Evidence Room for policy).
- Candidates may appeal these decisions in writing to the Dean of the Faculty.
- Candidate is advised of steps to be taken if s/he wishes to reapply in a later semester.
- Candidate is referred to available resources to assist in remediation.

Interventions to assist the candidate in remediation are varied and specific to the candidate’s needs. The following are examples of intervention strategies that have been used in the past:

- Identification of study guides for the Praxis examinations.
- Referral to the College’s Writing Center
- Writing workshop sessions with education faculty
- Referral to the College’s Academic Center which provides academic advising, academic support, and disability services
- Referral to the College’s Counseling Center for psychological services
- Prescriptive recommendations for college courses, e.g., communication courses, mathematics courses, writing courses
- Extended or additional field experiences
- Repetition of a course

Other Candidate Assessment

In addition to the formal assessments described above for the decision points, informal assessment of a candidate’s progress occurs throughout the program:

- Education faculty monitor and assess candidate progress during the courses they teach and during the field experiences they supervise.
- Whenever a faculty member at the College has a concern about a candidate, the faculty member can submit a Communication of Concern to the Education Department Chair. This

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communication identifies the particular professional behavior or academic performance that is of concern. (See details below).

- Education advisors (and major advisors in the secondary program) review candidate progress when mid-term and final grades are posted by the Registrar.
- Each semester, at one of its department meetings, the Education faculty reviews progress of all candidates previously admitted to the programs, as well as other candidates in education coursework.

If any of these assessments reveal that a candidate is not progressing as expected, with respect to either academic performance or professional behavior, the candidate is asked to meet with the course instructor and/or her/his advisor and/or the Department Chair.

If appropriate, a Professional Behavior Plan (PBP) and/or an Academic Performance Plan (APP) is developed that includes specific academic and/or behavior requirements, along with a target date. The candidate's progress with respect to the plan is monitored, and the plan is reviewed at the target date to determine if the candidate has satisfactorily completed it. If the candidate fails to satisfactorily complete the plan, another PBP or APP could be developed, or the candidate could be withdrawn from the program.

The assessment system used to determine admission to program, continuation in program, admission to student teaching, and completion of program has been a good predictor of candidate success. It is very rare that a candidate who has been selected for admission to the program does not satisfactorily complete the program. Selective admission began in the 1998-99 academic year. The education faculty reviews the process each year, and a college committee formally reviewed the selective admissions process during the 2002-03 academic year. It should also be noted that the success of our candidates is also due in no small part to the strong and supportive advising system in our department. Candidate progress is tracked from the time of enrollment; following admission to the program, candidates proceed through the blocked courses in cohort groups. Candidates who may be having difficulty receive support and assistance from their advisor and instructors. When needed, the department also assists the candidate in securing assistance from other college resources.

Beginning with the class of 1997, candidates in the teacher education program at Gustavus Adolphus College have been required to keep a professional portfolio. The requirements of this portfolio have evolved each year to reflect the goals of the program and the intended candidate outcomes. Although formal completion and assessment of the portfolio is not required until the student teaching semester, candidates are introduced to the process early in the program and continue to build their portfolios each semester in other education courses and field experiences. Course instructors help candidates develop mastery level artifacts as evidence for the portfolio.

All full-time faculty participate in the review and approval of candidate portfolios. This process is coordinated by the instructor of EDU 399 and is distributed over the semester in which a candidate student teaches. The candidate's portfolio must provide evidence and reflections for each of the Minnesota Standards of Effective Practice for Teachers. The assessment rubric for the portfolio has been revised several times, the most recent revisions following an informal reliability study of faculty scoring in Spring 2002 and Spring 2005. Description of the portfolio process and the current rubric used to assess the portfolio are available on-line and in the Evidence Room.

The assessment of candidate dispositions occurs throughout the teacher education program in a variety of ways. Students self-assess their professional dispositions at three of the program's decision points (above). Candidate dispositions are a part of the assessment that occurs in the education courses through observations of a candidate's work in the classroom and in group work; faculty concerns about a candidate become known in a Communication of Concern and/or at the department review of candidates that occurs near the end of each semester. Additional information about a candidate's dispositions is gathered from

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faculty recommendations when candidates apply for admission to program and for admission to the professional semester, from evaluations by cooperating teachers and college supervisors during the candidate's clinical experiences, and the candidate's portfolio.

After candidates complete their programs of study, the unit administers a graduate survey for purposes of gathering data on how to improve the operations of the programs. The graduate surveys are described in detail in Standard One and Table 2.6 summarizes the process for the graduate survey.

Table 2.6: After Completion Transition Point 6

Graduate Surveys

<u>Data</u>	<u>Purpose</u>	<u>Who Collects, Records</u>	<u>When Collected</u>	<u>Summarizing/Sharing</u>
Graduate Survey	Knowledge/Skills/Dispositions	Chair	Fall /January	Shared with Ed. Faculty at Spring Retreat.

Program Assessment

Summaries and evaluations of the candidate assessments are used to help determine the unit's effectiveness. In addition, the unit gathers other data to assist in the management and improvements of its program. The Department Chair conducts an annual survey of graduates and their principals. Candidates contribute useful information by evaluating courses in their program, the schools used for clinical experiences, the cooperating teachers, the college supervisors, and the portfolio process. Cooperating teachers are asked to assess our candidates' preparation, as well as procedures in our field experiences. The members of TEAC (P-12 personnel included) are asked to provide evaluative feedback and program suggestions at the meetings held each semester. College committees and faculty also review major program changes. Table 2.7 found in the Evidence Room details the Gustavus Education Program Assessment System.

Data Collection, Analysis, And Evaluation

Management of the assessment system is under the direction of the Department Chair, and dissemination of assessment results to accrediting agencies and interested groups is the responsibility of the Department Chair. Two other individuals have key roles in the collection and maintenance of the assessment system.

The Education Department Administrative Coordinator maintains the data files for all enrolled candidates; hard copy files contain written documents concerning each candidate, and electronic files (*FileMaker Pro*) contain complete information concerning each candidate, including all assessment data. Hard copy files include copies of formal candidate petitions and complaints, as well as written Communications of Concern, Professional Behavior Plans, and Academic Performance Plans. The Administrative Coordinator also maintains copies of data summaries, reports, and analyses. When a candidate has completed the teacher education program, the Administrative Coordinator reviews the candidate's application for licensure before forwarding it to the College Registrar for final approval.

The Coordinator of Advising and Field Experiences conducts the review of candidate files for the various decision points in the program. This review includes the collection and compilation of all data required for decisions regarding Admission to Program and Admission to the Professional Semester. Summaries of these data are given to the admissions committees and department faculty for their evaluation when making

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decisions about admission to program. The Coordinator of Advising and Field Experiences evaluates the data and makes the decisions for Admission to the Professional Semester. Candidates may appeal these decisions in writing to the Dean of the Faculty.

The Department Chair has primary responsibility for the collection, compilation, and analyses of data related to unit operations. On the basis of the summary data, the Department identifies strengths and areas in need of improvement. Minor changes within courses or field experiences can be made by Department decision. When major changes are involved, the Department seeks the counsel of the Education unit faculty and the Teacher Education Advisory Committee. Any changes to admission criteria or program requirements also require approval of the College governance committees.

Use of Data for Program Improvement

In line with our “principled practice” model, candidates and faculty are encouraged and supported in their efforts to reflect on their teaching and its impact on students. For example, by using data from regular course evaluations completed by candidates, faculty assess and revise their teaching practice. All faculty are involved in team teaching which enables them to work together in developing ways to improve their teaching and the experience for candidates. Faculty carefully monitor and assess candidate performance and, when needed, make adjustments in a candidate’s program experience.

When program evaluation indicates needed change, the process usually begins in the Department of Education. When appropriate, proposed changes are discussed with the Education unit faculty and/or the Teacher Education Advisory Council. After the proposed change has been approved by the Department of Education, it is forwarded to the College’s Curriculum Committee for consideration and approval by the College faculty.

The following are examples of some changes that have been made in response to candidate performance assessment and program evaluation:

- Reviews of the portfolio process by faculty during the pilot years indicated that more specificity was needed in the description, requirements, and rubric in order to more effectively evaluate if candidates were meeting the Minnesota Standards of Effective Practice and the program goals. However, students wanted some choice in how they represented themselves and their teaching in the portfolio. The current portfolio process requires students to provide evidence for each of the standards, but students are free to choose which of three indicators they will address for each standard. A new rubric was developed to meet the revised portfolio requirements. An informal study conducted in Spring 2002 revealed a low reliability for the scoring rubric, which resulted in several revisions. An inter-rater reliability study was conducted again the Spring 2005.
- Graduate surveys – Education faculty review data from the survey at the annual Spring retreat and develop an action plan based on an analysis of the data. As an example, recent input from graduates resulted in minor changes to the pre-professional semester practicum for secondary students. The methods block practicum for secondary students was lengthened as a result of feedback from candidates, faculty, and cooperating teachers.
- No change in the admission criteria and procedures was deemed necessary after review by the Education unit faculty in 2002-03.
- Regular review of our candidates’ pass rates on the licensure tests required in Minnesota have not indicated any need for change.
- To ensure that all candidates are fully prepared to teach in middle school grades, the student teaching experience has been structured in two seven-week blocks. Elementary education candidates have one experience in lower elementary grades and one from grades 5-8. Secondary candidates have one experience in a middle school and one in a high school.

Minor changes have been made to programs as a result of regular and systematic review of the data. Several recent examples include modifications to the Senior Seminar (addition of .25 credit for the portfolio, and elimination of the service learning component), and the rejoining of the ART, Physical

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Education, and Health Education courses. Other examples of recent changes include extending the secondary methods practicum, and modifying the Reading the Content Area course to include additional reading and ESL strategies. The processes of gathering and analyzing data, and subsequently modifying program are continual.