

# A Community of Teachers Portfolio Handbook



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**INDIANA UNIVERSITY**  
SCHOOL OF EDUCATION

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## **Portfolio Expectations**

### **1. Subject Matter**

Our teacher candidates will demonstrate their knowledge of and commitment to subject matter through their teaching.

### **2. Teaching Reading and Writing**

Our teacher candidates will demonstrate that they can effectively incorporate reading, writing, and thinking activities into their day-to-day instruction.

### **3. Individual Development**

Our teacher candidates will demonstrate that they understand the cultural, physical, cognitive, psychological, and social-emotional dimensions of their students' development.

### **4. Curriculum Development**

Our teacher candidates will demonstrate that they can critically review learning materials and develop curricula appropriate for their students.

### **5. Instructional Strategies**

Our teacher candidates will demonstrate that they can employ a variety of instructional approaches in developing their students' critical thinking, problem-solving, and inquiry abilities and that they understand how to integrate technology effectively into their instruction.

### **6. Self-Directed Learning**

Our teacher candidates will demonstrate that they can help students take responsibility for their own learning and develop a sense of influence in the world around them.

### **7. Diverse Learners**

Our teacher candidates will demonstrate an ability to work effectively with students who have diverse abilities and/or special needs, and to personalize their students' learning by working with them and their families to develop individually meaningful learning programs.

### **8. Classroom Management & Community**

Our teacher candidates will demonstrate that they can effectively employ a variety of approaches in designing and managing daily classroom routines and fostering a sense of community among their students.

### **9. Learning from Others**

Our teacher candidates will demonstrate that they can facilitate their students' learning in a variety of group situations

10. Multicultural Understanding

Our teacher candidates will demonstrate that they can function effectively in multicultural settings, including rural and urban environments

11. Evaluating Students' Learning

Our teacher candidates will demonstrate that they can independently and systematically gather and analyze information regarding their students' performance in school and that they can employ a variety of assessment tools and strategies to evaluate their students' work.

12. School and Community Specialists

Our teacher candidates will demonstrate responsiveness to their students' specific needs by seeking the help of school specialists and community resources when appropriate.

13. Collaboration

Our teacher candidates will demonstrate that they have interpersonal skills related to working with other key stakeholders (e.g. parents, colleagues, and members of the larger community) in the education of their students.

14. Professional Growth

Our teacher candidates will demonstrate that they are committed to ongoing professional growth, asking questions about their teaching and their students' learning and finding ways to answer those questions.

15. Expressing Convictions

Our teacher candidates will demonstrate that they support human rights, can participate in salient debates on major social issues and can respond thoughtfully and appropriately when controversial issues arise in the classroom. They will also demonstrate that they can create a classroom climate that encourages similar behavior in their students.

16. *For #16, students will choose either (A) or (B). Any newly created expectations will be designated as additional options for #16.*

(A) Extracurricular Activities

Our teacher candidates will demonstrate their dedication to roles and responsibilities outside the instructional school day.

(B) Equity and School Law

Our teacher candidates will demonstrate that they can provide their students with a fair and equitable education based upon their knowledge of school policies as well as state and federal legislation that affect their students' well-being as individuals within the school system.

## INTASC and CEC Standards Alignment with Portfolio

A Community of Teachers' Portfolio Expectations are aligned with both the INTASC standards and CEC Initial Preparation Standards, as well as Indiana's Ten Principles of Performance.

### INTASC Standards

A Community of Teachers (CoT) prepares teachers to empower individuals through creating personal learning settings, and learning opportunities that connect to life experiences. CoT acts on these values by providing its teacher candidates with similar learning environments during their preparation. In addition to accumulating course credits, completion of the program requires students to demonstrate, whenever possible, their actual performance as teachers in school settings. In accordance with the state of Indiana's ten principles of performance, which aligns with the Interstate New Teacher Assessment Standards Consortium (INTASC) standards, we expect our teacher candidates to demonstrate the following abilities:

- I. The teacher understands the central concepts, tools of inquiry, and structures of their discipline(s) and can create learning experiences that make these aspects of subject matter meaningful for students.
  - Expectation 1: Subject Matter
  - Expectation 2: Teaching Reading and Writing
  - Expectation 4: Curriculum Development
  - Expectation 14: Professional Growth
  
- II. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
  - Expectation 3: Individual Development
  - Expectation 6: Self-Directed Learners
  - Expectation 16: Extracurricular Activities
  
- III. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
  - Expectation 7: Diverse Learners
  - Expectation 10: Multicultural Understanding
  - Expectation 12: School and Community Specialists
  
- IV. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
  - Expectation 5: Instructional Strategies
  
- V. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
  - Expectation 8: Classroom Management and Community
  
- VI. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
  - Expectation 6: Self-Directed Learning
  - Expectation 9: Learning from Others
  
- VII. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
  - Expectation 4: Curriculum Development

- VIII. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.  
Expectation 11: Evaluating Students' Learning
- IX. The teacher is a reflective practitioner who continually evaluates the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.  
Expectation 14: Professional Growth  
Expectation 15: Expressing Convictions
- X. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.  
Expectation 13: Collaboration  
Expectation 16: Equity and School Law

### **CEC Initial Preparation Standards**

In order to ensure that special educators are well-prepared for today's classrooms, we have integrated Council for Exceptional Children (CEC) Initial Preparation Standards onto the CoT Portfolio. Although knowledge, skills and dispositions essential for special educators can be found in all the expectations within this portfolio, there are some that are more specific to special educators. Others may not make explicit reference to special education but are nevertheless closely tied to the CEC standards.

1. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.  
Expectation 1: Subject Matter  
Expectation 3: Individual Development  
Expectation 7: Diverse Learners  
Expectation 10: Multicultural Understanding
2. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.  
Expectation 3: Individual Development  
Expectation 5: Instructional Strategies  
Expectation 7: Diverse Learners  
Expectation 8: Classroom Management and Community  
Expectation 12: School and Community Specialists  
Expectation 13: Collaboration
3. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.  
Expectation 1: Subject Matter  
Expectation 3: Individual Development  
Expectation 4: Curriculum Development  
Expectation 5: Instructional Strategies  
Expectation 7: Diverse Learners

4. Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

Expectation 11: Evaluating Students Learning

Expectation 12: School and Community Specialists

Expectation 13: Collaboration

5. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Expectation 2: Teaching Reading and Writing

Expectation 4: Curriculum Development

Expectation 5: Instructional Strategies

Expectation 13: Collaboration

6. Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Expectation 10: Multicultural Understanding

Expectation 13: Collaboration

Expectation 14: Professional Growth

Expectation 15: Expressing Convictions

Expectation 16b: Equity and School Law

7. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Expectation 12: School and Community Specialists

Expectation 13: Collaboration

## Designing the Portfolio

CoT candidates develop design ideas for their Portfolios in many ways, certainly through the feedback they get from CoT Seminar colleagues and faculty coordinators on some of their early submissions and from examining the Portfolios of more experienced CoT candidates. As you design your Portfolio, we recommend that you consider how best to respond to four central issues: who your audience will be, what form will best communicate who you are as a teacher to that audience, the level of clarity you can develop to communicate your ideas, and the submission procedures the faculty asks that you follow at several points during your tenure in CoT.

### Audience

Your Portfolio is your Portfolio but it also needs to communicate who you are and what you have accomplished to others. CoT candidates sometimes assume that their faculty coordinator is their only audience. That person will probably come to know you better than anyone else in the School of Education; consequently, the burden of portraying your capabilities to that person is small. Your Seminar leader also knows the program and its concept of a Portfolio very well. Others who may read your Portfolio do not have that perspective. We recommend that you consider these other possible audiences as you present your information:

- **The Second Reader.** Once your faculty facilitator approves all 16 of your Expectations he or she will forward the Portfolio to another CoT faculty member who will act as a second reader. (Both faculty members must approve the Portfolio for you to be licensed.) The second reader obviously knows the program quite well but may not know you. Present your materials in a manner that allows another person to get to know you.
- **A School Principal or Hiring Committee.** We recommend that you consider making your Portfolio available to someone who is considering hiring you as a teacher. Some CoT candidates develop a condensed version of their whole Portfolio--what is often called a presentation portfolio—for this purpose. Assume that these people not only do not know you, but also do not know the program. CoT itself has been a major selling point for many CoT candidates when they have interviewed for teaching positions. People who don't know the program need to know more about an Expectation than just its title. (More on this point below.)

### Form

CoT candidates have presented their evidence in a number of forms. Most students complete an e-portfolio through Google Sites, though you can create an e-portfolio through another site. The CoT program created an e-portfolio template in Google Sites to enable this process for students. Please consult with your seminar leader about their Individual expectations for this online portfolio.

### Level of Clarity

The friendlier that you can make the reading of your Portfolio the more favorable the impression it will make on your various audiences. Particularly for readers who are strangers to the program, please develop a standardized format for an introductory page to each of your Expectations. The number and title of the Expectation, its statement, and its rationale are all basic information that will help an outside evaluator understand the context of your evidence. We also recommend that the format allows you to list and annotate the evidence you're offering, the context in which it was acquired, and why you think it is appropriate to this Expectation.



## **Reflections**

One of the more challenging aspects of the portfolio for some is writing reflections. Items to consider when writing your reflections for each portfolio expectation:

- **What?**  
Discuss the rationale for the evidence you include and how it relates to the expectation.  
Provide a description of the evidence. What is this expectation about to you?
- **So What?**  
What does this evidence mean? Why is it important? What have you learned from it? How is it connected to learning to teach?
- **Now What?**  
Build from the “so what” to consider what you might do with this information or knowledge.  
What does the future look like related to this topic, issue, or skill you discuss in your reflection?  
How might it impact your future teaching and/or life? Collaborative relationships?  
Choices? Approach to curriculum development?

## **Planning When to Complete Expectations**

- Consider your future coursework as you plan to complete portfolio expectations. If you have a course on instructional strategies next semester you may want to hold off on expectations that relate to this topic.
- Consider what evidence you already have from accomplishments or experiences in your life.  
Plan to complete expectations that are built around these accomplishments. Even things you did while in high school can count!

Save EVERYTHING! Create a file system (ideally with Google Drive or IU Box) to keep track of possible evidence you could include in a portfolio expectation. File the evidence in a folder and begin to work on expectations that have a few pieces of evidence collected.

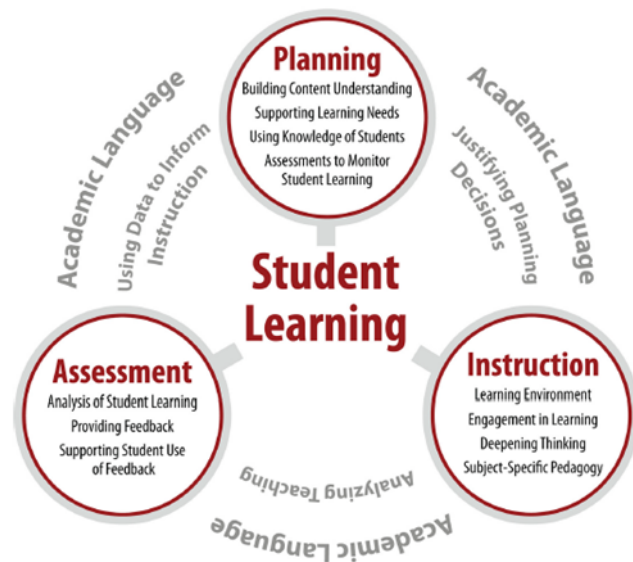
## **edTPA Assessment toward Portfolio Expectation Completion (revised 11/15/18)**

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Starting Fall 2018, all students seeking initial licensure via the Community of Teachers program will complete the edTPA. The Teacher Performance Assessment requires that teacher candidates select a series of learners in collaboration with their mentor to develop and teach lessons. Lessons are designed to meet the needs of learner(s) and their academic curriculum. Applicants submit lesson plans, videos of instruction, assessments of student learning, and a reflective commentary to edTPA.

Activities completed for edTPA may be used to fulfill evidence requirements for the following expectations:

- Subject Matter (#1)
- Individual Development (#3)
- Curriculum Development (#4)
- Instructional Strategies (#5)
- Self-Directed Learning (#6)
- Diverse Learners (#7)
- Classroom Management and Community (#8)
- Evaluating Students' Learning (#11)
- School and Community Specialists (#12) (possibly)



In order to apply work from edTPA to the CoT portfolio, candidates must earn Substantial Progress (SP) on the expectation prior to their student teaching. The evidence collected for edTPA may be used for the CoT portfolio along with an accompanying commentary (what, so what, now what).

What's in it for CoT Teacher Candidates?

- Additional credibility based on a nationalized standard
- Evidence to fulfill requirements for several portfolio expectations (up to nine of them)
- Additional practice and support in creating lesson plans and assessments
- Feedback on teaching ability from an objective observer

Supports from both the Community of Teachers and the Office of Teacher Education will guide your process.

## **A Note for Special Educators**

In order to ensure that special educators are well prepared for today's classrooms, we have mapped the standards outlined by the Council for Exceptional Children (CEC) onto the **CoT** Portfolio. Although knowledge, skills and dispositions essential for special educators can be found in all the expectations within this portfolio, there are some that have been updated with material specific to special educators. Others may not make explicit reference to special education but are nevertheless closely tied to the CEC standards. The following expectations are of particular importance to special educators. Those marked with an asterisk (\*) explicitly reference to issues in special education.

Subject Matter\* (#1)

Teaching Reading and Writing\*(#2)

Individual Development\* (#3)

Curriculum Development (#4)

Self-Directed Learners (#6)

Diverse Learners\*(#7)

Classroom Management and Community\*(#8)

Multicultural Understanding (#10)

Evaluating Students' Learning\*(#11)

School and Community Specialists\*(#12)

Collaboration\* (#13)

Equity and School Law\*(#16b)

## License Additions

This option is for students who already hold a teaching license in the state of Indiana. To complete an additional license, students will participate in mentorship under a mentor teacher in their new content area and complete the following 8 portfolio expectations focused on the content area they are adding based on Indiana standards. Students will not be required to student teach again.

Required Portfolio Expectations:

**#2: *Teaching Reading and Writing.*** Our teacher candidates will demonstrate that they can effectively incorporate reading, writing, and thinking activities into their day-to-day instruction.

**#3: *Individual Development.*** Our teacher candidates will be able to demonstrate that they understand the cultural, physical, cognitive, psychological, and social-emotional dimensions of their students' development.

**#5: *Instructional Strategies.*** Teaching for Problem-Solving. Our teacher candidates will demonstrate that they can develop their students' critical thinking, decision-making, and inquiry abilities, and that they can employ a variety of instructional approaches. Our teacher candidates will demonstrate that they can use state-of-the-art communication and information technologies to enhance their teaching.

**#7: *Diverse Learners.*** Our teacher candidates will demonstrate that they can teach effectively students with diverse abilities and/or special needs. Our teacher candidates will demonstrate that they can personalize the learning of their students by working with them and their families to develop individually meaningful learning programs.

**#8: *Classroom Management & Community.*** Our teacher candidates will demonstrate that they can employ a variety of approaches to foster a sense of community within the groups of students with which they work. Our teacher candidates will demonstrate that they can employ a variety of approaches to design and manage daily classroom routines.

**#10: *Multicultural Understanding.*** Our teacher candidates will demonstrate that they can teach effectively in multicultural settings.

**#11: *Evaluating Students' Learning.*** Our teacher candidates will demonstrate that they can systematically and thoughtfully gather information regarding their students' performance in school. Our teacher candidates will demonstrate that they can employ a variety of assessment tools and strategies to evaluate their students' work.

**#13: *Collaboration.*** Our teacher candidates will demonstrate that they can build sound relationships with parents and other family members to enlist them as allies in promoting the learning of their children. Our teacher candidates will demonstrate that they can collaborate with colleagues and other professionals to the benefit of their students. Our teacher candidates will demonstrate that they can directly and constructively resolve interpersonal problems and conflicts with colleagues.

## A Word About Rubrics

CoT's overarching Portfolio rubric has been developed to enable CoT faculty, Mentor Teachers, and CoT Seminar colleagues to provide constructive feedback and ultimately to determine a teacher candidate's readiness to enter the profession (and apply for licensure). Rubrics represent a framework for evaluating a teacher candidate's evidence as it is presented in a Portfolio. Equally important, they become a useful mechanism for communicating the standards of the program to those outside the CoT community, including the Indiana Professional Standards Board, which determines whether we should be allowed to grant teaching licenses in Indiana, and the National Association of Colleges of Teacher Education, the national accrediting body that must approve our programs.

Evidence is evaluated across three dimensions: Sources of Evidence, Context, and Coherence and Reflection.

- **Sources of Evidence** are experiences, compiled artifacts, comments captured from others, and personal statements. Who or what is telling us about events that have occurred and how credible a source of information is it?
- **Contexts** are places where the experiences occur which lead to evidence. Some contexts, for example teaching that you are doing in a middle school or high school, are much more convincing places to collect evidence. Less convincing contexts would be places such as non-school settings, mentoring another person, formal presentations or participation at a meeting, and class assignments or presentations within a university course.
- **Coherence and Reflection** addresses two related ideas. Coherence is the sense of connectedness of one's experiences and evidence within an Expectation and across the Portfolio. Reflection is the thoughtfulness about elements of one's teaching. Together, the two ideas enable the reader of the Portfolio to build a picture of the teacher candidate.

CoT rubrics contain three levels of performance: Formative, Substantial Progress, and Ready to Teach. They represent the stages of a journey or progression, aiming to capture the developmental process of a teacher candidate as they engage in the portfolio process.

A CoT teacher candidate will be recommended for licensure when all 16 Program Expectations are evaluated as being at least at the "Ready to Teach" level on each of the three dimensions of the rubric.

## A Community of Teachers Evaluating Evidence for the Portfolio

	<u>Source of Information</u>	<u>Context of the Evidence</u>	<u>Coherence and Reflection</u>
More Compelling	<p>Self-evident products such as videotapes, term papers (for verbal communication).</p> <p>Spontaneous events that are captured in some credible manner that connotes a successful response.</p> <p>Curricula or materials that you develop and use in a school, including an evaluation of how it worked.</p> <p>Curricula or materials that you develop but never try out in a school.</p>	<p>Real experience in actual school settings with real kids where you are in charge.</p> <p>College teaching where you are in charge.</p> <p>Other teaching-related settings with adolescents in groups (coaching, church work, camp work, etc.).</p> <p>Helping experiences with one child or adolescent.</p>	<p>Reflecting in substantive essays that present your views on each of the Expectations.</p> <p>Providing a narrative of your development as a teacher.</p> <p>Providing some sort of overview of yourself as a teacher, something similar to a professional profile.</p> <p>Providing a clear summary of the major activities and projects which you have developed or participated in as a part of your teaching.</p>
Moderately Compelling	<p>Unsolicited comments (notes, letters, email messages) from teachers and school administrators.</p> <p>Solicited Mentor Teacher’s testimonials.</p> <p>Unsolicited comments (notes, letters, email messages) from professors and instructors.</p> <p>Your Seminar leader’s comments about your work.</p> <p>Unsolicited comments (notes, letters, email messages) from other CoTers.</p> <p>Your narrative of an activity, accompanied by someone else’s evaluation of how well it worked.</p> <p>A reflective essay on a topic</p>	<p>Other teaching-related settings with children in groups (camp counseling, day care, etc.).</p> <p>Helping experiences with one younger child (but probably not babysitting).</p> <p>Long term participation in a professional association.</p> <p>Formal presentations at professional meetings (conferences, workshops, etc.)</p> <p>Formal presentations at non-professional meetings.</p>	<p>Providing an effective, consistently-formatted introduction to each Expectation that goes beyond a simple list of the contents of the folder; it explains why this information fits this Expectation.</p> <p>Incorporating an effective system for cross-referencing evidence that supports more than one Expectation.</p> <p>Organizing all of your evidence into a consistent, easy to use (from the reader’s perspective) format.</p>
Less Compelling	<p>Your narrative of an activity, accompanied by evidence that it actually happened (e.g., photos, materials).</p> <p>Your narrative of an activity, accompanied (only) by your evaluation of how well it worked.</p> <p>Materials developed by others that you have adapted.</p>	<p>Products of on-campus assignments (except for Subject Matter).</p> <p>Attendance only at professional meetings, workshops, lectures, etc.</p>	<p>Developing a clear, consistent organization of evidence throughout the Portfolio that clearly delineates each Expectation, and perhaps each of the ten categories of Expectations.</p>

# Expectation 1: Subject Matter

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Our teacher candidates will demonstrate their knowledge of and commitment to subject matter through their teaching.

## Rationale

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Teachers must know what they teach and they must strive to convey their excitement about their subject matter and demonstrate its relevance to students' lives. To do so, teachers should know their subject matter, new developments in their field, and ways to connect their subject matter to their students' lives. They should value their content area openly, displaying their own excitement of its possibilities and applications. Finally, they should be able to relate their subject matter to other disciplines, perhaps by teaching in thematic or interdisciplinary contexts with colleagues in other content areas.

## Elaboration

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### What This Expectation Is

- A place to make the case that you “know your stuff” as a mathematician, chemist, special educator or artist.
- A way to show how you maintain current knowledge of your subject area.
- An opportunity to demonstrate that you can think flexibly about the concepts and practices of your discipline when creating dynamic curricular units and learning engagements.
- An opportunity to demonstrate that you can respond to student needs and interests while remaining true to your subject area.
- A vehicle by which you can show your passion for teaching and learning about your subject.

### What This Expectation Is *Not*

- A place to demonstrate how well you teach your subject.

## Outcomes

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### What You Should Know

- You should know your major subject area in-depth.
- You should know something of your area's history and its development as a separate discipline.
- You should know the major methods of inquiry that are regularly used to answer questions raised by your discipline.
- You should know the latest research and developments within your field.
- You must understand the foundation of the field, including history, policy and major concepts related to disability. (Special Education)

### What You Should Value

- You should value your subject area and be energized by its ideas.
- You should value unique methods and opportunities for relating your subject matter to your students.
- You should value how your subject area impacts your students.

### What You Should Be Able to Do

- You should be able to convey excitement of your subject matter to your students and make

learning meaningful.

- You should be able to explain to your students why your area is important to *you*.
- You should be able to help your students establish their own appreciation of your subject area and why it is important to *them*.
- You should be able to relate your subject matter to contemporary life outside the covers of a textbook and the confines of the classroom.

### **Strategies**

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- Watch others teach your subject. Try to analyze what it is that engages students in learning.
- Think about how you first became excited about your subject matter and ask other CoTers in your major area the same question.
- Seek ways to make expertise in your subject more evident; make it more than a set of impressive grades on a transcript.
- Practice your subject area in your own life.
- Learn about career opportunities related to your subject area.
- Explore practical applications of your subject area that encourage your students' involvement in their community.
- Continue to learn about your subject area beyond your formal education.
- Attend conferences, workshops, and professional development opportunities related to your subject area.
- Obtain a copy of district and state standards for your subject matter.
- Join professional organizations and listservs in your discipline.

### **Evidence for the Portfolio**

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- A summary or topical listing of your resource file.
- A short position paper in which you take a strong stand for how and why your subject should be taught and what you think are its essential materials.
- A written testimonial from your Mentor Teacher or another colleague describing your depth of understanding of your subject area.
- Summaries of your students' anonymous written evaluations of your teaching.
- Samples of instructional materials that convey unusual ways in which you have taught your subject.
- Samples of personal work within your subject area accomplished outside of the classroom arena (examples may be photographs from a gallery exhibit, journal articles, community service activities, etc.)
- Academic transcripts and samples of your own academic work in your subject area, preferably with instructor's comments included.
- An annotated bibliography of books and articles you have read in your subject area.
- An annotated list of conferences and workshops attended in your subject area.
- Samples of student work which reflect their growing interest the subject area.
- Demonstrations that show your understanding of your district's curriculum framework and state standards for your subject area.



## Suggested Readings

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- Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for Teaching: What makes it special? *Journal of Teacher Education*, 59(5), 389-409.
- Friend, M. (2010). *Special education: Contemporary perspectives for school professionals* (3<sup>rd</sup> ed ). New York: Pearson.
- Fiske, E.B. (1991). *Smart schools, smart kids: Why do some schools work?* New York: Simon and Schuster.
- Levine, E. (2002). *One kid at a time: Big lessons from a small school*. New York: Teachers College Press.
- Sizer, T. R. (1992). *Horace's school: Redesigning the American high school*. New York: Houghton Mifflin.
- Sizer, T. R. (2004). *Horace's compromise: The dilemma of the American high school*. New York: Houghton Mifflin. [http://books.google.com/books?hl=en&lr=&id=2XH-BIKg\\_UwC&oi=fnd&pg=PR6&dq=Horace%E2%80%99s+school:+Redesigning+the+American+high+school&ots=PgJB27X3Yv&sig=vDEhfuafv8aJXTaOteUaF\\_4oa\\_Y#v=onepage&q=Horace%E2%80%99s%20school%3A%20Redesigning%20the%20American%20high%20school&f=false](http://books.google.com/books?hl=en&lr=&id=2XH-BIKg_UwC&oi=fnd&pg=PR6&dq=Horace%E2%80%99s+school:+Redesigning+the+American+high+school&ots=PgJB27X3Yv&sig=vDEhfuafv8aJXTaOteUaF_4oa_Y#v=onepage&q=Horace%E2%80%99s%20school%3A%20Redesigning%20the%20American%20high%20school&f=false)

Suggested journals and websites:

- Common Core State Standards Initiative: <http://www.corestandards.org/>
- What Works Clearinghouse (Evidence for what works for education): <http://ies.ed.gov/ncee/wwc/>
- National Council of Teachers of Mathematics: <http://www.nctm.org/>
- United Federation of Teachers: <http://www.uft.org/committees/atss>



## **Expectation 2S: Teaching Reading and Writing**

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Our teacher candidates will demonstrate that they can effectively incorporate reading, writing, and thinking activities into their day-to-day instruction.

### **Rationale**

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Language is an important medium of teaching and learning. By interacting with students and encouraging them to interact with one another through reading, writing, speaking, and listening, teachers are able to analyze how students learn and help them to communicate more effectively. Through engagement in reading and writing activities, students have to reflect on the content of their activities. As facilitators of this reflective interaction, teachers should know the theories and research findings that indicate that activities involving reading, writing, and critical thinking promote better understanding and encourage students to improve these skills. They should value the importance of reinforcing reading, writing, and critical thinking, thereby helping their students to pursue their own individual interests. They should be able to provide students with opportunities to engage in reading, writing, and thinking about stimulating subject matter in their day-to-day activities.

### **Elaboration**

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#### **What This Expectation Is**

- This Expectation requires you to provide evidence that demonstrates how you help students use strategies to read the texts of your courses. You are expected to show how reading and writing enhance or are essential to learning in your classroom and how your instructional approaches will ultimately improve your students' reading and writing.

#### **What this Expectation Is Not**

- This Expectation is not the place to demonstrate how well *you* communicate verbally.

### **Outcomes**

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#### **What You Should Know**

- You should know and understand the reading process and how it works.
- You should know the key models or theories of reading instruction.
- You should know the relationship between reading and writing.
- You should know a variety of available print materials, including textbooks and trade books.
- You should know a variety of strategies for evaluating your students' performance and diagnosing their abilities in reading and writing.
- You should know the impact of language development and listening comprehension on academic and nonacademic learning of individuals with disabilities. (Special Education)

#### **What You Should Value**

- You should value reading and writing as skills so central to everyday activities that all teachers must help students master these skills.
- You should value the integral connection between reading and writing instruction for all content areas.

#### **What You Should Be Able to Do**

- You should be able to promote lifelong, efficient and enthusiastic reading through content area literacy instruction.

- You should be able to plan thematic units that integrate reading and writing.
- You should be able to communicate to your students the integral connection between reading and writing to promote lifelong learning.
- You should be able to help a student with a reading or writing problem in a manner that doesn't embarrass or demean him or her.
- You should be able to identify and teach essential concepts, vocabulary and spelling, and content across the general curriculum. (Special Education)
- You should be able to implement systematic instruction to teach accuracy, fluency and comprehension in content area reading and written language. (Special Education)

### **Strategies**

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- Take M464 or L517, negotiating with your instructor to complete as much as possible of the course's requirements in your field setting.
- Plan a unit of instruction in which reading and writing play major roles; incorporate into the unit several ways to help students improve their skills in these areas.
- Identify one student who has skill deficiencies in reading or writing and jointly design a way to help that student improve.
- Identify a situation in which you have taught others to read and write more effectively.
- Identify a situation in which you uncovered a person's joy in reading and writing and thus facilitated their lifelong learning.

### **Evidence for the Portfolio**

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- Journal entries of your work to help a student's reading and writing improve.
- A video of you helping students with their reading or writing.
- Documentation of your helping children improve their reading and writing by assisting them with homework or other school assignments.
- Documentation of your helping adults improve their reading and writing by tutoring in a community literacy program.
- A short paper explaining your position on the teaching of reading in your content area.
- Summaries of curriculum materials that incorporate reading and writing which you have developed.
- Statements from your students regarding their confidence in their own writing abilities.

### **Suggested Reading**

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- Atwell, N. (1998). *In the middle: New understandings about writing, reading, and learning* (2nd ed.). Portsmouth, NH: Heinemann.
- Atwell, N. (2007). *The reading zone: How to help kids become skilled, passionate, habitual, critical readers*. New York: Scholastic.
- Brozo, W. (2011). *RTI and the adolescent reader: Responsive literacy instruction in secondary schools (Middle and high school)*. New York: Teachers College Press.
- Donahue, D. (2003). Reading across the great divide: English and math teachers apprentice one another as readers and disciplinary insiders. *Journal of Adolescent & Adult Literacy*, 47(1), 24-37.

- Finn, P. J. (1999). *Literacy with an attitude: Educating working-class children in their own self-interest*. Albany, NY: SUNY Press.
- Grahan, S., MacArthur, C. A., & Fitzgerald, J. (2013). *Best practice in writing instruction (2<sup>nd</sup> ed)*. New York: The Guilford Press.  
[http://books.google.com/books?hl=en&lr=&id=2C\\_y5Wx7x-8C&oi=fnd&pg=PP1&dq=teaching+reading+and+writing&ots=fidewON0hh&sig=YTbPZ1ygBUA70FbPK-c3ESwPvMU#v=onepage&q=teaching%20reading%20and%20writing&f=false](http://books.google.com/books?hl=en&lr=&id=2C_y5Wx7x-8C&oi=fnd&pg=PP1&dq=teaching+reading+and+writing&ots=fidewON0hh&sig=YTbPZ1ygBUA70FbPK-c3ESwPvMU#v=onepage&q=teaching%20reading%20and%20writing&f=false)
- Franzak, J. K. (2006). Zoom: A review of the literature on marginalized adolescent readers, literacy theory, and policy implications. *Review of Educational Research*, 76(2), 209-248.
- Greenleaf, C.L. Schoenback, R., Cziko, C & Muller, F.L. (2001). Apprenticing adolescent readers to academic literacy. *Harvard Educational Review*, 79-129.
- Rubenstein, S. (1998). *Go public: Encouraging student writers to publish*. Urbana, IL: National Council of Teachers of English.

### **Suggested journals and websites:**

- Journal for Adolescent and Adult Literacy:  
<http://www.jstor.org/action/showPublication?journalCode=jadoladullite>
- Reading Teacher (Journal):  
[http://kg6ek7cq2b.search.serialssolutions.com/?V=1.0&N=100&tab=ALL&L=KG6EK7CQ2B&S=A\\_T\\_B&C=reading+teacher](http://kg6ek7cq2b.search.serialssolutions.com/?V=1.0&N=100&tab=ALL&L=KG6EK7CQ2B&S=A_T_B&C=reading+teacher)
- Read Write Think (International reading association: access to high quality practices in language arts instruction): <http://www.readwritethink.org/about/>



# Expectation 2E: Teaching Reading and Writing

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Our teacher candidates will demonstrate that they can effectively incorporate reading, writing, and thinking activities into their day-to-day instruction.

## Rationale

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Language is an important medium of teaching and learning. By interacting with students and encouraging them to interact with each other through reading, writing, speaking, and listening, teachers are able to analyze how students learn and help them to communicate more effectively. Through engagement in reading and writing activities, students have to reflect on the content of their activities. As facilitators of this reflective interaction, teachers should know the theories and research findings that indicate that activities involving reading, writing, and critical thinking promote better understanding and encourage students to improve these skills. They should value the importance of reinforcing reading, writing, and critical thinking, thereby helping their students to pursue their own individual interests. They should be able to provide students with opportunities to engage in reading, writing, and thinking about stimulating subject matter in their day-to-day activities.

## Elaboration

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### What This Expectation Is

- This Expectation requires you to provide evidence that demonstrates how you help students use strategies to read the texts of your courses. You are expected to show how reading and writing enhance or are essential to learning in your classroom and how your instructional approaches will ultimately improve your students' reading and writing.

### What this Expectation Is *Not*

- This Expectation is not the place to demonstrate how well *you* communicate verbally.; other Expectations—**6.1: Verbal Communication**, for example—maybe be more appropriate locations for that evidence.

## Outcomes

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### What You Should Know

- You should know and understand the reading process and how it works.
- You should know strategies that incorporate explicit instruction of reading components, including but not limited to: Reading Comprehension, Vocabulary, Phonemic Awareness, Phonics, and Fluency.
- You should know strategies that incorporate explicit instruction of writing components, including but not limited to: Genres of writing, the Writing Process, and Grammar and Usage.
- You should know the key models or theories of reading instruction.
- You should know the relationship between reading and writing.
- You should know a variety of available print materials, including textbooks and trade books.
- You should know a variety of strategies for evaluating your students' performance and diagnosing their abilities in reading and writing.
- You should know the impact of language development and listening comprehension on academic and nonacademic learning of individuals with disabilities. (Special Education).

### **What You Should Value**

- You should value reading and writing as skills so central to everyday activities that all teachers must help students master these skills.
- You should value the integral connection between reading and writing instruction for all content areas.
- You should value different approaches to reading and writing, including implicit and explicit instruction.

### **What You Should Be Able to Do**

- You should be able to promote lifelong, efficient and enthusiastic reading through content area literacy instruction.
- You should be able to plan thematic units that integrate reading and writing.
- You should be able to communicate to your students the integral connection between reading and writing to promote lifelong learning.
- You should be able to help a student with a reading or writing problem in a manner that doesn't embarrass or demean him or her.
- You should be able to understand content within the general education curriculum, and identify specific concepts and strategies related to reading and writing to meet the needs of all learners. (Special Education)
- You should be able to implement direct instruction to teach accuracy, fluency and comprehension in content area reading and written language. (Special Education)

### **Strategies**

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- Take M464 or L517, negotiating with your instructor to complete as much as possible of the course's requirements in your field setting.
- Plan a unit of instruction in which reading and writing play major roles; incorporate into the unit several ways to help students improve their skills in these areas.
- Identify one student who is struggling in the area of reading or writing and design an intervention utilizing explicit instruction to help that student improve.
- Identify a situation in which you have taught others to read and write more effectively.
- Identify a situation in which you uncovered a person's joy in reading and writing and thus facilitated their lifelong learning.

### **Evidence for the Portfolio**

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- Journal entries of your work that incorporates the use of explicit instruction, to help a student's reading and writing improve.
- A video of you helping students with their reading or writing.
- Documentation of your helping children improve their reading and writing by assisting them with homework or other school assignments.
- Documentation of your helping adults improve their reading and writing by tutoring in a community literacy program.
- A short paper explaining your position on the teaching of reading in your content area.
- Summaries of curriculum materials that incorporate reading and writing which you have developed.



- Statements from your students regarding their confidence in their own writing abilities.
- Summary of an intervention used to teach a small or large group of students.

### **Suggested Reading**

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- Atwell, N. (1998). *In the middle: New understandings about writing, reading, and learning* (2nd ed.). Portsmouth, NH: Heinemann.
- Bursuck, W. D., & Damer, M. (2007). *Teaching reading to students who are risk or have disabilities: A multi-tier approach* (2nd ed.). Boston: Pearson.
- Calkins, L. (1995). *The art of teaching writing*. Portsmouth, NH: Heinemann.
- Finn, P. J. (1999). *Literacy with an attitude: Educating working-class children in their own self-interest*. Albany, NY: SUNY Press.
- Fountas, I. (1996). *Guided reading: Good first teaching for all children grades K-3*. Portsmouth, NH: Heinemann.
- Fountas, I. & Pinnell, G. S. (2001). *Guiding readers and writers grades 3-6*. Portsmouth, NH: Heinemann.
- Graham, S., MacArthur, C. A., & Fitzgerald, J. (2013). *Best practice in writing instruction* (2<sup>nd</sup> ed). New York: The Guilford Press.  
[http://books.google.com/books?hl=en&lr=&id=2C\\_y5Wx7x-8C&oi=fnd&pg=PP1&dq=teaching+reading+and+writing&ots=fidewON0hh&sig=YTbPZ1ygBUA70FbPK-c3ESwPvMU#v=onepage&q=teaching%20reading%20and%20writing&f=false](http://books.google.com/books?hl=en&lr=&id=2C_y5Wx7x-8C&oi=fnd&pg=PP1&dq=teaching+reading+and+writing&ots=fidewON0hh&sig=YTbPZ1ygBUA70FbPK-c3ESwPvMU#v=onepage&q=teaching%20reading%20and%20writing&f=false)
- Greenleaf, C.L. Schoenback, R., Cziko, C & Muller, F.L. (2001). Apprenticing adolescent readers to academic literacy. *Harvard Educational Review*, 79-129.
- Hulme, C., & Snowling, M. (2013). Learning to read: What we know and what we need to understand better. *Child Development Perspectives*, 7(1), 1-5.
- Rubenstein, S. (1998). *Go public: Encouraging student writers to publish*. Urbana, IL: National Council of Teachers of English

### Suggested journals and websites:

- Reading Teacher (Journal):  
[http://kg6ek7cq2b.search.serialssolutions.com/?V=1.0&N=100&tab=ALL&L=KG6EK7CQ2B&S=A\\_T\\_B&C=reading+teacher](http://kg6ek7cq2b.search.serialssolutions.com/?V=1.0&N=100&tab=ALL&L=KG6EK7CQ2B&S=A_T_B&C=reading+teacher)
- Read Write Think (International reading association: access to high quality practices in language arts instruction): <http://www.readwritethink.org/about/>



## Expectation 3: Individual Development

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Our teacher candidates will demonstrate that they understand the cultural, physical, cognitive, psychological, and social-emotional dimensions of their students' development.

### Rationale

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Theory is an important guide to practice. Teachers should know several theories of child and adolescent development and understand the influence of developmental characteristics on behavior. To be effective, a teacher must understand and acknowledge the uniqueness of each student and value their individuality, how they differ physically, cognitively, socially, and emotionally. A teacher must be able to identify the level of each student's self-esteem and his or her need for psychological and social support.

### Elaboration

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#### What this Expectation Is

- An opportunity to demonstrate that you know what makes students "tick."
- An opportunity to demonstrate that you have the knowledge and expertise to adapt your teaching to an individual student's interests, needs and even fears about performing in school.

#### What this Expectation Is Not

- An opportunity simply to tell stories of student behavior without describing appropriate responses and interventions.
- An opportunity to discuss your own professional development. (The appropriate place for this is **Expectation 14: Professional Growth**).

### Outcomes

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#### What You Should Know

- You should know the emotional and physical changes associated with puberty.
- You should know the changing patterns of social interaction of childhood and adolescence.
- You should know the various learning styles.
- You should know the various personality types.
- You should know various influential theories of child and adolescent development, including moral and cognitive development theories.
- You should know different frameworks for individualizing education.
- You should know and identify self-destructive behavior (e.g., eating disorders, depression, suicide, etc.).

#### What You Should Value

- You should value each individual's unique efforts to achieve and be successful.
- You should value all students as interesting challenges that can lead to a better understanding of yourself as a teacher and a human being.
- You should value and respect the student's cultural heritage and his or her sense of self-worth.

#### What You Should Be Able to Do

- You should be able to identify your students' respective levels of physical, cognitive, social, and moral development.

- You should be able to help students understand their individual and unique needs as well as their own strengths and weaknesses.
- You should be able to help students strike a healthy balance between obstinate self-indulgence and unquestioning conformity.
- You should be able to develop, ideally in concert with a student, individualized instructional approaches to his or her specific learning experiences.
- You should be able to empower students to find appropriate ways to satisfy unmet individual needs.

### **Strategies**

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- Build a profile of one willing student; describe the student's development across various dimensions. The profile may include learning style preferences, personality type, interests, etc.
- Conduct a case study on one or two students who are posing a substantial challenge to your Mentor Teacher and discuss how they function as students and coach them on more constructive ways to function in school.
- With the guidance of your Mentor Teacher, design an individualized activity that can be implemented with one student.
- Be a good listener; take advantage of any opportunity to informally collect a student's view of how his/her education could be modified to better fit needs and interests.
- Get involved with students in informal settings (sports, clubs, trips, etc.) where you can get to know them as individuals.
- Discuss with your Mentor Teacher the problem of meeting individual needs; volunteer to provide increased attention and instruction to the students who have specific needs in each class.
- Examine a variety of assessment instruments that are designed to measure individual characteristics.

### **Evidence for the Portfolio**

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- Journal entries that describe how an individual student has developed.
- A short paper describing a teaching experience which was tailored to individual students.
- A written testimonial from a Mentor Teacher who has seen you respond effectively to individual differences.
- Summaries of individualized curriculum materials which you have developed.
- Samples of instructional materials that you have created that adapt to individual students.
- A written statement of your philosophy regarding individualized education.
- A paper analyzing one area of child or adolescent development.

### **Suggested Reading**

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- Berk, L. (2008). *Child development (8<sup>th</sup> ed.)*. Boston: Pearson.
- Davies, D. (2010). *Child development: A practitioner's guide (3<sup>rd</sup> ed.)*. NY: The Guilford Press.
- Flavell, J., Miller, P., & Miller, S. (2002). *Cognitive development (4th ed.)*. Englewood, NJ: Prentice Hall.
- Gilligan, C. (1993). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.

- Gurian, M., & Henley P. (2010). *Boys and girls learn differently: A guide for teachers and parents*(10<sup>th</sup> ed.). San Francisco: Josey-Bass.
- Gurian, M. & Ballew, A.C. (2003). *The boys and girls learn differently action guide for teachers*. San Francisco; Josey-Bass.
- Nakkula, M. J., & Toshalis, E. (2006). *Understanding youth: Adolescent development for educators*. Boston: Harvard Educational Pub Group.
- Roeser, R.W., Eccles, J.S. & Sameroff, A. J. (2000). School as a context of early adolescents' academic and social-emotional development: A summary of research finding. *The Elementary School Journal*, 100(5), 443 – 471.
- Sameroff, A. (2010). A unified theory of development: a dialectic integration of nature and nurture. *Child Development*, 81(1), 6-22.
- Yatvin, J. (2004). *A room with a differentiated view: How to serve all children as individual learners*. Portsmouth, NH: Heinemann.

Suggested journals and websites:

- Child Development Perspective: [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1750-8606](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1750-8606)
- RTI Action Network:  
<http://www.rtinetwork.org/essential/tieredinstruction/tier3/consideringtier3>



## Expectation 4: Curriculum Development

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Our teacher candidates will demonstrate that they can critically review learning materials and develop curricula appropriate for their students.

### Rationale

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Curricula that teachers receive are not tailored to the needs and interests of their particular students. Good teachers develop the ability to *adapt* what is given—what may even be required of them—so that it makes sense and is of value to their students. They must, at times, also seek additional resources to enrich their teaching, particularly given the diversity of students in our public schools. Teachers should know how to develop (and revise) their own curriculum units and learning materials, thinking carefully about their class as a whole, the individual needs of their students, and the culture of their school community. And, in all their classroom-, department-, and school-work, they should value mastering content as opposed to covering content—emphasizing depth of understanding over breadth of coverage. They should be able to connect curricula and material to previous learning experiences, to individual student needs and interests, to other disciplines and real-world contexts, and to meet state and national standards. Therefore, teachers should be able to modify existing curricula, to use textbooks and other instructional materials meaningfully, and to align their curricula to state and national standards.

### Elaboration

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#### What This Expectation Is

- Evidence should show that you are aware of students' previous learning experiences and can connect your curricula to it. Students should be able to make the connection between past learning experiences and current lessons.
- An opportunity to build interdisciplinary approaches to teaching and learning.
- An opportunity to show you are aware of the diverse learning needs and styles of students and can adapt curricular plans to support this diversity in the classroom.
- An opportunity to demonstrate you can develop a coherent sequence of lesson plans for a unit of study.
- An opportunity to demonstrate that you have knowledge of the kinds of materials that are available in your teaching area.
- An opportunity to demonstrate that you can create your own materials.
- An opportunity to demonstrate that you can select from and/or adapt others' materials.

#### What This Expectation Is Not

- Ensure that your Portfolio is *not* a resources file; be selective about how much of the work of others you include in this Expectation.
- This Expectation is not a place for curriculum materials developed or adapted by others for your use.

### Outcomes

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#### What You Should Know

- You should know a variety of sources that are available in your teaching area that regularly contain information about up-to-date materials, for example those materials that might supplement a textbook.
- You should know the kinds of materials that engage diverse learners in their learning process and how to find and develop them for specific activities.
- You should know that curriculum can be defined at several levels, including what you plan, what you teach, and what students learn.
- You should know that all curricula convey both implicit and explicit messages to students and that

what gets left out of a curriculum and its standard materials (e.g., textbooks) may be as important—and perhaps more interesting—than what is included.

- You should know the range of different purposes that a curriculum can serve: helping students develop cognitive skills, transmitting cultural heritage, fostering personal meaning, developing life skills, preparing them for their lives outside of the classroom, etc.
- You should know how unit plans of various kinds are constructed.
- You should know that the textbook is not the curriculum.
- You should know the state and national standards for your subject areas, and you should know ways to align your own teaching objectives and content to those standards.
- You should know how to enrich your curriculum for all students and not limit yourself to just “covering” the standards.
- You should know the skills students must possess to pass high-stakes tests.

### **What You Should Value**

- You should value “real world” activities and materials that can be rich supplements to more standard printed materials.
- You should value non-textbook or multi-text approaches as useful methods of instruction.
- You should value a healthy skepticism of packaged materials.
- You should value innovation, questioning what is routine or often unquestioned.
- You should value the development of interdisciplinary approaches, particularly those that help your students encounter real-world circumstances. You should value your own teaching objectives, as well as student-driven learning objectives, and state and national standards.
- You should value the diverse ways teachers design and implement curriculum and the opportunity to learn from those teachers.
- You should value depth of understanding over breadth of coverage.

### **What You Should Be Able to Do**

- You should be able to draw upon a variety of materials that represent various forms of media and/or learning styles.
- You should be able to design your own curriculum unit from scratch without the use of adopted texts or other “canned” curricula.
- You should be able to design and write a complete and coherent set of lesson plans that others could use if needed.
- You should be able to evaluate the educational significance of your curriculum and other learning materials.
- You should be able to adapt existing learning materials to your students’ individual learning needs and develop new engaging and meaningful materials to fit those needs.
- You should be able to connect your curricula and learning materials to students’ previous learning experiences so that they easily make connection between past and current lessons.
- You should be able to seek your students’ input on a unit plan that you are developing.
- You should be able to work with other teachers to develop learning experiences that integrate and connect your respective disciplines and to develop the scope and sequence of your curriculum.

### **Strategies**

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- Look for and attend workshops that introduce teachers to free and inexpensive materials and that offer suggestions on how to use such materials in the classroom.
- Ask your Mentor or colleagues where supplementary materials can be found.
- Plan your lessons so that your instruction extends beyond simply going over the textbook.
- Consider your students or their families as possible sources of materials that have the



potential to make strong connections between your subject and your local community.

- Participate on a textbook adoption committee either at the building or district level and seek other opportunities to work on curriculum development at your field site and beyond.
- Ask your Mentor and/or other colleagues where to find appropriate leveled instructional materials for students with special needs.
- Locate catalogues and contact sources for innovative instructional materials from educational vendors.
- Locate sites appropriate for field trips and experiential learning.
- Design, write, and implement a curricular unit at your field site and have your students evaluate it and give you in put on how to tailor it to their own needs and interests.
- Suggest to your Mentor Teacher that you share the responsibilities of developing a curriculum unit that will be used in your classes. Document your share of the work on the unit, perhaps through a testimonial letter from your Mentor Teacher.
- Seek permission of instructors of your special methods and reading methods courses to shape assignments related to this Expectation so that they might provide more powerful evidence for your Portfolio.
- Attend how-to sessions on curriculum development at professional meetings.
- Critique how well the description of a course you will teach at your field site aligns with state and national standards and to your own learning objectives. (Write a course description if one does not exist.)
- Critique how useful the syllabus for a course you will be teaching is to students, parents, and you. (Write the syllabus if one does not exist.)
- Collaborate with another teacher and someone in the community to develop a service learning activity (see also Expectation **10: Collaboration**).
- Observe and critique other teachers' approaches to curriculum development.

### **Evidence for the Portfolio**

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- Index card files or electronic databases of sources for curricular materials.
- Sample lesson plans in which you use a variety of instructional materials, both adapted and created.
- A letter from building or district administrator indicating your participation in a textbook adoption process.
- Develop a list of materials that you find appropriate for students with special needs and demonstrate how these materials were used in educational settings.
- Annotated list of internet sites used in lesson development which encouraged independent work.
- Have a colleague or Mentor observe you teaching using new learning materials with students.
- Take a field trip with students to a public or college library and discuss the different features and resource types these libraries offer. Students may obtain library cards.
- Make a “wish list” of instructional materials you would like to use in your classroom along with rationales for their use.
- Actual curriculum units and learning materials you have adapted or developed; include evaluations of their effectiveness from students and your summary and reflections on those evaluations.
- Your written adaptations of others' curricular materials along with rationales.
- A journal of your thoughts and reflections as you've worked with others—teachers and/or your students—to develop a common unit.
- Written testimonials of those who have collaborated with you in developing curricula and your summaries and reflections of these collaborative efforts.

- A critique of how well a course you teach aligns with state and national standards and your learning objectives.
- Video of student learning of a unit you designed with an explanation and reflection.
- Authentic Assessment of student performance.

### **Suggested Reading**

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- Ainsworth, L. (2011). *Rigorous Curriculum Design: How to create curricular units of study that align standards, instruction, and assessment*. Englewood, Colorado: Lead+Learn Press.
- Carl, A. E. (2009). *Teacher empowerment through curriculum development: theory into practice*. Juta Academic.
- Linkon, S.L. (Ed.). (1999). *Teaching working class*. Amherst, MA:University of Massachusetts Press.
- Marsh, C. (2009). *Key concepts for understanding curriculum*. NY: Routledge.
- Oliva, P. F., & Gordon II, W. R. (2012). *Developing the curriculum (8<sup>th</sup> ed.)*. Boston: Pearson.
- Shor, I. (1992). *Empowering education: Critical teaching/or social change*. Chicago: University of Chicago Press.
- Wiles, J.W. & Bondi, J.C. (2010). *Curriculum development: A guide to practice (8<sup>th</sup> ed.)*. Boston: pearson.

### **Suggested journals and websites:**

- Journal of Curriculum Studies: <http://www.tandfonline.com/loi/tcus20>
- Association for Supervision and Curriculum Development: <http://www.ascd.org/Default.aspx>
- Center for research on learning and teaching:  
<http://www.crlt.umich.edu/assessment/curriculumdesign>
- CAST (Universal design for learning): <http://www.cast.org/udl/>
- RTI Action Network : <http://www.rtinetwork.org/essential/tieredinstruction/tier3/consideringtier3>



## Expectation 5: Instructional Strategies

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Our teacher candidates will demonstrate that they can employ a variety of instructional approaches in developing their students' critical thinking, problem-solving, and inquiry abilities and that they understand how to integrate technology effectively into their instruction.

### Rationale

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Teachers must recognize that each learner differs in regard to learning styles, strengths, and needs. Teachers, therefore, should be able to employ a variety of instructional approaches, including those that use technology to adapt the educational environment to individual students' diverse learning needs. Teachers should also recognize that their students are active, critical processors of information and co-creators of knowledge. Accordingly, teachers should know instructional strategies that help to foster active learners and a life-long love of learning. Teachers should know the dynamics of fostering critical thinking and problem-solving processes in their students and know how to help students make connections to the subject area being studied. Teachers should value a good question as much as a good answer and work to develop a climate of inquiry in their classrooms, connecting learning to real world problems in their larger communities.

### Elaboration

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#### What This Expectation Is

- An opportunity to show that you know a variety of instructional strategies which demonstrate various ways to foster student learning and engagement.
- An opportunity to demonstrate that you do not simply follow one classroom routine and that several kinds of activities occur in a given class period.
- One way to build evidence for this Expectation may be to engage your students in solving real world problems outside of the classroom and the textbook. Placing them in circumstances in the community in which they must function much as adults are highly appropriate activities for this Expectation.
- Another way to build evidence for this Expectation is to describe situations in which you have taught individuals to solve real world problems.
- An opportunity to demonstrate powerful ways to use technology in the classroom to foster students learning.

#### What This Expectation Is *Not*

- Activities in which students primarily answer recall and comprehension questions and use lower-level thinking skills will not provide appropriate evidence for satisfying this Expectation.
- This is not a repository for materials that have been developed by others.
- A mere listing of web sites used to gather lesson plans, course materials, and tests for use in the classroom.

### Outcomes

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#### What You Should Know

- You should know the relationship between instructional strategies and students' learning styles.
- You should know a wide variety of instructional approaches, understand the strengths and weaknesses of each, and recognize how to use them effectively.

- You should know basic technological concepts and operations and how to integrate them into instructional strategies.
- You should know general problem-solving models and key theories of inquiry approaches (i.e., Socratic seminar, debate, etc).
- You should know several standard sources of ideas for posing problem situations to individual students or to groups of students.

#### **What You Should Value**

- You should value the importance of individualized instructional approaches and the idea that it is the teacher's responsibility to reach all students by using instructional approaches appropriate to their needs and abilities.
- You should value rigorous standards but multiple ways to achieve them.
- You should value giving students more control of their learning as they gain knowledge and experience. You should value real-world problem situations as learning opportunities.
- You should value process as much as content.
- You should value information technologies as powerful allies in your effort to bring information and students together.
- You should value the appropriate use of technology and strive to model its use.
- You should value opportunities for collaborative learning projects via the Internet and distance education.

#### **What You Should Be Able to Do**

- You should be able to identify students' learning styles and capabilities in order to match them with appropriate instructional strategies.
- You should be able to assess the needs and achievements of individuals and groups in order to present them with relevant and personal learning experiences.
- You should be able to help students translate their ideas into action.
- You should be able to devise problem situations that are centrally situated in your subject matter and that integrate knowledge and skills from several of the curriculum's traditional disciplines.
- You should be able to recognize students' confusion as they encounter new ideas and thought processes.
- You should be able to identify students' learning styles and capabilities in order to match them with appropriate instructional strategies.
- You should be able to collect and utilize existing materials and develop and revise new materials that will complement your instructional strategies and aid your development of students' critical thinking, problem-solving, and inquiry abilities.
- You should be able to use technology in a variety of teaching contexts and toward the creation of a variety of educational experiences.
- You should be able to introduce your students to new ways of accessing and critically evaluating information.

#### **Strategies**

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- Exploit and teach to your students' passions. Figure out a way to present students with problems that take advantage of their natural need to know more.
- Collect from various sources problems that you can adapt to your subject matter area and organize them as a resource file.
- Be ready to "fill" leftover portions of class time with various kinds of mind-teasers or puzzles; the students need not solve the problem in class; let them take the question away

- with them to consider in idle moments until the next class.
- Get your students involved in community service projects in which they think critically about and try to solve community problems.
- Design a curriculum unit that addresses a current social or environmental issue.
- Continually challenge yourself by adding new activities for your students (e.g., small groups, one-on-one, large settings) that focus on higher order thinking and reasoning. Document these different strategies.
- Review relevant literature on current research on instructional approaches.
- Take a general methods course or attend a professional development seminar.
- Design a curriculum unit for a class demonstrating appropriate use of various instructional strategies.
- Teach a unit in which you match students' learning style preferences (e.g., concrete sequential) with appropriate instructional strategies.
- Observe and participate in a variety of school settings that use varying teaching approaches.
- Observe several teachers' use of different learning strategies and styles.
- Become a proficient user of technology yourself; make it a familiar part of the ways in which you deal with information.
- Incorporate technology into your teaching. For example, create electronic forums for class discussions, email assignments to students and have them submit their work through email, create and use a webpage for your class or subject area, encourage the use of technology in student projects, etc.

### **Evidence for the Portfolio**

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- A list of the problems you've encountered and developed into a resource file.
- A written testimonial from a colleague or Mentor Teacher who has seen you design and effectively lead an inquiry activity.
- Documentation of you teaching in real settings outside the school.
- A list of student-generated inquiries with explanations and reflections.
- A reflective essay describing a situation from your past work experiences in which you led a team in solving a work-related problem.
- A curriculum unit you implemented that addresses current social or environmental issues and evidence of student products from this unit.
- A reflective summary of instructional approaches that you have actually used with students.
- Samples of instructional materials that you have created which incorporate many different instructional approaches.
- Student evaluations that demonstrate that you offer a wide variety of approaches in your teaching.
- Observational feedback from administrators, department heads, colleagues, your Mentor Teacher, or a student's family member that comment on the variety of materials and methods you use.
- A log of the variety of ways in which you have used technology in your various teaching opportunities.
- Electronic files of *all* your Portfolio entries so that you can easily revise them as your presentation skills increase and your standards for your own work become more rigorous.
- Samples of students' work that are technology based.
- Examples of your incorporation of technology into your instruction, assignments, etc. and reflections from both you and your students on the value of technology to students' learning.
- Locations of lesson plan websites that are most beneficial to your teaching.

### **Suggested Reading**

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- Bonk, C.J., & King, K.S. (Eds.). (1998). *Electronic collaborators: Learner centered technologies for literacy, apprenticeship, and discourse*. Mahwah, NJ: Erlbaum.

- Buehl, D. (2009). *Classroom strategies for interactive learning (3<sup>rd</sup> ed.)*. Newark, DE: International Reading Association.
- Copeland, M. (2005). *Socratic circles: Fostering critical and creative thinking in middle and high school*. Stenhouse Publishers.
- Coil, C. (2007). *Successful teaching in the differentiated classroom*. Marion, IL.: Pieces of Learning publishing.
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- Eisner, E. W. (2002). *The arts and the creation of mind*. New Haven: Yale University Press.
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- Hoover, J. J. (2013). *Linking assessment to instruction in multi-tiered models: A teacher's guide to selecting, reading, writing, and mathematics intervention*. Boston: Pearson.
- McGregor, D. (2007). *Developing thinking; developing learning: A guide to thinking skills in education*. England: Open University Press. [electronic resource]
- Mitchell, D. (2007) *What really works in special and inclusive education: Using evidence-based teaching strategies*. New York: Routledge.
- Phillips, D.C. & Soltis, J. (1998). *Perspectives on learning (3<sup>rd</sup> ed.)*. New York: Teachers College Press.
- Pierson, M.E. (2001). Technology integration practice as a function of pedagogical expertise. *Journal of Research on Technology in Education*, 33 (4).
- Sandall, S., Schwartz, I., & Hemmeter, M. (2008). *Building blocks for teaching preschoolers with special needs*. Baltimore, Maryland: Paul H. Brookes.
- Tan, Ai-Girl. (2007). *Creativity: A handbook for teachers*. World Scientific.
- Thompson, J. G. (2007). *The first-year teacher's survival guide (2<sup>nd</sup> ed.)*. San Francisco, CA.: Jossey-Bass.
- Vaughn, S., Bos, C., & Schumm, J. (2014). *Teaching students who are exceptional, diverse, and at risk in the general education classroom (6th Ed.)*. Boston, MA: Pearson.
- Wong, H. K., & Wong, R. T. (2009). *The first days of school: how to be an effective teacher (4<sup>th</sup> ed.)*. Mountain View, CA.: Harry K. Wong Publications.

Suggested journals and websites:

- K-12 Internet resource center: <http://www.k12irc.org/>
- Teaching channel (great teaching, inspiring classrooms): [https://www.teachingchannel.org/videos?landing\\_page=General+Teacher+Videos+Landing+Page&gclid=COjQlpXu37cCFWJlMgodsVwAVA](https://www.teachingchannel.org/videos?landing_page=General+Teacher+Videos+Landing+Page&gclid=COjQlpXu37cCFWJlMgodsVwAVA)
- CEC Evidence-based resources: [http://www.cec.sped.org/Standards/Evidence-Based-Practice-Resources-Original?sc\\_lang=en](http://www.cec.sped.org/Standards/Evidence-Based-Practice-Resources-Original?sc_lang=en)
- CAST (Universal design for learning): <http://www.cast.org/udl/>
- National Center on Accessible Instructional Materials: [http://aim.cast.org/learn/e-resources/accessibility\\_resources](http://aim.cast.org/learn/e-resources/accessibility_resources)
- International Society for Technology in Education: <http://www.iste.org/learn/resources>
- Intervention in School and Clinic: <http://isc.sagepub.com/>

- RTI Action Network:  
<http://www.rtinetwork.org/essential/tieredinstruction/tier3/consideringtier3>
- What Works Clearinghouse (Evidence for what works for education):  
<http://ies.ed.gov/ncee/wwc/>
- Teaching First (Beginning teacher helps): <http://www.teachingfirst.net/BegTeacher.htm>





## Expectation 6: Self-Directed Learning

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Our teacher candidates will demonstrate that they can help students take responsibility for their own learning and develop a sense of influence in the world around them.

### Rationale

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A major tenet of a democratic society is the belief that people can and should be trusted to make those decisions that directly affect them and that they can act collectively to shape their society. Education should prepare students for this critical role. In order for it to do so, teachers must prepare and empower their students to make those decisions that most affect their school lives and to take responsibility for consequences arising from those decisions. They should value democratic processes and the importance of having students practice them regularly, and they should be able to empower students to come together to accept responsibility for their learning. Further, teachers should value independent thinking and behavior and help their students recognize that it is not the agenda of teachers or society alone that count in schools. Often, this requires teachers to give up some of the authority that they and administrators often deem necessary. Finally, teachers should know how to foster a measure of independence and self-direction in their students that enables them to structure their own learning activities to the degree commensurate with their development.

### Elaboration

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#### What this Expectation Is

- This expectation may include learning activities that students design for themselves or implement largely on their own.
- This Expectation requires that you give up some of the authority that many teachers and administrators deem necessary.
- Activities outside of the school such as a service-learning project designed by the students can provide evidence of self-directed learning and student empowerment.

#### What this Expectation Is *Not*

- Students' learning activities that result from *your* direction are not appropriate evidence here. Ask yourself, how has the student *designed* and carried out the project? Simply allowing students to pick the topic for an assignment is not sufficient as evidence for this Expectation.
- Merely offering students choices but still dictating what is to be done does *not* produce evidence appropriate to this Expectation. Letting students determine (with the teacher functioning as a facilitator) the best way to learn is the key.

### Outcomes

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#### What You Should Know

- You should know how self-directed learning can be promoted in schools and through various curricular approaches, while also being aware of the implications and possible objections to its promotion in schools.
- You should know different ways of providing students with opportunities to make decisions in the classroom and in other settings.
- You should know different ways of fostering independent behavior in your students, while still providing them with enough structure and direction to do so.
- You should know pedagogical approaches that help empower students to influence the world around them.

#### What You Should Value

- You should value the empowerment of students and the task of fostering their independence of

thought and behavior.

- You should value the ideas and approaches prominent in a self-directed learning environment.
- You should value the risk inherent to students in designing their own learning opportunities and support their successes as well as their failures.
- You should value professional development opportunities that deal with self-directed learning and empowering students.
- You should value democratic processes and the importance of providing students with opportunities to practice them regularly.
- You should value supporting your students as co-facilitators as their levels of responsibility develop.

### **What You Should Be Able to Do**

- You should be able to judge when an individual student is best served by independently solving his or her own problems and when it is necessary to provide needed assistance.
- You should be able to thoughtfully and tactfully articulate the rationale behind the development of self-directed learning experiences to all interested parties.
- You should be able to evaluate when self-directed learning is not meeting the students' educational needs and, in such instances, seek other ways to empower students.
- You should be able to help students make responsible decisions as contributing members of their school community.
- You should be able to help students remove barriers that prevent them from making legitimate decisions, acting upon those decisions, and accepting responsibility for their own actions.
- You should be able to view students as capable, valuable, and responsible citizens, and allow them to provide input concerning their learning.

### **Strategies**

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- Discuss the topic of student-structured activities with your Mentor Teacher; what has worked for him or her in the past?
- Seek out one or more students who are ready to strike out on their own and ask your mentor's permission to help them devise individual projects that allow them to learn more about their individual interests.
- Seek out a student who appears disengaged and find out what his or her out-of-school interests are and whether he or she would like to learn more about the topic; ask your mentor's permission to help the student devise an individual project that allows her or him to learn more about that interest; be sure to follow up regularly to make sure that the student hasn't stalled because of some obstacle.
- Provide a wide variety of learning experiences to allow students to grasp (and perhaps adapt) some of the possibilities available to them. In so doing, help students understand more about what empowers their learning and how to build upon their learning styles.
- Promote a problem-based learning environment that allows students wide leeway in determining the best approach to solve the problem and getting the most out of the learning experience.
- Discuss the possibilities of student involvement in decision-making with your Mentor Teacher.
- Develop a curriculum unit in which your students are involved in decision-making at all

levels of the planning.

- Help your students form governance committees or councils responsible for democratic decision-making in the classroom regarding issues such as rules, assignments, content and celebrations.
- Once trust has been established, encourage students to bring problems to the group and find ways to solve them.

### **Evidence for the Portfolio**

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- Journal entries in which you reflect on one or more efforts to encourage your students to direct their own learning.
- A written testimonial from a student who feels more empowered because of his or her work with you.
- Samples of curriculum materials or assignments which you and/or your students have developed which encouraged self-directed learning and effectively empowered your students.
- End-of-project student evaluations that identify the strengths and weaknesses of the project and your summary of and reflections on these evaluations.
- Mentor's evaluation of self-directed learning activities observed in your classroom.
- Feedback from parents regarding students' progress and achievement as a result of their self-directed activities.
- Journal entries that document students' feelings about empowerment.
- An anecdotal description of you engaging your students in a project that empowered them to function effectively and responsibly in improving a social condition in their school or community.
- A written testimonial from a Mentor Teacher who has seen you effectively empower your students.
- Photographs or video of a student or group of students engaged in a project, for example, a service learning project along with critical reflections about its outcomes.
- Summaries of appropriate curricular materials which you have developed that encourage students to extend their influence and perhaps fulfill more mature, responsible roles.
- A reflection on facilitating a student's IEP or transition meeting, focusing on the student's role and responsibility in the process.

### **Suggested Reading**

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- Apple, M.W., & Beane, J.A. (Eds). *Democratic schools*. (1995). Alexandria, VA: Association for Supervision and Curriculum Development.
- Areglado, R. J. et al (1996). *Learning for life: Creating classrooms for self-directed learning*. Thousand Oaks, CA: Corwin Press, Inc.
- Cipolle, S. (2010). *Service-Learning and Social Justice: Engaging Students in Social Change*. United Kingdom: Bowman and Littlefield.
- Duncan-Andrade, J. & Morrell, E. (2008). *The art of critical pedagogy*. New York: Peter Lang Publishing.
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- Gutmann, A. (1999). *Democratic education* (Rev. ed.). Princeton, NJ: Princeton University Press.
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- Jennings, L. B., Parra-Medina, D. M., Hilfinger-Messias, D. K., & McLoughlin, K. (2006).

Toward a critical social theory of youth empowerment. *Journal of Community Practice*, 14(1-2), 31-55.

- Stockall, N. (2011). Cooperative groups: Engaging elementary students with pragmatic language impairments. *Teaching Exceptional Children*, 44(2), 18-25.

Suggested Websites:

- National Service Learning Clearinghouse: <http://www.servicelearning.org/slice>



## Expectation 7: Diverse Learners

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Our teacher candidates will demonstrate an ability to work effectively with students who have diverse abilities and/or special needs, and to personalize their students' learning by working with them and their families to develop individually meaningful learning programs.

### Rationale

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The reality of today's typical public school classroom is that it contains students with diverse abilities and learning needs. Society's aspirations for integration, inclusion, and equal access place complex demands on teachers. While few schools achieve the goal of individualizing the learning of all their students, many teachers develop individualized modes of instruction in their own classrooms. Yet, teachers must also work to personalize, and not just to individualize, a student's education. This takes learning a step further by helping a student to design ways of learning that can carry great meaning for him or her. Teachers should know how personalization differs from individualizing and how different structures enable students to emphasize their interests and use their strengths. Teachers should value their students' preferences and strengths as determinants of what will be learned and how to engage in this learning. They should be able to help their students develop personal, meaningful, and appropriate ways of learning. In many instances, such personalization of students' education will mean dealing effectively with and giving special attention to those students who are formally defined as students with disabilities or other special needs.

### Elaboration

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#### What this Expectation Is

- This Expectation is related to **Expectation 2: Individual Development**; both require you to adapt to individual students; a teaching activity will sometimes provide good evidence for both Expectations.
- This is an opportunity to share your expertise and experiences in working with or teaching students with disabilities and other special needs.
- This is an opportunity to demonstrate your ability to identify and meet the needs of students with different intelligences and learning styles.
- An opportunity to respond to the individual differences noted in your students.
- An opportunity to involve parents in personalizing the learning of their children.
- An opportunity to go beyond individualizing instruction or altering the pace of instruction for different students. It typically entails understanding the personal experiences, unique interests, learning strengths and weaknesses of an individual student.

#### What this Expectation Is Not

- This Expectation is not solely a matter of working with students identified as having disabilities or other special needs.
- Provision of a variety of approaches to instruction for all students, which is more appropriately the domain of **Expectation 5: Instructional Strategies**.

### Outcomes

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#### What You Should Know

- You should know federal and state laws requiring free and appropriate instruction for all students, especially those with disabilities.
- You should know what an Individual Education Plan (IEP) is and how it is used.

- You should know how to recognize the diversity of learning needs and styles and match instructional approaches to these in ways that increase access to the curriculum for all.
- You should know that students differ in vision, hearing, speech, coordination, talents, language, culture, emotions, and sexual orientation.
- You should know strategies to modify or adapt instruction to increase access to curriculum for all.
- You should know ways to reduce negative aspects of labeling and stereotyping.
- You should know your limitations in meeting individual needs and how to ask for help.
- from/collaborate with school professionals and parents to provide for personalized learning opportunities.
- You should know how current research on intelligence and brain function affect pedagogy.
- You should know a variety of mechanisms for gathering information from and about your students (interviews, observations, conversations with family members and other school personnel).
- You should know several constructs for differentiating learning style preferences and personality types.
- You should know your role in the development and implementation of IEPs. In addition, you should know how to use this information to assist in personalizing the learning of a student with an IEP.
- You should know the forms of individualization and personalization of learning that are being used at your field-site and that are used in schools generally. In addition, you should have ideas for how to adapt/expand on these to address a specific student's needs and preferences.

### **What You Should Value**

- You should value the strengths and potential each student brings to the classroom and the advantages of including students with diverse abilities and backgrounds into the ongoing life of the classroom.
- You should value each student's right and ability to learn.
- You should value personalized educational settings enough to be willing to expend the considerable effort that is required to foster them in schools dominated by large-group instruction.
- You should value family members' input as an integral part of personalizing their child's education.

### **What You Should Be Able To Do**

- You should be able to assess the various learning styles and needs of your students, as well as their interests, strengths and weaknesses, and to modify your instructional approaches to meet these.
- You should be able to set goals for individual students.
- You should be able to recognize differences in vision, hearing, behaviors, and attention span, and make modifications in room arrangements, seating plans, and lesson planning and implementation.
- You should be able to engage students in peer coaching or buddy systems that enable students to mentor classmates.
- You should be able to design instruction to promote awareness and acceptance of diversity and disabilities and other special learning needs.



- You should be able to develop strategies that allow individualized (direct) and personalized instruction within a heterogeneous classroom.
- You should be able to access colleagues who can provide assistance when needed.
- You should be able to break free of standard textbook approaches and allow your students to pursue projects appropriate to your subject that are of high interest to them.

### **Strategies**

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- Work intensely with one student to create a program tailored to his or her needs.
- Assist a teacher in an inclusion or self-contained setting that includes students with widely differing abilities.
- Develop a curriculum unit that is tailored to students with widely differing abilities.
- Take a course related to special needs, such as sign language.
- Review relevant literature concerning diverse learners and make a presentation to your colleagues (in the school setting or your Seminar) on the topic.
- Develop a resource file.
- Produce a drama that deals with the lives of persons with disabilities and other special needs.
- Volunteer to work with persons with disabilities and other special needs in a community setting.
- Interview and observe teachers who are adapting their lessons to the diversity in their classroom.
- Attend conferences/workshops/seminars related to diverse learners and ways of individualizing and personalizing their learning.
- Give a learning style inventory to select students and design a lesson for these students.
- Design an enrichment activity for students to discover new and expand their existing interests and hobbies.
- Provide opportunities for students of different cultures and backgrounds to enrich the classroom experience.
- Discuss with your Mentor Teacher (or another colleague) his or her experiences with individualizing and personalizing instruction.
- Propose to your Mentor Teacher that you jointly develop a major project that enables each student to pursue information in your content area that is of particular interest to him.
- Develop a field-site strategy in which each student works on an individual part of a project and you are the primary consultant to each student. Document the results.
- Collaborate and develop a plan for teaching in a personalized format the same material that a colleague is teaching through group instruction. Discuss and document the results with your mentor and colleague.
- Audit or take for credit course J511: Methods of Individualizing Instruction.
- Participate in the development of a student's Individualized Education Plan (IEP).

### **Evidence for the Portfolio**

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- Journal entries that describe your day-to-day progress in working with a student with particular learning needs.
- A video of you teaching students with widely differing needs and abilities and/or a written testimonial from a cooperating teacher who has seen you work effectively with students with

widely differing needs and abilities.

- A short paper describing an appropriate teaching experience.
- Photographs or video of you teaching students in an inclusion classroom.
- Samples of curriculum/instructional materials that you have created or adapted for students with differing needs or abilities
- Reflections on strategies used with diverse students including a discussion of outcomes and changes you would make in the future.
- Journal entries that reflect on your experiences personalizing your students' learning.
- A Unit Plan that individualizes the teaching of your subject.
- A short paper describing an experience you had when employing personalized approaches to instruction.
- A written testimonial from a Mentor Teacher, colleague, or parent who has seen you personalize some element of your instruction.
- Samples of instructional materials that you have created for individual students.
- Summaries of resource materials that incorporate personalized learning into the school environment along with your reflection on how you might use this information.
- A testimonial from a Special Education teacher indicating your level of involvement in the development of an IEP.
- An anonymous sample of an IEP on which you collaborated with others to develop and implement.

### **Suggested Reading**

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- Cartledge, G. (2009). *Diverse learners with exceptions: culturally responsive teaching in the inclusive classroom*. Upper Saddle River, NJ Pearson.
- Cole, R. (1995). *Educating everybody's children: Diverse teaching strategies for diverse learners*. ASCD.
- Gardner, Howard. (1993). *Frames of mind: The theory of multiple intelligences* (10th anniversary edition). NY: Basic Books.
- Ginsberg, D. (2003). *Raising Blaze: A mother and son's long, strange journey into Autism*. NY: HarperCollins Publishers.
- Honchell, B. & Schalz, M. (Eds.) (2007). *Literacy for diverse learners: Finding common ground in today's classrooms*. Norwood, MA: Christopher-Gordon.
- Kuder, S. J. (2008). *Teaching students with language and communication disorders* (3rd edition). Boston: Pearson.
- Raymond, E.B. (2012). *Learners with mild disabilities: A characteristics approach*. (4<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.
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- Ritchie, R. (2007). *Distributing leadership for personalizing learning*. London, New York: Network Continuum.
- Rose, P. D. & Meyer. A. (2002). *Teaching every student in the digital age: Universal design for learning* ASCD. <http://www.ascd.org/publications/books/101042.aspx>
- Snell, M. E., & Brown, F. (2010). *Instruction of students with severe disabilities*. Boston: Pearson.
- Stainback, W. & Stainback, S. (1996). *Controversial issues confronting special education: Divergent perspectives* (2nd ed.). Boston: Allyn and Bacon.

- West-Burnham, J. (2005). *Personalizing learning: Transforming education for every child*. Continuum International Publishing.

Suggested websites:

- Teaching Exceptional Children: <http://journals.cec.sped.org/tec/>
- Learning Styles: <http://www.learning-styles-online.com/inventory/>
- Support linguistically and culturally diverse learners (National Council of Teachers of English): <http://www.ncte.org/cee/positions/diverselearnersinee>
- Center for Research on Education, Diversity & Excellence (CREDE): <http://www-bcf.usc.edu/~cmmr/crede.html>



## **Expectation 8: Classroom Management and Community**

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Our teacher candidates will demonstrate that they can effectively employ a variety of approaches in designing and managing daily classroom routines and fostering a sense of community among their students.

### **Rationale**

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Classroom management and community building continue to be major tasks for teachers in most schools today. It is important that teachers have information about how to organize and manage today's diverse classrooms so as to maximize productive student learning and behavior and, just as importantly, to foster a community of which all students feel like meaningful, participating members. It's equally critical that teachers reflect and understand the values they hold around "managing" or "facilitating" a classroom and understand how to translate their personal philosophies into a plan to effectively activate learning in their classroom. Teachers should be able to see the connections between their curricular and pedagogical approach and the level of engagement or disengagement students maintain in the classroom. Teachers should know how to determine students' personal, psychological, and learning needs and how this translates into organizational, management, and community-building plans for the classroom. Teachers should value establishing positive teacher, student and peer relationships that help meet student needs and build a community from which all members feel support and to which they feel responsibility. They should be able to build communities out of the collection of students with which they work, in part by responding effectively to inappropriate student behavior and by encouraging students to examine their behavior in itself and in relation to the community.

### **Elaboration**

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#### **What this Expectation Is**

- An opportunity to demonstrate that you can develop students who define and accept their own roles as contributing members of a classroom/school community.
- An opportunity to demonstrate the ability to foster relationships with students and between students.
- An opportunity to demonstrate knowledge of how effective lesson planning and teaching methods contribute to a sense of community and/or student engagement.
- A way to illustrate your knowledge and experience in creating a positive classroom environment and community.
- A way to demonstrate your knowledge and understanding of classroom procedures and rules and how these contribute to the functioning of the classroom.
- An opportunity for you to analyze the ways in which your Community of Teachers experience has informed your thinking about fostering classroom community.

#### **What this Expectation Is Not**

- A "play-book" of how to respond to misbehaviors.

### **Outcomes**

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#### **What You Should Know**

- You should know how your values and beliefs about teaching and learning affect your views and actions around classroom management.
- You should know basic classroom management theories and strategies for all students, with and without disabilities.

- You should know how classroom behavior is influenced by the effectiveness of curriculum and pedagogy
- You should know the ways in which you and your students can turn your classrooms into learning communities.
- You should know the features that distinguish a community of learners from other classroom communities.
- You should know the values that should be shared by the teacher and students to make a community possible.
- You should know teambuilding techniques.
- You should know activities that help to foster positive relationships in the classroom.
- You should know theories of reinforcement techniques for all students' successful participation in the classroom environment.
- You should know models and theories of deviance and behavior problems for students with disabilities. (Special Education)
- You should know strategies for crisis prevention and intervention.

### **What You Should Value**

- You should value classroom settings that are comfortable, relaxed, caring, and safe places in which students feel a sense of acceptance, belonging, and responsibility.
- You should value the differences represented by individuals within the community and how those differences can strengthen a community.
- You should value empowering students to understand and be actively involved in classroom management.
- You should value the importance of supporting students' social skill development.

### **What You Should Be Able To Do**

- You should be able to develop and maintain a relaxed, caring, and safe environment in which students are encouraged to take risks and turn failures into learning experiences
- You should be able to identify (and maximize) the extent to which your students experience a sense of community or belonging in your teaching setting.
- You should be able to promote a sense of community or belonging in which your students are committed to the learning community and its values.
- You should be able to provide physical and emotional support to your students.
- You should be able to identify and promote shared beliefs and values that give your group a unique identity.
- You should be able to recognize—and help your students to recognize—that their classrooms are learning communities that take time and effort to develop
- You should be able to modify the learning environment to foster positive, prosocial behaviors.
- You should be able to use effective and varied behavior management strategies.
- You should be able to design and manage daily consistent classroom routines for individuals with and without disabilities.
- You should be able to collaborate with other colleagues and parents to foster positive prosocial behaviors in struggling students.
- You should be able to plan and use the least intensive behavior management strategy and environmental modifications consistent with the needs of the individual with exceptional learning

needs. (Special Education)

- You should be able to design and implement a functional behavior assessment for any student who requires that level of intervention. (Special Education)

### **Strategies**

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- Reflect on your philosophical beliefs about teaching and learning and how these relate to your approach to classroom management and community building.
- Read opposing texts on classroom management and creating a sense of community in the classroom. Write a position paper that articulates your convictions about management or community building.
- Help your Mentor Teacher to design and implement a classroom management system that exhibits respect for individual difference, encourages cooperation, creates a sense of belonging, empowers students, and raises positive expectations.
- Involve students in decision-making and in sharing responsibility for the conduct of the class's activities; consider, for example, developing a lesson plan with your Mentor Teacher that involves students in the creation of rules and procedures for the classroom.
- Engage students in skill instruction and activities to address social needs of individuals, small groups, or the classroom at large.
- Work with other teachers and students in small groups to establish learning communities in which members collaborate to conduct research, complete projects, or teach others in the class.
- Reflect on a situation in which you were a member of a heterogeneous group, yet you felt you were a member of a community.
- Invite students' families and other community members to participate in classroom activities and student activities when appropriate and possible.
- Engage students in team-building activities (e.g., a challenge or ropes course) and examine carefully the impact these activities have on the classroom environment and functioning.
- Analyze your classroom arrangements or those of your mentors and reflect on how the arrangement helps to support the functioning of the classroom. Consider drawing a diagram that redesigns the classroom based on your ideal set up for your future classroom.

### **Evidence for the Portfolio**

- Reflective journal entries describing your participation in classroom management strategy use and/or your own classroom management plan for your current or future classroom.
- A lesson plan around developing rules in the classroom, including a reflection on its implementation in the classroom.
- Classroom artifacts (e.g. classroom rules/procedures, lesson plans) that illustrate the construction and implementation of the classroom management plan.
- A video of your students functioning as a positive classroom unit.
- A written testimonial from a Mentor Teacher who has seen you foster a strong sense of community and self-management in a group of students.
- Summaries of teaching or group-building activities which you have developed or adapted and the procedures you foster in these activities to enhance the classroom's functioning and cohesiveness.
- Documentation of participation in some form of behavior assessment for one or more students.
- Reflective journal entries describing your connection to a community.
- A video of your students functioning as a collaborative group.

- Documentation of a community partnership you have established with your class and community members.
- Completion of a service learning project that benefits a neighborhood or community.

### **Suggested Reading**

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- Books, S. (2006). *Invisible children in the society and its schools*(3<sup>rd</sup> ed.). NY: Routledge.
- Fendler, L. (2006). Others and the Problem of Community. *Curriculum Inquiry*, 36 (3),322-326.
- Good, T. L & Brophy, J. E., (2007). *Looking in classrooms*, (10<sup>th</sup> edition). New York: Pearson.
- hooks, b. (2003). *Teacher community: A pedagogy of hope*. New York: Routledge.
- Jones, F. H. ((2007 )*Tools for teaching: Discipline, instruction, and motivation* Santa Cruz, CA: Fredric H. Jones & Associates, Inc.
- Jones, V. F. & Jones, L. (2010). *Comprehensive classroom management: Creating communities of support and solving problems*(9<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.
- Kohn, A. (2006). *Beyond Discipline: From Compliance to Community*. Alexandria, Va. ASCD.
- Mendler, A. N., & Mendler, B. D.(2012). *Power struggles: Successful techniques for educators* (2<sup>nd</sup> ed.). Bloomington, IN: Solution Tree.

### Suggested websites:

- Super Teacher Tools: <http://www.superteachertools.com/>
- The Teacher's Guide: <http://www.theteachersguide.com/classroommanagement.htm>
- Teacher Net: [http://teachers.net/mentors/classroom\\_management/](http://teachers.net/mentors/classroom_management/)
- Classroom management model (IRIS center): <http://iris.peabody.vanderbilt.edu/beh1/chalcycle.htm>
- Association of Positive Behavior Support (PBS): [http://www.apbs.org/new\\_apbs/genintro.aspx](http://www.apbs.org/new_apbs/genintro.aspx)
- Functional Behavioral Analysis (IRIS center) <http://iris.peabody.vanderbilt.edu/fba/chalcycle.htm>





## Expectation 9: Learning from Others

Our teacher candidates will demonstrate that they can facilitate their students' learning in a variety of group situations.

### Rationale

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In American society today, individuals are often expected to work with others in groups. Teachers should be able to provide their students with appropriate opportunities to learn from one another. Such an orientation requires changing their traditional teaching role from instructor to facilitator. Therefore, teachers should know a variety of effective techniques for teaching students in small groups. They should value the educational and social importance of completing common tasks through cooperative effort. They should be able to use teaching and learning techniques that develop and enhance their students' collaborative efforts.

### Elaboration

#### What this Expectation Is

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- Demonstrating that you know how to teach students to study together and produce a collaborative product.
- Showing that you can engage students in teaching, tutoring, or mentoring other students with similar interests, or students with special instructional needs.
- Demonstrating that in most cases, "Two heads are better than one."

#### What this Expectation Is Not

- This Expectation is not the place for evidence that *you* learn effectively from others. **Expectation 13: Collaboration** is the more appropriate placement for that.

### Outcomes

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#### What You Should Know

- You should know a variety of techniques for facilitating groups.
- You should know the elements of group dynamics.

#### What You Should Value

- You should appreciate the importance of teaching students skills that enable them to complete common tasks in a group.
- You should value your role as a facilitator assisting the group in designing and accomplishing clear and attainable short and long term goals.

#### What You Should Be Able to Do

- You should be able to structure tasks and contexts where students work in groups to complete common goals.
- You should be able to foster students' sensitivity to the needs of others in a group.
- You should be able to monitor several small groups, working simultaneously.

### Strategies

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- Review relevant literature on designing group work for classroom use.
- Design a short unit of study that relies heavily (and appropriately) on group work activities (e.g., peer teaching and collaborative research) in which cooperative norms are established and all students are given a part to play.
- Attend a workshop on cooperative learning techniques.

- Help a group of students design and implement a project through shared decision-making.
- Facilitate discussion groups.

### **Evidence for the Portfolio**

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- Journal entries in which you reflect on your efforts to design and carry out learning activities in small groups.
- A video and/or photographs of you effectively leading a small group activity.
- A resource file of group techniques.
- A written testimonial from a Mentor Teacher who has seen you work effectively with small groups.
- Summaries of curricula materials which you have developed that rely on student collaboration.
- Samples of instructional materials that you have created that enhance peer teaching or tutoring.
- An evaluation of a group project by a colleague, parent, or third party observer.
- Student evaluations of group projects in which they have participated, along with your summaries and reflections on those evaluations.
- Documentation of your experiences facilitating cooperative group activities, peer teaching or collaborative learning projects.

### **Suggested Reading**

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- Gillies, R., & Ashman, A. (2010). *The teacher's role in implementing cooperative learning in the classroom*. New York: Springer.
- Kagan, S. (2009). *Kagan Cooperative Learning* (2nd ed.) San Clemente, CA: Kagan Cooperative learning.
- Kaye, C.B. (2010) *The complete guide to service learning: Proven, practical ways to engage students in civic responsibility, academic curriculum and social action (2nd Ed.)* Minneapolis, MN: Free Spirit Publishing.
- Myers, S. & Anderson, C. (2008). *The Fundamentals of Small Group Communication*. Ca: Sage Publications.
- Senge, P. (2012). *Schools that learn: A fifth discipline fieldbook for educators, parents and everyone who cares about education(Revised ed.)*. New York: Crown Business.
- Smead, R. (1995). *Skills and Techniques for group work with children and Adolescents*. Champaign, IL: Research Press.
- Stone, J. (1994). *Cooperative learning: Reading activities/Writing activities*. San Clemente, CA: Kagan Cooperative learning.

#### Suggested websites:

- Teaching Tips: cooperative learning strategies <http://ethemes.missouri.edu/themes/1746>
- Laura Candler's cooperative learning resources <http://www.lauracandler.com/strategies/co-op.php>
- Kagan Cooperative Learning Structure [http://www.kaganonline.com/free\\_articles/research\\_and\\_rationale/increase\\_achievement.php](http://www.kaganonline.com/free_articles/research_and_rationale/increase_achievement.php)
- CEC webinar on peer support for meaningful inclusion: [http://oldsite.cec.sped.org/ScriptContent/Custom/events/zip\\_files/unzipped\\_files/WEB1211/lib/playback.html](http://oldsite.cec.sped.org/ScriptContent/Custom/events/zip_files/unzipped_files/WEB1211/lib/playback.html)



# Expectation 10: Multicultural Understanding

Our teacher candidates will demonstrate that they can function effectively in multicultural settings.

## Rationale

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In contemporary American society, multicultural education strives to free individuals from discrimination based on race, ethnicity, gender, socioeconomic class, age, ability, sexual orientation, and religion. Teachers should recognize cultural diversity and affirm it as a valuable resource to be preserved and extended. Therefore, teachers should know about the historical points of view, contributions, and experiences of different groups and their lack of equal opportunities to learn. They should value the importance of a multicultural environment which is free of prejudice and stereotypes and in which social justice for all groups is guaranteed. They should be able to help their students develop more positive attitudes toward those who are culturally different.

## Elaboration

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### What this Expectation Is

- An opportunity to relate your experiences with cultures other than your own.
- An opportunity to demonstrate that you've promoted multicultural acceptance and understanding with your students.
- An opportunity to reflect upon learning experiences (e.g., travel, college courses) that have broadened your understanding of discrimination, historically or in the present.

### What this Expectation Is Not

- This Expectation is distinct from **Expectation 7: Diverse Learners** in that this Expectation addresses groups of learners and not individual learning styles and needs.
- A listing of cultural experiences without personal reflections.

## Outcomes

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### What You Should Know

- You should understand that discrimination against different groups results in the lack of equal opportunities in education.
- You should recognize practices that oppress different groups, e.g., ethnic, social, gender, sexual orientation, and people with disabilities.
- You should recognize practices that value all ethnic, social, gender, sexual orientation, and disability groups in the classroom setting as well as in society.
- You should have experience in other cultures and understand how and why people in those cultures believe as they do, to maximize their learning in the classroom setting.

### What You Should Value

- You should value the importance of recognizing and addressing your own cultural blind spots and misunderstandings
- You should value the importance of a prejudice- and discrimination-free environment in which all students have an equal opportunity to learn.
- You should value all cultural groups and their contributions to society, your classroom, and your students' learning experiences.

### What You Should Be Able to Do

- You should be able to model and/or celebrate multiculturalism (e.g., getting all cultural groups to work together for the common good of the class and community).

- You should be able to design a curriculum that allows students to analyze their own cultural identity by relating it to their lives and connecting it to broader social issues.

### **Strategies**

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- Design a curriculum that models and celebrates multiculturalism and creates a classroom environment that practices democracy.
- Involve students in activities that encourage social action, such as community service, writing letters of advocacy, and distributing letters about social problems.
- Take a class on multicultural and/or global education; try to shape the assignments you do for the class so that they will make good evidence for the Portfolio.
- Review literature to identify representation and/or omission of disadvantaged groups and evidence of racial, social, sexual orientation, gender, religious and disability bias.
  - Volunteer to work with an organization dealing with the protection of equal opportunity ( i.e., Habitat for Humanity, a battered women's shelter, a community kitchen).
  - Immerse yourself in an unfamiliar cultural setting and reflect on your experience.
  - Interview persons who have experienced discrimination and oppression as a result of their ethnicity, race, sexual orientation, socio-economic status, gender, religion or disability.
- Visit a setting that separates people based on group identity (i.e., Indiana School for the Deaf).
  - Research movements and laws that led to progress in multicultural understanding.
  - Recount a vocational experience you have had in other cultures or with people from other cultures.

### **Evidence for the Portfolio**

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- Journal entries.
- A video or photographs of you teaching or working in racially and ethnically-mixed situations; include your explanation and reflection.
- A short paper describing a teaching experience that speaks to this Expectation.
- A written testimonial from a Mentor Teacher who has seen you work effectively with students from cultural backgrounds other than your own.
- Samples of instructional materials that you have created that promote multicultural understanding and acceptance in your students.

### **Suggested Reading**

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- Bederman, G. (1996). *Manliness and civilization*. Chicago: The University of Chicago Press.
- Bull, B.L, Fruehling, R.T., & Chattergy, V. (1992). *The ethics of multicultural and bilingual education*. New York: Teachers College Press.
- Delpit, L. (2006) *Other people's children: Cultural conflict in the classroom*. New York: Knopf.
- Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. NY: Teachers College Press.
- Keizer, G. (1996). *No place but here: A teacher's vocation in a rural community*. Hanover: University Press of New England.
- Leonardo, Z. (2009). *Race, Whiteness, and Education*. NY: Routledge.
- Ovando, C.J., & McLaren. P. (Eds.) (2000). *The policies of multiculturalism and bilingual education: Students and teachers caught in the crossfire*. Boston: McGraw-Hill.
- Rogoff, B. (2003). *The cultural nature of human development*. New York: Oxford University Press.
- Villegas, A. M., & Lucas, T. (2002). Preparing culturally responsive teachers rethinking the curriculum. *Journal of Teacher Education*, 53(1), 20-32.

- Walls, J. (2005) *The glass castle :A memoir*. New York : Scribner.

Suggested Websites:

- National Association for Multicultural Education: <http://nameorg.org/>





# **Expectation 11: Evaluating Students' Learning**

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Our teacher candidates will demonstrate that they can systematically and intelligently gather and analyze information regarding their students' performance in school and that they can employ a variety of assessment tools and strategies to evaluate their students' work.

## **Rationale**

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Evaluation and assessment strategies have far-reaching implications for students' learning. The assessment strategies that teachers employ shape the quality of the students' learning experiences and can affect their learning processes. Different strategies achieve different outcomes; while traditional forms of assessment—various kinds of examinations, for example—are useful in some circumstances, more novel approaches to assessment are also appropriate. Teachers should know how to select and develop assessment techniques that are part of the instructional process, as well as a culminating event. They should value fairness, a constructive tone, and student involvement in the assessment process. And they should be able to specify clearly the criteria by which their students' performances will be evaluated, to connect evaluation with learning objectives and standards, and to communicate their criteria to students and their families. Further, teachers should recognize that developing appropriate evaluation and assessment strategies requires that they know a wide array of formal and informal means by which to collect information about students (e.g. from parents, school specialists, test scores, student's files, and so on). Teachers should be able to understand, interpret and weigh information about their students so as to assess their educational growth accordingly. They must, at the same time, avoid the temptation to perceive students in stereotypical ways and remain cognizant of the fact that information about a student is not reflective of the person the student has the potential to become.

## **Elaboration**

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### **What This Expectation Is**

- An opportunity to show that you have reflected upon assessment as a teaching tool, not just a means of ascertaining a grade, and can communicate methods, set up a grade book, etc.
- An opportunity to show that you select assessment strategies appropriate to your students' needs and abilities as well as to your teaching methods and objectives. Assessment strategies should attend to student process and progress as well as curricular content.

### **What this Expectation Is Not**

- Remember that evaluation is different than grading; evidence that involves the issue of grading and how you've accommodated those demands may work here, but only to the extent that it results in useful ways of evaluating students' learning.
- This Expectation is not just about giving a test and assigning a grade.

## **Outcomes**

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### **What You Should Know**

- You should understand how assessment and evaluation affect student motivation and self-confidence.
- You should know how to construct teacher-made tests incorporating standard question formats, e.g., true-false, multiple-choice, fill in the blank, matching, and essay. In addition, teachers should know and be able to teach strategies that prepare students to study for and take tests.
- You should know how to weigh and calculate student work fairly and appropriately.

- You should know how to construct projects that both engage students and assess their performance.
- You should know how to assess your students' learning in formal and informal settings and how to help students evaluate their own learning.
- You should know laws and policies regarding referral and placement procedures for students with disabilities as well as basic terminology used in assessment. (Special Education)
- You should know various standardized and non-standardized approaches to assessing performance—for example, achievement and aptitude tests, observation, anecdotal records—as well as the advantages and disadvantages of each.
- You should know the various ways that standardized tests yield scores—for example, raw scores, means or averages, etc.
- You should know about research that relates test scores and teachers' expectations.
- You should know the location, purposes and content of students' cumulative files within a school system and whom to approach for clarification.
- You should know the effects of medications on individuals with exceptional learning needs. (Special Education)
- You should know and respect privacy laws, with regard to who has the right to view student files and you should recognize the penalties of violating such laws and the harm that doing so can bring to a student and his/her family.
- You should know performance assessment terminology.
- You should know how to use assessment information to inform your teaching strategy and to assess your effectiveness as a teacher.
- You should know that, no matter how objective we try to be, evaluation is inherently subjective.
- You should know that your grade book is the ultimate legal documentation of student performance.
- You should know what a rubric is and how to develop and use rubrics to enhance instruction and assessment.

### **What You Should Value**

- You should value assessment as a major channel of communication between you, your students, their parents, and other stakeholders (e.g., colleges, probation officers, coaches, etc).
- You should value student performance that occurs in authentic contexts.
- You should value performance assessments as additional sources to aid in the teaching-learning process, but not as an indicator of student worth or merit.
- You should value the data collected in a student's file and adhere to professional standards of confidentiality.
- You should value the input of family members and other professionals regarding student performance.

### **What You Should Be Able to Do**

- You should be able to create effective teacher-made tests and authentic performance opportunities (e.g., real-world projects, portfolios, writing assignments, etc.).
- You should be able to evaluate major elements of your students' performance through your day-

to-day interactions with them.

- You should be able to effectively communicate and defend your grading system to students, parents, and administrators.
- You should be able to document your students' progress.
- You should be able to use an equitable system for calculating grades.
- You should be able to use and interpret diagnostic tests appropriate to your students and your teaching area.
- You should be able to conduct task analyses to evaluate and instruct students. (Special education)
- You should be able to implement procedures for assessing and reporting both appropriate and problematic social behaviors for persons with disabilities. (Special Education)
- You should be able to articulate the purposes for a particular standardized performance assessment and describe a student's performance in relation to those purposes.
- You should be able to compare and contrast a student's performance with other students who are comparable either in age or grade level.
- You should be able to assess a student's performance through connecting and interpreting observational data, anecdotal records, and student products or self-reports.

### **Strategies**

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- Create a sample test for a class that your Mentor Teacher has taught and ask him or her to evaluate its merits.
- Create a rubric for an assignment you have developed and taught. Have your Mentor Teacher and students evaluate it.
- Devise a non-traditional approach to assessment for a group of students with whom you have been working; for example, you might encourage students to engage in reflective self-evaluations.
- Devise adaptive strategies for assessing students who should not be assessed by traditional methods (e.g., special needs students).
- Interview several teachers in your area about their approaches to and viewpoints about assessment and evaluation.
- Reflect on the ways in which you have been evaluated in the past (employer reviews, school tests, etc.) and write a critique of the methods of evaluation used, the accuracy of the evaluation, and the effect it had on your performance.
- Design several different kinds of assessment instruments.
- Design an assessment that will inform you of where a new student fits academically.
- Make a practice of maintaining walking journals with your students. Ask them to document their personal views of themselves as students and their performance in various classes.
- Ask to sit in on parent conferences, conducted either by your Mentor Teacher or other school officials, that involve your students (see **Expectation 13: Collaboration**).
- If some of your students receive special education services, ask to sit in on the conferences when their Individual Education Plans (IEPs) are developed (see **Expectation 7: Diverse Learners**).
- Observe a student while she or he is producing a product related to her performance. Describe the student's strengths and needs.
- Identify a standardized assessment instrument with which you have had some personal

involvement (e.g., the SAT or ACT). Prepare a brief description of its properties and purposes that you could share with a high school student.

- Keep a log about a particular student's performance for a two-week period. Write a summary and share your reflections on it with the student.
- Ask your students to fill out information cards about their interests, likes, dislikes and any other pertinent information.
- Collect information about your students' past experiences with school.
- Make parents and school specialists valuable assets in gathering information about their student.

### **Evidence for the Portfolio**

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- Sample tests and rubrics that you have created.
- Excerpts that comment on your evaluation strategies from students' evaluations of your teaching.
- Curriculum materials or assignments that you have developed which encourage students to perform in authentic ways.
- Summaries of evaluation procedures which you have developed (e.g., rubrics you have developed and used).
- An academic profile of a student based upon diagnostic and other assessment tools and the design of a remediation program you created. Include a follow-up on the effectiveness of your remediation program.
- Audio or video documentation of your informal assessment strategies and your conferences with students regarding their performance.
- Documentation you maintain on your students' performance.
- Copies of reports given to counselors, parents, other schools, etc.
- A letter of recommendation you have written for a student.
- A sample portfolio or major project done by one of your students.
- An annotated list of diagnostic tests you have used or might use.
- Documentation of and a reflection on a time when you have proctored a standardized performance test (ISTEP, NAEP, SAT, etc.).
- Journal entries about your experiences working with other professionals to solve a problem that you are having with a student.
- A short paper summarizing the purposes of a standardized performance test.
- A summary of a student's performance in a particular area.
- A written testimonial from your mentor teacher who has reviewed your analysis of a student's performance.
- Samples of student journal entries describing their personal views of themselves as students and their performance.
- A case study conducted on a student who is posing a substantial challenge to your Mentor Teacher.

### **Suggested Reading**

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- Fuchs, L. S. & Fuchs, D. (1996). Combining performance assessment and curriculum-based measurement to strengthen instructional planning. *Learning Disabilities Research and Practice*,

11 (3) 183-92.

- Fuchs, D., & Deshler, D. D. (2007). What we need to know about responsiveness to intervention (and shouldn't be afraid to ask). *Learning Disabilities Research & Practice*, 22, 129-136.
- Hoover, J. J. (2013). *Linking assessment to instruction in multi-tiered models: A teacher's guide to selecting, reading, writing, and mathematics intervention*. Boston: Pearson.
- Hosp, M. K., Hosp, J. L., Howell, K. W. (2007). *The ABCs of CBM: A Practical guide to curriculum-based measurement*. Guilford Press.
- Lignugaris/Kraft, B., Marchand-Martella, N. & Martella, R. (2001) Writing better goals and short-term objectives or benchmarks. *Teaching Exceptional Children*, 34 (1), 52-58.
- Overton, T. (2004). Promoting academic success through environmental assessment. *Intervention in school and clinic*, 39 (3) 147-153.
- Overton, T. (2011). *Assessing Learners with Special Needs: An Applied Approach* (7th Ed.). Boston: Pearson.

Suggested websites:

- Intervention center (CBA resources): <http://www.interventioncentral.org/curriculum-based-measurement-reading-math-assesment-tests>
- National Association of Special Education Teachers (NASSET): Assessment in Special Education Series <http://www.naset.org/2876.0.html>
- Functional Behavior Analysis: <http://www.behavioradvisor.com/FBA.html>
- National Center on Student Progress Monitoring: <http://www.studentprogress.org/>
- Classroom Assessment(IRIS center):<http://iris.peabody.vanderbilt.edu/gpm/chalcycle.htm>



# **Expectation 12: School and Community Specialists**

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Our teacher candidates will demonstrate responsiveness to their students' specific needs by seeking the help of school specialists and community resources when appropriate.

## **Rationale**

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Teachers often face dilemmas while working with students who have especially challenging academic or interpersonal problems. Occasionally a student picks a teacher as the person to confide in with personal dilemmas/situations. When it is possible for her to do so, that teacher is morally and ethically obligated to attend to that student's need. However, though they should value their own personal and professional capabilities, teachers also need to know their limits and to be able to judge when a student is best served by confiding in them or by developing a new relationship with a skilled school or community specialist. Teachers must understand and value the knowledge, talents and skills that each school or community specialist brings to the school experience and what each has to offer to their students. They need to be able to evaluate the severity of each student's situation and, when necessary, to help a student develop a new relationship with a fellow professional who, for the moment, is a stranger to the student.

## **Elaboration**

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### **What This Expectation Is**

- An opportunity to demonstrate that you are familiar with the roles of the various school and community specialists.
- An opportunity to document the experiences you have had working with specialists and to define your approach to using specialists to help students.
- An opportunity to provide descriptions of students or situations that you have observed which may require involving specialist(s).
- An opportunity to involve the community in the school culture.

### **What This Expectation Is Not**

- It is not the place to describe your efforts to help individual students with needs beyond your area of expertise.
- A list of community resources without connection to how they are to be used to enhance learning.

## **Outcomes**

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### **What You Should Know**

- You should know your limits in dealing with any student's unique or unusually challenging dilemma or behavior.
- You should know the array of special services and individuals available to teachers, students, and parents within your school system and in your community; you should recognize that they offer a wide variety of experiences and perspectives that are valuable to adolescents.
- You should know the procedures and policies for contacting school and community specialists and you should know how to communicate with such specialists to decide if a referral is appropriate for an individual student's needs.
- You should know how to collaborate with specialists in ways that benefit your students but also ensure their confidentiality.
- You should be well-versed in the legal, moral, and ethical obligations to protect the student in his

or her particular situation.

- You should know ways to encourage students to express their unique needs to you, but at the same time, be able to inform them that there may be others who are more qualified to assist them in their pursuit of solutions.
- You should be able to identify and express to students, parents, and others the reasons for referral to specialists.
- You should know how to promote student involvement in community activities.

### **What You Should Value**

- You should come to value your role as a resource and guide for students and recognize the opportunities you have to link students with the services they might need.
- You should come to value the array of community professionals, available to you, your students, and their families who have the special training and interests to assist in meeting the unique needs of your students.
- You should value the variety of learning experiences available to students outside school.
- You should value the idea that the school is not an isolated institution, but is part of local and global communities.

### **What You Should Be Able to Do**

- You should be able to intervene on behalf of a student to facilitate and ease contact between that student and an appropriate specialist.
- You should be able to maintain and protect the confidentiality of a student.
- You should be able to support and encourage a student at the same time he or she is being served by a specialist.
- You should be able to professionally maintain your teaching role with a student at the same time that she or he is receiving special services from another professional.
- You should be able to analyze and critically evaluate the character, strengths, and weaknesses of the community in which you teach.
- You should be able to work to change school policies and practices that inhibit school community interactions.
- You should be able to make professional judgments about how best to engage your students in extended learning and service experiences in the community.

### **Strategies**

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- Interview several specialists in your school and larger community. Develop brief descriptions of how each of these people work with teachers and students.
- Arrange to attend one or more staffing sessions where one or more specialists develop an Individualized Education Plan (IEP) for a student. Observe the ways in which they collaborate.
- Locate or develop a resource directory (file) identifying personnel with brief descriptions of their specialties, procedures for contacting them, and availability.
- Attend a conference or workshop session designed for specialists (guidance people, counselors, social workers, pastoral counselors, etc.) on the topic of how they work with their clients.
- Review relevant literature on the topic of ethics, referrals, and confidentiality.
- Interview your Mentor Teacher to identify the range of challenging needs his or her students represent; try to gather a repertoire of effective responses to these situations.
- Discuss with your Mentor and other teachers their responses to situations you have observed in



the school environment; summarize and reflect on these discussions.

- Develop a clear understanding of the legal requirements and ramifications regarding referrals to school and community specialists.
- Work with a community agency that provides services to young people.
- Invite community professionals to student presentations, lunches, field trips, etc.; enlist people from the community as guest teachers in your classroom, or organize some event that involves community members.
- Develop a governance unit and invite government officials to participate in the process.
- Organize a career day, either for your classes or the building. (Chambers of Commerce can sometimes help you organize such an event.) Ask professionals from the community to come in and explain what they do for a living. Make it an exciting, hands-on experience (e.g., a nurse might bring in a nurse's equipment).
- Organize a community project or activity that gets your students out into the larger community and exposes them to various resources and professionals.

### **Evidence for the Portfolio**

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- Written descriptions of specialists' roles.
- A personal statement reflecting your responsibilities as a teacher including the identification of those areas which are outside the realm of instruction.
- A community and/or school resource directory or file of personnel, roles, and methods for contacting them (that you have developed or compiled).
- A short paper describing one or more instances in which you have worked successfully with special personnel in your school.
- A written testimonial from a school specialist with whom you have worked.
- A summary of the implications for you of a "specialist's" conference in which you participated. What knowledge did you gain from the experience?
- A critique or summary of a professional article on ethics and confidentiality.
- A plan you developed in collaboration with a school or community specialist to assist a student.
- An adaptation of a lesson to meet the particular needs and circumstances of a particular student.
- A reflective statement discussing the difficulties and/or successes associated with the accommodations made to meet the needs of an individual student.
- A personal anecdote about a situation outside of school that illustrates your willingness and ability to deal with an unusual or difficult circumstance and to enlist the help of others when appropriate.
- A copy of a letter to community leaders inviting them to visit your classroom or building.
- An evaluation from your students of an activity you have hosted that facilitated interactions and connections between students and school or community specialists.
- A written testimonial from your Mentor Teacher who has seen you involve community people in effective ways.
- An annotated list of committees, boards, and advisory councils on which you serve.
- Lesson plans that include a community service project or other activities that link the school to the community.

### **Suggested Reading**

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- Danks, C., & Rabinsky, L.B. (Eds.). (1999). *Teaching for a tolerant world, grades 9 - 12: Essays and resources*. Urbana, IL: National Council of Teachers of English.

- Friend, M., & Cook, L. (2012). *Interactions: Collaboration skills for school professionals* (7th ed.). Boston: Pearson.
- House, R.M. & Hayes, R.L. (2002). School Counselors: Becoming key players in school reform. *Professional School Counseling*, 5 (4), 249-256.
- Milstein, M.M. & Henry, D.A. (2000) *Spreading resiliency: Making it happen for schools and communities*. Thousand Oaks, CA: Corwin Press.
- Riggs, C.G. & Mueller, P.H. (2001). Employment and utilization of paraeducators in inclusive settings. *The Journal of Special Education*, 35 (1), 54-62
- Theobald, P. (1997). *Teaching the commons: Place, pride and the renewal of community*. Boulder, CO: Westview Press.

Suggested websites:

- American Network of Community Options and Resources (ANCOR): <http://www.ancor.org/>
- National Alliance for Direct Support Professionals: <https://www.nadsp.org/>
- The Substance Abuse and Mental Health Services Administration, <http://www.samhsa.gov/>



## Expectation 13: Collaboration

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Our teacher candidates will demonstrate that they have interpersonal skills related to working with other key stakeholders (e.g. parents, colleagues, and members of the larger community) in the education of their students.

### Rationale

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Collaboration between a teacher and colleagues, parents, and the broader community help promote students' learning. A teacher should know how to work with colleagues in a variety of collaborative settings; she should value working with others and be able to deal effectively with the give-and-take of collaborative work settings. Relationships with parents provide the framework for communication and collaboration aimed at promoting children's learning, fostering an understanding of the value systems of families, and encouraging the involvement of parents in the support of their children's education. Therefore, teachers should know the kinds of activities that can foster family-school partnerships. They should value the contributions that families can make to a student's education, as well as the opportunities to make connections between the school and families. Special educators, in particular, should value parents as partners in the development and implementation of individualized education plans (IEPs). Inevitably, disagreements will arise in collaborative relationships. When they do, teachers should be able to advance their positions, ideas, and concerns in ways that do not alienate others and that expand discussions rather than stifle them. They should also be able to engage effectively with opposing attitudes, positions, and behaviors, and to reconcile misunderstandings.

### Elaboration

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#### What This Expectation Is

- The best evidence here describes collaborative activities that you engage in with teachers and other professionals at your field site. Appropriate activities may include team teaching, committee work, and consultation about students. Clearly your work with your Mentor Teacher will likely be a primary source of evidence; the more that you work together as equals the better.
- An opportunity to learn a great deal by inquiring into others' positions or perspectives you don't understand.
- An opportunity to illustrate your active participation in the school community and with families. You're not trying to create strife; you're trying to deal effectively with conflict situations when they do occur.
- An opportunity to demonstrate that you actively encourage interaction with families and see parents as vital elements of your students' success in school.
- Developing or implementing a system through which to maintain regular dialogue with family members is ideal evidence for this Expectation.

#### What This Expectation Is *Not*

- Simply responding to parents' questions about their children is typically not sufficient evidence for this Expectation.
- Although collaborating with members of your Seminar is worthwhile to include under this Expectation, it is not a sufficient substitute for real work with other teachers in a real school.

- This is not an Expectation that you can map out ahead of time. You are not creating an adverse situation, but learning from it when it does occur.
- This is not an opportunity for you to appear controlling and demonstrate forceful problem-solving tactics. (Create win-win solutions, not winner-loser competitions.)

## **Outcomes**

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### **What You Should Know**

- You should know some basic principles of conflict resolution and productive interpersonal exchange (for example, empathizing, respecting others, honoring your personal beliefs, and communicating in concrete rather than abstract terms).
- You should know how to build on the strengths and values of families in reinforcing and expanding the work of the school.
- You should know that children whose parents are actively interested and involved in their learning do better in school.
- You should recognize that a teacher can be a prime agent in breaking the cycle of failure and discontent with schooling felt by some families.
- You should know that families from different backgrounds will have different values and expectations regarding their children's education, and that their belief systems should be respected.
- You should know how to initiate conversations with parents about behavior management issues and to collaborate with them to adapt strategies for promoting positive behavior. (Special Education)
- You should know the roles and responsibilities of student service professionals where you teach and you should be aware of the professionals in your community who could collaborate with you in the classroom.
- You should know the formal governance or decision making processes of your school setting and you should know something about the culture and history of staff relations at your school, based on your own observations and the insights of a mentor.
- You should know the role that collaboration with colleagues can play in planning, instruction, and assessment throughout different grade levels and content areas.

### **What You Should Value**

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- You should value the relationships that develop from collaborating in a variety of ways with others, including parents, colleagues, non-teaching staff, community members.
- You should value having a clear sense of what you stand for while also recognizing the learning that can be gained from other points of view that differ from yours.
- You should value harmonious relations, but also be able to disagree amicably.
- You should value developing respectful partnerships with parents in order to bridge the gap

between home and school.

### **What You Should Be Able To Do**

- You should be able to present your perspective and recognize other perspectives in ways that encourage dialogue and group decision-making and consensus-building.
- You should be able to communicate effectively the results of collaborative efforts with other stakeholders.
- You should be able to effectively organize and initiate collaboration opportunities involving planning, instruction and assessment.
- You should be able to use “I” statements (“I feel...” or “I tried to...”) which tend to clarify your position rather than “you” statements (“You told me...” or “You didn’t do...”) which often sound accusatory and make others defensive.
- You should be able to foresee potential problems before they escalate in order to be proactive instead of reactive.
- You should be able to use principles of effective argumentation.
- You should be able to let go of disagreements once a decision is made.
- You should be able to develop effective means of communicating with parents and family members.
- You should be able to encourage parents’ involvement with their children’s education, including the ability to involve parents in designing instructional activities for their child.
- You should be able to facilitate meaningful parent-teacher interactions and conferences.
- You should be able to initiate social activities that encourage parents, teachers, and students to interact.
- You should be able to ask questions that help you clarify the core of your disagreement with a colleague.
- Develop a long-term plan for involving parents in your work with their children.
- Construct a variety of methods to improve communication with parents, and be sure it includes ways to communicate students’ successes and not just their failures.
- Use contracts to enlist the cooperation and assistance of family members with their children’s educational progress.
- Conduct an inventory of parents’ interests, occupations, and skills, and encourage them to contribute to classroom and school activities, such as being guest teachers, classroom “aides,” or resources for field trips and other learning experiences.
- Develop a unit that involves parents helping teachers in ways that are significant to their children's learning.
- Make sure parents know that they are welcome in your classroom.
- Enlist parents in developing a vision statement for your classroom, and when possible involve them with school reform efforts or work to have them accepted as partners in making school policy decisions.
- Make it widely-known at your field-site that you would like to be involved. For example, ask your Mentor teacher if you can play a role in parent/teacher conferences, volunteer to work with other teachers or groups at the school that are involved with evaluating textbooks, designing curricula, coordinating extra-curricular activities and athletic teams, and so on.
- In some ways, your work with your Mentor Teacher is one long collaboration; consciously develop ways to enhance this element of your relationship with him or her, and consider developing

joint constructional efforts with another teacher if your Mentor is willing.

- Attend formal school-related meetings and analyze the effectiveness of communication among professional staff members and others about educational issues, programs, and decisions.
- Meet with school and community professionals (e.g., guidance, social workers, school nurse, dean of students, probation officers, etc.) to develop a program for a student needing assistance.
- Make efforts to work collaboratively with different colleagues, especially those with whom you usually do not work, and try to make connections with colleagues outside of school settings.
- Talk to your Seminar or Mentor Teacher about strategies for dealing with a problem situation and chronicle the event in your journal as it unfolds.
- Take advantage of professional workshops that address active listening, persuasive speaking techniques, assertiveness, respectful argumentation, and so on, and try to incorporate these skills into role-playing situations in your Seminar or in your actual work in the school.

### **Evidence for the Portfolio**

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- Journal entries that summarize your contacts with parents and a log of communications you have had with parents. These might include a list of ways in which you have worked with parents to advance educational objectives. For special educators, this might include notes from IEP meetings and/or parent conferences you have attended or observed.
- A video of you teaching in settings where parents are contributing to the learning community.
- Sample correspondence, such as email, between you and parents.
- A written testimonial from your Mentor Teacher describing your work with parents.
- Summaries of curricular materials which you have developed that actively involve parents in their children's learning.
- Any written policies you have created regarding parent communication and involvement in your classroom.
- A video of you co-teaching.
- Samples of group projects you have completed in university classes.
- Samples of instructional materials which you have developed in collaboration with others.
- A log or other products of committee work that you have been involved with at your school.
- Documentation or testimonials from a fellow teacher that demonstrate your contributions to a collaborative endeavor.
- Samples of the collegial communications you initiated.
- Journal entries that reflect your resolution of a problem or conflict.
- Email communications with another member of your Seminar discussing a successful attempt on your part to work through an interpersonal conflict with another CoTer.
- A videotape of you resolving one or more discordant encounters in role-playing sessions.
- Written testimonials from your Mentor Teacher or other colleagues who have seen you work effectively in a difficult interpersonal situation.
- Documentation of the circumstances and outcomes of interpersonal conflicts that have been resolved.

## Suggested Reading

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- Blue-Banning, M. et. al. (2004). Dimensions of family and professional partnerships: Constructive guidelines for collaboration. *Exceptional Children* 70 (2). 167-184.
- Carnahan, C. R., Williamson, P., Clarke, L., & Sorensen, R. (2009). Systematic Approach for Supporting Paraeducators in Educational Settings A Guide for Teachers. *Teaching Exceptional Children*, 41(5), 34-43.
- Dettmer, P., Dyck, N., & Thurston, L.P. (2008) *Consultation, collaboration and team work for students with special needs (6<sup>th</sup> ed.)*. Boston: Allyn and Bacon.
- Fisher, R. & Ury, W. (2011) *Getting to yes: Negotiating agreement without giving in(revised version)*. NY: Penguin Press.
- Friend, M., & Cook, L. (2012). *Interactions: Collaboration skills for school professionals* (7th ed.). Boston: Pearson.
- Glazer, S. (Ed.). (1999). *The heart of learning: Spirituality in education* New York: Penguin Putnam.
- Henderson, A, T., & Mapp, K. L. (2002). *Studies on effective strategies to connect schools, families, and community. A new wave of evidence: The impact of school, family, and community connections on student achievement (annual synthesis)*. Austin, TX: Southwest Educational Development Laboratory.
- Johnson, S.M. (1990). *Teachers at work: Achieving success in our schools*. Basic Books.
- Pugach, M .C., & Johnson, L.J. (2002). *Collaborative practitioners, collaborative schools*. Denver: Love Publishing Company.
- Rosenberg, M. (2008). *Nonviolent communication: A language of life*. Puddle Dancer Press.
- Tannen, D. (1999). *The argument culture: Stopping America's war of words*. Ballantine Publishing Group.
- Turnbull, A & Turnbull, R. (2010). *Families, professionals, and exceptionality: Positive outcomes through partnership and trust. (6th edition)*. Boston:Pearson.
- Wright, E. R., Russell, L. A., Anderson, J. A., Kooreman, H. E., & Wright, D. E. (2006). The impact of team structure and roles on achieving treatment goals in a system of care. *Journal of Emotional and Behavioral Disorders*, 14(4), 240-250.

### Suggested Websites:

- American Educational Research Association (AERA): <http://www.aera.net/>
- Association of American Educations (AAE): <http://www.aeteachers.org/>
- National Education Association (NEA): <http://www.nea.org/home/11174.htm>
- Council for Exceptional Children (CEC): <http://www.cec.sped.org/>
- CEC webinar on co-teaching:  
[http://oldsite.cec.sped.org/ScriptContent/Custom/events/zip\\_files/unzipped\\_files/WEB1214/lib/playback.html](http://oldsite.cec.sped.org/ScriptContent/Custom/events/zip_files/unzipped_files/WEB1214/lib/playback.html)





## Expectation 14: Professional Growth

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Our teacher candidates will demonstrate that they are committed to ongoing professional growth, asking questions about their teaching and their students' learning and finding ways to answer those questions.

### Rationale

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Teachers need to be able to adapt to ever-shifting teaching conditions. To do so, they must develop the habit of continually updating themselves as professional educators. They must find ways to question and reflect on their day-to-day teaching rather than accept current practices as necessarily the best practices. They should encourage students to evaluate their teaching and ask colleagues to observe and evaluate them, and they should recognize how they can adapt and refine their teaching in light of their own processes of reflection and others' insights into their teaching. They should also know and be able to gain insights from sources of up-to-date information related to evidence-based practices on teaching/learning and their subject area—journals, seminars, professional associations, etc. They should value means available within and outside their schools—workshops, conferences, and advanced coursework—for professional growth. Finally, teachers should recognize that by fostering their own professional growth they will not only improve their teaching and their students' learning but that they will also set a positive model of life-long learning and enthusiasm for their discipline—as well as other activities and avocations in their lives—which their students can emulate.

### Elaboration

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#### What this Expectation Is

- An opportunity to demonstrate that you're an active, self-directed learner.
- An opportunity to model learning for your students is excellent evidence for this Expectation.
- An opportunity to demonstrate that you are open to learning from your students.
- An opportunity to demonstrate that you can engage in self-reflection and self-evaluation and use these to improve your teaching.
- Professional activities such as a presenting at a workshop or a conference will provide useful evidence for this Expectation.
- This Expectation requires self-reflection as you ask the question, "How am I doing?" of yourself, your students, and their families, your Mentor Teacher, your faculty coordinator, and your CoT colleagues.
- This Expectation requires you to reflect upon the effectiveness of your professional practice and ethics.

#### What this Expectation Is Not

- Papers and coursework are not appropriate evidence for this Expectation.
- Professional activities that you are required to attend are not good evidence for this Expectation; you're trying to demonstrate that you actively seek out and participate in professional growth activities.
- This Expectation is not a repository of all student evaluations of your teaching, but typed summaries of all their comments are appropriate.

### Outcomes

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#### What You Should Know

- You should know much more about your subject than what's in traditional textbooks.

- You should know how to teach topics of interest to your students and be actively involved in one or more hobbies or avocations.
- You should know various ways of extending your knowledge and ability to other areas of personal interest to you, as part of a creative and continuously evolving process.
- You should know that good teaching is a creative process in which new information and new perspectives are continuously evolving.
- You should know that a teacher is a “work in progress” and so recognize the limits of your current practice while seeking ways to go beyond those boundaries—for example, by knowing various strategies and opportunities for advancing your professional development.

### **What You Should Value**

- You should value the importance of being a teacher who creates and implements engaging learning experiences with your students.
- You should value the importance of sharing personal passions and new knowledge with others.
- You should value lifelong learning.
- You should value the importance of systematic and reflective inquiry, supported by knowledge of new research and developments in your field, as the underlying professional practice that guides exemplary teachers and schools.
- You should value on going dialogues about your (and other) teaching styles, methods, and rationales from, for example, students and their families, your Mentor Teacher and other professional colleagues, your faculty coordinator, and your **CoT** colleagues.

### **What You Should Be Able to Do**

- You should be able to allow yourself to be open and honest in new learning situations, perhaps even in the presence of your students (i.e., you should be able to admit that you don’t know). In such instances, you should also be able to use and guide methods of inquiry to solve problems and enhance your students’ learning.
- You should be able to actively seek and shape opportunities for your own learning and growth, both professionally and personally, and so demonstrate a model of lifelong learning for your students.
- You should be able to reflect on and evaluate continually your own teaching competence and use this self-reflection and self-evaluation to improve your practice.
- You should be able to seek out and attend activities and workshops that enhance your changing professional needs.
- You should be able to adapt and put into practice the information gained through professional development opportunities.
- You should be able to access information on exceptionalities and capitalize on professional development opportunities relevant to special education. (Special Education)
- You should be able to create a classroom climate in which students are given the freedom to ask substantive questions.
- You should be able to apply research findings and practices in your classroom.

### **Strategies**

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- Remain active in at least one hobby or avocation and generate and continually revise a long-term plan for reaching your own personal and professional goals.

- Seek out and attend one or more in-service workshops for your subject area or for staff development, and attend state or national conferences addressing issues related to your teaching area or more general education topics of interest.
- Subscribe to/read current journals, magazines, research reports, etc. in your subject area as well as in education in general.
- Carry out a self-evaluation in which you outline your training and development needs and goals.
- Engage in an activity with your students in which you are also learning something new; allow students to teach a mini-lesson to you and the class.
- Volunteer to teach in a colleague's class in their subject area and follow his or her lesson plans for a class period.
- Volunteer to be a student representative on one of the School of Education's committees.
- Develop a bibliography of all of the reading that you do to learn more about how to teach; include that bibliography in your evidence for this Expectation.
- Arrange to attend *all* beginning-of-the-year meetings for new and experienced teachers at your school and seek to attend professional development days throughout the academic year.
- Volunteer for or attend meetings of the professional development committee at your school.
- Develop an agreement with your Mentor Teacher whereby each of you observes and critiques the other.
- Write a critical report describing ways you have used research to solve a particular problem in your classroom.
- In collaboration with other teacher candidates or university researchers, engage in a program of inquiry about teaching and learning.
- Form a discussion group with other teachers and/or CoT colleagues to examine teaching practices and consider new ways to solve old problems.
- Periodically ask your students to anonymously evaluate your teaching.

### **Evidence for the Portfolio**

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- Journal entries that describe your own learning struggles and triumphs.
- A video/audio, written documentation of you learning something new along with your students.
- An annotated list of high-interest topics (outside of your major) that excite you and which you would feel secure teaching to students.
- Photographs of hobby- or avocation-related projects which you have created.
- An annotated list of journals and other educational literature to which you subscribe.
- Evidence of a time when you shared a personal passion with students, with documentation of how this experience went and what you learned from the experience, and reflection on how the students responded to your sharing of a personal interest with them.
- A reflective paper on your visit to another school or classroom.
- Written or other communication to your students expressing how you felt when they taught you something that you didn't know.
- A list of things that you want to accomplish in your life and documentation as you complete them.
- Evidence of new strategies learned in workshops and/or course work that you have implemented in your classroom setting.
- Documentation of professional conferences and workshops that you have attended.

- A general description of the types of resource files that you keep and continually update.
- A written testimonial from your Mentor Teacher about your general stance toward professional development.
- A summary of professional conferences and workshops you attended and/or took part in.
- Your reflections and notes from local or school committee meetings you attend.
- Written reflections/papers about your research into professional development and its role in teaching, about research you've conducted into your teaching, or about the current state of your teaching and the kind of teacher you aspire to become.
- Journal entries in which you critically analyze and review your professional development.
- Journal entries in which you demonstrate an awareness of your strengths as a teacher and those things upon which you need to improve; these entries should demonstrate your ability to engage in self-evaluation and self-critique and to develop strategies for improvement in self-identified areas.
- Documentation of professional memberships, or affiliations.
- Summaries of students' evaluations of your teaching and/or unsolicited comments and notes from your students about your teaching and you as a teacher.
- Evaluations from your Mentor Teacher of curriculum units you've developed and implemented in your classroom.
- A written testimonial from your Mentor describing how you have collaborated with him or her to answer questions about your teaching and learning.
- A case report of an individual student or group of students who you interviewed and/or observed in order to understand how to adjust your teaching to their particular needs.
- Audio/video/written documentation of you reflecting on your teaching during your fieldwork.
- Excerpts of email dialogues between you and your faculty coordinator, Mentor Teacher, or other teaching colleagues related to your and others' teaching practices, strategies, and rationales.

### **Suggested Reading**

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- Benedict, A. E., Thomas, R. A., Kimerling, J., & Leko, C. (2013). Trends in teacher evaluation: What every special education teacher should know. *Teaching Exceptional Children*, 45(5), 60-68.
- Irwin, J. W. (2010). *Empowering ourselves and transforming schools: Educators making a difference*. Albany, NY: State University of New York Press.
- Kincheloe, J. L. (2012). *Teachers as researchers: Qualitative inquiry as a path to empowerment*. New York : Routledge.
- McLaughlin, M. W. & Talbert, J. E. (2006). *Building school-based teacher learning communities*. New York: Teachers College Press.
- Palmer, P.J. (2007). *The courage to teach: Exploring the inner landscape of a teacher's life*. Jossey-Bass.
- Palmer, P (2000). *Let your life speak: Listening for the voice of vocation*. Jossey-Bass Inc.
- Price, J. N. (2001). Action research, pedagogy and change: The transformative potential of action research in pre-service teacher education. *Journal of Curriculum Studies*, 33(1), 43-74.

### Suggested Journals and Websites:

- Journal of Teacher Education: <http://jte.sagepub.com/>
- Phi Delta Kappan (articles on education practice, research, policy, issues, and trends): <http://www.jstor.org/action/showPublication?journalCode=phideltkapp>
- American Educational Research Association (AERA): <http://www.aera.net/>
- Council for Exceptional Children (CEC): <http://www.cec.sped.org/>

- U.S. Department of Education (Professional Development)  
<http://www2.ed.gov/teachers/dev/contedu/edpicks.jhtml>



## Expectation 15: Expressing Convictions

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Our teacher candidates will demonstrate that they support human rights, can participate in salient debates on major social issues and can respond thoughtfully and appropriately when controversial issues arise in the classroom. They will also demonstrate that they are able to create a classroom climate that encourages similar behavior in their students.

### Rationale

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Teachers should develop, in themselves and their students, the skills and understanding needed to live in a democratic society. Philosopher of education Nel Noddings observes that students learn critical thinking by thinking about issues that are critical to them and learning to express their concerns in an open, safe forum. Such topics will often be controversial in nature, ranging from issues of human rights and hotly contested social issues to existential questions about life's meaning and purpose. Teachers need to develop both judgment and skill in helping students engage in controversial discussions. Teachers should pay special heed to the exercise and denial of human rights in schools and in the society, as public schools have an obligation to provide equal educational access and opportunity to all children regardless of their race, national origin, gender, religion, or special needs. Teachers should know when and how to foster open discussion of controversial issues and when and how to create opportunities for students to explore them in other ways. Further, teachers should not stand apart from this process of engaging with controversial issues. Students will profit not only from teachers' encouragement to think through and take stands on issues, but also from observing teachers' willingness to do the same. To do so effectively, teachers need to have a clearly-defined philosophy of education that enables them to balance the pedagogical challenge of expressing their convictions while providing appropriate space for students to develop their own.

### Elaboration

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#### What this Expectation Is

- An opportunity to demonstrate your sensitivity to students' learning needs and development as well as your commitment to helping them engage thoughtfully with important questions of value, purpose, and meaning.
- An opportunity to look deeply at issues that are important to the students and to find ways to enable students to confront challenging issues that matter to them.
- While often emerging in the context of formal classroom activities, controversial issues can arise in the broader school environment and local community as well, and your evidence and analysis can reflect this broader context.
- Work that you perform with many social action agencies or even political campaigns can be very useful evidence for this Expectation.
- This expectation is about fostering a climate in which your students can do take a stand about an issue that is important to them.

#### What this Expectation Is Not

- This Expectation focuses particularly on the teacher's role working with students in a school context. While evidence demonstrating one's capacity to deal with controversial issues in other settings—friends, family, broader society—can be useful as a supplement, the bulk of evidence should focus on the especially complicated dynamic of the school context.
- This Expectation is not about dealing with controversial issues that are important to the



teacher. Rather, it is about helping and supporting students in their exploration and awareness of issues that are important to them.

- This is not just a forum to express your beliefs about human rights; should be able to demonstrate how you have acted upon your convictions regarding human rights by creating a classroom that reflects your beliefs.

## **Outcomes**

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### **What You Should Know**

- You should know education law and policies related to First Amendment freedoms of speech, religion, and expression.
- You should know about teachers' ethical responsibilities.
- You should know what issues are important to students and how they relate to the major issues and social movements that currently affect the social fabric.
- You should know various ways to build curriculum opportunities to explore controversial issues, whether through individual, small group, or whole group instruction.
- You should know how individuals' cultural backgrounds influence their responses to controversial issues.
- You should know and have a clearly-defined philosophy of education as a foundation to draw upon when expressing one's own convictions and when incorporating salient debates into classroom activities.
- You should know the nature of human rights and the responsibilities associated with the exercise of these, as well as the laws that protect the rights of students.
- You should know the challenges of an individual or group whose basic human rights are denied or violated by others.
- You should know the dangers inherent in violations of human rights.
- You should know practices that promote or violate specific human rights of individuals or groups in the classroom and in the society.
- You should know laws, policies and ethical principles regarding behavior management planning and implementation and how these relate to human rights of individuals. (Special Education)

### **What You Should Value**

- You should value teachers' inevitable roles as moral exemplars but also be committed to avoiding indoctrination of students.
- You should value the impact of a teacher in helping students learn to engage thoughtfully and respectfully with different perspectives and value systems.
- You should value responses to controversial issues that are different from your own.
- You should value people who have the courage to act on their convictions and who can critically examine the foundations of their beliefs.
- You should value democratic principles and practices in your day-to-day dealings with students, parents, other teachers, and administrators.
- You should value universal human rights, but recognize when the rights of one group of people may conflict with the rights of another group and the difficulty of reaching equitable

resolutions.

- You should value diversity.

### **What You Should Be Able to Do**

- You should be able to design learning experiences that connect your formal curriculum with issues of profound importance to students.
- You should be able to use a variety of formats for reflection—individual, small groups, whole class—to help students articulate their own positions and engage with others’.
- You should be able to establish social norms in the classroom that make it a “safe place” for students both to express their beliefs and to deliberate, question, and disagree.
- You should be able to engage students productively in respectful dialogue around controversial issues.
- You should be able to facilitate fun and open discussion of controversial issues in a safe and orderly environment in which students feel protected against physical, mental, and social abuse by peers and adults.
- You should be able to foster respect for the ways different cultures respond to controversial issues.
- You should be able to express your ideas, beliefs, values, and positions clearly and debate issues with students without “pulling rank.”
- You should be able to identify and use existing resources as well as develop your own resources and learning experiences which increase your students’ understanding of the meaning and implications of human rights.
- You should be able to promote a respect for the rights of others.

### **Strategies**

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- Ask students what controversial issues are important to them, pay special attention to issues that emerge in day-to-day interactions and be able to help make connections to human rights when applicable.
- Design an activity that will encourage students to consider the variety of viewpoints the class holds about a controversial issue and that will help them examine these various viewpoints and its relationship to human rights.
- Ask students to evaluate your openness to exploring controversial issues, and your willingness to make questions of purpose and meaning part of your curriculum.
- Analyze curricula aimed at exploring controversial issues and examine case studies and research about addressing these issues in the classroom.
- Survey your teaching colleagues’ attitudes and approaches toward dealing with controversial issues in the classroom and observe them addressing such issues in their classrooms.
- Write your personal philosophy of education thinking carefully about expressing convictions and human rights; consider it a work in progress that you can revise and refine from time to time.
- Offer to lead a discussion or debate on a controversial issue either in the Seminar, or in the classroom after careful planning, consideration, and discussion with your Mentor Teacher.
- Write an editorial to your local newspaper responding to an issue in education.
- Volunteer at soup kitchens, Habitat for Humanity, the Red Cross, clothing banks, AIDS awareness, American Breast Cancer Society, and other social service agencies.
- Analyze your local community for evidence of violations or protection of human rights.

- Read and analyze case studies or court cases involving human rights.
- Review literature and textbooks to identify omissions about minority groups and evidence of racial, ethnic, gender, or religious bias and develop a resource file.
- Volunteer to work with an organization dealing with the protection of human rights.
- Develop a curriculum unit that aims to support human rights in your classroom and in the society.
- Seek interactions—socially and in formal organizations—with people who are different from you in background, beliefs, etc.
- Read literature (both fiction and nonfiction) by and about people that are different from you in background, beliefs, etc.

### **Evidence for the Portfolio**

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- Curricular plans and instructional materials—and post-lesson reflections—that you have created which are designed to engage students in exploration of controversial issues and support their thinking and questioning of social or global conditions.
- A narrative written by a third party who has observed a time in your classroom when you helped students engage with a controversial issue.
- Journal entries or a reflective essay that describe how you responded when controversial issues arose in your classroom or school.
- Reflection on student work that addresses controversial issues and human rights.
- A short paper expressing your philosophy of education, including a part that addresses the challenge of dealing with controversial issues and human rights in the classroom.
- A video or other documentation of you engaging in social action activities and/or of you and your students engaging in social action—for example, community service projects—along with reflections on the outcomes of such projects..
- An interview with your Mentor Teacher about his or her philosophy of education, with special attention to how it has or has not changed over time.
- Annotated lists of readings or presentations by authors or speakers who express different viewpoints and perspectives from your own.
- A transcript of a dialogue with children depicting their efforts to understand what human rights mean for them and their classroom.
- Copies of proposals, position papers, and/or correspondence from previous educational or vocational settings that address a social issue.
- A video of a discussion or debate you led in your school or Seminar.
- Documentation of your work with a human rights or other type of volunteer organization.
- Samples of curriculum materials you developed for teaching and exercising human rights.
- A paper describing a real situation you witnessed in your own community in which human rights were violated or protected.
- Reflective writings on fictional and nonfictional literature you have read about human rights or democratic principles or your interactions with people who are different from you in background, beliefs, etc.

### **Suggested Reading**

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- Byrnes, M. (2010). *Taking sides: Clashing views in special education (5<sup>th</sup> ed.)*. NY: McGraw-Hill/Dushkin.

- Flinders, David J. (2005). "Adolescents Talk About the War in Iraq." *Phi Delta Kappan*. 87( 4). 320-323. Reprinted as "We Can and SHOULD Teach the War in Iraq." In *Educational Digest*, (January, 2006). 71, (5). 8-12.
- Freire, P. (2000). *Pedagogy of the oppressed (30<sup>th</sup> Anniversary Ed. )*. New York: Seabury Press. M. Ramos, Trans.
- Hess, D. (2004). Controversies about controversial issues in democratic education. *PS: Politics and Society*, 37(2): 267-261.
- Hess, D. (2002). Teaching controversial issues discussions: Learning from skilled teachers. *Theory and Research in Social Education*, 30(1): 283-314.
- Kunzman, R. (2006). *Grappling with the good: Talking about religion and morality in public schools*. Albany, NY: SUNY Press.
- Noddings, N. (2005). *The challenge to care in schools: An alternative approach to education*. Teachers College Press.
- Noddings, N. (1993). *Educating for intelligent belief or unbelief*. New York: Teachers College Press.
- Palmer, P. (2007). *The courage to teach: Exploring the inner landscape of a teacher's life*. Jossey-Bass Inc.
- Parette, P., & Scherer, M. (2004). Assistive technology use and stigma. *Education and Training in Developmental Disabilities*, 39(3), 217-226.
- Richardson, J. & Powell, J. (2011). *Comparing special education: origins to contemporary paradoxes*. Boston: Stanford University Press.
- Scherer, M. J. (2000). *Living in the state of stuck: How assistive technology impacts the lives of people with disabilities (3<sup>rd</sup> ed.)*. Cambridge, MA: Brookline Books.
- Simon, K.G. (2003). *Moral questions in the classroom: How to get kids to think deeply about real life and their schoolwork*. New Haven, CT: Yale University Press.
- Tyack, D., & Cuban, L. (1997). *Tinkering toward utopia: a century of public school reform*. Boston: Harvard University Press.

Suggested journals and websites:

- Preventing School Failure (Journal):  
<http://kg6ek7cq2b.search.serialssolutions.com/?V=1.0&L=KG6EK7CQ2B&S=JCs&C=PREVSCHFAI&T=marc>



## Expectation 16a: Extracurricular Activities

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Our teacher candidates will demonstrate their dedication to roles and responsibilities outside the instructional school day.

### Rationale

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The “school day” encompasses much more than the hours and classes of instructional time. Extracurricular *activities* are often an avenue of expression for students, as they allow for peer interaction and student-led initiatives performed outside the typical school day. The teachers’ roles and responsibilities are manifested through extracurricular *involvement*. This occurs through the coaching or sponsorship of clubs and activities, but also in planning, organizing and actively participating with their students in activities such as the school newspaper and interschool sports program. Teachers should know the various opportunities for extracurricular involvement and the expectations of their school and community. They should value the educational and social importance of extracurricular activities and how they continue to academics. They should be able to foster and demonstrate personal commitment, team building and community building skills that extracurricular activities and involvement can produce both inside and outside of the academic classroom.

### Elaboration

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#### What this Expectation Is

- A demonstration of your extracurricular involvement and how it is evidenced in your classroom teaching and professional development.
- An opportunity to gather information and make connections with students that can contribute to your work with them in a classroom setting.
- Demonstration of personal and collaborative learning, creativity and organization, that occurs beyond the instructional time of the school day, and is necessary for enriching the school day.

#### What this Expectation is Not

- A list of *your* extracurricular involvement as a student.
- ONLY examples of sponsoring or volunteering in extracurricular activities.

### Outcomes

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#### What You Should Know:

- The available extracurricular activities or organizations available within your school or community and how to connect them to the curriculum.
- Your school’s policies on extracurricular activities.
- Different ways of providing students with opportunities, within their interests, outside of the classroom.
- How to relate what is learned in the classroom to extracurricular activities and the extracurricular activities to the classroom.
- The importance of extracurricular activities to adolescent development and factors that may impede involvement (i.e. disabilities, transportation, socio-economic status, etc.).

#### What You Should Value:

- Interests and strengths that extracurricular activity involvement can instill in students.
- The variety of learning experiences outside of the academic classroom.
- The importance of inclusion when conducting extracurricular activities.
- Your experience and how they can be used to create and influence professional development opportunities as well as extracurricular activities.
- Your students as co-facilitators and self-directed learners inside and outside of the classroom.

**What You Should Be Able to Do:**

- Co-facilitate a group or club without being “the teacher”.
- Act as a resource for students.
- Support and encourage students to be self-directed learners.
- Connect their experiences in extracurricular activities with experiences in the classroom and in the real world.

**Strategies**

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- Discuss the topic of sponsoring extracurricular activities with your mentor teacher.
- Research what extracurricular opportunities are available in your school and community.
- Discuss extracurricular involvement with students who do and do not participate in extracurricular activities; summarize and reflect on those discussions.
- Interview students about their extracurricular involvement or lack of involvement and try to understand different patterns that emerge from the interviews.
- Encourage students to share experiences or learning scenarios from their extracurricular activities into the classroom.
- Develop projects that require students to make the connection between the extracurricular activities and the subject matter.
- Watch movies which show how a student’s passion plays out in their life.
- Bring people from the community into the classroom to show students how they can get involved.
- Share your own experience on the importance of extracurricular activities as a way to model the importance of the extracurricular activities for the students.
- Attend student extracurricular events (e.g., student clubs and sporting events) and analyze their value to students and school and community life.

**Evidence for the Portfolio**

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- Sponsor an activity at your school.
- Document the times you are working with your club or organization in a journal.
- A resource file of all extracurricular activities in the school and the community available to students.
- Write a reflection, based on academic research or your observations, on how extracurricular involvement benefits students and the classroom environment.
- Create a lesson plan that incorporates student activities outside of the classroom setting.
- Make a video of you and your group doing a particular project or activity.
- Attend professional development sessions focused on extracurricular involvement and reflect on what was learned.

**Suggested Readings**

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- Eccles, J. S., Barber, B. L., Stone, M., & Hunt, J. (2003). Extracurricular activities and adolescent development. *Journal of Social Issues*, 59(4), 865-889.
- Holloway, J. H. (2002). Extracurricular Activities and Student Motivation. *Educational Leadership*, 60(1), 80-81.
- Feldman, A. F., & Matjasko, J. L. (2005). The role of school-based extracurricular activities in adolescent development: A comprehensive review and future directions. *Review of Educational Research*, 75(2), 159-210.
- Guest, A., & Schneider, B. (2003). Adolescents' extracurricular participation in context: The

mediating effects of schools, communities, and identity. *Sociology of Education*, 76, 89-109.

- Marsh, H. W., & Kleitman, S. (2002). Extracurricular school activities: The good, the bad, and the nonlinear. *Harvard Educational Review*, 72(4), 464-515.
- Miller, B. M. (2003). Critical Hours: Afterschool Programs and Educational Success. *Nellie Mae Foundation, Braintree, MA*. <http://www.nmefdn.org>.
- Pittman, K. J., Irby, M., Yohalem, N., & Wilson-Ahlstrom, A. (2004). Blurring the lines for learning: The role of out-of-school programs as complements to formal learning. *New Directions for youth development*, 101, 19-41.
- Soderburg, Melissa B. "Student Leadership and Participation in Independent School Activities: Culture Created in Schools." (1997): 1-39.  
(<http://bert.lib.indiana.edu:2048/login?url=http://bert.lib.indiana.edu:2911/login.aspx?direct=true&db=eric&AN=ED410635&site=ehost-live>)

Suggested websites:

- American Community Garden Association: <http://www.communitygarden.org/>
- National Service Learning Clearinghouse: <http://www.servicelearning.org/>
- Future Farmers of America: <https://www.ffa.org/Pages/default.aspx>





## Expectation 16b: Equity & School Law

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Our teacher candidates will demonstrate that they can provide their students with a fair and equitable education based upon their knowledge of school policies as well as state and federal legislation that affects their students' well-being as individuals within the school system.

### Rationale

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Teachers must understand the fundamentals of school regulations, policies, and laws related to equity and individual rights. They also must understand how these regulations, policies, and laws directly affect both their teaching and their students. School policies and laws play a crucial role in how teachers formulate and adapt the way they manage and teach in their classrooms in order to provide a fair education to their students. Teachers should know their responsibilities and how each individual student is affected by equity issues, as well as any new regulations, policies, and laws which arise during their time as an educator. Teachers should value school policies and laws that are designed to give all students a high quality education. And teachers should be able to use their knowledge of equity and school law to protect and uphold the rights of students, teachers, and parents/caregivers. By exercising their legal responsibilities, teachers will be able to create fair, equitable, and safe learning environments for their students.

### Elaboration

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#### What this Expectation Is

- An opportunity to demonstrate that you are familiar with school legislation (district, state, and federal) and understand the rationale for policies and laws as well as your responsibilities for equal treatment and individual rights.
- An opportunity to show your understanding and knowledge of how school regulations, policies, and laws are designed to ensure that teachers provide their students with a high quality education.
- An opportunity to show that you comprehend your rights as a teacher, your students' rights, and the rights of caregivers as they are outlined in and protected by regulations, policies, and laws.
- An opportunity to demonstrate that you can apply specific school regulations, policies, and laws to your everyday teaching and incorporate your knowledge of equity policies and laws when relevant.

#### What this Expectation is Not

- This expectation is not about knowing and memorizing different educational regulations, policies, and laws. You should *apply* your knowledge to help create a fair, equitable, and safe learning environment for your students.
- This expectation is not about your blind obedience to existing school policies and legislation; it is about respect for your student and for the policies created in their interest.

### Outcomes

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#### What You Should Know

- You should know district, state, and federal regulations, policies, and laws concerning the following topics: athletics, curriculum, employment & labor, English as a Second Language, equity & discrimination, finance, health & nutrition, liability, the No Child Left Behind Act, privatization & choice, religion, school safety, special education and disability, student achievement, student rights and discipline, and technology.
- You should know the laws and policies related to referral and placement procedures for individuals with disabilities. (Special Education)
- You should know how the school regulations, policies, and laws listed above affect the

overall well-being of your students and families as active participants in the school system, and yourself as a teacher.

### **What You Should Value**

- You should value school regulations, policies, and laws that exist in order to have the students receive the best education possible and protect the well-being of students.
- You should value the benefits and protection that certain school regulations, policies, and laws provide to you, the teacher.
- You should value the teacher's and administrator's responsibility to protect students' rights to a safe learning environment.
- You should value the ethical principles regarding behavior management planning and implementation. (Special Education)

### **What You Should Be Able to Do**

- You should be able to recognize the significant impact that equity regulations, policies, and laws have on the school community.
- You should be able to identify how your school appropriately or inappropriately applies school regulations, policies, and laws.
- You should be able to apply what you know about the various equity regulations, policies, and laws to your own practice as a teacher
- You should be able to guide and assist appropriately your co-teachers with the knowledge you have of equity policies, laws, and student rights.
- You should be able to search for, and attend, workshops, seminars, and meetings on the subject of equity regulations, policies, and laws that will ultimately enhance your knowledge and fair application of the policies and laws in your practice.

### **Strategies**

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- Develop an annotated bibliography of all the different readings you have done on different equity regulations, policies, and laws.
- Subscribe to and/or read different articles or journals pertaining to equity policies and laws.
- Try to organize a seminar for teachers in your school on the topic of school legislation and/or student rights.
- Have a discussion with and/or interview your mentor teacher about a time when equity regulations, policies, and laws were either a benefit or problem for them with respect to their teaching.
- Observe different teachers and administrators on how they apply certain equity regulations, policies, and laws within their practice; reflect on these observations.
- Interview the principal or other administrative staff regarding their personal feelings on specific regulations, policies, and laws, and how they see those policies and laws affecting teachers, students, parents and caregivers.
- Research the fair hearing or mediation processes that occur for special educators and their students, students' family, etc., in your school.
- Attend a workshop, seminar, or other presentation on school legislation; summarize and reflect on what you learned.
- Research specific policies and laws that may require outside support (i.e. child abuse), and lay out the steps an educator would take in dealing with such issues.

### **Evidence for the Portfolio**

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- Notes you have taken from any meetings or seminars you have attended on school legislation.
- Documentation of how you have applied certain equity regulations, policies, and laws into your teaching practice.
- An interview with your mentor teacher, other teachers, and/or administrators on how they have effectively applied school regulations, policies, and laws in their practice, and a reflection on what you learned from their experience.
- Observation notes and/or a reflection from attending an IEP meeting in which equity regulations, policies, and laws came into play (include examples).
- Observational feedback from your mentor teacher, administrators, or department heads on how you effectively handled a situation that involved an equity regulation, policy, or law.

### **Suggested Reading**

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- Alexander, Kern & Alexander, M. David. (2011) *American public school law (8<sup>th</sup> ed.)* CA: Wadsworth Publishing.
- Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. NY: Teachers College Press.
- Essex, Nathan. L. (2012). *School law and the public schools: A practical guide for educational leaders ( 5th ed)*. Boston, MA: Allyn & Bacon.
- Giuliani, G. A. (2012). *The comprehensive guide to special education law*. London: Jessica Kingsley publisher.
- Kozeo, J. (2005). *The shame of the nation: The restoration of apartheid schooling in America*. New York: Three Rives Press.
- Thomas, S. B., Cambron-McCabe, N.H., & McCarthy, M.M. (2008). *Public School Law (6<sup>th</sup> ed.)*. Boston: Pearson.
- Yell, M. L. (2011). *The law and special education*. Boston: Pearson.

### Suggested websites:

- Elementary and Secondary Education Act (ESEA): <http://www.ed.gov/esea>
- No Child Left Behind (NCLB): <http://www2.ed.gov/policy/elsec/leg/esea02/107-110.pdf>
- The Individuals with Disabilities Education Act (IDEA): <http://idea.ed.gov/>
- Section 504 (U.S. Depart of Education): <http://www2.ed.gov/about/offices/list/ocr/504faq.html>
- Americans with Disabilities Act (ADA): <http://www.ada.gov/>



