

BENEDICTINE UNIVERSITY
EDUC 234/350/354
Preclinical Level 2 with Seminar
Fall 2017



Benedictine University's Conceptual Framework:

Benedictine University educators are effective practitioners, committed to scholarship, lifelong inquiry, leadership and social responsibility.

As a result of this course, you will be expected to demonstrate:

- scholarship by developing a firm understanding of the content of the course;
- lifelong inquiry by actively seeking out answers to your emerging questions;
- leadership by assuming roles that improve practice, such as initiating discussions, serving as a group leader, and volunteering;
- social responsibility by exploring ways to maximize the potential of all learners.

Instructors: Dr. James Pelech (Coordinator) Dr. Mary Jeffery (Seminar Instructor)
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KN 256, 630-829-6283 KN 266, 630-829-6401

Office Hours: Email Dr. Jeffery with any questions or concerns about the mandatory preclinical seminars. Email Dr. Pelech to schedule an appointment for all other preclinical questions or concerns (e.g., placements, assignments).

Seminar Sessions: Fridays 9:00am – 9:50am

Classroom:

Site Visits: Section A – Mondays and Wednesdays from 8:30am – 11:00am
Section B – Tuesdays and Thursdays from 1:15pm – 3:30pm

Required Texts: Benedictine University (2016-2017) *Preclinical Handbook*

Websites: **Benedictine University School of Education**
<http://www.ben.edu/college-of-education-and-health-services/education/index.cfm>

Illinois State Board of Education
www.isbe.net

U.S. Department of Education
www.education.gov

Course Description: This preclinical experience introduces the candidate to teaching methods, including planning, classroom management, and instructional delivery strategies where K-12 students engage in learning experiences. Candidates are expected to exhibit professionalism throughout all components of the experience. Experience includes directed activities in off-campus school settings and on-campus seminars. Personal transportation is required. 1 semester credit hour. Typically offered Fall and Spring Terms. Course Repeatable. Maximum number of units allowed 1. Checkpoint 2 –Admission to TEP; 60 or more credit hours; or department approval

Outcome and Objectives Alignment for Preclinical Level 2

Outcomes & Objectives	Illinois Professional Teaching Standard	Course(s)	Questions for Consideration
<p>1. Plan for Differentiated Instruction, Content, and Pedagogy</p>	<p>(1) <i>Teaching Diverse Students</i> – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.</p> <p>(2) <i>Content Area and Pedagogical Knowledge</i> – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.</p> <p>(3) <i>Planning for Differentiated Instruction</i> – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.</p>	<p>EDUC 240 EDUC 310 EDUC 315 EDUC 318 EDUC 355</p>	<ol style="list-style-type: none"> 1. What are the aspects of diversity have to be considered within a classroom? 2. What are some ways to plan for differentiated instruction that enhance every student’s learning experience? 3. What is pedagogy? 4. Why is it as important to know pedagogy as the content you are teaching?
<p>2. Plan for the learning environment: grouping for instruction</p>	<p>(4) <i>Learning Environment</i> – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.</p>	<p>EDUC 355</p>	<ol style="list-style-type: none"> 1. Why is lesson planning important for student learning? 2. What is grouping for instruction? How does it promote student learning? 3. What are the various components of a lesson plan? Why is each component important? 4. How do classroom management rules effect student learning?
<p>3. Deliver Instruction</p>	<p>(5) <i>Instructional Delivery</i> – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.</p>	<p>EDUC 310 EDUC 315 EDUC 218</p>	<ol style="list-style-type: none"> 1. What is differentiated instruction? Why is it important? 2. How were your lesson plans altered as you delivered instruction?
<p>4. Understand and Exhibit Professionalism</p>	<p>(9) <i>Professionalism, Leadership, and Advocacy</i> The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.</p>	<p>EDUC 240 EDUC 310 EDUC 315 EDUC 318 EDUC 355</p>	<ol style="list-style-type: none"> 1. What are the various aspects of professionalism to consider? 2. In what ways did you see professionalism exhibited throughout your experience?

Important Dates

<i>Date</i>	<i>Time</i>	<i>Event</i>
August 28	8:30am – 11:00am	EDUC 234/350 – Seminar GN 213
August 30	9:00am – 11:00am	EDUC 234/350 – Seminar GN 213
September 1	9:00am – 9:50am	EDUC 234/350 – Seminar
September 5	8:30am – 11:00am	EDUC 234/350 – Seminar GN 213
September 8	9:00am – 9:50am	EDUC 234/350 – Seminar
Week of Sept. 11	Varies	First day of Preclinical Visits
September 15	9:00am – 9:50am	EDUC 234/350 – Seminar
September 22	9:00am – 9:50am	EDUC 234/350 – Seminar
September 29	9:00am – 9:50am	EDUC 234/350 – Seminar
October 6	9:00am – 9:50am	EDUC 234/350 – Seminar
October 13	9:00am – 9:50am	EDUC 234/350 – Seminar
October 9-20	Varies	Midterm Evaluations & Three-Way Conference (Both must be completed by 10/20)
October 20	9:00am – 9:50am	EDUC 234/350 – Seminar
October 27	9:00am – 9:50am	EDUC 234/350 – Seminar
November 3	9:00am – 9:50am	EDUC 234/350 – Seminar
November 10	9:00am – 9:50am	EDUC 234/350 – Seminar
November 17	9:00am – 9:50am	EDUC 234/350 – Seminar
November 6-17	Varies	Final Evaluations & Three-Way Conference (Both must be completed by 11/21)
November 24	9:00am – 9:50am	EDUC 234/350 – NO Seminar – Thanksgiving Holiday
December 1	9:00am – 9:50am	EDUC 234/350 – Seminar; Final Product Due during Seminar
December 8	9:00am – 9:50am	Final Preclinical Level 2 Seminar; Comprehensive Analysis Paper due to LiveText by 11:59pm

****If you are in EDUC 350 and a Preclinical Level 2 candidate, please plan to attend all PC 2 seminars. ****

Requirements for Preclinical Experience

Teacher Candidates will:

1. Use resources provided by the cooperating teacher and the university supervisor.
2. Complete the required schedule of observation and participation in classroom activities at an assigned elementary, middle, or high school. Hours in attendance must be documented on the log sheet and signed by the cooperating teacher, the candidate and the university supervisor. All other schedules and informational documents must also be completed, dated, and signed by the cooperating teacher, the candidate and the university supervisor.
3. Attend all Preclinical Experience seminars requested by this course
4. Submit all assignments on or before the designated due date. *Late work will receive 50% credit.*
5. Maintain contact with assigned university supervisor through weekly emails. These will consist of Site Visit Notes and Analysis Papers.
6. Be fully aware of the course requirements by reading the handbook and becoming familiar with each of the rubrics found in the appendix of the handbook.
7. Be prepared to meet with your university supervisor at least 5 times this semester.
8. **Contact your cooperating teacher and university supervisor immediately upon receiving your placement;** introduce yourself and inquire about school policies regarding health/safety precautions, school hours, school calendar, parking, and schedule your first visits within one week after receiving your placement.
9. **PREPARATION MEETING** Email your cooperating teacher to request a time within two weeks of receiving your placement to make a brief visit. **Be sure to CC your university supervisor on ALL emails sent to your cooperating teacher.** Once at the host school, take your time to learn where to sign in, where to park your car, what documents you need for being in the host school, to meet the personnel (including your cooperating teacher), and try to meet the principal. Have a printed academic calendar of the host school for your reference at this meeting. Confirm Site Visit required blocks of time (see chart in the appendix). You may be given a student handbook or teacher handbook to read over before your first Site Visit. **Be prepared to provide cooperating teacher with the following documents: Cooperating Teacher and Host School Expectation and Responsibilities Preclinical Experience, PC Schedule: Seminar, Site Visit & Performance Activities.**
10. During the **first Site Visit** the teacher candidate should:
 - Present the cooperating teacher with these necessary materials and forms for the appropriate preclinical experience level (Note: some may have been presented during the Preparation meeting):
 1. Cooperating Teacher and Host School Expectation and Responsibilities Preclinical Experience
 2. PC Schedule: Seminar, Site Visit & Performance Activities
 3. PC Observation Analysis for Teacher Candidate Classroom Performance
 4. Evaluation of Growth Preclinical Experience for completion as both a midterm and final
 5. Recommendation for continuance in the BU Education Program;
 - Confirm Site Visit required blocks of time;

- Review the University’s preclinical materials with the cooperating teacher (e.g., Understanding the School Culture, PC Schedule: Seminar, Site Visit & Performance Activities, etc.);
 - Obtain confirmation about expectations of teachers (e.g. health and safety precautions; attire, arrival/departure time; holidays, institutes, conferences, parking) and about the school (e.g. student handbook; faculty handbook; emergency procedures); and
 - Make an effort to secure classroom/course textbooks and/or workbooks from your cooperating teacher during the first visit.
11. Obtain from the Illinois State Board of Education (ISBE) website (www.isbe.net) and read:
Applicable to Teacher Candidates:
- a. Illinois Professional Teaching Standards including Knowledge and Performance Indicators http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf
 - b. Illinois Content Area Standards including Knowledge and Performance Indicators
 - c. Illinois Educator Code of Ethics <http://www.isbe.net/rules/proposed/pdfs/22wf.pdf>
- Applicable to school-aged children and youth:
- a. Illinois Learning Standards for your content area <http://www.isbe.net/ils/Default.htm>
 - b. Common Core Standards for Math and English/Language Arts http://www.isbe.net/common_core/default.htm
12. Clearly identify your assignments with your first name initial, your complete last name and the assignment in the assignment title. (e.g., SMiller sv1, SMiller 1K Observation, SMiller 4P Interaction)
13. Be sure to read the rubrics for each type of assignment. These will be used many times by your university supervisor as you progress through this Preclinical Experience. You should be aware of what the expectations are for each type of assignment.
14. Become aware of the school’s culture by completing the “Understanding the School Environment” document using the host school’s website, the Illinois K-12 Public Schools Rankings based on the Report Card at <http://www.illinoisreportcard.com> provided by the Illinois State Board of Education at <http://www.isbe.net/> and by engaging in discussions with school personnel.
15. Complete a Site Visit Notes template for each Site Visit. The first three will be sent to the university supervisor for review. Each fourth site visit note (4, 8, 12, 16, 20) will be submitted to LiveText for grading. All others will be emailed to your supervisor. The template is in the appendix. There is also a rubric for the Site Visit Notes. While the notes that are emailed to your supervisor are not graded, this rubric will be used by you and your university supervisor to assure the quality of your Site Visit Notes.
16. Email your university supervisor each week’s Site Visit Notes and be prepared to share your Site Visit Notes with peers and your BU instructor at preclinical seminars. **Site Visit Notes are due by 11:59 p.m. on the Sunday** following the week of Site Visits. This will be before your next week’s Site Visits begin. Therefore, Site Visit Notes for Site Visits 1 and 2 are due that Sunday before you begin Site Visits 3 & 4.
17. **Performance Activities:** Accomplish assigned Performance Activities as listed per Site Visit found in the PC Schedule: Seminar, Site Visit & Performance Activities. As the activity is completed, refer to PC Schedule: Seminar, Site Visit & Performance Activities for verification by obtaining the cooperating teacher’s signature in the last column. Performance Activities will be the assessed through your analysis

papers for specific Indicators. These Performance Activities include the words *observe, interview or interact with students*.

18. **Use the Analysis Paper template** (observation, interview, and/or student interaction) required for the IPTS Indicator as stated in the PC Schedule: Seminar, Site Visit & Performance Activities and the Illinois Professional Teaching Standards-Performance Activities Crosswalk (IPAC). See instructions below, take notes about these during the seminars, read the rubric and sample in the handbook to assist with your writing of each analysis paper and submit each analysis in LiveText by **11:59 p.m. on the Sunday** following the week of Site Visits that indicate the completion of the Performance Activities assigned the indicator. This would be before your next week's Site Visits begin.
19. Write a **Comprehensive Analysis Paper** of your Preclinical experience. See the handbook for specifics regarding this assignment.
20. Submit all forms, signed where requested, and required components in your Final Product according to the list in the handbook.
21. All documents must be word processed and follow APA formatting guidelines. Refer to the BenU Library website for help with formatting: <http://researchguides.ben.edu/apa>.
22. **PC Final Product** format for submission to University Supervisor. See the appendix for specifics regarding this assignment.

SITE VISIT POLICIES for the PC EXPERIENCE

Upon completion of three Benedictine University Preclinical Experiences teacher education candidates will have a deeper understanding and application of the Illinois Professional Teaching Standards. Performance Activities designate a range of opportunities for the teacher candidate to observe and interview the cooperating teacher to gain perspectives and knowledge about assigned IPTS indicators. Other Performance Activities will ask the teacher candidate to interact with students to practice the experiential essence of assigned indicators.

With permission of the cooperating teacher and university supervisor, the sequence of these activities may be changed due to the cooperating teacher's schedule. In addition, any of these activities may be visual display, etc. can be done numerous times.

Performance Activities should be completed per the Site Visit schedule. **However** some Performance Activities need to be addressed as they occur in the school and meet the needs of the cooperating teacher. These Performance Activities include but are not limited to: attend team/department/faculty meeting, lunchroom supervision, hallway supervision, recess supervision, study hall assistance, and visual display.

Note for Special Classes and unique situations: If evidence does not exist of the teacher meeting the assigned standard on a particular day, write what could have been done to support this standard. For example, the teacher could have made a chart, multimedia presentation, written rules for organization or directions, etc. to address the standard. This may pertain to PE, Music, Art, etc.

Attendance:

Candidates are expected to attend all scheduled site visits and seminars, unless an absence is necessitated for reasons of illness, emergency, or professional activities (pre-approved by the University Supervisor in

consultation with the Cooperating Teacher). If an absence from a seminar is necessitated, pre-approval must be granted by the Preclinical Coordinator.

For unplanned site visit absences, the Preclinical Candidate must notify both the Cooperating Teacher and the University Supervisor, as soon as the impending absence is realized. At a minimum, the Cooperating Teacher must be notified, prior to the start of the school day on which the absence occurs, preferably at least the night before. If unable to reach the University Supervisor, contact the Preclinical Coordinator at (630) 829-6238.

Candidates may be required to make up missed site visits and seminars.

LiveText

All preclinical candidates must have a Live Text account and be proficient in the use of LiveText, for the submission of their preclinical assignments. It is the candidate's personal responsibility to obtain requisite skills, through participation in LiveText training opportunities offered via the School of Education and Benedictine University.

Grade Determination:

Grades will be determined by meeting individual assignment criteria and all rubrics provided. All assignments and requirements are outlined in the *Preclinical Handbook & Appendices*. Receiving a passing grade of "C" or better in a preclinical experience does not guarantee advancement in the teacher education program.

Late Work: All assignments must be submitted on time. Analysis papers and site visit notes are due no later than 11:59pm on the Sunday after the site visit has occurred. ***Any assignments not submitted by this time will receive no more than 50% of the possible points.***

Remediation Plans:

A *Candidate Growth Plan for Remediation* will be written for any preclinical candidate who doesn't comply with the guidelines delineated in the *Preclinical Handbook and Appendices Handbook*.

University Statement of Policies:

Academic Honesty Policy:

The search for truth and the dissemination of knowledge are the central missions of a university. Benedictine University pursues these missions in an environment guided by our Roman Catholic tradition and our Benedictine heritage. Integrity and honesty are therefore expected of all University students. Actions such as cheating, plagiarism, collusion, fabrication, forgery, falsification, destruction, multiple submission, solicitation and misrepresentation are violations of these expectations and constitute unacceptable behavior in the University community.

To access the complete Academic Honesty Policy, which includes student responsibility, responsibility and authority of faculty, violations, reporting and communicating, responsibilities of the provost, appeals, composition of the academic appeals board, procedures of the academic appeals board, and records, please visit www.ben.edu/ahp.

Academic Accommodation for Religious Observance

A student whose religious obligation conflicts with a course requirement may request an academic accommodation from the instructor. Students must make such requests in writing by the end of the first week of the class. Upon receiving such a request, the instructor will offer reasonable academic accommodations, whenever feasible, and communicate this to the student. However, the course requirements listed in the syllabus remain in effect if accommodations cannot be offered.

Academic Accommodations for Students with Disabilities

If you have a documented learning, psychological or physical disability, you may be eligible for reasonable academic accommodations or services. To request accommodations or services, please contact Michelle Schaefer in the Academic & Career Enrichment Center 214 Godwin, (630) 829-6041. All students are expected to fulfill essential course requirements. The University will not waive any essential skill or requirement of a course or degree program.

GRADING DISTRIBUTION

Assignment	Points	Percentage
Analyses of Interviews	20 per analysis	5
Analyses of Student Interactions	20 per analysis	5
1 Teacher Observed Formal Lesson Plans	48	2
Additional Assignments (Understanding School Environment, Grade Level Summary, Calendar, Dispositions, Observations [Midterm & Final])	80 (10 pts each)	8
Mini Lesson Plans	48 per lesson plan	10
Co-Taught Lesson Plans	48 per lesson plan	10
Formal Lesson Plan	48 per lesson plan	10
Final Evaluation of Growth - University Supervisor	80	10
Final Evaluation of Growth – Cooperating Teacher	80	10
Comprehensive Analysis Paper	40	10
Site Visit Notes (4, 8, 12, 16, 20)	28 per Site Visit Notes	5
Other Site Visit Notes (Submission)	15	3
Final Product	20	2
Preclinical Seminar Attendance & Participation	50	5
Writing Intensive Assignments	100	5

Teacher Candidates Information for Using Rubrics, LiveText, & GoogleDrive

Assignments to be submitted to the University Supervisor	LiveText/Google Drive Entry
BU Dress Code	BU Dress Code Form (signed and dated) – Google Form
Site Visit Notes entries must be emailed to the university supervisor. If only one site visit occurs in a week, then submit one Site Visit Notes entry.	Site Visit Notes from Site Visits 4, 8, 12, 16, and 20 to LiveText; all others are to be emailed to your supervisor.
Analyses of Discussion (multiple)	Submit each analysis; be sure to label each appropriately.
Analyses of Student Interaction (multiple)	Submit each analysis; be sure to label each appropriately.
Lesson Plans (observed, mini, formal, co-taught)	Each lesson plan must be submitted to your supervisor via email at least 72 hours prior to the lesson being taught for feedback. Then, after revising the plan and teaching the lesson, submit each lesson plan; be sure to label each appropriately.
Comprehensive Analysis Paper	Submit the Comprehensive Analysis Paper.
Midterm Evaluation of Growth Preclinical Level II (Self)	Google Drive Form
Final Evaluation of Growth Preclinical Level II (Self)	Google Drive Form
Final Product	
End-of-Experience Survey	Use the link in the assignment to complete the survey.
<i>All final grades will be submitted electronically in Peoplesoft.</i>	

IPTS Preclinical Level 2 EDUC 234/350/354

ILLINOIS PROFESSIONAL TEACHING STANDARDS-PERFORMANCE ACTIVITIES CROSSWALK (IPAC)

Course Title: Preclinical Level 2

Course Number: EDUC 234/350/354

This chart is designed to assist candidate understanding of the direct correlation between the experience outcomes (as outlined on page 3 of the appendix), courses, and performance activities.

Conceptual Framework: This refers to the Benedictine University's School of Education Conceptual Framework. For a more detailed listing the BU's SOE's Conceptual Framework, download the Teacher Education Handbook: <http://www.ben.edu/coehs/education/index.cfm/>.

Outcomes: This column identifies the experience outcomes directly linked to the IPTS listed as well as the corresponding performance activities.

Courses: This column identifies the courses during which the candidate will also address aspects of this IPTS.

IPTS Performance Indicator (InTASC Standard[s]): The specific IPTS performance indicator being addressed is identified in this column. InTASC standards that apply are provided in parenthesis after the IPTS performance indicator. For a complete list of the IPTS indicators (knowledge and performance), please see Standards at: <http://www.isbe.net/licensure/html/higher-education.htm>. For a detailed explanation of the InTASC, download the InTASC Model Core Teaching Standards: http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html.

Task/Performance Activity: In this column, candidates will find the overall task(s) for this IPTS indicator as well as the specific performance activities designed to provide experience directly related to the identified IPTS indicator. Clicking on the hyperlink will take a candidate directly to the site visit detailed on the Seminar, Site Visit, and Performance Activity Schedule located in the appendix.

What to Submit: Check this column to confirm what assignments to submit as evidence of completing the performance activities and the corresponding analysis of the experience.

Rubric(s): This column identifies the rubrics that will be used for each assignment listed.

Illinois Professional Teaching Standard 1 Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Conceptual Framework	Outcome(s)	Course(s)	IPTS Performance Indicator (InTASC Standard[s])	Performance Activities	What to Submit – Supervisor & Faculty	Rubric(s)
Scholarship	#1 – Diverse Students	EDUC 240 EDUC 310 EDUC 315 EDUC 318 EDUC 355	<p>1H) analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement</p> <p>(InTASC 1a, 1b, 1h, 1i, 2a, 2b, 4b, 4o, 4p, 5g, 6g, 6t, 6u, 6v, 7d, 8b)</p>	<p>Task: <i>Discuss and document ways in which the cooperating teacher identifies diverse needs of students and uses that information to guide instruction. Research school and its role in the community and how the school meets the diverse needs of students and leads to ongoing growth and achievement.</i></p> <p>SV 1 Performance Activity 1</p> <p>SV 10 Performance Activity 27</p> <p>Task: <i>Interact with students by assisting in student accommodation to meet diversity needs.</i></p> <p>SV 10 Performance Activity 26</p>	<p>Analysis of Discussion(s)</p> <p>Analysis of Student Interaction(s)</p>	<p>Discussion</p> <p>Student interaction</p>
Scholarship	#1 – Content & Pedagogy	EDUC 240 EDUC 310 EDUC 315 EDUC 318 EDUC 355	<p>1I) stimulates prior knowledge and links new ideas to already familiar ideas and experiences</p> <p>(InTASC 1b, 2c, 2d, 4d, 6i, 7a, 7d)</p>	<p>Task: <i>Observe and document how the cooperating teacher links prior knowledge and new ideas to already familiar ideas and experiences.</i></p> <p>SV 1 Performance Activity 2</p> <p>SV 2 Performance Activity 4</p> <p>SV 6 Performance Activity 14</p>		

Illinois Professional Teaching Standard 3 Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Conceptual Framework	Outcome(s)	Course(s)	IPTS Performance Indicator (InTASC Standard[s])	Performance Activities	What to Submit – Supervisor & Faculty	Rubric(s)
Scholarship	#1 – Differentiated Instruction	EDUC 240 EDUC 310 EDUC 315 EDUC 318 EDUC 355	3J) uses data to plan for differentiated instruction to allow for variations in individual learning needs (InTASC 1a, 1h, 1i, 4a, 4f, 6g, 6h, 6t, 6u, 6v, 7d, 8b)	<p>Task: Discuss with cooperating teacher how she/he uses data to plan for differentiated instruction to allow for variations in individual learning needs. SV 5 Performance Activity 12</p> <p>Task: Observe the cooperating teacher how she/he uses data to plan for differentiated instruction to allow for variations in individual learning needs. SV 5 Performance Activity 13</p>	Analysis of Discussion(s)	Discussion
Scholarship	#1 – Differentiated Instruction	EDUC 240 EDUC 310 EDUC 315 EDUC 318 EDUC 355	3N) accesses and uses a wide range of information and instructional technologies to enhance a student’s ongoing growth and achievement (InTASC 1b, 1h, 4f, 4g, 6i, 8g, 8r)	<p>Task: Discuss how to access and use a wide range of instructional strategies. SV 7 Performance Activity 18</p>	Analysis of Discussion(s)	Discussion
Leadership	#1 – Differentiated Instruction	EDUC 240 EDUC 310 EDUC 315 EDUC 318 EDUC 355	3P) works with others to adapt and modify instruction to meet individual student needs (InTASC 1c, 1k, 2f, 4k, 4i, 6c, 7e, 8s, 9d, 10d, 10e)	<p>Task: Discuss and collaborate with cooperating teacher mini lesson to deliver instruction to all students. SV 7 Performance Activity 19 SV 8 Performance Activity 22 SV 10 Performance Activity 28 SV 11 Performance Activity 31 SV 14 Performance Activity 40 SV 15 Performance Activity 41</p>	Analysis of Discussion(s)	Discussion

Illinois Professional Teaching Standard 4 Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Conceptual Framework	Outcome(s)	Course(s)	IPTS Performance Indicator (InTASC Standard[s])	Performance Activities	What to Submit – Supervisor & Faculty	Rubric(s)
Scholarship	#2 – Learning Environment	EDUC 355	4K) uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities (InTASC 3b, 3d, 3e, 3p, 6f, 8e, 10g)	<p>Task: <i>Observe and document how the cooperating teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities.</i></p> <p>SV 3 Performance Activity 8</p> <p>SV 4 Performance Activity 11</p> <p>SV 14 Performance Activity 38</p>		
Scholarship	#2 – Learning Environment	EDUC 355	4L) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement (InTASC 1b, 3f, 3g, 3q, 5e, 5g, 7o)	<p>Task: <i>Observe and document how the cooperating teacher analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement.</i></p> <p>SV 4 Performance Activity 9</p> <p>SV 4 Performance Activity 10</p>		

Scholarship	#2 – Learning Environment	EDUC 355	4M) organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities (<i>InTASC 3d, 6d, 6s, 7f, 7p, 7q</i>)	Task: <i>Observe and document how the cooperating teacher organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities.</i> SV 8 Performance Activity 20 Task: <i>Discuss how the cooperating teacher organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities.</i> SV 13 Performance Activity 35 SV 13 Performance Activity 36	Analysis of Discussion(s)	Discussion
Scholarship	#2 – Learning Environment	EDUC 355	4N engages students in and monitors individual and group-learning activities that help them develop the motivation to learn (<i>InTASC 1h, 1i, 3b, 3e, 3o, 3p</i>)	Task: <i>Interact with students to assess how the cooperating teacher engages students in and monitors individual and group learning activities that help students develop the motivation to learn.</i> SV 12 Performance Activity 34	Analysis of Student Interaction(s)	Student Interaction
Scholarship	#2 – Learning Environment	EDUC 355	4O) uses a variety of effective behavioral management techniques appropriate to the needs of all students that include positive behavior interventions and supports (<i>InTASC 3h, 3o, 3p, 3q</i>)	Task: <i>Observe the behavioral management techniques of the cooperating teacher to identify those appropriate to the needs of all students that include positive behavior interventions and supports.</i> SV 2 Performance Activity 4 Task: <i>Interact with students to assess the use of a variety of effective behavioral management techniques appropriate to the needs to all students that include positive behavior interventions and supports.</i> SV 3 Performance Activity 6	Analysis of Student Interaction(s)	Student Interaction

Scholarship	#2 – Learning Environment	EDUC 355	4P) modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics (<i>InTASC 1a, 1b, 1h, 1i, 3e, 3f, 3q, 8b</i>)	Task: <i>Discuss how the learning environment is modified to facilitate appropriate behaviors and learning for students with diverse learning characteristics.</i> SV 8 Performance Activity 21	Analysis of Discussion(s)	Discussion
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Illinois Professional Teaching Standard 5 Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Conceptual Framework	Outcome(s)	Course(s)	IPTS Performance Indicator (InTASC Standard[s])	Performance Activities	What to Submit – Supervisor & Faculty	Rubric(s)
Scholarship	#3 – Instructional Delivery	EDUC 310 EDUC 315 EDUC 218	5I) uses multiple teaching strategies, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities (<i>InTASC 6d, 6e, 6f, 6q, 7f, 7p, 7q, 8a, 8f, 8i</i>)	Task: <i>Interact with students to teach your mini-lesson.</i> SV 9 Performance Activity 25 SV 12 Performance Activity 32 SV 16 Performance Activity 44	Analysis of Student Interaction(s)	Student interaction
Scholarship	#3 – Instructional Delivery	EDUC 310 EDUC 315 EDUC 218	5L) develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and presenting diverse	Task: <i>Discuss effective co-teaching strategies used to deliver instruction to each student.</i> SV 12 Performance Activity 33 SV 13 Performance Activity 37 SV 16 Performance Activity 45 SV 17 Performance Activity 47	Lesson Plans & Instructional Delivery of Lesson Plans	

			perspectives to encourage critical and creative thinking (<i>InTASC 5d, 5e, 5f, 6d, 6e, 6f, 6q, 8f</i>)	SV 19 Performance Activity 50 SV 20 Performance Activity 51 Task: <i>Participate in effective co-teaching to deliver instruction to each student.</i> SV 14 Performance Activity 39 SV 18 Performance Activity 48 SV 21 Performance Activity 52		
Scholarship	#3 – Instructional Delivery	EDUC 310 EDUC 315 EDUC 218	5N) uses technology to accomplish differentiated instructional objectives that enhance learning for each student (<i>InTASC 5c, 6i, 8g, 8r, 9f, 10g</i>)	Task: <i>Observe and document how the cooperating teacher uses technology to accomplish differentiated instructional objectives that enhance learning for each student.</i> SV 2 Performance Activity 5 SV 7 Performance Activity 17 Task: <i>Interact with students and document how use of technology to accomplish differentiated instructional objectives that enhance learning for each student.</i> SV 6 Performance Activity 15	Analysis of Student Interaction(s)	Student Interaction

Illinois Professional Teaching Standard 9 - Professionalism, Leadership, and Advocacy The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

Conceptual Framework	Outcome(s)	Course(s)	IPTS Performance Indicator (InTASC Standard[s])	Performance Activities	What to Submit – Supervisor & Faculty	Rubric(s)
Scholarship	#4 - Professionalism	EDUC 240 EDUC 310 EDUC 315 EDUC 318 EDUC 355	9I models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect (<i>InTASC 3q, 3r, 93, 10t</i>)	Task: <i>Reflect upon and then write about your role in the classroom during this preclinical experience.</i> SV17-Performance Activity 46 SV22-Performance Activity 55	Complete BU School of Education Professional Behaviors (Dispositions)	BU School of Education Professional Behaviors (Dispositions) for Teacher Preparation

Scholarship	#4 - Professionalism	EDUC 240 EDUC 310 EDUC 315 EDUC 318 EDUC 355	9K) Reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth <i>(InTASC 5q, 7q, 9c, 9e)</i>	<p>Task: <i>Observe and discuss with your cooperating teacher professional practice and resulting outcomes; engage in self-assessment and adjust practice to improve student performance, school goals, and professional growth based on these observations and discussions.</i></p> <p><u>SV 6 Performance Activity 16</u></p> <p>Task: <i>For PA 53, 54, & 56, write a paragraph to your university supervisor in which you describe what you did for these PAs as well as how your actions affected the students and your cooperating teacher. Be sure to include what worked and what you might do differently next time.</i></p> <p><u>SV 21 Performance Activity 53</u></p> <p><u>SV 21 Performance Activity 54</u></p> <p><u>SV 22 Performance Activity 56</u></p>	PA 53, 54, and 56 – Paragraph to University Supervisor	
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Preclinical Level 2 Schedule

PC LEVEL 2 SEMINAR, SITE VISIT and PERFORMANCE ACTIVITY SCHEDULE

Teacher Candidate: _____ Host School: _____ Cooperating Teacher: _____

Week of assigned Site Visit and Seminar dates	PA #	PERFORMANCE ACTIVITY	What to Submit	Where to Submit	CT's Initials
Preparation Site Visit to Placement School		PREPARATION VISIT to Host School and Cooperating Teacher Email your cooperating teacher to request a time, next week to make a brief visit. Be sure to CC your university supervisor on ALL emails sent to your cooperating teacher.			
Preparation Activities		<p>Once you have received your placement information, complete these additional assignments before your first site visit:</p> <p>Grade Level Summary – Research the grade level to which you have been assigned. Make a list of at least 20 characteristics/considerations of students in that grade. Be sure to cite your sources. Use the template provided in LiveText to complete this assignment. Contact Ms. Jeffery with any questions regarding this assignment. Submit the document to the appropriate dropbox in LiveText.</p> <p>School Calendar – Download the PDF of the school calendar that identifies all holidays, conferences, and other non-student days. Then create a MSWord document that specifically lists all non-student days from February 1 – April 30, 2017. Submit both documents to the appropriate dropbox in LiveText.</p>	<p><i>Grade Level Summary</i></p> <p><i>School Calendar</i></p>	<p>LiveText</p> <p>LiveText</p>	
SV 1	1	<i>Discuss with</i> cooperating teacher his/her role in the school, professional background and educational experience. Ask about the big picture plan of topics for the semester and if possible obtain needed textbooks, curriculum guide, etc. that will allow you to be prepared to assist in the students’ learning and success within the context of their social, economic, cultural, linguistic, and academic experiences. Add to the “Understanding the School Environment” document. This document and the discussion provide information about the school’s culture and diversity of students and staff. 1H	<i>Site Visit Notes</i>	Email to Supervisor	
	2	<i>Observe</i> how the teacher stimulates prior knowledge and then links this to new instruction. Give an example of what you observe and the affect this has upon student learning. 1I			

SV 2	3	Observe how the teacher begins the class, “states” the learning targets, and closes the lesson. 1I	Site Visit Notes	Email to Supervisor		
	4	Observe how the teacher’s proximity (movement around room and closeness to students) affects student learning. 4O				
	5	Observe the technology used and/or is available to teacher and students. This might include: SMARTBOARD, overhead, computer program, document projector, calculators, digital equipment, pedometers, heart rate monitors, interactive video games etc. Note the technology used to accomplish differentiated instructional objectives, which enhance learning for each student. 5N				
SV 3	6	Interact with students by greeting them at the door or talking to them during the first ‘free’ minutes. This is a perfect time to say something positive to each student. It may simply be “Good morning.” or “That hair style looks good on you.” or “That color looks good on you” or “Nice game last night” or “I heard the chess club trounced its opponents.” Gather information about students’ individual experiences, and build a community to later create meaningful learning opportunities in which students feel comfortable in decision making, working collaboratively or independently. 4O	Site Visit Notes <i>IPTS 4O Analysis of Student Interaction</i>	Email to Supervisor		
	7	Write a formal lesson plan of a teacher’s lesson. Refer to specific directions provided in the Documents & Assignments Appendix. Send to university supervisor through LiveText for evaluation.				<i>Observed Formal Lesson Plan</i>
	8	Observe strategies used by the teacher to keep students motivated, engaged, and orderly, promoting a learning community where students assume responsibility for themselves and others. Describe how strategies promote independent learning and how some promote collaborative learning. 4K				
SV 4	9	Observe and document how the teacher calls on most or all students. Note how this alters the classroom environment and influences student motivation, and classroom engagement. If not observed, what kind of a difference would occur in the classroom if most or all students were called on? 4L	Site Visit Notes <i>Understanding the School Environment</i>	LiveText		
	10	Observe cooperating teacher during his/her supervisory duty such as the hallway monitoring, recess, lunch room, study hall, etc. What kind of behaviors did you observe? Was this reflective of the general behavior and culture of the school? Note what is said or behaviors modeled that she/he makes which promote mutual respect and positive social relationships in that venue. 4L		Google Drive		

	11	<i>Observe</i> how cooperating teacher transitions from one activity, topic, or subject to the next to promote a continual learning community. Describe how students are responsible for their materials during this transition and how they prepare for the next activity. 4K			
SV 5	12	<i>Have a discussion with</i> cooperating teacher about how he/she obtains data, and then uses that data to plan for differentiated instruction to allow for variations in individual needs. Areas of need included ESL, special needs students, gifted students, or those with social, economic, cultural, linguistic, and academic needs. Incorporate your knowledge gained or the information about differentiated instruction into your plan in your next mini lesson. 3J	<i>Site Visit Notes</i> <i>IPTS 3J</i> <i>Analysis of Discussion</i>	Email to Supervisor LiveText	
	13	<i>Observe</i> and document how the cooperating teacher preforms an activity or uses a strategy that demonstrates differentiated instruction. OR <i>Observe</i> and describe the implementation of instruction, an activity, a worksheet, a test or an assessment or strategy the cooperating teacher said was part of her/his plan that supports differentiated instruction. 3J			
SV 6	14	<i>Observe</i> another grade level/classroom and record how the teacher stimulates prior knowledge and links new ideas to already familiar ideas and experiences. 1I	<i>Site Visit Notes</i> <i>IPTS 5N</i> <i>Analysis of Student Interaction</i>	Email to Supervisor LiveText	
	15	<i>Interact with students</i> by assisting the teacher using some type of technology e.g., SMARTBOARD, overhead, computer program, document projector, calculators, digital equipment, pedometers, heart rate monitors, or interactive programs. 5N			
	16	Attend a team meeting, department meeting, etc. to <i>observe</i> professional practice and resulting outcomes which improve student performance, school goals, and/or professional growth. (Schedule of meeting to be determined by cooperating teacher.) 9K			
SV 7	17	<i>Observe students</i> using a computer, lap top, notebook etc. in either a computer lab, or the classroom. List two ways in which this accomplished differentiated instructional objectives that enhance learning for each student. 5N	<i>Site Visit Notes</i> <i>IPTS 3N</i> <i>Analysis of Discussion</i>	Email to Supervisor LiveText	
	18	<i>Discuss with</i> cooperating teacher how he/she uses on line resources such as video streaming, You Tube, or even in assessments, etc. to accomplish differentiated instructional objectives that enhance learning for each student. 3N			

	19	<i>Discuss and collaborate with</i> cooperating teacher on next week’s mini lesson, as it should correspond to the regular classroom curriculum. Site Visits have been assigned for this activity but adjust to the cooperating teacher’s needs. This activity should be about 15 minutes and can be for the entire class or for a small group. This formal assistance is part of the teacher’s lesson. Some examples include conducting a warm-up activity, bell ringer, telling a story, providing an introduction to an activity, leading a reading group, conducting a review or a homework review with clarifications, dictating a spelling test, etc. Use the mini lesson plan format to generate your part of the teacher’s lesson. Share this lesson plan with your cooperating teacher during the next SV to have it approved. Then, submit the approved lesson plan in LiveText to your supervisor for review and suggestions before you implement the lesson. This is your 1 st of 3 mini lessons. 3P	<i>Mini Lesson Plan (for feedback)</i>	LiveText
SV 8	20	<i>Observe</i> and describe how the teacher introduces the use of manipulatives to introduce or support a concept or practice a skill and how these promote student responsibility for their learning or decision making either in cooperative groups or independent work. Manipulates could be tactile objects used for math, reading, science, or items used in gym such as beach balls prior to volleyballs. 4M	<i>Site Visit Notes</i> <i>IPTS 4P Analysis of Discussion</i>	LiveText
	21	<i>Discuss with</i> cooperating teacher management strategies used with a student who needs more management assistance in assuming responsibility, working independently or collaboratively, or even using technology. If there are no such students, ask the teacher what strategies he/she has used in some specific situations when such a student has been in their class. 4P		LiveText
	22	<i>Discuss with</i> cooperating teacher your 1 st of 3 mini lesson plans and your last minute details. Have it approved by your cooperating teacher and then reviewed by your university supervisor two days prior to the lesson being taught. 3P		
SV 9	23	<i>Observe</i> and describe informal assessments the teacher uses to assess student learning during today’s lesson. <i>Observe and describe</i> how these assessments affected student mastery of the lesson’s learning targets in an informal manner. 7Q	<i>Site Visit Notes</i>	Email to Supervisor
	24	Find 5 test questions in the teacher’s manual. In a <i>discussion</i> with your cooperating teacher, evaluate each to determine their value. What do they assess i.e. content, a skill, ability to analyze, reading for meaning, graph interruption, summarizing, etc.? How do they help to drive the instruction? 7Q	<i>Mini Lesson Plan (for evaluation)</i>	LiveText

	25	<i>Interact with the students</i> by teaching a mini lesson. This is your 1st of 3 official mini lessons. Immediately after the lesson is taught, reflect upon the lesson to write a self-assessment, add cooperating teacher comments, a goal and send the approved/reviewed/revised lesson plan to the university supervisor for evaluation. Based on your reflections and self-assessment, set a goal for the next lesson. Be sure to include your goal in your analysis summary. 5I			
SV 10	26	<i>Interact with students</i> by assisting with the modification of an activity, worksheet etc. to accommodate a student. 1H	<i>Site Visit Notes</i>	Email to Supervisor	
	27	<i>Discuss with</i> cooperating teacher ways he/she identifies diverse learners and uses that information along with student work to plan future lessons. 1H	<i>IPTS 1H Analysis of Discussion</i>	LiveText	
	28	<i>Discuss and collaborate with cooperating</i> teacher on next week's mini lesson, as it should correspond to the regular classroom curriculum. Site Visits have been assigned for this activity but adjust to the cooperating teacher's needs. This is your 2nd mini lesson. 3P	<i>IPTS 1H Analysis of Student Interaction</i> <i>Mini Lesson Plan (for feedback)</i>	LiveText LiveText	
SV 11	29	<i>Interact with students</i> by using assessment procedures appropriately to administer a test/quiz or assist with some type of assessment. 7Q	<i>Site Visit Notes</i>	Email to Supervisor	
	30	<i>Interact with students</i> by using assessment procedures appropriately to conduct a performance assessment, or to grade papers, or quizzes etc. Describe what type of assessment this is. Describe the differences between the high and low scores? Where there any surprises? What kind of remediation could help students prepare for the next unit or lesson? <i>Discuss with</i> cooperating teacher how test/assessment information is used to improve instruction. 7Q			
	31	<i>Discuss with</i> cooperating teacher your mini lesson plan and your last minute details to have it approved by your cooperating teacher and then reviewed by your university supervisor two days prior to the lesson being taught. 3P			

SV 12	32	<i>Interact with the students</i> by teaching a mini lesson. This is your 2 nd of 3 official mini lessons. Immediately after the lesson is taught, reflect upon the lesson to write a self-assessment, add cooperating teacher comments, a goal and send the approved/reviewed/revised lesson plan to the university supervisor for evaluation. Based on your reflections and self-assessment, set a goal for the next lesson. Be sure to include your goal in your analysis summary. 5I	<i>Site Visit Notes</i>	LiveText
	33	<i>Discuss with</i> cooperating teacher next week's co-taught lesson, as it should correspond to the regular classroom curriculum. Using the Benedictine format, write a formal lesson plan for the 1st of 2 co-taught lessons. 5L	<i>ITPS 4N Analysis of Student Interaction</i>	LiveText
	34	<i>Interact with students</i> by providing encouraging statements to build upon a student's strengths. Such encouragement promotes positive behaviors and builds rapport that prompts students' acting responsibly, caring about their work independently or collaboratively in any learning activity. Encouraging the small steps on the way to success is as important as acknowledging the completion of a whole task. "The Teacher's Guide to Success by Ellen L. Kronowitz (2 nd edition). Encouraging avenues include recognizing effort as opposed to success, pointing out helpful contributions, or highlighting improvements. 4N	<i>Mini Lesson Plan (for evaluation)</i>	LiveText
SV 13	35	<i>Discuss with the LRC Director or librarian</i> the purpose/s of the library, the resources, technology available to student and policies that promote and create a smoothly functioning learning community in which students assume responsibility for their learning. 4M	<i>Co-Taught Formal Lesson Plan (for feedback)</i>	LiveText
	36	<i>Discuss with the LRC Director or librarian</i> the professional development the library provides for teachers. Describe the kind of books and resources available for use by teachers and list a few titles. 4M	<i>Site Visit Notes</i>	Email to Supervisor
	37	<i>Discuss with</i> cooperating teacher your 1 st of 2 co-taught lesson plan and your last minute details. Have it approved by your cooperating teacher and then reviewed by your university supervisor two days prior to the lesson being taught. 5L	<i>IPTS 4M Analysis of Discussion</i>	LiveText
SV 14	38	<i>Observe</i> and document how the teacher demonstrates his/her content knowledge. How does his/her content mastery level impact the creation of a smoothly functioning teaching community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities? 4K	<i>Site Visit Notes</i>	Email to Supervisor
			<i>Co-Taught Formal Lesson Plan (for evaluation)</i>	LiveText

	39	<i>Interact with students by teaching your 1st of 2 co-taught lessons. Immediately after the lesson is taught, reflect upon the lesson to write a self-assessment, add cooperating teacher comments, a goal and send the approved/ reviewed/revised lesson plan to the university supervisor for evaluation. Based on your reflections and self-assessment, set a goal for the next lesson. Be sure to include your goal in your analysis summary. 5L</i>	<i>Mini Lesson Plan (for feedback)</i>	LiveText
	40	<i>Discuss and collaborate with cooperating teacher on next week's mini lesson, as it should correspond to the regular classroom curriculum. Site Visits have been assigned for this activity but adjust to the cooperating teacher's needs. This is your 3rd mini lesson. 3P</i>		
SV 15	41	<i>Discuss with cooperating teacher your 3rd of 3 mini lesson plan and your last minute details to have it approved by your cooperating teacher and then reviewed by your university supervisor two days prior to the lesson being taught. 3P</i>	<i>Site Visit Notes</i>	Email to Supervisor
	42	<i>Discuss with cooperating teacher student work you could grade. Describe the type of assessment procedure and any accommodations for individual students in specific contexts. 7Q</i>	<i>IPTS 3P Analysis of Discussion</i>	LiveText
	43	<i>This Performance Activity refers to the graded assignment in PA 44. If a rubric is used for this assignment, <i>discuss with your cooperating teacher</i> how to use the rubric, its value and the need to making accommodations for individual students in specific contexts. If a rubric is not used, describe how one could have been useful and how it could specifically assist individual students in specific contexts. 7Q</i>		
SV 16	44	<i>Interact with students by teaching a mini lesson. This is your 3rd of 3 official mini lessons. Immediately after the lesson is taught, reflect upon the lesson to write a self-assessment, add cooperating teacher comments, a goal and send the approved/reviewed/revised lesson plan to the university supervisor for evaluation. Based on your reflections and self-assessment, set a goal for the next lesson. Be sure to include your goal in your analysis summary. 5I</i>	<i>Site Visit Notes</i>	LiveText
	45	<i>Discuss with cooperating teacher next week's co-taught lesson, as it should correspond to the regular classroom curriculum. Using the Benedictine format, write a formal lesson plan for the 2nd of 2 co-taught lessons. This may be a whole lesson or part of a lesson as directed by your cooperating teacher. Include in your lesson's script. You must include techniques that incorporate differentiated instruction. Then list the information, or data, you used to support this instruction. Then, submit the approved lesson plan in LiveText to your supervisor for review and suggestions before you implement the lesson. 5L</i>	<i>Mini Lesson Plan (for evaluation)</i> <i>Co-Taught Formal Lesson Plan (for feedback)</i>	LiveText LiveText

SV 17	46	Document how you demonstrated honesty, integrity, personal responsibility, confidentiality, altruism and respect throughout this preclinical experience. (i.e., students, cooperating teachers, other school personnel & university supervisors) 9I	<i>Site Visit Notes</i>	Email to Supervisor	
	47	<i>Discuss with</i> cooperating teacher your co-taught lesson plan and your last minute details to have it approved by your cooperating teacher and then reviewed by your university supervisor two days prior to the lesson being taught. 5L			
SV 18	48	<i>Interact with students by teaching your 2nd of 2 co-taught lessons. Immediately after the lesson is taught, reflect upon the lesson to write a self-assessment, add cooperating teacher comments, a goal and send the approved/reviewed/revised lesson plan to the university supervisor for evaluation. Based on your reflections and self-assessment, set a goal for the next lesson. Be sure to include your goal in your analysis summary. 5L</i>	<i>Site Visit Notes</i> <i>Co-Taught Formal Lesson Plan (for evaluation)</i>	Email to Supervisor	
	49	<i>Discuss with</i> cooperating teacher next week's full lesson, as it should correspond to the regular classroom curriculum. Using the Benedictine format, plan and write a formal lesson plan for this full lesson. You must include techniques that incorporate differentiated instruction. Then list the information, or data, you used to support this instruction. Upon completion of the lesson plan, discuss the lesson plan with your cooperating teacher and have it approved. Then, submit the approved lesson plan in LiveText to your supervisor for review and suggestions before you implement the lesson. Email to your university supervisor with date and time of lesson if you have not already done so. 5L		<i>Formal Lesson Plan (for feedback)</i>	LiveText
SV 19	50	<i>Discuss with</i> cooperating teacher how he/she uses technologies to conduct assessments, monitor performance and assess student progress. Note how this use of technology promotes various types of assessment, if the technology used in the assessment is used appropriately, and if the technology is used to make accommodations for individual students. 7Q	<i>Site Visit Notes</i>	Email to Supervisor	
	51	<i>Discuss with</i> cooperating teacher your formal lesson plan and your last minute details to have it approved by your cooperating teacher and reviewed by your university supervisor two days prior to the lesson being taught. 5L			
	52	Reflect upon your professional growth and professional practice as you describe how you will thank your cooperating teacher and any other professional who has helped you during this PC experience. 9K			

SV 20 Your last day in the schools must be completed by Friday, Nov. 17, 2017.	53	<i>Interact with students</i> by teaching a full lesson with your university supervisor present. Immediately after the lesson is taught, reflect upon the lesson to write a self-assessment, add cooperating teacher comments, a goal and send the approved/reviewed/ revised lesson plan to the university supervisor for evaluation. Based on your reflections and self-assessment, set a goal for the next lesson. Be sure to include your goal in your analysis summary. 5L	<i>Site Visit Notes</i> <i>Formal Lesson Plan (for evaluation)</i>	LiveText
	54	Interact with cooperating teacher and students to thank the teachers and students. 9I		LiveText

CONCEPTUAL FRAMEWORK
School of Education
Benedictine University



Benedictine University educators are **effective practitioners**, committed to **scholarship, lifelong inquiry, leadership** and **social responsibility**.

These four strands are woven into the education curriculum and are reflected in the expectations we have for our graduates:

Scholarship (S)

Benedictine University's education program requires that candidates have a firm understanding of the subject matter and a solid foundation in pedagogical principles that promote understanding of the content. Candidates acquire the knowledge that shapes and influences learning through critical thinking, research-based decisions, and best practices utilizing technological advances and innovative strategies.

Lifelong Inquiry (LI)

Candidates regularly engage in learning through self-reflection by questioning and critically reflecting upon their current understandings. They seek out information, both individually and collaboratively, to formulate an in-depth knowledge base, grounded in research that informs their thinking and decision-making. Candidates incorporate information learned from professional development opportunities and are actively involved in professional groups and organizations.

Leadership (L)

Candidates are prepared to assume leadership roles that enable them to affect change and improve professional practice through the application of educational theory and ethical principles. Candidates learn how to be flexible, supportive, ethical and responsible and they use their knowledge to promote effective educational initiatives that influence learning environments. Through the development of interpersonal and communication skills, candidates pursue opportunities to collaborate with others to positively impact students, the community, and the professional field.

Social Responsibility (SR)

Candidates are dedicated to creating fair and equitable environments that support and enhance the learning of all students. They seek diversity of thought and practice from students and other professionals. Candidates demonstrate honesty and integrity in their actions and communication with others.

Illinois Professional Teaching Standards (2013-14)

Standard 1 - Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Standard 2 - Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Standard 9 - Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

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