

# K-12 SCHOOL FACULTY GUIDE

.....  
SCHOOL OF EDUCATION



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# K-12 School Faculty Guide

December, 2010

School of Education Licensure Programs

Master of Education

Doctorate of Education

Education Specialist



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## Dear Mentor / Site Supervisor,

Thank you very much for your willingness to supervise and support a Jones International University® (JIU) teacher or principal/administrator candidate! Mentors/site supervisors work with candidates as they complete their clinical field experience requirements:

- Teacher licensure candidates complete a total of 600 clock hours of student teaching experience in 16 weeks while completing *EDU605A: Student Teaching Practicum I* and *EDU605B: Student Teaching Practicum II* or *EDU613: Student Teaching I: Elementary Licensure* and *EDU614: Student Teaching II: Elementary Licensure*. During these courses, candidates work with a licensed mentor teacher who supervises the student teaching experience.
- Principal or administrator licensure candidates in the Master of Education Programs complete 220 clock hours of internship experience in eight weeks while completing *EDU610: Principal and Administrator Internship*. During this course, candidates work with a licensed mentor principal/administrator who supervises the internship.
- Principal or administrator licensure candidates in the Doctorate of Education or Education Specialist programs complete 220 clock hours of internship experience in eight weeks while completing *EDU803: Managing Learning Organization Resources*. During this course, candidates work with a licensed principal/administrator who supervises the internship.

All candidates are also supervised by their JIU faculty member while completing their clinical practice requirement. Student teaching and internship activities are outlined in this guide. You may download relevant assignment materials at <http://www.jiu.edu/schools/education/field-experience>.

The student teaching and internship courses are designed to help teacher and principal/administrator candidates gain critical knowledge, skills and dispositions to meet [Colorado's performance-based standards for professional educators](#). In addition, these courses align to standards set by the [National Council for Accreditation of Teacher Education \(NCATE\)](#).

JIU is the first completely online university in the United States to obtain regional accreditation. JIU is accredited by the [Higher Learning Commission of the North Central Association of Colleges and Schools](#). In 2005, the Colorado State Board of Education designated JIU as an “[Approved Provider](#)” of teacher and education leadership preparation programs. In addition, the School of Education is demonstrating its commitment to excellence in teacher preparation by applying for accreditation with NCATE. In October, 2009, JIU was designated as a “Formal Candidate” for accreditation by NCATE. By gaining and maintaining these recognitions, the university strengthens its commitment to K–12 students and the educators who serve them. More information about JIU and the university’s School of Education is available at [www.jiu.edu](http://www.jiu.edu).

Again, thank you very much for your willingness to serve in this critical role of Mentor/Site Supervisor. Not only will your guidance shape the professional development of teacher and principal/administrator candidates, but your efforts and dedication will also touch the lives of elementary/secondary school students, and the communities in which they live.

Sincerely,

**Debora L. Scheffel, PhD**

Dean, School of Education

Jones International University

## JIU Teacher and Principal/Administrator Preparation Programs

The Jones International University 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 programs include 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 want to expand their careers in education leadership. These programs are open to candidates who live in the United States or 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, and candidates in the program utilize this guide.

## Theory to Practice

The JIU School of Education (SoE) 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 evidenced 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 SoE's philosophy is fundamentally reform minded in the sense that it is continuously responsive to the needs of today's K-12 students. An applied learning foundation ensures that every degree program in the SoE incorporates sponsored project-based learning that is in service to real educational needs that impact 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 impact K-12 student learning (see p. 12, "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" is clinical practice in the teacher licensure programs, and the term "internship" is 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:

- Students who are 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 state of Colorado](#), 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: Teacher Licensure degree program aligns to the standards of the [Association for Childhood Education International \(ACEI\)](#);
- Both K-12 English as a Second Language degree programs leading to initial licensure 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 program, the Education Specialist in K-12 Education Leadership program, and the Doctorate in K-12 Education Leadership program align to the standards of the [Education Leadership Constituent Council \(ELCC\)](#);

During required field-based clinical practice experiences, every licensure candidate is required to demonstrate his/her proficiency of all designated professional standards in order to graduate from the program.

## School of Education Clinical Practice Policy

Clinical Practice is the cornerstone of each educator licensure program offered in 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 settings must permit candidates to complete all required course assignments. This means that, 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).

Characteristics of appropriate clinical practice sites include the following:

- The site must be designated as a school setting:
  - ◆ Public schools (including charter, magnet and alternative schools)
  - ◆ Private schools
  - ◆ Department of Defense schools
  - ◆ Parochial schools
- The school must be a licensed American school. It can be located within the United States or abroad;
- The site must provide JIU candidates with multiple opportunities to work with diverse K-12 students;
- The placement consists of a classroom / school setting at the grade level(s) required for the candidate's intended teaching / principal / administrator license;
- The placement consists of a classroom / school setting that is in the subject area of the intended license (e.g., elementary classroom, secondary mathematics classroom, district office for district administrator, 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;

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 ideas of fairness and the belief that all K-12 students can learn.

Supervising K-12 school faculty must meet 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.

Each school faculty mentor / site supervisor provides the candidate formative and summative appraisals. All appraisals, surveys, and other types of required written or electronic forms must be submitted by the school faculty member to JIU in order for the candidate to complete the course.

JIU faculty members who teach clinical practice courses are required to communicate frequently and regularly with the K-12 school faculty member who supervises the candidate. Communication includes phone conferencing. In addition, the JIU faculty member is required to incorporate school faculty feedback and assessment results when assigning a final grade for a clinical practice course. A positive summative evaluation or appraisal from the school faculty member is required for the candidate to receive a passing grade for the course.

## **Mentor, Candidate and Faculty Member Responsibilities - Student Teachers**

### **Mentor Teacher Responsibilities**

- Meet the requirements of a mentor for both the district and the JIU School of Education.
  - Possess a current United States teacher license in the candidate's endorsement area;
  - Possess 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. The mentor teacher completes and submits the *Mentor Appraisal of Candidate Proficiencies* survey. **Candidates are not eligible to receive a grade for EDU605a, EDU605b, EDU613 or EDU614 until the mentor has submitted these surveys.**
- 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.
  - Teach from a standards-based lesson plan
  - Demonstrate classroom management expertise
  - Use a variety of questioning strategies and teaching models, including cooperative learning
- Demonstrate patience and tolerance when assisting, providing feedback to, and interacting with the teacher candidate.
- Support the teacher candidate in learning about and adapting to the 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 the student teacher, as needed.
- Support the student teacher in the completion of student teaching requirements, as outlined below. Please note that information for EDU 613 and EDU 614 is forthcoming.

### ***EDU605a: Student Teaching Practicum I***

- Weeks 1-2: Student teacher submits online *Mentor Information Form*, which includes detailed mentor contact information. Student teacher observes classroom and writes a paper summarizing the experience.
- Weeks 3-4: Student teacher interviews mentor using the *Lesson Plan Protocol* form, then observes a lesson using the *Observation Form for Lesson Plan Delivery*. Student teacher works with small groups and has one formal observation by the supervising school faculty member. Candidate then writes his/her own lesson plan using the *Lesson Plan Protocol* and receives mentor input. The student teacher demonstrates knowledge of literacy.
- Weeks 5-6: Student teacher writes and implements several lessons. Student teacher delivers his/her first formal lesson. This lesson is recorded via webcam and evaluated by the course faculty member using the *Observation form for Lesson Plan Delivery*. The faculty member provides feedback via teleconference using the *Post Observation Reflection Conference Form*, and the student teacher completes the *Post Lesson Plan Reflection* at the end of the *Lesson Plan Protocol*. The student teacher prepares another lesson using the *Lesson Plan Protocol*, to be observed by the mentor the following week. The student teacher demonstrates knowledge of technology.
- Weeks 7-8: Mentor observes the lesson prepared in week six and completes the *Observation Form for Lesson Plan Delivery* and *Post Observation Reflection Conference* forms to provide feedback. Student teacher continues to collect feedback from mentor and faculty member, reflects on the student teaching experience, and submits first portfolio.
- Mentor completes a formal summative evaluation at the end of the first part of student teaching.

### ***EDU605b: Student Teaching Practicum II***

- Weeks 9-10: Student teacher completes another online *Mentor Information Form*. Student teacher writes and implements several lessons using the *Lesson Plan Protocol* and obtains mentor feedback. The student teacher develops and implements knowledge of assessments and mathematics.
- Weeks 11-12: The mentor teacher completes a formal observation of the student teacher. Student teacher submits the *Lesson Plan Protocol*, the *Observation Form for Lesson Plan Delivery* that was filled out by the mentor, the *Post Observation Reflection Conference* form, and the *Post Lesson Plan Reflection* (at the end of the *Lesson Plan Protocol* form. Student teacher designs another lesson using the *Lesson Plan Protocol*. The teacher demonstrates knowledge of classroom management, and knowledge of science or social studies.
- Weeks 13-14: Teacher candidate increases classroom and planning responsibilities, as deemed appropriate by the mentor. Student teacher delivers second taped lesson, which is formally observed by the course professor and the mentor as outlined in Weeks 5-6. The student teacher demonstrates knowledge of differentiating instruction, and knowledge of science or social studies (whichever content area was not taught in weeks 11-12).
- Weeks 15-16: Student teacher collects feedback from mentor and faculty member, reflects on the student teaching experience, and submits second portfolio.
- Mentor completes a formal summative evaluation at the end of student teaching.

**\*Note: Many of the documents mentioned in the class requirements above can be found at <http://www.jiu.edu/schools/education/field-experience>**

## 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 (see next bullet).
- 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 nonetheless provide candidates rich opportunities to develop the proficiencies they need to become effective educators of K-12 students.

## Supervising Faculty Member Responsibilities

- Provide formative assessment on student teacher's 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 the mentor teacher to appraise the student teacher's competencies and areas for improvement.
- Provide a formal evaluation of all completed course assignments.
- Communicate frequently and regularly with the K-12 school faculty member who supervises the candidate.

## Mentor/Site Supervisor, Candidate and Faculty Member Responsibilities -

### Principal/Administrator Candidates

#### Mentor/Site Supervisor Responsibilities

- Meet the requirements of a mentor administrator/site supervisor for both the school district and the School of Education.
  - Possess a current United States license for a K-12 principal/administrator;
  - Possess 3 or more years of licensed experience as a practicing K-12 principal/administrator;
  - Currently work in the role of a K-12 principal/administrator.
- **Mentors for MEd Candidates:** Complete a formal, summative evaluation of the principal/administrator intern's final internship portfolio. The mentor administrator completes and submits the *EDU610 Mentor Appraisal of Candidate Proficiencies* survey. **Candidates are not eligible to receive a grade for EDU610 until the mentor has submitted the survey.**

- **Site Supervisors for EdD/EdS Candidates:** Complete 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. **Candidates are not eligible to receive a grade for EDU803 until the site supervisor has submitted the survey.**
- Model excellent educational practices and support the principal/administrator candidate in the development of 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 your school's unique culture and environment.
- Constructively help the intern recognize strengths and address areas for improvement.
- Gradually turn over leadership responsibilities, where appropriate, to the intern.
- 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 candidate.
- Provide daily support to the intern, as needed.

### Principal/Administrator Candidate Responsibilities

- Work with a cooperating mentor/site supervisor to complete 220 clock hours of supervised internship experience over the course of the School of Education's MEd internship course, EDU610: Principal and Administrator Internship, or the EdD/EdS internship course, EDU803: Managing Learning Organization Resources.
- 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, demonstration of leadership, etc.

**\*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 nonetheless provide candidates rich opportunities to develop the proficiencies they need to become effective educators of K-12 students.

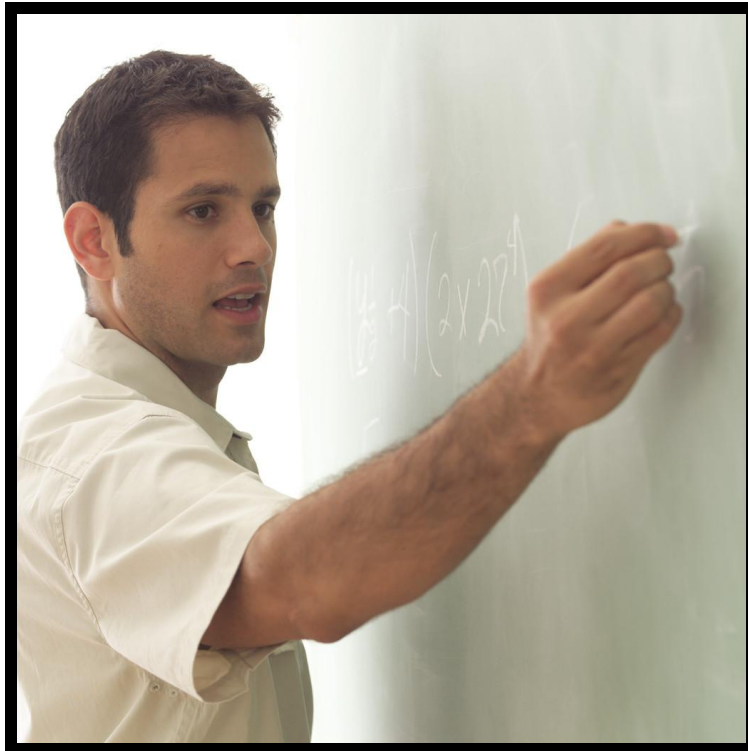
### Supervising Faculty Member Responsibilities

- Provide formative assessment on principal/administrator assignments and performance.
- Participate in an asynchronous, online discussion 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 the mentor/site supervisor.
- Provide a formal evaluation of the final portfolio and all related assignments.
- Communicate frequently and regularly with the candidate's mentor/site supervisor.

## **Mentor/Site Supervisor Honoraria**

All mentors/site supervisors receive an honorarium payment of \$100 for supervising the 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. Honorarium checks are distributed by JIU to each mentor's/site supervisor's place of work upon completion of the candidate's coursework. Cooperating mentor teachers receive two honoraria payments, one after the candidate completes EDU605a or EDU613, and one after the candidate completes EDU605b or EDU614. Cooperating principal/administrator mentors or site supervisors receive an honorarium payment after the candidate completes EDU610 or EDU803.

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. Candidates provide professional contact information for their mentor(s)/site supervisor(s) at the beginning of their field experience coursework. Checks will generally arrive within one to two months.



# EDU605A: Student Teaching: Classroom Practicum I - Course Information

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## EDU605A: Student Teaching: Classroom Practicum I

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### Overview

This course provides candidates with an opportunity to apply their expertise in curriculum design, instructional strategies, classroom management, and assessment to a K-12 educational setting. Mixing field observation experiences and full-time teaching, candidates utilize standards-based educational theories and practices daily in real-life teaching and learning environments.

In the course project, Student Teaching Portfolio Project I: Developing Effective Instructional Practices, each JIU teacher candidate develops a professional teaching portfolio. Components that make up the portfolio provide evidence of the teacher candidate's ability to (1) develop lesson plans that address diverse student needs, (2) utilize formal and informal assessments to measure and monitor student performance, (3) integrate literacy into content area instruction, (4) utilize effective classroom management and student engagement strategies, (5) exhibit professional and ethical practice that is responsive to evolving issues and environments, and (6) collaborate with school-based teams and parents to identify, address, and promote student achievement. The project is a key assessment for candidates in the MEd in Elementary Curriculum, Instruction and Assessment: Teacher Licensure program and it is designed to demonstrate mastery of Association for Childhood Education International (ACEI) professional standards. Candidates in this program also complete two other key assessments:

- Developing Effective Lesson Plans which involves creating lesson plans, using the JIU Lesson Plan Protocol, to be implemented in the classroom.
- K-12 Field Experience Mentor Evaluation Report which takes the form of a field-based mentor evaluation of the JIU teacher candidate against multiple state and ACEI professional standards.

### Learning Outcomes

Upon successful completion of this course, students will be able to:

- Explain and demonstrate how student teachers engaging in supervised, professional field experiences can use reflective practices to improve their teaching.
- Use strategies to develop student literacy in reading, writing, speaking, viewing, and listening.
- Use technology to support instruction and enhance student learning.
- Demonstrate professional accomplishments gained from student teaching and mastery of all course learning objectives through a portfolio project.

**Spotlight**  
**EDU605A**  
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# EDU605B: Student Teaching: Classroom Practicum II - Course Information

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## EDU605B: Student Teaching: Classroom Practicum II

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### Overview

In this course, candidates apply their expertise of curriculum design, instructional strategies, classroom management, and assessment to a K–12 educational setting. Mixing field observation experiences and full-time teaching, candidates utilize standards-based educational theories and practices daily in real-life teaching and learning environments.

In the course project, Student Teaching Portfolio Project II: Implementing Effective Instructional Practices, each JIU teacher candidate develops a professional teaching portfolio. Components that make up the portfolio provide evidence of the teacher candidate's ability to (1) develop lesson plans that address diverse student needs, (2) utilize formal and informal assessments to measure and monitor student performance, (3) integrate literacy into content area instruction, (4) utilize effective classroom management and student engagement strategies, (5) exhibit professional and ethical practice that is responsive to evolving issues and environments, and (6) collaborate with school-based teams and parents to identify, address and promote student achievement. The project is a key assessment for candidates in the MEd in Elementary Curriculum, Instruction and Assessment: Teacher Licensure program and it is designed to demonstrate mastery of Association for Childhood Education International (ACEI) professional standards. Candidates in this program also complete two other key assessments:

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- Developing Effective Lesson Plans which involves creating lesson plans, using the JIU Lesson Plan Protocol, to be implemented in the classroom.
- K-12 Field Experience Mentor Evaluation Report which takes the form of a field-based mentor evaluation of the JIU teacher candidate against multiple state and ACEI professional standards.

### Learning Outcomes

Upon successful completion of this course, students will be able to:

- Explain and demonstrate how student teachers engaging in supervised, professional field experiences can use reflective practices to improve their teaching.
- Use strategies to develop student literacy in mathematics.
- Design curriculum in order to demonstrate knowledge in specific content areas, or in all the required content areas if teaching elementary students; or to demonstrate expertise in the specific area or content endorsement area(s), integrating literacy and math across the curriculum if teaching secondary students.
- Rehearse and develop classroom practices to manage time, communications, and record keeping procedures to support and enhance student learning.
- Respond to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities.
- Discuss learning exceptionalities and conditions that affect the rate and extent of student learning, and begin adapting instruction for all learners.
- Collaborate with other educational professionals to accomplish school, district, and state educational goals and objectives.
- Use strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum and communicate those plans to parents, guardians, professionals, administrators, and the community.
- Describe and apply the use of Colorado Model Content Standards (or standards for another state) in elementary and secondary curricula, especially in literacy, mathematics, and assessment.
- Demonstrate your professional accomplishments gained from student teaching and mastery of all course learning objectives through a portfolio project.

# EDU613: Student Teaching I: Elementary Licensure

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## EDU613: Student Teaching I: Elementary Licensure

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### Overview

This course provides candidates with an opportunity to apply their expertise in curriculum design, instructional strategies, classroom management, and assessment to a K–6 educational setting. Mixing field observation experiences and full-time teaching, candidates utilize standards-based educational theories and practices daily in real-life teaching and learning environments.

In the course project, Student Teaching Portfolio Project I: Developing Effective Instructional Practices, each JIU teacher candidate develops a professional teaching portfolio. Components that make up the portfolio provide evidence of the teacher candidate's ability to (1) develop lesson plans that address diverse student needs, (2) utilize formal and informal assessments to measure and monitor student performance, (3) utilize effective classroom management and student engagement strategies, (4) exhibit professional and ethical practice that is responsive to evolving issues and environments, and (5) collaborate with school-based teams and parents to identify, address, and promote student achievement. The project is a key assessment for candidates in the MED in Elementary Curriculum, Instruction and Assessment: Teacher Licensure program and it is designed to demonstrate mastery of Association for Childhood Education International (ACEI) professional standards. Candidates in this program also complete four other key assessments:

- Developing Effective Lesson Plans which involves creating lesson plans, using the JIU Lesson Plan Protocol, to be implemented in the classroom.
- K-6 Field Experience Mentor Evaluation Report which takes the form of a field-based mentor evaluation of the JIU teacher candidate against multiple state and ACEI professional standards.
- Developing an Instructional Plan for a student that involves reviewing the unique learning needs of a student and creating a plan for instruction based on those needs.
- Reflective essays that involve synthesizing learning experiences from student teaching into a written document.

### Learning Outcomes

Upon successful completion of this course, students will be able to:

- Explain and demonstrate how student teachers engaging in supervised, professional field experiences can use reflective practices to improve their teaching.
- Use strategies to develop student skills in reading comprehension.
- Use strategies to develop student knowledge in social studies and mathematics.
- Demonstrate use of formal and informal assessment results and strategies through the lesson planning process.
- Use technology to support instruction and enhance student learning.
- Demonstrate the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, physical growth, and well-being of children.
- Demonstrate professional accomplishments gained from student teaching and mastery of all course learning objectives through a portfolio project.

# EDU614: Student Teaching I: Elementary Licensure

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## EDU614: Student Teaching II: Elementary Licensure

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### Overview

In this course, candidates apply their expertise of curriculum design, instructional strategies, classroom management, and assessment to a K–6 educational setting. Mixing field observation experiences and full-time teaching, candidates utilize standards-based educational theories and practices daily in real-life teaching and learning environments.

In the course project, Student Teaching Portfolio Project II: Implementing Effective Instructional Practices, each JIU teacher candidate develops a professional teaching portfolio. Components that make up the portfolio provide evidence of the teacher candidate's ability to (1) develop lesson plans that address diverse student needs, (2) utilize formal and informal assessments to measure and monitor student performance, (3) integrate literacy into content area instruction, (4) utilize effective classroom management and student engagement strategies, (5) exhibit professional and ethical practice that is responsive to evolving issues and environments, and (6) collaborate with school-based teams and parents to identify, address and promote student achievement. The project is a key assessment for candidates in the MEd in Elementary Curriculum, Instruction and Assessment: Teacher Licensure program and it is designed to demonstrate mastery of Association for Childhood Education International (ACEI) professional standards. Candidates in this program also complete two other key assessments:

- Developing Effective Lesson Plans which involves creating lesson plans, using the JIU Lesson Plan Protocol, to be implemented in the classroom.
- K-12 Field Experience Mentor Evaluation Report which takes the form of a field-based mentor evaluation of the JIU teacher candidate against multiple state and ACEI professional standards.

### Learning Outcomes

Upon successful completion of this course, students will be able to:

- Explain and demonstrate how student teachers engaging in supervised, professional field experiences can use reflective practices to improve their teaching.
- Use strategies to develop student literacy in mathematics.
- Design curriculum in order to demonstrate knowledge all the required content areas of elementary education.
- Rehearse and develop classroom practices to manage time, communications, and record keeping procedures to support and enhance student learning.
- Respond to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities.
- Discuss learning exceptionalities and conditions that affect the rate and extent of student learning, and begin adapting instruction for all learners.
- Collaborate with other educational professionals to accomplish school, district, and state educational goals and objectives.
- Use strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum and communicate those plans to parents, guardians, professionals, administrators, and the community.
- Describe and apply the use of Colorado Model Content Standards (or standards for another state) in elementary curricula, especially in literacy, mathematics, and assessment.
- Demonstrate your professional accomplishments gained from student teaching and mastery of all course learning objectives through a portfolio project.

# EDU610: Principal and Administrator Internship - Course Information

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## EDU610: Principal and Administrator Internship

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### Overview

This course is the internship experience for candidates in the MEd in Education Leadership and Administration and Principal and Administrator Licensure Degree programs. The supervised internship in this course provides substantive opportunities for candidates to synthesize and apply knowledge in the field related to ELCC standards and state performance-based standards for education leaders. The course project, *Professional Portfolio: Implementing Standards Based Practices*, enables candidates to document field experience activities, and to prepare for assuming the role of a licensed school or school district administrator by providing the opportunity to put theory into practice in the field.

**Spotlight**

**EDU610**  
**CONTENT EXPERT**  
[Diann Richardson,](#)  
[PhD](#)



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The course contains two key assessments designed to demonstrate mastery of the Educational Leadership Constituent Council (ELCC) professional standards:

- The first key assessment, Professional Portfolio: Implementing Standards Based Practices, is the course project in which each JIU candidate, through a required internship experience (220 hours), synthesizes and applies knowledge and practice.
- The second key assessment, The Effective Leader: Supporting Student Learning and Development, is a graduation requirement for the program and takes the form of an employer evaluation of student achievement of ELCC standards and JIU program learning objectives.

### Learning Outcomes

Upon successful completion of this course, students will be able to:

- Foster an environment that encourages and develops responsibility, ethics, and citizenship in self and others, and set the direction for a school community committed to and focused on learning.
- Identify and address in planning the internal and external factors affecting the school and the learning process.
- Develop and implement educational plans with unifying statements of purpose that incorporate elements of planning, instructional objectives, student standards, technology, resource allocation, and methods of evaluation.
- Facilitate the ongoing development of a school-wide improvement plan that incorporates state and district content standards, effective systems of support, and methods of assessment.
- Demonstrate instructional leadership that supports diverse and exceptional student needs, closing the achievement gap, and ensuring each student meets or exceeds state standards.
- Demonstrate knowledge about how to appraise instructors as related to student learning and state content standards.
- Incorporate national, state, and local district personnel policies into supervision activities.
- Foster a positive learning environment focused on student achievement and characterized by appropriate and acceptable standards of student conduct, and effective behavior management strategies.
- Demonstrate knowledge in fiscal management of schools or school districts, ethical business management, and use of strategies to attract external funds and resources.
- Utilize knowledge of how to ensure a safe learning environment in a secure, well-maintained facility.
- Engage with families and the community concerning issues and potential changes in the environment through effective communication.
- Employ effective decision-making, problem-solving, and conflict resolution strategies when working with families on issues.
- Synthesize and apply relevant leadership theory as well as research knowledge and skills to standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel.

# EDU803: Managing Learning Organization Resources – Course Information

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## EDU803: Managing Learning Organization Resources

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### Overview

This course involves a significant exploration and analysis of varied applications of Educational Leadership Constituent Council (ELCC) Standard 3, which focuses on "...managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment."

This course also includes a 220-hour internship composed of supervised "substantial, sustained, standards-based" professional work in an actual educational institution or enterprise. The internship requires proof of substantive achievement of ELCC Standards 1 through 6 (the internship itself is Standard 7).

The course contains two key assessments designed to demonstrate mastery of the ELCC professional standards:

- The first key assessment, The Organizational Leader: Managing Learning Organization Resources, is the course project in which each JIU candidate develops an administrative work sample that demonstrates the application of leadership abilities in K-12 settings derived from his/her JIU course-based synthesizing projects.
- The second key assessment, The Effective Leader: Supporting Student Learning and Development, is a graduation requirement for the program and takes the form of an employer evaluation of ELCC standards and JIU program learning objectives. This assessment measures how effectively the program prepares candidates to synthesize and apply knowledge and practice through effective leadership.

### Learning Outcomes

Upon successful completion of this course, students will be able to:

- Exhibit the knowledge and skills to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
- Demonstrate substantive achievement of ELCC Standards 1 through 6 via the completion of at least 220 hours of supervised "substantial, sustained, standards-based" professional work in an actual educational institution or enterprise.

**Spotlight**

**EDU803**  
**CONTENT EXPERT**  
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## School of Education's Unit Proficiencies for Knowledge, Skills and Dispositions

Knowledge
<b>K1. Knowledge of Content and Professional Practice:</b> 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.
<b>K2. Assessment:</b> The candidate has the knowledge to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.
<b>K3. Individualization of Instruction:</b> The candidate is knowledgeable about teaching and learning practices and learning exceptionalities to meet the needs of all learners.
<b>K4. Professional Standards and Evidence-Based Practice:</b> The knowledge that candidates master is based on professional and performance-based standards.
Skills
<b>S1. Knowledge of Content and Professional Practice:</b> 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.
<b>S2. Assessment:</b> The candidate has the ability to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.
<b>S3. Individualization of Instruction:</b> The candidate adapts instruction to meet the needs of all learners.
<b>S4 A. Professional Standards and Evidence-Based Practice:</b> 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.
<b>S4 B. Innovative Solutions:</b> 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.
<b>S5. Application of Technology:</b> The candidate utilizes appropriate technology applications to facilitate K-12 student learning.
<b>S6. Communicate:</b> The candidate motivates and engages students, effectively manages classrooms and schools, and effectively interacts with k-12 students, parents and the community.
Dispositions
<b>D1. Lifelong Learning:</b> The educator is prepared for their own life-long personal and professional growth.
<b>D2. Reflective Collaborative Practitioners:</b> Candidates are committed to assess their own education effectiveness through individual and collaborative practice.
<b>D3. Inclusivity and Fairness:</b> 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.
<b>D4. Service and Access Orientation:</b> 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.
<b>D5. Ethical Behavior:</b> The candidate acts ethically with K-12 students, families, communities, and colleagues.
<b>D6. Respect for Diversity:</b> The candidate demonstrates respect for professional colleagues and K-12 students regarding learning exceptionalities, opinion, belief, and cultural background.

## Providing Formative Feedback to Teacher Candidates

It is well established that effective mentors utilize similar approaches when delivering feedback, support, and guidance to teacher candidates (TC). To help mentors increase their effectiveness, Dr. James B. Rowley, of the University of Dayton has identified six essential “qualities of a good mentor” (Rowley, 1999).

The effective mentor:

- Commits to the role of mentoring;
- Is accepting of the beginning teacher;
- Is skilled at providing instructional support;
- Is effective in different interpersonal contexts;
- Is a model of a continuous learner; and
- Communicates hope and optimism.

Rowley recommends that when mentors provide quality instructional support, they should focus on developing and refining their “conferencing and feedback skills.” Rowley states, “Just as good teachers adjust their teaching behaviors and communications to meet the needs of individual students, good mentors adjust their mentoring communications to meet the needs of individual mentees. To make such adjustments, good mentors must possess a deep understanding of their own communication styles and a willingness to objectively observe the behavior of the mentee.” To read the entire article, please visit: [https://www.det.nsw.edu.au/proflearn/docs/pdf/good\\_mentor.pdf](https://www.det.nsw.edu.au/proflearn/docs/pdf/good_mentor.pdf).

Language is a leverage point for providing authentic, useful and timely formative feedback to teacher candidates. Providing formative feedback to teacher candidates should be done graciously, using language that is specific and respectful. Below are categories within which sample language scripts are provided. The language is structured in such a way as to propose specific mentor feedback that prompts action-oriented teacher candidate behaviors. These scripts are designed as samples only. Mentors are encouraged to use and modify these scripts to meet the needs of their mentees.

### Teacher Language

- **TC demonstrates a STRENGTH:** I noticed you are now using more accessible language when you communicate the lesson objective. I really think this is helpful for our students given that they have various levels of oral language comprehension abilities.
- **TC needs a REFINEMENT:** You are now learning more and more about the various levels of oral language comprehension abilities of our students. Let’s generate ideas about how in tomorrow’s lesson you can use even more accessible language than you did today when you communicate the lesson objective. I bet you have some great ideas.....I have some, too!

### Pacing of Instruction

- **TC demonstrates a STRENGTH:** You paced the delivery of the lesson steps well. Notice how all your students, even those not on grade level in this content area, were able to keep up as evidenced by their active participation.
- **TC needs a REFINEMENT:** I bet you noticed how your pacing of the lesson activities worked well for Johnny and Jesse, but not as well for Jack and Julie. That is o.k.! This tells us that we need to review the lesson activities and modify them so that all the students are able to successfully keep up with the lesson and learn the critical content components. What are your ideas for changes we might try in next week’s lesson?

### Classroom Engagement

- **TC demonstrates a STRENGTH:** Did you notice that every student was enthusiastically engaged in the lesson? I really believe your increased use of multiple engagement strategies elicited this. I especially liked your use of “Pair Share” and “Brief Written Response.”

- **TC needs a REFINEMENT:** I think you did a great job engaging most of the class. Johnny and Jesse appeared to be the only students who were not fully engaged. You know, it took me several weeks before I learned how to fully engage them. Here is what works with Johnny and Jesse.....

### Classroom Management

- **TC demonstrates a STRENGTH:** I liked seeing how your idea for re-arranging student seats into strategic groups really seemed to increase productivity. I saw Johnny feel more comfortable sharing his ideas for written outlines as he was supported by his student partner, Jeff. And I saw how Jeff was able to use new oral comprehension skills related to presenting information. Notice how this student pairing helped both of them achieve their individual learning goals.
- **TC needs a REFINEMENT:** I liked seeing how your idea for re-arranging student seats into strategic groups really seemed to increase productivity for most of the students. Do you think we should re-arrange the pairings that do not seem to be working? Let's picture how that might work if we did. Remember, we will have to review our progress monitoring data for the students before we establish new student pairs. Or, do you want to talk about different engagement strategies we could try that may help all students stay on task.

### Use of Instructional Materials

- **TC demonstrates a STRENGTH:** Wow. These lesson materials really seemed to help us deliver the content in an interesting and dynamic way. I liked how there were activities that gave the students opportunities to use technology and to create a graphic organizer. I also think we need to provide feedback to Mrs. (principal) on how this new curriculum includes a variety of engaging, differentiated lesson activities that align well with the diverse needs of our students. What are your thoughts about these materials?
- **TC needs a REFINEMENT:** That lesson went well. I just have one comment. There are a lot of materials here for this one curricular unit, wouldn't you say? I wasn't sure if having so many materials is confusing for you. What are your thoughts? Would you like to work together to prepare for tomorrow's lesson? We can weed through the materials together to find the ones that will best meet the needs of our students. Remember, selecting appropriate instructional materials is not an easy task. Even though I have been doing this for over 10 years, I still have to think carefully about the individual needs of the students, and sometimes get a second opinion from colleagues.

### Assessment

- **TC demonstrates a STRENGTH:** Your implementation of the modified curricular lesson based on pre-test results seemed to work well on developing our students' questioning strategies. Notice how Johnny and Jesse were able to generate a lot of different types of questions....many more than they could last week. Do you agree? Let's see if post-test results confirm our initial impressions of the lesson effectiveness in developing these targeted skills.
- **TC needs a REFINEMENT:** Your implementation of the modified curricular lesson based on pre-test results seemed to still be challenging for Johnny and Jesse. No worries....many times teachers have to modify a lesson several times before they find the right levels at which they can deliver content that is fully accessible by the students.

### Content Instruction

- **TC demonstrates a STRENGTH:** The concept of quadratic equations is not always an easy topic to introduce and teach. I liked how you used multiple strategies for conveying the topic overview and delivering the lesson. I especially noticed your effective use of vocabulary development strategies that included direct and indirect approaches. I also see your skills developing in the area of pacing rich content lessons based on your "in the moment" observations of student understanding.
- **TC needs a REFINEMENT:** Your delivery and pacing of that lesson was excellent. My only feedback for you today is to continue to refine your automaticity in differentiating your questions for students, based on their ability levels and student responses during the lesson. This is a skill we all have to continue to refine!

## Disagreement between Mentor and Teacher Candidate

- **TC demonstrates a STRENGTH:** I know that we see things a little differently and that is o.k. Let's talk more about this as we go forward. I know we can learn from each other! Also, thank you for sharing your candid opinions with me today. You did so with grace and candor and I appreciate that. Your skill in knowing how to gracefully and confidently share differing opinions with others will be greatly valued by future education colleagues.
- **TC needs a REFINEMENT - Type #1:** (TC crying or showing anger) I know that we see things a little differently and that is o.k. Let's keep talking. I know we can come up with a solution that works for our students and for us. This problem is solvable. Also, I feel like if we take the time to think about it overnight, we will be better able to strategize solutions in the morning. What do you want to do? I am happy to talk now or tomorrow.
- **TC needs a REFINEMENT - Type #2:** (TC yelling at students) (gracefully interrupt, acknowledge what the teacher candidate is "right" about and calmly regain control of classroom using established routines) Boys and girls, Mrs. Jones is right that the noise levels in the classroom right now are disrupting other classrooms. She is also right that not all of you are completing the tasks that have been assigned to you. You know the routines and the rules that are established in this classroom. We are all clear as to what will happen if on my count to three, the noise level is not reduced and you are not all on task.....One, two....

(Privately to teacher candidate) Did you notice that yelling did not work well in bringing the students back to task? No worries....I used to do this, too, until Mr. Kindle shared with me his effective strategies for keeping students engaged. There are many reasons why yelling has been found to be ineffective with classroom management and student engagement. Let's talk about these reasons and then talk about possible strategies you can use to maintain positive engagement of students in the classroom.

*\*Jones International University (JIU) is committed to continuous program improvement. JIU welcomes feedback on the contents and use of this tool. Please email your comments and suggestions for improvement on this tool to Mary Spencer, Director of the Master of Education programs at [mspencer@international.edu](mailto:mspencer@international.edu). Thank you for supporting a Jones International University teacher candidate!*



## **Working With College and University Education Faculty Members**

"An education program might provide a follow-up appointment in the first semester on the job to deal with concerns a teacher might want to voice but can't bring up at a faculty meeting," --Robert Gress (Lexington, Kentucky)

Many teachers say they would benefit if teacher preparation programs monitored the progress of their graduates--at least those who work nearby after graduation. The program's administrators could keep its graduates informed of professional development opportunities or lectures so that new teachers could retain a connection to the latest research.

But teachers also acknowledged their own responsibility in keeping in touch with professors and education programs.

"Saying that teacher educators should drop former students a card is great, but realistically, it's not going to happen. We don't write notes to all of our past students and shouldn't expect our college professors to do that," says Lori Ann Williams (Clarksville, Tennessee). "We need to take steps to find out what's happening at the college."

First-year teacher Mara Esposito (Seattle, Washington) is still involved in her preparation program. She has given talks to interns, and interns regularly visit her class to observe. She and her classmates get together annually, and they have a newsletter about their experiences. "These are all tools of reflection for us as professionals," she says.

### **Partnerships With Local Institutions**

First-year teachers appreciate any involvement on the part of neighboring colleges and universities in their schools, whether the teacher attended that program or not.

For example, music educators from nearby colleges regularly work with music teacher Jennifer Brooks (Banks, Oregon) and her students, sometimes serving as guest conductors. Watching outsiders with her students "is a great way to learn," she says.

Similarly, Dionne Bennett's (Little Rock, Arkansas) school maintains a partnership with a local university, and she is in contact with the education and biology departments, who sometimes send faculty members to the school to lead activities with students.

### **The Real World**

Some first-year teachers feel their educations didn't adequately prepare them for the daily struggles new teachers encounter.

Edward Boll (Commack, New York) suggests that programs place more emphasis on real world issues. "Offer a course on teaching without appropriate resources, since this is the situation most new teachers face in schools," he says. "The states set high standards, but they don't want to fund resources needed by people who are expected to teach the students and help them meet the standards."

"There needs to be more hands-on with classroom management in the teacher prep courses in college," Michael Higgins (Doylestown, Pennsylvania) says. Claudia Crase (Helena, Montana) echoes this thought: "I needed more hands-on work."

Stacie Weidenbach (Rapid City, South Dakota) complains, "The professors I had hadn't been in the classroom for 10 years." She, too, would have liked follow up and more time in the classroom during her preparation.

### Look to College and University Education Professors to...

- Offer practical courses that reflect reality: lack of resources, classroom management;
- Institute a formal follow-up to find out how the graduates are doing in their new jobs;
- Be in touch for questions or concerns by e-mail; and
- Provide more top-quality classroom experience.

### Tips on Working With College and University Education Professors

- Take part in follow-up programs for recent education graduates, and if there is no such program, stay in touch with fellow graduates during the first years on the job to compare experiences;
- Give university professors feedback on how well their classes prepared you for a teaching career; and
- Make yourself available to professors after you graduate to visit the campus and describe your professional experiences.

Last Modified by US DoE: 09/14/2004



# 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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## Selected Readings and Resources

### Books

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## Websites

- Alliance for Excellent Education: <http://www.all4ed.org/>
- American Federation of Teachers: <http://www.aft.org/>
- Center for Applied Linguistics: [www.cal.org](http://www.cal.org)
- Center for the Improvement of Early Reading Achievement: [www.ciera.org](http://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](http://www.fcrr.org)
- International Dyslexia Association: [www.interdys.org](http://www.interdys.org)
- International Reading Association: [www.reading.org](http://www.reading.org)
- LD Online: <http://www.ldonline.org/>
- National Center for Learning Disabilities: [www.nclld.org](http://www.nclld.org)
- National Center on Student Progress Monitoring: [www.studentprogress.org](http://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 Institute for Literacy: <http://www.nifl.gov/>
- National Reading Panel: [www.nationalreadingpanel.org](http://www.nationalreadingpanel.org)
- National School Boards Association: <http://www.nsba.org/default.aspx>
- Reading Rockets: [www.readingrockets.org](http://www.readingrockets.org)
- Southwest Educational Development Laboratory (SEDL) Reading Resources: [www.sedl.org/reading/rad/](http://www.sedl.org/reading/rad/)
- United States Department of Education: [www.ed.gov](http://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>

Council of Chief State School Officers: Extended Learning Opportunities  
[http://www.ccsso.org/projects/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>

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>

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](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](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](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>