

K-12 CLINICAL PRACTICE GUIDE

.....
SCHOOL OF EDUCATION



JONES INTERNATIONAL UNIVERSITY®

The Gold Standard Online University®

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K-12 Clinical Practice Guide

September 2011

School of Education K-12 Licensure Programs

Master of Education

Doctorate of Education

Education Specialist



JIU[®]

THE GOLD STANDARD
ONLINE UNIVERSITY

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Table of Contents

- Overview of Degree Programs 1***
- Theory to Practice 2***
- Essential Policies and Admission Requirements 3***
- School of Education Clinical Practice Policy 4***
- Securing Clinical Practice Placements and Qualified Mentors/Site Supervisors 4***
- State Department of Education Licensing Requirements 5***
- Institutional Recommendations and State Licensure Exams 6***
- Advising and Support 6***
- Assessment of Teacher and Principal/Administrator Candidate Learning 8***
- Supervised Student Teaching for MEd Teacher Licensure Programs 10***
- Supervised Internship for MEd, EdS and EdD Principal/Administrator Licensure Programs 15***
- Mentor/Site Supervisor Honoraria 18***
- Frequently Asked Questions about Clinical Practice 19***
- Contact Information for Jones International University 21***
- Appendix 1: Clinical Practice Index of Forms 22***
- Appendix 2: School of Education’s Unit Proficiencies for Knowledge, Skills and Dispositions 23***
- Appendix 3: What Is Differentiated Instruction? 24***
- Appendix 4: Working with Parents 25***
- Appendix 5: Communicating with State Licensure Departments 27***
- Appendix 6: Selected Readings and Resources 28***

Overview of Degree Programs

JIU and its School of Education have met rigorous, professional standards for its Colorado state-approved programs of teacher and principal/administrator preparation:

- On June 23-24, 2011, the HLC continued Jones International University's accreditation and updated JIU's status as follows:

Current Status of Jones International University

Jones International University, located in Centennial, Colorado and offering online programs, is accredited by the Higher Learning Commission; is on Notice.

For more information, please go to either JIU's website located at www.jiu.edu or HLC's website at www.ncahlc.org. The Higher Learning Commission may be contacted at 230 LaSalle Street, Suite 7-500, Chicago, Illinois 60604, or (312)263-0456.

- In 1999 the HLC approved JIU's MEd degree programs for accreditation affiliation.
- In 2004 the Colorado Commission of Higher Education (CCHE) approved JIU's first MEd degree programs.
- In August 2005 the Colorado State Board of Education (CSBE) approved JIU's teacher and principal/administrator licensure preparation programs.
- In March 2006 the CCHE accepted and added JIU's teacher and principal/administrator preparation programs to its list of approved higher education preparation programs.
- In 2007-2008 the HLC approved JIU's EdS and EdD degree programs for accreditation affiliation
- In 2009 the CCHE and the CSBE re-authorized JIU as a state-approved provider for K-12 educator preparation (licensure) programs.
- In November 2009 the National Council for Accreditation of Teacher Education (NCATE) designated JIU as a ["Formal Candidate" for accreditation.](#)

Teacher and Principal/Administrator Preparation Programs

The JIU School of Education's post-baccalaureate Master of Education (MEd), Doctorate of Education (EdD) and Education Specialist (EdS) teacher and principal/administrator preparation programs are designed for those who wish to become licensed K-12 educators and education leaders in the United States. These programs are also available to teacher and principal/administrator candidates living abroad. The MEd teacher preparation program includes these five degree specializations:

- MEd in Elementary Curriculum, Instruction and Assessment: Teacher Licensure
- MEd in Secondary Curriculum, Instruction and Assessment: Teacher Licensure
- MEd in K-12 English as a Second Language Education: Teacher Licensure
- MEd in K-12 English as a Second Language Specialist: Bilingual Education Teacher Licensure
- MEd in K-12 Instructional Technology: Teacher Licensure

The MEd, EdD, and EdS principal/administrator preparation programs are designed for license-seeking* educators who wish to expand their careers in K-12 educational leadership. These programs are open to candidates who live both in the United States and abroad. The MEd, EdD, and EdS principal/administrator preparation programs include the following:

- Master of Education in Education Leadership and Administration: Principal and Administrator Licensure
- Education Specialist in K-12 Education Leadership
- Doctorate in K-12 Education Leadership

*The Master of Education in Education Leadership and Administration program for licensed educators does not lead to initial education leadership licensure. This program does, however, include an internship requirement. Therefore, the information in this guide pertaining to the process of obtaining and completing an internship applies to this program. Licensure-related information does not apply.

Theory to Practice

The JIU School of Education provides graduate education for future and practicing teachers and administrators organized around the conviction that quality teaching matters and can change lives (Darling-Hammond & Cobb, 1996; Fullan, 1993; Haycock, 1998; Oakes & Lipton, 1999; Posner, 2000; Sanders, 1998). This principle is stated on the JIU website for all degree candidates, prospective and existing, to review. The website states:

“It takes a compassionate and thoughtful person to choose a career in education. While the reasons for entering the field are varied, those who take this noble path share one common trait – they want to make a difference. Our comprehensive degree programs are designed not only to advance your professional development in an exceptional way, but to foster a sense of community and purpose in your career that will last a lifetime.”

The School of Education’s philosophy is fundamentally reform-minded and is continuously responsive to the needs of today’s K-12 students. An applied learning foundation ensures that every degree program incorporates sponsored, project-based learning that serves real educational needs that improve K-12 student learning.

The teacher and principal/administrator preparation program coursework and clinical practice requirements integrate theory, research, professional standards, and practice. Each candidate learns and develops the knowledge, skills and dispositions necessary to effectively and positively improve K-12 student learning. (See Appendix 2: School of Education’s Unit Proficiencies for Knowledge, Skills and Dispositions.)

The term “clinical practice” refers to the intensive, field-based activities required of all teacher and principal/administrator licensure preparation programs. The term “student teaching” refers to clinical practice in the teacher licensure programs, and the term “internship” refers to clinical practice in the principal/administrator licensure programs.

All SoE licensure candidates have multiple opportunities to work with K-12 students from diverse backgrounds. Specifically, each program is designed to ensure that licensure candidates have opportunities to work with the following diverse groups:

- English-Language Learners
- Students of both genders
- Students from different socioeconomic backgrounds
- Students from different ethnic/racial groups
- Students with different learning ability levels

All SoE licensure preparation programs are aligned to the [performance-based professional standards established by the Colorado State Board of Education](#), as well as the [standards established by the National Council for Accreditation of Teacher Education \(NCATE\)](#). In addition to the standards listed above, the following programs are also rigorously aligned to specialized professional associations recognized by NCATE:

- The Elementary Curriculum, Instruction and Assessment program aligns to the standards of the [Association for Childhood Education International](#) (ACEI);
- All four SoE “K-12 English as a Second Language” degree programs align to the standards of the [Teachers of English to Speakers of Other Languages](#) (TESOL);
- The K-12 Instructional Technology: Teacher Licensure degree program aligns to the standards of the [International Society for Technology in Education](#) (ISTE);
- The MEd in Education Leadership and Administration: Principal and Administrator Licensure degree program aligns to the standards of the [Education Leadership Constituent Council](#) (ELCC);

During required field-based clinical practice experiences, every licensure candidate is required to demonstrate proficiency in all designated professional standards in order to graduate from designated courses and the licensure program specialization. Candidates who receive a failing grade in clinical practice courses are advised to work directly with their SSC to discuss alternative degree options. The SoE offers several K-12 master of education degree specializations that do not lead to licensure.

Best practice suggests that the most effective elementary teachers possess deep content knowledge across core subject areas. States and school districts across America may increasingly require elementary teacher candidates to possess core subject knowledge. The National Council on Teacher Quality states:

With the advent of the Common Core Standards, which have already been adopted in 41 states (43 states/territories as of March, 2011) and which are considerably more demanding than most state standards, the bar on elementary teachers' content preparation has only been raised higher. Traditional state "English Language Arts" standards....will soon give way to far more rigorous standards which will demand that students (and hence their teachers) have background knowledge across all (core) subject areas, including topics in history, social science and science.

Source: <http://www.nctq.org/edschoolreports/national/indicators.jsp>: page 8, 2011

Candidates in the MEd Elementary Curriculum, Instruction and Assessment: Teacher Licensure program specialization are strongly advised to possess 30 college credits across the following core subject areas as identified in the Common Core State Standards (<http://www.corestandards.org/the-standards>):

- English language arts
- Mathematics
- Science/Technical subjects
- History/Social studies

Candidates who do not possess this minimum credit recommendation should work directly with their student support counselor to develop a plan to secure the minimum course credits. Some course credits may be obtained at JIU through the School of Business undergraduate course offerings. The SoE is currently working with JIU leadership on a potential proposal to revise the admissions requirements for elementary licensure candidates to include this credit requirement (target release date: October, 2011).

Essential Policies and Admission Requirements

The following essential documents and policies describe the academic and professional expectations of teacher and principal/administrator licensure candidates.

- JIU Student Handbook
- JIU School of Education Catalog
- K-12 Clinical Practice Guide
- Clinical Practice Attestation Form and Related Policies (see Appendix 1 for link)
- SoE Clinical Practice Policy (see below)

The educator preparation programs have specific admission criteria and minimum qualification requirements. Specifically, each candidate must hold a regionally-accredited bachelor's degree from an institution of higher education. Doctorate of Education (EdD) and Education Specialist (EdS) candidates must hold a master's degree or higher that is recognized by the United States Department of Education. The written policy is found at: <http://www.jiu.edu/admissions/admission>.

School of Education Clinical Practice Policy

Clinical practice is the cornerstone of each educator licensure program offered by the School of Education. Candidates enrolled in clinical practice courses, such as student teaching or internships, engage in intensive field-based activities to develop and demonstrate proficiencies defined by professional standards and the School of Education.

Clinical practice field experiences are conducted at sites approved by the University and are supervised by K-12 school faculty (i.e., teachers, principals/administrators). Clinical practice school sites must permit candidates to complete all required course assignments. For example, teacher licensure candidates must be able to teach in their endorsement area and in all main content areas (mathematics, science, social studies, English).

Clinical practice sites must be designated as school settings, such as:

- Public schools (including charter, magnet and alternative schools)
- Private schools
- Department of Defense schools
- Parochial schools

In addition:

- Sites must be licensed American schools located within the United States or abroad.
- Sites must provide JIU candidates with multiple opportunities to work with diverse K-12 students.
- Placements must be classroom/school settings for students at the appropriate grade level(s).
- Placements must consist of classroom/school settings that teach the subject area of the intended license (e.g., elementary classroom, secondary mathematics classroom, district offices for district administrators, etc.).

Clinical practice sites that are **not** acceptable include:

- Home schools.
- Non-academic K-12 settings, such as school-based summer camps.
- Adult education settings with K-12 curricula, such as GED programs.
- Clinical practice sites where English is not the language of instruction.

JIU refers to the school faculty members who supervise JIU candidates in the MEd programs as mentors and site supervisors. Mentors and site supervisors must meet qualifications established by the University: a current United States educator license and three years or more of licensed experience in the candidate's content area. Specific school faculty qualifications are delineated within the clinical practice course prerequisites found in Appendix 1.

In order for candidates to pass courses requiring student teaching, mentors and site supervisors must submit to JIU written appraisals and documentation regarding candidates' student teaching. JIU requires faculty members to communicate regularly with mentors and site supervisors via phone conferences. JIU faculty members must incorporate assessment results when assigning final grades. Candidates must earn positive appraisals to receive passing grades.

Securing Clinical Practice Placements and Qualified Mentors/Site Supervisors

Candidates are responsible for initially locating appropriate clinical practice sites where they can complete the required clinical practice hours. Clinical practice placements must meet the requirements as set forth in the SoE Clinical Practice Policy (see page 3). Candidates then work with their SSC and/or the Clinical Practice Facilitator to carefully review the site and mentor/site supervisor qualifications. Once the site and mentor/site supervisor qualifications have been informally reviewed, the candidate submits all required documentation, as delineated on the prerequisite forms (see appendices), to the School of Education.

The Clinical Practice Facilitator then completes a formal review of the site characteristics and mentor/site supervisor qualifications. Once the site and mentor/site supervisor qualifications are approved, the candidate then works with his/her SSC to register for clinical practice courses. If the site and/or mentor/site supervisor is not approved, the Clinical Practice Facilitator continues to work with the student to identify a new placement and/or mentor/site supervisor. The Clinical Practice Facilitator also assists in handling all required legal agreements and supporting documents. If a school district has questions about JIU's School of Education programs, or wishes to speak to a JIU representative, the Clinical Practice Facilitator will handle these inquiries on behalf of candidates.

Clinical practice sites and mentors/site supervisors may be located outside the United States to ensure that international candidates can complete their student teaching/internship within their own communities. However, mentors must hold American educator licenses, and all clinical practice sites must use American curricula.

All candidates must fulfill the clinical practice course prerequisites, which include the submission of passing scores on state required licensure exams. For detailed prerequisite information, please see the course descriptions on the JIU website, the SoE Catalog, or the appendices of this Guide.

*JIU recognizes that candidates in the *MEd in Education Leadership and Administration* program for licensed educators or the EdD and EdS programs may already possess a principal/administrator license.

State Department of Education Licensing Requirements

Candidates seeking licensure are responsible for fulfilling their respective states' unique licensure requirements. These requirements are usually located on their states' department of education (or equivalent entity's) Web site. The School of Education can assist candidates as they fulfill their licensure requirements, but is not responsible for any candidate's inability to obtain licensure in their state. For information about seeking licensure information from state entities, read Appendix 5: Communicating with State Licensure Departments.

Graduates of the teacher and principal/administrator preparation programs have at least two options when seeking an initial educator license:

- Graduates may use the JIU state-approved program of preparation to meet his or her own state's licensing requirements.

Or,

- Graduates may pursue initial educator licenses through the State of Colorado and then seek reciprocal recognition of that license within their own states. Colorado is a participant in the National Association of State Directors of Teacher Education and Certification's (NASDTEC) Interstate Agreement that facilitates educators' movement among states and jurisdictions. For more information: <http://www.nasdtec.org/>.

Each state's department of education has unique licensure requirements. Candidates are ultimately responsible for knowing and following the steps for becoming licensed teachers. The School of Education can assist candidates by:

- Providing letters verifying program enrollment or completion.
- Providing documentation of JIU's HLC regional accreditation status, CSBE approval, and CCHE approval.

JIU created its teacher and principal/administrator preparation programs in accordance with Colorado law and CSBE rules. Colorado law, CSBE rules, and JIU policies are subject to change without prior notification. Candidates seeking licensure from the Colorado Department of Education must meet all applicable requirements, including exam requirements. Prior to applying for an initial principal license in Colorado, candidates must complete three years of experience in a school setting as a licensed teacher or special services provider.

Read more about Colorado's educator licensure, approved licensure exam requirements, and information about Colorado elementary, secondary, and K-12 endorsements at: http://www.cde.state.co.us/index_license.htm.

Institutional Recommendations and State Licensure Exams

Most American states require institutional recommendations from the institutions of higher education that prepare teacher/principal/administrator candidates as part of the licensure application process. The following licensure program specializations fully align to Colorado's performance-based standards. Candidates who graduate from the programs listed below are eligible for institutional recommendations from JIU. In addition, the submission of passing scores on all state required licensure exams is required in order to receive an Institutional Recommendation from JIU. These distinctions are aligned to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement.

- MEd in Education Leadership and Administration: Principal and Administrator Licensure
- MEd in Elementary Curriculum, Instruction, and Assessment: Teacher Licensure
- MEd in K-12 English as a Second Language Education: Teacher Licensure
- MEd in K-12 English as a Second Language Specialist: Bilingual Education Teacher Licensure
- MEd in K-12 Instructional Technology: Teacher Licensure
- MEd in Secondary Curriculum, Instruction, and Assessment: Teacher Licensure
- EdS in Education Specialist K-12 Education Leadership
- EdD in Doctorate of Education in K-12 Education Leadership

PLACE, Praxis II or Other State Licensure Exams

Candidates enrolled in the degree specializations listed in the previous section must submit to the JIU Registrar a passing score on their designated state required licensure exams prior to registration for student teaching/internship courses. When completing your exam(s) at the testing center, please ensure you indicate both your state department of education and JIU as recipients of the exam score reports.

Advising and Support

Student Support Counselors

After being admitted to one of the K-12 licensure degree programs, each candidate is supported by a Student Support Counselor (SSC). SSCs provide proactive counseling to ensure that candidates are well prepared. SSCs help candidates:

- Understand the logistics of how the program works to ensure candidate success. This ongoing support helps candidates understand the program's learning objectives, time commitments, and required activities.
- Develop degree plans and course sequence calendars.
- Help candidates successfully complete the required prerequisites before enrolling in clinical practice.
- Understand Level-1 and Level-2 field experience requirements for teacher candidates; and understand the internship requirements for principal/administrator candidates. SSCs also help candidates determine options for fulfilling these requirements when necessary.
- Understand how to select sponsors/mentors/site supervisors and successfully complete course projects.
- Develop and maintain course sequence degree plans to ensure candidates complete the necessary coursework and clinical practice requirements.



JIU Faculty Members

As candidates progress through each course, faculty members continuously provide guidance on topics within their areas of expertise. Candidates are encouraged to share with faculty members their questions about course assignments, career path options, and experiences in the field. Helpful and informative dialogue between candidates and faculty members is the School of Education's most consistent form of advising.

Clinical Practice Facilitator

The clinical practice facilitator works with each candidate's student support counselor to ensure that candidates secure appropriate clinical practice sites and qualified mentors/site supervisors. Facilitators also confirm that the School of Education receives all required documentation. In addition, candidates often need support in securing a clinical practice placement. The Clinical practice facilitator acts on the candidate's behalf when school district representatives require specific information about JIU's teacher or principal/administrator preparation programs, would like to speak to a JIU representative, or require formal letters of request for clinical practice placements. The clinical practice facilitator works with the SSC team to answer candidates' questions about securing and completing clinical practice requirements, and to help candidates secure appropriate clinical practice placements for their areas of study.

Faculty Member Qualifications

Each course is taught by a faculty member who:

- Holds an advanced degree, often a terminal degree.
- Has performed recent, relevant, and successful academic or applied research demonstrating that he or she is intellectually productive in a relevant field of study.
- Has a record of three or more years of recent, relevant, and successful experience teaching in adult education environments.
- Has a record of three or more years of recent, relevant and successful professional experience in the field.
- Seeks and values the active participation of students.
- Participates in continuous development activities that demonstrate the maintenance of intellectual capital (currency in the teaching field) consistent with teaching responsibilities.



Importantly, the size of JIU's faculty is aligned with student enrollment, and the expertise of JIU's faculty is aligned with curriculum.

JIU has raised the baseline qualifications for new faculty members. Every candidate for JIU faculty must:

- Hold a terminal degree in a relevant field.
- Have produced at least ten scholarly contributions to their field of study.
- Have ten years of experience teaching adult learners.
- Have at least three years of online teaching experience.
- Have at least ten years of professional experience in the field they will be teaching.

The School of Education's (SoE) faculty members are highly diverse in terms of race, gender, and geographic location. Also, 96 percent of SoE faculty members have earned terminal degrees, and 76 percent have taught in an adult learning or online settings for three or more years. Together, JIU faculty members have written 3,200 publications and presentations; 600 of these scholarly contributions were published and/or presented within the past three years. We not only hold our faculty members to demanding hiring standards, but all JIU faculty members are regularly appraised from various perspectives using a stringent mix of continuous and regular internal appraisal tools and processes, including performance assessments by JIU candidates.

Mentor/Site Supervisor Qualifications

School faculty members supervising JIU candidates are referred to as mentors in the MEd programs and site supervisors in the EdS and EdD programs. School faculty members demonstrate behaviors consistent with the ideals of fairness and the belief that all K-12 students can learn.

Supervising school faculty must meet the qualifications established by the University, which include the possession of a current United States educator's license and three years or more of licensed experience in the candidate's content area. Specific school faculty qualifications are delineated in each Prerequisite Checklist (see Appendix 1).

Assessment of Teacher and Principal/Administrator Candidate Learning

JIU developed the Assessment of Student Learning and Institutional Improvement Model to answer the question, for every JIU candidate, "Are the promises JIU makes about candidate learning actually achieved?"

The JIU assessment model emerged out of the School of Education and has evolved into data-driven reporting of student learning. Instead of manually collecting and analyzing a sample of assessment data as done in the past, the new model provides data that is generated and reported electronically for every candidate. The model is automated and accessible online to create a "culture of evidence." The academic leadership team — organized to maximize institutional assessment and continuous quality improvement — ensures that data collection, data analysis, data reporting, plans for improvement, and evaluation of results fosters continuous improvement.

The University, in 2008-2009, made a number of improvements to the model, including the implementation of measurements for assessing:

- Student learning within courses.
- Student learning across courses.
- Courses and programs.
- The University as a whole.

Importantly, JIU implemented a Student Success Data Report, a real-time, Web-based reporting tool that displays individual, aggregated candidate performance (see images below). Using this report, faculty members can assess candidates' end-of-course projects and their performance regarding learning objectives. These data are aggregated for every candidate enrolled in a program. This method allows individual candidates, and the University, to track how well candidates improve and achieve learning objectives. Also, faculty members and student support counselors can use this report to track candidate progress. For example, if a candidate's project does not meet expectations, their faculty member can use this report to offer examples of exemplary projects, offer online tutoring resources, and provide helpful feedback.

SUCCESS PER COURSE
OVERALL SUCCESS DATA

John Smith's Success Data

Course	Assessment Completed	Outcomes
EDU605A: Student Teaching : Classroom Practicum I	04/27/2009	-

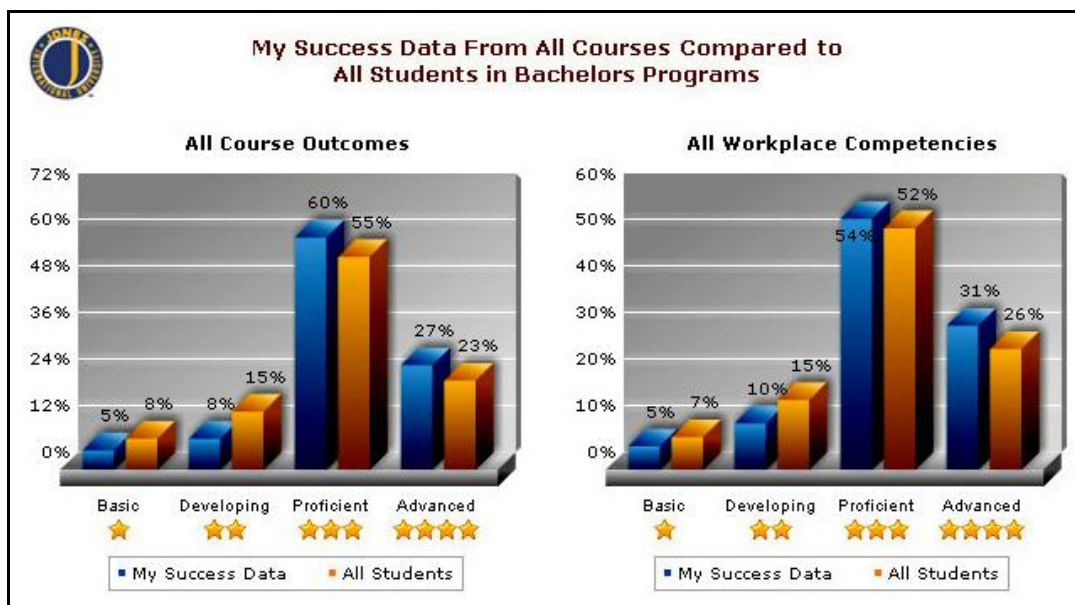
■ ■ ■ ■ LEGEND
 [Printer-friendly Version of These Outcomes](#)

Course Outcomes		Results
1	Explain and demonstrate how student teachers engaging in supervised, professional field experiences can use reflective practices to improve their teaching.	■ ■ ■ ■ ■
2	Use strategies to develop student literacy in reading, writing, speaking, viewing, and listening.	■ ■ ■ ■ ■
3	Use strategies to develop student literacy in mathematics.	■ ■ ■ ■ ■
4	Design curriculum in order to demonstrate knowledge in the specific curriculum area you will be teaching, or in the content areas of civics, economics, foreign language, geography, history, science, music, visual arts, and physical education if you teach elementary students. Demonstrate expertise in your content endorsement area(s), and integrate literacy and mathematics across the curriculum if you teach secondary students.	■ ■ ■ ■ ■
5	Use technology to support instruction and enhance student learning.	■ ■ ■ ■ ■
6	Describe and apply the use of Colorado Model Content Standards in elementary and secondary curricula (or standards for another state), especially in literacy, mathematics, and assessment.	■ ■ ■ ■ ■
7	Demonstrate professional accomplishments gained from student teaching and mastery of all course learning objectives through a portfolio project.	■ ■ ■ ■ ■

Workplace Competencies	Results
Completeness [?]	■ ■ ■ ■ ■
Timeliness [?]	■ ■ ■ ■ ■
Originality [?]	■ ■ ■ ■ ■
Feedback Incorporated [?]	■ ■ ■ ■ ■

Workplace Competencies	Results
Treatment [?]	■ ■ ■ ■ ■
Clarity and Concision [?]	■ ■ ■ ■ ■
Language Conventions [?]	■ ■ ■ ■ ■
Format [?]	■ ■ ■ ■ ■
Professional Application [?]	■ ■ ■ ■ ■
Application of Technology [?]	■ ■ ■ ■ ■

FEEDBACK INCORPORATED:
 Appropriately incorporates formative feedback from the professor and peers, or explains why feedback was not incorporated.



Supervised Student Teaching for MEd Teacher Licensure Programs

All teacher licensure candidates are required to complete a total of 800 hours in the field. The 200 hours of Level-1 field experience is completed by candidates while enrolled at JIU. Candidates are strongly encouraged to complete their 200 Level-I field hours at the school setting utilized for the field-based coursework required in their program specialization. Candidates benefit significantly when they engage in additional opportunities to practice their skills and observe master teachers, especially in the areas of classroom management (EDU 523), working with students who have exceptional needs (EDU 524), and literacy instruction (EDU 527 and EDU 528). Finally, school personnel and parents always appreciate the support of a volunteer / student intern.

Each candidate must also complete 600 hours of Level-2 field experience, as a student teacher of K-12 students, in his or her content endorsement area. JIU encourages candidates to work with a variety of student populations to fulfill this requirement. All teacher licensure candidates must complete 600 hours during 16 weeks of supervised field-based clinical practice experience in no more than one endorsement area and in no more than two clinical practice placements. Candidates are scheduled to complete all required pre-clinical practice coursework prior to student teaching. The two student teaching “capstone” courses are taken by candidates at the end of the teacher licensure program. This allows for an intensive, culminating experience where teacher candidates can practice skills on a full-time basis (37+ hours per week, for 16 weeks) under the supervision of a qualified mentor.

SoE teacher licensure candidates complete their student teaching experience during the K-12 school calendar year. Candidates are permitted to complete their student teaching during the summer months if the targeted school utilizes a year-round academic schedule (versus the traditional nine month schedule) for K-12 students.

Teacher licensure candidates are formally observed a total of four times during student teaching. Two of those formal observations are videotaped and submitted to the student teaching course instructor. The other two formal observations are completed by the mentor. The JIU faculty member and the mentor are required to use the JIU Observation Form for Lesson Plan Delivery (<http://portaldoc.jiu.edu:125/ObservationFormforLessonspdfversion.pdf>) when formally observing teacher candidates. Teacher licensure candidates are informally observed by their mentors at least weekly, with most candidates being observed on a daily basis.

Student Teaching

In the School of Education, Level-2 field experience consists of student teaching in K-12 settings. The state of Colorado requires this comprehensive, supervised field experience as a component of the teacher preparation program. All candidates must apply knowledge and expertise in curriculum design, instructional strategies, classroom management, and assessment approaches in public or private K-12 educational settings. By mixing field observation experiences and full-time teaching, candidates learn to use standards-based education theories in real-life teaching and learning environments.

JIU’s student teaching courses, EDU605A Student Teaching: Classroom Practicum I and EDU605B Student Teaching: Classroom Practicum II, are project-based learning courses. These courses allow candidates to practice teaching in their endorsement areas while producing job-ready portfolios. Candidates in the MEd in Elementary Curriculum, Instruction and Assessment: Teacher Licensure program must complete EDU613: Student Teaching I, Elementary Licensure; and EDU614: Student Teaching II, Elementary Licensure. Candidates must complete 600 Level-2 field-experience hours during their two consecutive eight-week student-teaching courses. During these courses, student teachers work under the joint supervision of faculty members and approved, licensed, mentor teachers.

In addition to completing clinical practice course assignments, all candidates must complete additional activities while under the supervision of their mentors or site supervisors. Activities will be varied, diverse and numerous. Many activities will not be related to course activities, but will provide candidates rich opportunities to develop the proficiencies they need to become effective educators of K-12 students.

All JIU candidates must receive a score of “Proficient” or “Advanced” on their final student teaching evaluations, as well as positive evaluations from their mentor teachers. Also, candidates must pass the portfolio project. JIU candidates who do not meet these requirements must repeat student teaching.

Mentor Teacher Responsibilities

Mentor teachers must meet the requirements of a mentor for both the district in which they work, and the JIU School of Education. Specifically, mentors must:

- Possess a current United States teacher license in the candidate’s endorsement area.
- Possess three (3) or more years of licensed experience as a practicing teacher in the candidate’s endorsement area.
- Currently work in the role of a teacher in the candidate’s endorsement area.
- Complete a formal, summative evaluation of the student teacher’s final portfolio. Mentor teachers must complete and submit the Mentor Appraisal of Candidate Proficiencies survey. (A candidate will be ineligible to receive a grade for EDU605A, EDU605B, EDU613, or EDU614 until their mentor submits this survey.)
- Be selected by the building principal as a teacher with good evaluations and/or success with previous student teachers.
- Model excellent educational practices and support the teacher candidate in the development of professional competencies, including:
 - Teaching from a standards-based lesson plan.
 - Demonstrating classroom management expertise.
 - Using a variety of questioning strategies and teaching models, including cooperative learning.
- Demonstrate patience and tolerance when assisting, providing feedback to, and interacting with teacher candidates.
- Support the teacher candidate in learning about and adapting to a school’s unique culture and environment.
- Constructively help the teacher candidate recognize strengths and address areas for improvement.
- Demonstrate lesson planning and classroom procedures, then consult with the candidate about strategies and best practices in the classroom.
- Complete three formal observations of the teacher candidate, including pre- and post-conferences to provide feedback on the student teacher’s performance.



- During formal observations, complete the *Observation Form for Lesson Plan Delivery*, then use the *Post Observation Reflection Conference Form* to guide the post conference.
- Review lesson plans periodically and provide feedback on content, pedagogy and professional dispositions.
- Gradually turn over class leadership responsibility, where appropriate, to the student teacher.
- Provide daily support to student teachers, as needed.
- Support student teachers in completing student teaching requirements, as outlined below.

EDU605A: Student Teaching Practicum I**Weeks 1-2:** Student teachers will:

1. Submit the online *Mentor Information Form*, including their mentors' detailed contact information.
2. Observe the classroom.
3. Write a paper summarizing the experience.

Weeks 3-4: Student teachers will:

1. Interview their mentors.
2. Complete the *Lesson Plan Protocol Form*.
3. Observe a lesson.
4. Complete the *Observation Form for Lesson Plan Delivery*.
5. Work with small groups and have one formal observation completed by the supervising school faculty member.
6. Write their own lesson plans using the *Lesson Plan Protocol*, and receives mentor feedback.
7. Demonstrate knowledge of literacy.

Weeks 5-6: Student teachers will:

1. Write and implement several lessons.
2. Deliver their first formal lessons. (These lessons are recorded via webcams and evaluated by course faculty members using the *Observation Form for Lesson Plan Delivery*. Faculty members then provide feedback via teleconference using the Post Observation Reflection Conference Form.)
3. Complete the Post Lesson Plan Reflection at the end of the Lesson Plan Protocol.
4. Prepare lesson using the Lesson Plan Protocol, to be observed by the mentor the following week.
5. Demonstrate knowledge of technology.

Weeks 7-8:

1. Mentors observe the lessons prepared in week six and complete the *Observation Form for Lesson Plan Delivery* and Post Observation Reflection Conference forms to provide feedback.
2. Student teachers continue to collect feedback from mentors and faculty members, reflect on the student teaching experience, and submit their first portfolios.
3. Mentors complete formal, summative evaluations at the end of the first student teaching course.

EDU605B: Student Teaching Practicum II**Weeks 9-10:** Student teachers will:

1. Complete another online Mentor Information Form, including their mentors' detailed contact information.
2. Write and implement several lessons using the *Lesson Plan Protocol* and receive feedback from their mentors.
3. Develop and implement knowledge of assessments and mathematics.

Weeks 11-12:

1. Mentor teachers complete formal observations of student teachers.
2. Student teachers submit the Lesson Plan Protocol, the *Observation Form for Lesson Plan Delivery* (that their mentors completed), the Post Observation Reflection Conference Form, and the Post Lesson Plan Reflection, located at the end of the *Lesson Plan Protocol Form*.
3. Student teachers design another lesson using the *Lesson Plan Protocol*.
4. Student teachers demonstrate knowledge of classroom management, and knowledge of science or social studies.

Weeks 13-14: Student teachers will:

1. Increase classroom and planning responsibilities, as deemed appropriate by the mentor.
2. Deliver a second taped lesson, which is formally observed by the course faculty member and the mentor, as outlined in Weeks 5-6.
3. Demonstrate knowledge of differentiating instruction, and knowledge of science or social studies (whichever content area was not taught in weeks 11-12).

Weeks 15-16:

1. Student teachers collect feedback from mentor and faculty member.
2. Student teachers reflect on the student teaching experience.
3. Student teachers submit a second portfolio.
4. Mentors complete formal, summative evaluations at the end of student teaching, and submit evaluations to JIU.

*Note: Many of the documents mentioned in the class requirements above can be found here:

<http://www.jiu.edu/schools/education/field-experience>

EDU613 and EDU614 weekly activity list coming soon.

Teacher Candidate Responsibilities

- Work with a cooperating mentor to complete 600 clock hours of Level-2 field experience over the course of JIU's student teaching courses.
- Practice teaching in the appropriate "endorsement area" and produce a job-ready portfolio through the completion of various course assignments.* Most student teaching activities will take place within the candidate's endorsement area, though certain assignments require activities that pertain to a variety of core content areas.
- Practice teaching in other core content areas, as required for select course assignments. In the case of mentors who only teach in specific subject areas, candidates may teach as a "guest" in other classrooms, or tutor groups of students in required content areas.
- Apply knowledge and expertise in curriculum design, instructional strategies, classroom management, and assessment approaches in a public or private K-12 educational setting.
- Mix field observation experiences and full-time teaching to use standards-based education theories and to practice daily in real-life teaching and learning environments.
- Work under the joint supervision of a supervising faculty member and an approved licensed mentor teacher to complete all required course assignments. (Assignments include lesson plan development, teaching lessons in a variety of content areas, receiving mentor feedback in lesson delivery, classroom management, etc.)
- Use mentor and faculty member feedback to improve professional competencies.

***Note:** In addition to completing clinical practice course assignments, all candidates are expected to complete additional activities in the classroom/school while under the supervision of their mentor/site supervisor. The clinical practice experience is intended to give candidates daily opportunities to practice the role of a teacher/administrator. Activities will be varied, diverse and numerous. Many activities will not be related to course activities but will give candidates rich opportunities to develop the proficiencies they need to become effective educators of K-12 students.

Student Support Counselor Responsibilities

- Help candidates understand their clinical practice timeframe and advise them on how the planned student teaching schedule will affect academic progress.
- Provide information about JIU’s clinical practice process; help candidates understand basic clinical practice requirements.
- When all clinical practice documentation requirements are complete, register candidates for clinical practice courses.
- Provide general support, as needed or requested by the candidate.

Clinical Practice Facilitator Responsibilities

- Correspond by e-mail and/or phone with the human resources director and/or principal at clinical practice sites to answer any potential questions about the School of Education’s teacher preparation program.
- If necessary, provide a formal letter of request to the human resources director and/or principal that the teacher candidate delivers to the clinical practice site (contact the Clinical Practice Facilitator for a student teaching letter of request).
- Approve clinical practice sites and mentor teacher qualifications.

Supervising Faculty Member Responsibilities

- Provide formative assessments on student teachers’ assignments and developing proficiencies.
- Participate in JIU’s asynchronous, online discussion with student teachers about specific topics such as curriculum development, instructional strategies, candidate engagement, assessment of student learning, classroom management, lesson planning, collaboration and consulting, etc.
- Work closely with mentor teachers to appraise student teacher competencies and areas for improvement.
- Provide a formal evaluation of all completed course assignments.
- Communicate frequently and regularly with the K-12 school faculty members who supervise candidates.

Mentor and Faculty Member Observation

The School of Education’s supervising faculty member and the field-based mentor teacher observe the teacher candidate twice (each course) using the JIU *Observation Form for Lesson Plan Delivery*. First, each teacher candidate delivers a videotaped lesson as outlined in the JIU *Lesson Plan Protocol*. The mentor observes the lesson using the JIU Observation Form to take notes. The mentor then conducts a post-conference to inform the interview. The faculty member observes the lessons and provides feedback on the videotaped lesson after the candidate uploads the file to a JIU server. Last, the teacher candidate writes a final reflection as outlined in the respective course assignments.

At the end of both eight-week student teaching courses, the mentor teacher, in collaboration with the principal and supervising faculty member, completes a formal, summative evaluation using the EDU605A/B *Mentor Appraisal of Candidate Proficiencies* survey. The survey, designed to assess the student teacher’s performance on each of the Performance-Based Standards for Colorado Teachers, incorporates a scale of “Basic,” “Developing,” “Proficient,” and “Advanced.” If questions or concerns arise, the mentor teacher contacts the supervising faculty member and they develop a plan for improvement with the student teacher.

Securing a Placement and Completing Student Teaching

1. The teacher candidate contacts the school principal or the school district human resources department to express interest in a student teaching placement.
2. The candidate provides the principal and/or district personnel a copy of the formal letter of request signed by the clinical practice placement facilitator, if necessary.
3. The district personnel and the principal/administrator candidate sign the District Agreement Form to formalize the placement.
4. If requested for legal purposes, the district and JIU can sign an official contract to formalize the placement.

5. Before registration for EDU605A or EDU613, the teacher candidate must submit the signed District Agreement Form, the Level-1 Field Experience Documentation Form and the Prerequisite Checklist to JIU.
6. Before registration for EDU605A or EDU613, the teacher candidate must submit copies of their mentor's resume and state teaching license to the clinical practice facilitator.
7. The teacher candidate begins the work for EDU605A/EDU613 and continues in this class from week one through eight. When the course ends, the teacher candidate receives a grade for the first half of student teaching.
8. The teacher candidate begins work for EDU605B/EDU614 and continues in that class from week nine through 16. When the course ends, the teacher candidate receives a grade for the second half of student teaching.
9. By the fifth week of EDU605A/EDU613 and the 13th week of EDU605B/EDU614, the teacher candidate prepares to teach a lesson that is recorded via webcam for the course faculty member.
10. In addition to this recorded lesson, the mentor and supervising faculty member are each required to formally observe the candidate twice during the placement.
11. At the end of EDU605A/EDU613 and at the end of EDU605B/EDU614, the mentor completes and submits the *Mentor Appraisal of Candidate Proficiencies* survey to evaluate the teacher candidate's performance. Candidates are not eligible to receive a grade for these courses until their mentors submit the survey.

***Note:** See Appendix 1 for all required documentation of EDU605A, EDU605B, EDU613 and EDU614.

Student Teacher Portfolio

Every student teacher keeps a two-part portfolio during student teaching. Part 1 is submitted at the end of EDU605A/EDU613, and Part 2 is submitted at the end of EDU605B/EDU614. The mentor teacher and the supervising faculty member closely monitor the creation of the portfolios and provide formative assessment during each week. For more information about EDU605A and EDU605B course learning outcomes, please visit the JIU web pages for [EDU605A](#), [EDU605B](#), [EDU613](#), and [EDU614](#). For more information about course assignments and portfolio requirements, please speak with your SSC or review the course syllabi via your JIU *My Courses Web* portal.

Supervised Internship for MEd, EdS and EdD Principal/Administrator Licensure Programs

Principal/administrator candidate* completes a minimum of 220 hours of supervised field-based internship experience. This experience aligns to Colorado and ELCC professional standards and is completed under the guidance of a licensed or certified school/district administrator.

MEd Internship for Principal/Administrator Candidates

Principal/administrator candidates who started their programs prior to May, 2011 complete a minimum of 220 hours of supervised internship experience in K-12 school environments. Principal/administrator candidates who started their programs after May, 2011 complete a minimum of 300 hours of supervised internship experience in K-12 school environments. This comprehensive, supervised experience is a required component of the preparation program, and is designed to prepare principal/administrator candidates to become licensed administrators. All candidates apply knowledge and expertise in standards-based education, strategic planning, organizational management, and accountability as they prepare for leadership and administrative positions in public or private K-12 settings. Please note that candidates seeking principal/administrator licensure in Colorado must have completed three (3) years of work in a school setting as a licensed teacher or special services provider before applying for Colorado licensure.

The School of Education's internship courses are project-based learning courses in which each candidate practices administrative skills and produces a job-ready portfolio. During this course, candidates work under the joint supervision of supervising faculty members and approved, licensed mentor administrators.

In addition to completing clinical practice course assignments, all candidates are expected to complete additional activities in the classroom/school while under the supervision of their mentors/site supervisors. The clinical practice experience is intended to give candidates daily opportunities to practice the role of principal/administrator. Activities will be varied, diverse, and numerous. Many activities will not be related to course activities, but will, however, provide

candidates with rich opportunities to develop the proficiencies they need to become effective educators of K-12 students.

In order to earn a passing grade, a candidate must receive a score of “Proficient” or “Advanced” on their course instructor’s final internship evaluation; a positive evaluation from the mentor administrator; and pass the portfolio project. Candidates who do not meet these requirements must repeat the internship course(s).

Edd/EdS Internship for Principal/Administrator Candidates

Principal/administrator candidates must complete a minimum of 220 hours of supervised internship experience in K-12 school environments. This comprehensive, supervised experience is a required component of the preparation program designed to prepare each principal/administrator candidate to become a licensed administrator. Candidates apply knowledge and expertise in standards-based education, strategic planning, organizational management, and accountability as they prepare for leadership and administrative positions in public or private K-12 settings. Candidates seeking principal licensure in Colorado must complete three (3) years of work in school settings as licensed teachers or special services providers before applying for a license.

The School of Education’s internship courses are mentored, project-based learning courses in which candidates practice administrative skills and produce job-ready portfolios. During these courses, candidates work under the joint supervision of supervising faculty members and approved, licensed/certified site supervisors.

In order to receive a passing grade, a candidate must earn a score of “Proficient” or “Advanced” on the faculty member’s final internship evaluation; a positive evaluation from their site supervisor; and pass the portfolio project. JIU candidates who do not meet these requirements must repeat the internship.

Mentor Administrator/Site Supervisor Responsibilities

Mentors and site supervisors must meet the requirements for both the school district and JIU’s School of Education. Specifically, mentors and site supervisors must:

1. Possess a current United States K-12 principal/administrator license.
2. Possess three (3) or more years of experience as a licensed, practicing K-12 principal/administrator.
3. Currently work as a K-12 principal/administrator.

General Responsibilities

- Model excellent educational practices and support principal/administrator candidates in developing professional competencies.
- Demonstrate patience and tolerance when assisting, providing feedback to, and interacting with the principal/administrator candidate.
- Support the principal/administrator candidate in learning about and adapting to a school’s unique culture and environment.
- Constructively help the candidate recognize strengths and address areas for improvement.
- Gradually turn over leadership responsibilities to the intern when appropriate.
- Provide the principal/administrator candidate with the opportunity to observe and participate in activities related to the following: leadership; communications and community relations; management and personnel supervision; curriculum development; instruction; and assessment.
- Provide formative and summative evaluations and appraisals of the intern.
- Provide daily support to the intern, as needed.

Mentors for MEd Candidates

- Complete a formal, summative evaluation of the principal/administrator intern’s final internship portfolio.
- Complete and submit the Mentor Appraisal of Candidate Proficiencies survey.

Note: A candidate is not eligible to receive a grade for any internship course until his or her mentor completes and submits this survey.

Site Supervisors for EdD/EdS Candidates

- Complete a formal, summative evaluation of the principal/administrator intern's final internship project and work sample.
- Complete and submits the EDU803 Site Supervisor Appraisal survey.

Note: A candidate is not eligible to receive a grade for EDU803 until his or her site supervisor completes and submits this survey.

Principal/Administrator Candidate Responsibilities

- Work with a cooperating mentor/site supervisor to complete 220/300 clock hours of supervised internship experience over the course of the MEd internship, or the EdD/EdS internship.
- Work with a mentor/site supervisor principal or administrator to practice administrative and leadership skills, and to produce a job-ready portfolio (MEd candidates) or a project and an Administrator Work Sample Summary Report (EdD/EdS candidates) during the internship.*
- Apply knowledge and expertise in standards-based education, strategic planning, organizational management, instructional leadership, community outreach, and accountability to prepare for leadership and administrative positions in a public or private K-12 setting.
- Work under the joint supervision of a supervising faculty member and an approved, licensed/certified mentor/site supervisor to complete all course assignments. Assignments include developing improvement plans, analyzing personnel and budget policies, demonstrating leadership, etc.

***Note:** In addition to completing clinical practice course assignments, all candidates are expected to complete additional activities in their classrooms/schools while under the supervision of their mentors/site supervisors. The clinical practice experience is intended to give candidates daily opportunities to practice the role of a principal/administrator. Activities will be varied, diverse and numerous. Many activities will not be related to course activities but will, however, provide candidates with rich opportunities to develop the proficiencies they need to become effective educators of K-12 students.

Student Support Counselor Responsibilities

- Help candidates understand their clinical practice timeframe, and advise them on how the planned internship will affect academic progress.
- Provide information about JIU's internship process; help candidates understand basic internship requirements.
- When all internship documentation requirements are complete, register candidates for field-based courses.
- Provide general support, as needed or requested by candidates.

Clinical Practice Facilitator Responsibilities

- Correspond by e-mail and/or phone with the human resources director and principal to answer any potential questions about the School of Education's principal/administrator preparation program.
- If necessary, provide a formal letter of request to the human resources director and/or principal that the principal/administrator candidate delivers to the clinical practice site (contact the Clinical Practice Facilitator for a student teaching letter of request).
- Approve clinical practice sites and mentor/site supervisor qualifications.

Supervising Faculty Member Responsibilities

- Provide formative assessments on principal/administrator assignments and performance.
- Participate in asynchronous, online discussions with principal/administrator candidates about specific topics such as school leadership qualities; planning and implementing activities related to administrative performance-based standards; leading teams for educational change, etc.
- Work closely with mentors and site supervisors.
- Provide formal evaluations of candidates' final portfolios and all related assignments.
- Communicate frequently and regularly with candidates' mentors/site supervisors.

Portfolio for MEd Principal/Administrator Candidates

Every principal/administrator candidate produces a portfolio during their internship, submitted to JIU at the end of the course. The supervising faculty member and mentor administrator closely monitor the creation of the portfolio and provide formative feedback during the internship.

At the end of the internship experience, the supervising faculty member completes a formal, summative evaluation of the principal/administrator intern's final internship portfolio. The mentor administrator completes and submits the Mentor Appraisal of Candidate Proficiencies survey. A candidate is not eligible to receive a grade for an internship course until the mentor has submitted this survey.

For more information about the course learning objectives for the internship courses, please visit the JIU website. For more information about internship course assignments and portfolio requirements, please speak with your SSC or review the course syllabi via your JIU My Courses Web portal.

Portfolio for EdD and EdS Principal/Administrator Candidates

Every EdD/EdS principal/administrator candidate produces a project and an *Administrator Work Sample Summary Report* during the internship, which are submitted at the end of the course. The supervising faculty member and the site supervisor closely monitor the creation of the project and work sample and provide formative feedback during the internship.

At the end of the internship experience, the supervising faculty member completes a formal, summative evaluation of the principal/administrator intern's final internship project and work sample. The site supervisor completes and submits the EDU803 Site Supervisor Appraisal survey. A candidate is not eligible to receive a grade for EDU803 until their site supervisor has submitted this survey.

For more information about the EDU803 Managing Learning Organization Resources course learning objectives, visit the [EDU803 Web Page](#). For more information about EDU803 course assignments and project/work sample requirements, please speak with your SSC or review the course syllabi via your JIU My Courses Web portal.

Mentor/Site Supervisor Honoraria

All mentors and site supervisors receive an honorarium payment of \$100 (per course) for supervising a candidate's student teaching or internship experience. JIU provides this honorarium to reflect its appreciation for the time and effort mentors/site supervisors devote to preparing outstanding educators. JIU distributes honorarium checks to each mentor's/site supervisor's place of work after candidate completion of each clinical practice course. Candidates provide professional contact information for their mentors/site supervisors at the beginning of their field experience coursework. Mentors/site supervisors usually receive their checks within 4-8 weeks after the last day of classes.

Some teacher or principal/administrator candidates work with more than one cooperating mentor/site supervisor as they complete their clinical practice coursework. In these cases, each cooperating mentor/site supervisor will receive the full \$100 honorarium (per course).

Frequently Asked Questions about Clinical Practice

Q: Can clinical practice occur at private schools?

A: Yes, as long as the candidate's mentor is a licensed educator who meets the qualifications outlined in the mentor/site supervisor sections above.

Q: Can clinical practice occur in American schools outside of the United States?

A: Yes. Placements can occur at schools located abroad. Candidates who seek enrollment in one of JIU's initial educator licensure programs, and who plan to apply for a license in the United States, should identify an American school in which they can complete program requirements.

Q: Can candidates split clinical practice hours between more than one school?

A: Yes, candidates may complete clinical practice hours at a maximum of two schools. In these cases, candidates must complete the necessary paperwork for both institutions, and both mentors must meet the necessary requirements. In addition, both placements must take place in the appropriate grade range and subject area for the candidate's endorsement or specialization.

Q: Can teacher candidates apply previous teaching experience to the Level-1 field experience hour requirement?

A: No. Candidates must complete all Level-1 field experience while they are enrolled in JIU School of Education courses. Any hours spent in a supervised educational environment (summer camps, after school programs, work in a school environment), may be counted toward the Level-1 field experience hour requirement.

Q: Can candidates apply previous teaching experience to the Level-2 field experience hour requirement?

A: No. It is important that candidates thoroughly apply the concepts learned in the School of Education courses to their teaching practice. JIU does not honor transfer credits or grant credits for prior learning in the place of student teaching hour requirements or clinical practice courses. This requirement aligns to standards of the National Association of State Directors of Teacher Education Credentials, the State of Colorado, NCATE, and specialized professional associations.

Q: Can candidates complete any field experience hours before or after course enrollment?

A: No. Candidates must complete all required field-based hours during enrollment in the student teaching/internship course(s).

Q: If I complete the required number of field experience hours prior to completing the student teaching/internship course(s), can I stop completing field hours and only complete the online portion of the course?

A: No. Candidates must continue their field experience during the entire duration of their student teaching/internship courses in order to complete course assignments that require classroom presence.

Q: What shall I do if my field experience term occurs when my cooperating school has a short break (e.g., spring break, winter break, weather days)?

A: Candidates may make up for lost time by working on lesson planning or student evaluation activities during breaks. Also, candidates may work extra hours when school is in session to make up for lost time, if necessary.

Q: Should I continue student teaching when/if there is a break between the end of one student teaching course and the beginning of another?

A: Yes. Due to JIU's scheduling system, there may be up to a week between EDU605A/EDU613 and EDU605B/EDU614 during which no JIU course is in session. Student teachers should continue to work with their mentors as usual during such breaks.

Q: May I complete my EdD/EdS internship out of sequence (ahead of time) to accommodate summer break?

A: No. Candidates may make arrangements with year-round schools or with another school, or may choose to complete the internship at a school district office.

Q: My state requires multiple content exams for licensure applicants. Must I complete all of my state's exams prior to clinical practice?

A: Yes. Candidates must complete their state's full licensure exam requirements prior to clinical practice.

Q: Are student teachers to assist a teacher (co-teach), or find a full-time teaching position?

A: In order to complete the assignments in EDU605A, EDU605B, EDU613, and EDU614, candidates typically enter another licensed teacher's classroom. This teacher will act as mentor during the student teaching courses. During this time, candidates must observe their mentors and complete the activities outlined in courses. Therefore, the goal is not to find a full-time teaching position, but to secure a cooperating mentor teacher. However, do keep in mind the possibility that a student teaching position could easily lead to a full-time teaching position after graduation and licensure.

Q: What forms must I complete to secure my student teaching or internship placement?

A: Please complete the District Agreement Form, the Prerequisite Checklist, the Clinical Practice Attestation Form, and the Level-1 Field Experience Documentation Form. All these forms are located in the K-12 Clinical Practice Guide. These forms are attached to this document as well. In addition, please submit copies of the mentor's /site supervisor's license and resume.

Q: What kind of authorization must I get from JIU in order to proceed with my student teaching or internship placement?

A: In order to enroll in the student teaching courses, you must have met all the conditions listed in the Prerequisite Checklist.

Contact Information for Jones International University

School of Education

Dean, School of
Education
Debora L. Scheffel, PhD
E-mail: dscheffel@international.edu



Director of Doctoral
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Clinical Practice
Facilitator
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Registrar’s Office

Toll free: 800.811.5663 (U.S. only)
Telephone: 303.784.8904
Fax: 303.784.8547
E-mail: registrar@international.edu

Student Support

For general questions about your academic progress, course registration, or for general advice, please contact your SSC or send an e-mail to: studentservices@international.edu

General Contact

Jones International University
9697 E. Mineral Avenue
Centennial, Colorado 80112
Toll free: 800.811.5663 (U.S. only)
Telephone: 303.784.8904
Fax: 303.799.0966
E-mail: info@jonesinternational.edu
Website: www.jiu.edu

Clinical Practice Website

<http://www.jiu.edu/schools/education/field-experience>

Academic Technical Support

E-mail: academicsupport@international.edu
Telephone: 303.784.8412

Appendix 1: Clinical Practice Index of Forms

Form	(Click the form title for access to the actual form.)
District Agreement Packet: Teacher Licensure (EDU605A, EDU605B, EDU613 and EDU614)	
1.	Prerequisite Checklist for EDU605A or EDU613
2.	District Agreement Form for EDU605A, EDU605B, EDU613 and EDU614
3.	Level-1 Field Experience Documentation Form
4.	Level-2 Student Teaching Verification Form
5.	Mentor/Site Supervisor Qualifications Cover Sheet
District Agreement Packet: MEd Education Leadership (for all MEd in Education Leadership and Administration candidates and for those candidates in MEd in Education Leadership and Administration: Principal and Administrator Licensure admitted before May 2011)	
1.	Prerequisite Checklist for EDU610: Principal and Administrator Internship
2.	District Agreement Form for EDU610: Principal and Administrator Internship
3.	EDU610 Internship Verification Form
4.	Mentor/Site Supervisor Qualifications Cover Sheet
District Agreement Packet: MEd Education Leadership (EAL-PAL admitted May 2011 and after)	
1.	Prerequisite Checklist for EDU556
2.	Prerequisite Checklist for EDU548
3.	Prerequisite Checklist for EDU611
4.	Prerequisite Checklist for EDU612
5.	District Agreement Form for EDU556, EDU548, EDU611 and EDU612
6.	MEd Principal/Administrator Internship Verification Form
7.	Mentor/Site Supervisor Qualifications Cover Sheet
District Agreement Packet for EdD and EdS K-12 Education Leadership	
1.	Prerequisite Checklist for EDI791
2.	EdD and EdS District Agreement Form
3.	EdD and EdS Internship Verification Form
4.	Mentor/Site Supervisor Qualifications Cover Sheet
Clinical Practice Attestation Form	
Classroom Recording Agreement	

Appendix 2: School of Education's Unit Proficiencies for Knowledge, Skills and Dispositions

Knowledge
K1. Knowledge of Content and Professional Practice: The candidate demonstrates a comprehensive understanding of content knowledge such as math and literacy, pedagogy, technology, and classroom management utilized to facilitate K-12 student learning.
K2. Assessment: The candidate has the knowledge to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.
K3. Individualization of Instruction: The candidate is knowledgeable about teaching and learning practices and learning exceptionalities to meet the needs of all learners.
K4. Professional Standards and Evidence-Based Practice: The knowledge that candidates master is based on professional and performance-based standards.
Skills
S1. Knowledge of Content and Professional Practice: The candidate demonstrates the ability to use content knowledge, such as math and literacy, pedagogy, technology, and classroom management, to facilitate K-12 student learning.
S2. Assessment: The candidate has the ability to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.
S3. Individualization of Instruction: The candidate adapts instruction to meet the needs of all learners.
S4 A. Professional Standards and Evidence-Based Practice: The candidate incorporates developments in the science of learning and evidence-based practices that positively impact K-12 student learning. Candidates plan and set measurable goals, identify and implement scientifically based curricula and instruction, conduct formative and summative assessments, customize instruction, organize and manage the classroom for learning, and engage students.
S4 B. Innovative Solutions: The candidate is an innovative leader who solves urgent project-based education challenges that is in service to a real need in the education profession, and addresses the needs of all students.
S5. Application of Technology: The candidate utilizes appropriate technology applications to facilitate K-12 student learning.
S6. Communicate: The candidate motivates and engages students, effectively manages classrooms and schools, and effectively interacts with k-12 students, parents and the community.
Dispositions
D1. Lifelong Learning: The educator is prepared for their own life-long personal and professional growth.
D2. Reflective Collaborative Practitioners: Candidates are committed to assess their own education effectiveness through individual and collaborative practice.
D3. Inclusivity and Fairness: The candidate cultivates inclusiveness with K-12 students, families, communities, and colleagues to meet the needs of all learners, including fairness and a belief that all K-12 students can learn.
D4. Service and Access Orientation: The candidate has an uncompromising commitment to educational service, is motivated by the belief that education can change lives, and opens up opportunities for their K-12 students.
D5. Ethical Behavior: The candidate acts ethically with K-12 students, families, communities, and colleagues.
D6. Respect for Diversity: The candidate demonstrates respect for professional colleagues and K-12 students regarding learning exceptionalities, opinion, belief, and cultural background.

Appendix 3: What Is Differentiated Instruction?

By Carol Ann Tomlinson (2000)

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

- [Content](#) – what the student needs to learn or how the student will get access to the information;
- [Process](#) – activities in which the student engages in order to make sense of or master the content;
- [Products](#) – culminating projects that ask the student to rehearse, apply, & extend what he or she has learned in a unit;
- [Learning environment](#) – the way the classroom works and feels.

Content

Examples of differentiating content at the elementary level include the following:

1. Using reading materials at varying readability levels;
2. Putting text materials on tape;
3. Using spelling or vocabulary lists at readiness levels of students;
4. Presenting ideas through both auditory and visual means;
5. Using reading buddies; and
6. Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.

Process

Examples of differentiating process or activities at the elementary level include the following:

1. Using tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity;
2. Providing interest centers that encourage students to explore subsets of the class topic of particular interest to them;
3. Developing personal agendas (task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners) to be completed either during specified agenda time or as students complete other work early;
4. Offering manipulatives or other hands-on supports for students who need them; and
5. Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Products

Examples of differentiating products at the elementary level include the following:

1. Giving students options of how to express required learning (e.g., create a puppet show, write a letter, or develop a mural with labels);
2. Using rubrics that match and extend students' varied skills levels;
3. Allowing students to work alone or in small groups on their products; and
4. Encouraging students to create their own product assignments as long as the assignments contain required elements.

Learning Environment

Examples of differentiating learning environment at the elementary level include:

1. Making sure there are places in the room to work quietly and without distraction, as well as places that invite student collaboration;
2. Providing materials that reflect a variety of cultures and home settings;
3. Setting out clear guidelines for independent work that matches individual needs;
4. Developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately;
5. Helping students understand that some learners need to move around to learn, while others do better sitting quietly (Tomlinson, 1995, 1999; Winebrenner, 1992, 1996).

Source: <http://www.readingrockets.org/article/263>

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Appendix 4: Working with Parents



"Parents became my greatest resource....I openly solicited their active involvement and suggestions on how to better serve their child. I also presented them with ideas and activities they could do at home with their child to enhance their learning process. I later set up a homework/classroom website for my community of learners on the Internet so both parents and students could access the homework schedule..... I purchased a cellular telephone for my classroom and turned it on during my 90-minute planning block so parents could reach me, if needed, on a daily basis."--Margie Robinson (Viera, Florida)

First-year teacher Katy Goldman (Pine, Arizona) believes that children learn best "when given the opportunity to taste, feel, see, hear, manipulate, discover, sing, and dance their way through learning."

But the parents of her students were clamoring for a more back-to-basics approach. Goldman could have given in, turning her back on strongly held beliefs, or she could have ignored her parents' concerns altogether, promoting bad relations. Instead, she navigated the tougher, but more rewarding course. She showed parents how effective her pedagogical strategies could be and ultimately won parents' support, which has proven invaluable. She began a weekly newsletter to inform parents about learning events in the classroom. She also invited parents into the classroom.

"This created a sense of well-being since they knew I had nothing to hide. Watching the children's excitement and 'aha' looks of accomplishment said it all," Goldman remembers. The long-term benefits of Goldman's efforts became clear over time: parental support for her teaching methods, which yielded a cadre of classroom volunteers and an improved, solidly reinforced learning environment.

Connecting With Parents

Teacher outreach efforts to parents generally include writing a newsletter or inviting parents into the classroom. Calling parents with good news about a child's progress also strengthens the teacher-parent relationship.

Home visits, done either before or after the school years starts, can also be extremely valuable. These visits can significantly improve the relationship between teachers and parents.

"From the very beginning, I knew the importance of soliciting help from parents," says Julie Gutierrez (Richardson, Texas). "I sent a weekly newsletter home explaining our week's worth of activities, and in it, I gave ideas for working with the children. Conferences and phone calls also served as wonderful opportunities for me to get parents involved. Periodically, I sent papers explaining developmental stages of reading and writing so that parents might gauge their child's progress and look forward to the next step. It's amazing how quickly a child can achieve mastery when the support of a parent is present."

Making Parents Allies and Helpers

Teachers say parents may not make the first move, but generally will respond when asked to help at home or play a role in the classroom. Some teachers involve parents in academic activities such as reading and tutoring, while other teachers turn to parents to relieve them of duties that otherwise would get in the way of teaching.

Marie Mallory (Reno, Nevada) writes: "It wasn't until I discovered just how handy parent volunteers can be, that I finally got the paper tidal wave under control. I overcame my time and paper management issue by delegating to my parent helpers. I had them construct the bulletin boards that I would create in my mind, so I could spend that time giving feedback to my students. I have one parent who could give any Kinko's employee a run for their money. She not only is the fastest copier person in the west, but she can run more types of machines in this school than anyone. It's rumored that she can fix them too, but we try to keep some things quiet around here," Mallory writes.

Sometimes, parents are skeptical or not trusting of new teachers, recalls Mike Benevento (Upper Saddle River, New Jersey). "Parents have a hard time with first-year teachers. They view us as experimenting with their kid. If you show them you really care, then they are supportive."

Parents Make a Difference

Successful first-year teachers say parental involvement in education--at home and in the classroom--is vital to effective learning and discipline. "Parental support can improve your outcomes immensely," says Melanie Rinaldi (Storrs, Connecticut).

"If parents back a teacher's discipline of a student, and the parent restricts privileges at home, the teacher notices real improvements in the student," says Mercedes Huffman (Washington, DC).

Disinterested Parents

Some first-year teachers are saddened to learn that not all parents can be persuaded to take an active role in supporting their children's education. When this happens, teachers must recognize that they are limited by factors outside their control.

"Naturally, I expected that the parents of my students would be active in helping their child at home.... I expected to have full support from each student's parents, for who wouldn't want to help their most precious gift, their child?", writes Pilar Geisse (Torrence, California).

"Unfortunately, my expectations were not always realistic. Although they may want to help their child succeed in their educational career, some parents do not always have the time to help their child. In addition to this problem, I was shocked to find that other parents did not seem interested in their child's success (or failure) in school at all."

Firsthand: Going the Extra Step for Parental Involvement

Jennifer Rego-Brown (Portland, Maine) made it a priority to bring parents into the educational process. She sent home mid-quarter progress reports, checklists, and a written evaluation. Her comments noted areas where a student was doing well and showing improvement, and where the child needed to work harder. Her reports also discussed academic standards and behavioral expectations.

"If I could only pass along one important piece of information to first-year teachers it would be, keep the communication lines open between you and your students' families," Rego-Brown writes. "Keep your door open to visitors, volunteers, and parents who just want to drop in and say 'Hi!'. Send home weekly letters to let families know what is going on in the classroom for that week. Often times children do not tell their families everything that goes on. Call or send home letters as soon as a problem or concern arises with a student. Create family-oriented projects for homework and classroom activities for families. Part of a healthy and successful education comes from the home. If you involve families and the community you will have more resources for your classroom. You will find that an extra set of hands in the classroom or supplies that are sent in from home will help you as much as the children. Families will feel as if they are a part of the classroom and their child's education. Learning will also happen at home, not just in school."

Look to Parents to...

- Show support for learning at home.
- Communicate positive feedback about a teacher's influence or performance.
- Welcome new teachers.
- Volunteer to help in the classroom.
- Support fair discipline measures that teachers impose.
- Refrain from assuming the worst about first-year teachers.
- See that children do their homework.
- Offer the workplace for a field trip when appropriate.
- Talk to a teacher directly about a problem.
- Become active partners in education.

Tips for Working with Parents

- Contact parents early on and before a problem occurs, particularly when there's good news to report.
- Consider writing a weekly newsletter or report on classroom learning and activities.
- Invite parents to come into the classroom and assign them tasks if they are willing.
- Involve them in reading groups and remedial assistance when possible, being aware that all parents may not read or write English.
- Let parents know how they can reinforce classroom learning at home; consider asking them to sign a contract requiring them to make children complete homework and other home learning activities.
- Visit families in their homes if possible to see firsthand how well learning is supported there.
- Address parents' concerns head on. If you are taking a pedagogical approach that raises questions, work to show parents the benefits of your methods and explain your reasoning to them.
- Hold a parent meeting the first month of the school year in which you talk about your expectations for student achievement and behavior, leave time for questions, and if you don't know the answer promise to call soon with one.

Source: <http://www.ed.gov/teachers/become/about/survivalguide/parent.htm>

Appendix 5: Communicating with State Licensure Departments

When contacting state licensure departments, candidates should keep the following in mind:

- 1) Jones International University® (JIU®) teacher and education leadership candidates are solely responsible for understanding their state’s most recent licensure requirements. Candidates must contact their state licensure department (a) for the most recent licensure requirements in his/her endorsement area, and (b) to confirm the designated JIU licensure program will lead to candidate licensure eligibility in that state. See the “Talking Points” below for guidance on language to use when communicating with state licensure departments.
- 2) JIU is **not** on most states’ lists of “Approved Providers.” Some candidates and state department of education employees mistakenly believe that if JIU is not on a given state’s list of “Approved Providers” then JIU is not an acceptable institution to attend for an educator license in that state.

However, most states (47+) accept JIU as an “Acceptable Provider” since JIU (a) is an “Approved Provider” of educator preparation programs in the state of Colorado, and (b) is regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Anyone can confirm JIU’s state approval and regional accreditation via the links below.

Higher Learning Commission of the North Central Association of Colleges and Schools:

http://www.ncahlc.org/index.php?option=com_frontpage&Itemid=113

Colorado Department of Higher Education List of State-Approved Providers:

<http://highered.colorado.gov/Academics/Colleges/privateaccredited.asp>

Colorado Department of Higher Education List of JIU approved licensure programs:

<http://highered.colorado.gov/Academics/TeacherEd/forms/ApprovedProgramsX.pdf>

- 3) In 2009, the National Council for Accreditation of Teacher Education (NCATE) designated **JIU a Formal Candidate for NCATE Accreditation**. This designation recognizes that the JIU School of Education has met the Preconditions for NCATE accreditation (<http://www.ncate.org/public/candidates.aspx?ch=117>). NCATE is the nationally recognized standard of excellence in teacher and K-12 principal/administrator preparation.
- 4) Navigating state licensure websites can sometimes lead to confusion about requirements for attending out-of-state, online universities that offer educator licensure programs. Some state licensure websites have explicit, detailed information about licensure requirements for candidates who attend out-of-state, online universities. Others contain no information at all. Some state licensure departments use multiple state department websites to post information. For example, you might find general licensure information on the state department of education website and find information for attending out-of-state institutions on the state board of education website.

Talking Points >> Language You Can Use!

- 🗣️ “I am calling to confirm that attending an out-of-state, online university that is state-approved and regionally accredited will lead to my eligibility to apply for a license in: _____.”
- 🗣️ “I am looking at your website right now and it says that attending an out-of-state, online university that is state-approved and regionally accredited is acceptable. Please tell me where I will find more information about how to apply for a license in _____.”
- 🗣️ “I know that JIU is not on your list of “Approved Providers.” However, I see that your state permits candidates to attend out-of-state institutions, too. Where can I find more information about the requirements for attending out-of-state institutions?”
- 🗣️ “I really appreciate you taking the time to speak with me today! It will be helpful to me if you would email me the information we spoke about today, including the website links to the pages you showed me.”
- 🗣️ “Does this state require that I secure a Colorado license first, before applying for a license in this state?”

Appendix 6: Selected Readings and Resources

Books

- August, D. & Shanahan, T. (2008). *Understanding Response to Intervention: A Practical Guide to Systemic Implementation*. Bloomington, New York: Routledge.
- August, D. and Shanahan, T. (editors) (2008). *Developing reading and writing in second-language learners: Lessons from the Report of the National Literacy Panel on language-minority children and youth*. Co-published by Routledge, The Center for Applied Linguistics and the International Reading Association.
- Beck, I.L. & McKeown, M.G (2006). *Improving comprehension with questioning the author*. New York: Scholastic.
- Boreen, J., Niday, D., Johnson, M.K. & Potts, J. (2009). *Mentoring beginning teachers: Guiding, reflecting, coaching*. Portland, ME: Stenhouse Publishers.
- Brown-Chidsey, R. & Steege, M.W. (2005). *Response to Intervention: Principles and Strategies for Effective Practice*. New York: The Guilford Press.
- City, E., Elmore, R., Fiarman, S. and Teitel, L. (2009). *Instructional rounds in education*. Cambridge: Harvard Education Press.
- Darling-Hammond, L., & Cobb, V. L. (1996). The changing context of teacher education. In F. B. Murray (Ed.), *The teacher educator's handbook: Building a knowledge base for the preparation of teachers* (pp. 14-62). San Francisco: Jossey-Bass.
- Diamond, L., Gutlohn, L. & Honig, B. (2008). *Teaching Reading Sourcebook*. 2nd ed. Novato, CA: Arena Press.
- Fielding, L., Kerr, K. and Rosier, P. (2007). *Annual growth for all students, catch-up growth for those who are behind*. Kennewick, WA: The New Foundation Press, Inc.
- Francis, D.J., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006a). *Practical guidelines for the education of English language learners: Research-based recommendations for instruction and academic interventions*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Fullan, M. (1993). *Change Forces: Probing the depths of educational reform*. London: Falmer Press.
- Gunning, T.G. (2006). *Closing the achievement gap*. Boston: Allyn and Bacon.
- Haager, D., Klingner, J. and Vaughn, S. (2007). *Evidence-based reading practices for response to intervention*. Baltimore, MD: Brookes Publishing Company.
- Haycock, K. (1998). *Good teaching matters: How well-qualified teachers can close the gap*. Washington, DC: The Education Trust. (ERIC Document Reproduction Service No. ED457260)
- Hicks, C.D., Glasgow, N.A., & McNary, S.J. (2004). *What successful mentors do: 81 Research-based strategies for new teacher induction, training and support*. Thousand Oaks, CA: Corwin Press.
- Klingner, J.K. and Edwards, P. (2006). Cultural considerations with response to intervention models. *Reading Research Quarterly*, 41, 108-117.
- Linan-Thompson, S. & Vaughn, S. (2007). *Research-based methods of reading instruction for English language learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- McCardle, P. and Chhabra, V. (editors) (2004). *The voice of evidence*. Baltimore, MD: Brookes Publishing Company.
- McCardle, P., Chhabra, V. and Kapinus, B. (2008). *Reading research in action: A teacher's guide for student success*. Baltimore, MD: Brookes Publishing Company.
- Moats, L. C. (2000). *Speech to print: Language essentials for teachers*. Baltimore, MD: Brookes Publishing Company.

- National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.
- Oakes, J., & Lipton M. (1999). Teaching to change the world. New York: McGraw- Hill.
- Portner, H. (2008). Mentoring new teachers. Thousand Oaks, CA: Sage Publications.
- Posner, G.J. (2000). Field experience: A guide to reflective teaching (5th ed.). New York: Longman.
- Reeves, D. (2008). Reframing teacher leadership to improve your school. Alexandria, VA: Association for Supervision and Curriculum Development.
- Sanders, W. (1998). Value-added assessment. *School Administrator*, 11(55), 24-27.
- Shannon, G.S. & Bylsma, P. (2007). The Nine Characteristics of High-Performing Schools: A research-based resource for schools and districts to assist with improving student learning. (2nd Ed.). Olympia, WA: OSPI.
- Snow, C.E., Burns, M.S. and Griffin, P. (Eds.). (1998). Preventing reading difficulties in young children. Washington DC: National Academies Press.
- Sousa, David A. (2005). How the Brain Learns to Read. Thousand Oaks, CA: Corwin Press.
- Stanovich, P. J., & Stanovich, K. E. (2003). Using research and reason in education: How teachers can use scientifically based research to make curricular & instructional decisions. Washington, DC: US Department of Education.
- Torgesen, J.K., Houston, D.D., Rissman, L.M., Decker, S.M., Roberts, G., Vaughn, S., Wexler, J., Francis, D.J., Rivera, M.O., Lesaux, N. (2007). Academic literacy instruction for adolescents: A guidance document from the Center on Instruction. NH: RMC Research Corporation, Center on Instruction.

Web Sites

- Alliance for Excellent Education: <http://www.all4ed.org/>
- American Federation of Teachers: <http://www.aft.org/>
- Center for Applied Linguistics: www.cal.org
- Center for the Improvement of Early Reading Achievement: www.ciera.org
- Center on Instruction: <http://www.centeroninstruction.org/>
- Colorado Department of Education: <http://www.cde.state.co.us/>
- Doing What Works: <http://dww.ed.gov/>
- Florida Center for Reading Research: www.fcrr.org
- International Dyslexia Association: www.interdys.org
- International Reading Association: www.reading.org
- Jones International University: <http://www.jiu.edu/>
- LD Online: <http://www.ldonline.org/>
- National Center for Learning Disabilities: www.nclld.org
- National Center on Student Progress Monitoring: www.studentprogress.org
- National Council for Accreditation of Teacher Education: <http://www.ncate.org/>
- National Council on Teacher Quality: <http://www.nctq.org/p/>
- National Council of Teachers of Mathematics: <http://www.nctm.org/>
- National Institute for Literacy: <http://www.nifl.gov/>
- National Reading Panel: www.nationalreadingpanel.org
- National School Boards Association: <http://www.nsba.org/default.aspx>
- National Science Teachers Association: <http://www.nsta.org/>
- Reading Rockets: www.readingrockets.org
- Southwest Educational Development Laboratory (SEDL) Reading Resources: www.sedl.org/reading/rad/

- United States Department of Education: www.ed.gov
- Vaughn Gross Center For Reading and Language Arts: <http://www.meadowscenter.org/vgc/>
- What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc/>

Web Resources

Arne Duncan speech: 6-8-2009: Robust Data Gives Us the Roadmap to Reform:

<http://www2.ed.gov/news/speeches/2009/06/06082009.pdf>

Carol Ann Tomlinson Article (1995): Differentiating Instruction for Advanced learners in the Mixed-Ability Middle School

Classroom: http://www.curriculumassociates.com/professional-development/topics/DiffInstruction/extras/lesson1/ra1_5.pdf

Council of Chief State School Officers: Extended Learning Opportunities

http://www.ccsso.org/projects/extended_learning_opportunities/

Developing Early Literacy (2008). Report of the National Early Literacy Panel:

<http://www.nifl.gov/publications/pdf/NELPReport09.pdf>

Doing What Works Web Site: Intentional Teaching -- Mathematics (video): http://dww.ed.gov/Response-to-Intervention-Math/Intentional-Teaching/practice/index.cfm?T_ID=28&P_ID=71

Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language

Learners (2007): <http://www.all4ed.org/files/DoubleWork.pdf>

Effective Instruction for Adolescent Struggling Readers (2008):

<http://www.centeroninstruction.org/files/Adol%20Struggling%20Readers%20Practice%20Brief.pdf>

Improving Literacy Instruction in Middle and High Schools: A Guide for Principals (2007):

<http://www.fcrr.org/Interventions/pdf/Principals%20Guide-Secondary.pdf>

Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement:

<http://www.all4ed.org/files/LitCon.pdf>

National Reading Technical Assistance Center: A Review of the Current Research on Vocabulary Instruction (2010):

<http://www2.ed.gov/programs/readingfirst/support/rmcfinal1.pdf>

Obama's Blueprint for Reform: <http://www2.ed.gov/policy/elsec/leg/blueprint/blueprint.pdf>

School Improvement By Design: Lessons From a Study of Comprehensive School Reform Programs (2009). Consortium for Policy Research in Education:

http://www.cpre.org/images/stories/cpre_pdfs/sii%20final%20report_web%20file.pdf

The NEA Foundation: Creating a Teacher Mentoring Program: http://www.neafoundation.org/downloads/NEA-Creating_Teacher_Mentoring.pdf

Using Student Achievement Data to Support Instructional Decision Making (2009). USDOE and IES and What Works

Clearinghouse: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf

Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools (2007):

<http://www.all4ed.org/files/WritingNext.pdf>