EDU614: Student Teaching II: Elementary Licensure

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Course Description

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 the following 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 Appraisal, which takes the form of a field-based mentor evaluation of the JIU teacher candidate against multiple state and ACEI professional standards

- Reflective essays that involve synthesizing learning experiences from student teaching into a written document

Overview

This course (EDU614) covers the last eight weeks of student teaching. Over the two student teaching courses (EDU613 and EDU614), candidates will make arrangements to complete a minimum of 600 clock hours of field experience, working under the joint supervision of a JIU School of Education professor and an endorsed mentor teacher.

Because JIU's Teacher Licensure degree is recognized by the Colorado State Board of Education as an approved preparation program for licensing educators, EDU613 and EDU614 are built around Colorado's competency-based performance standards for teachers. Even though many JIU candidates are seeking licensure in states other than Colorado, they will discover that the standards-based teaching principles adopted for Colorado are typical of those in most states.

Proper arrangements for the student teaching field experience, including the selection of an appropriate licensed mentor in the candidate's endorsement area, should have occurred before registering for EDU613. If you or your mentor teacher have questions, concerns, or issues related to your student teaching experience, please contact your professor. Please be sure to forward your professor's contact information to your mentor teacher.

Candidates must receive proficient or better on the course evaluation in order to get credit for the portfolio project. Failure to submit any component of the portfolio project means a candidate will not pass student teaching. This could result in repeating the course and/or another student teaching placement.

Course Learning Outcomes

Upon successful completion of this course, each candidate will:

- Explain and demonstrate how student teachers engaging in supervised, professional field experiences can use reflective practices to improve their teaching.

- Create a classroom environment that includes the use of high-quality literature and materials that support the development of comprehension, personal meaning, and collaboration.

- Design and implement curriculum in order to demonstrate knowledge in specific content areas (including phonics, arts, and science) and make connections among concepts across all content areas.

- Rehearse and develop classroom practices to manage time, communications, and record keeping procedures to support and enhance student learning.

- Develop classroom practices to manage behavior and motivate students.

- 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 adapt instruction for all learners.

- Collaborate with other educational professionals to accomplish school, district, and state educational goals and objectives.

- Use teaching 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 Academic Standards (or applicable state standards) in elementary curricula, especially in literacy and assessment.

- Demonstrate your professional accomplishments gained from student teaching and mastery of all course learning objectives through a portfolio project.

Required Materials

Texts

Goethals, M. S., Howard, R. A., & Sanders, M. M. (2004). *Student teaching: A process approach to reflective practice.* Upper Saddle River, N.J.: Pearson Education, Inc.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

NOTE: The APA Publication Manual is a required resource that you will use throughout your degree program. It is listed as a required text in all JIU courses. You only need to purchase it once.

Jones e-global library® Readings

This course includes readings from electronic textbooks and/or journal articles available through the Jones *e*-global library®. These resources are available free of charge and you will access them from the Readings page in each module.

Anderson, C. (2009). The five pillars of reading. *Library Media Connection*, *28*(2), 22-25. (Jones e-global library®: Academic Search Premier)

Bafumo, M. (2007). Start with the arts. *Teaching Pre K-8*, *37*(6), 10-12. (Jones e-global library®: Academic Search Premier)

Brown, D. (2005). The significance of congruent communication in effective classroom management. *Clearing House, 79*(1), 12-15. (Jones e-global library®: Education Research Complete)

Friend, M. (2000). Myths and misunderstandings about professional collaboration. (Cover story). *Remedial & Special Education*, *21*(3), 130. (Jones e-global library®: Academic Search Premier)

Griffith, L., & Rasinski, T. (2004). A focus on fluency: How one teacher incorporated fluency with her reading curriculum. *Reading Teacher*, *58*(2), 126-137. (Jones e-global library®: Education Full Text)

Holloway, J. (2002). Research link: Integrating literacy with content. *Educational Leadership, 60*(3), 87. (Jones e-global library®: Academic Search Premier)

Kragler, S., Walker, C., & Martin, L. (2005). Strategy instruction in primary content textbooks. *Reading Teacher, 59*(3), 254-261. (Jones e-global library®: Academic Search Premier)

Lenski, S., Ehlers-Zavala, F., Daniel, M., & Xiaoqin, S. (2006). Assessing English-language learners in mainstream classrooms. *Reading Teacher, 60*(1), 24-34. (Jones e-global library®: Education Full Text)

Marzano, R., & Marzano, J. (2003). The key to classroom management. *Educational Leadership*, *61*(1), 6-13. (Jones e-global library®: Academic Search Premier)

Moon, T. (2005). The role of assessment in differentiation. *Theory Into Practice, 44*(3), 226-233. (Jones e-global library®: Academic Search Premier)

Murawski, W., & Hughes, C. (2009). Response to intervention, collaboration, and co-teaching: A logical combination for successful systemic change. *Preventing School Failure*, *53*(4), 267-277. (Jones e-global library®: Academic Search Premier)

Nolen, J. (2003). Multiple intelligences in the classroom. *Education*, *124*(1), 115-119. (Jones e-global library®: Academic Search Premier)

Picard, S. (2005). Collaborative conversations about second-grade readers. *Reading Teacher*, *58*(5), 458-464. (Jones e-global library®: Academic Search Premier)

Piercey, D. (2010). Why don't teachers collaborate? *Phi Delta Kappan*, *91*(9), 54-56. (Jones e-global library®: Academic Search Premier)

Raymond, A., & Broderick, P. (2007). Teaching and learning with the arts. *Teaching Pre K-8*, *37*(6), 36-39. (Jones e-global library®: Academic Search Premier)

Stahl, S., Duffy-Hester, A., & Stahl, K. (1998). Everything you wanted to know about phonics (but were afraid to ask). *Reading Research Quarterly*, *33*(3), 338. (Jones e-global library®: Academic Search Premier)

Stiggins, R., & Chappuis, J. (2005). Using student-involved classroom assessment to close achievement gaps. *Theory Into Practice, 44*(1), 11-18. (Jones e-global library®: Academic Search Premier)

Sugai, G., & Horner, R. (2009). Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches. *Exceptionality*, *17*(4), 223-237. (Jones e-global library®: Academic Search Premier)

Web-based Readings

This course includes required online readings. You will access them from links within each module where they are assigned. A complete list of required online readings is included on the Readings page in each module.

Course-specific Special Requirements

Candidates will be required to use a webcam in the student teaching courses. *Candidates are strongly urged to purchase the Logitech Quickcam Pro 9000 webcam sold through the JIU bookstore.* This webcam has been selected for use because of its quality and ease of use. Using a videotape or camcorder is not acceptable.

JIU Technology Requirements

JIU Browser Checker - An easy way to check your browser and plug-ins is to use the JIU Browser Checker, a web-based application that automatically checks to determine whether your browser and plugins meet the requirements for JIU courses.

	Minimum:	Recommended:
Operating System	• Windows XP or Mac OSX	
RAM	• 256 MB of RAM	• 1 GB of RAM or above
Storage		• 4 GB or better
Monitor	• 15" VGA • High color (16 bit) • 1024 X 768 Resolution	• 17" SVGA Monitor • True color (24 bit) • 1024 X 768 resolution or higher
Internet Connection	• 56K Modem	• Broadband
Browser **(only 1 needed)***	• Internet Explorer 6.0 or newer (PC) • Firefox (PC and Mac) • Safari (Mac)	
Software	• Microsoft Office 2000 or newer	
Plugins	• Ebrary Reader • Adobe Acrobat Reader	

	• [Macromedia Flash Player](#)	
Peripherals	• CD-ROM • Sound Card • Printer	
Browser Settings	• [Cookies must be allowed in your browser](#)	

*Note: The registration portal at my.jiu.edu may not function properly if you are using a non-supported browser. Recommended browsers include Internet Explorer 6 and Safari 1.2. All other JIU websites including the My Courses/Dashboard pages and JIU courses support most modern browsers. Recommended browsers include Internet Explorer, Firefox and Safari.

Help Desk

For the following issues, you should first contact Technical Support:

- Server issues (site not available, server is slow)

- Course access (login problems, course not available)

- Technical problems (forum malfunctioning, any course delivery software function not working properly)

Contact Information:

- Toll-Free from U.S. and Canada: 1.888.560.4951

- International Calls: +1.416.494.6622

- [Online Help](#)

Diversity Policy

JIU professors seek and value the active participation of all students. Professors value diversity in students' ideas, viewpoints, perspectives, values, religious beliefs, backgrounds, race, gender, age, sexual orientation, human capacity, ethnicity, etc. Importantly, JIU professors respect students' diverse talents and ways of learning and provide flexibility by offering students multiple pathways to success. Professors encourage students to choose deliverables—in pursuit of learning objectives—that are personally and professionally meaningful.

Disability Services

Any student who feels s/he may need an accommodation based on the impact of a disability should visit the website for the Office of Disabilities Services at JIU. Here, you will find information regarding our policy and the procedure for requesting an accommodation.

Course Engagement Policy

JIU student participation in online discussions and projects are part of JIU teaching and learning models. Substantive and frequent interaction helps students to solidify and extend learning. All students are required to actively participate in and contribute to course discussions.

JIU will confirm course engagement as of the "census date." The census date is the third Sunday of a course, up to 11:59 p.m. Mountain Time. Course Engagement is determined by active participation through the course and professor's evaluation of the student's level of engagement in the course.

Students who are not actively engaged in a course by the census date will be dropped from the course and will receive a grade of NDR with a 100% tuition refund for that course. The course will not count as an attempted course.

Please review the course engagement policy in the JIU Student Handbook for details.

Academic Honor Statement

All JIU students are expected to adhere to the JIU Academic Honor Statement, which states:

In accordance with the JIU "Academic Code of Conduct" (found in the Student Handbook), I am solely responsible for all of my assignments (unless the assignment specifically allowed me to work with others). I have not plagiarized (represented the work of another as my own), nor have I violated copyright or other applicable U.S. laws. JIU holds that the respect for ideas and intellectual property rights is a critical value in academic communities. As a member of this community, I share responsibility in ensuring that the authentic expression of ideas is observed.

Total Professional Advantage 2.0®

JIU's institutional learning objectives require all JIU students to "design a personal and professional development strategy to formulate a pathway leading to future success."

To that end, JIU has created a customized career development portal and program: Total Professional Advantage® 2.0 (TPA® 2.0).

TPA 2.0 provides an array of free career development resources, including an electronic portfolio, access to a professional career advisor, and interactive workshops. All students produce three "deliverables": a résumé, a career goal statement, and a professional development plan. These deliverables are submitted at the end of your academic program in your capstone course.

We strongly encourage you to engage in TPA 2.0 *early* in your academic program. Access TPA 2.0 via the link near the top of your "My Courses" page.

Course Structure

This course consists of the eight modules outlined below:

Module 1: Assessing Student Learning

In this module, you will review information on various types of assessments and then apply that information to your classroom experience. You will be expected to show evidence of appropriate assessments you have used, the results of those assessments and the decisions you have made based on the results by creating a chart with this data. You will address how you are meeting the assessment standards (or any others you may have covered up to this point) by submitting another entry in your reflective journal matrix. You will also develop a science lesson that you will teach in week two.

Module 2: Working As A Teacher, Part I

In this module, your mentor will observe the lesson plan for science that you developed during week one. You will submit your observation forms and reflection on your teaching. Your reflection will need to include a discussion of the results of your assessment of your lesson. Finally, you will address how you are meeting the content standards (or any others you may have covered up to this point) by submitting another entry in your reflective journal matrix.

Module 3: Creating and Maintaining a Positive Learning Environment

In this module, you will address how you and your mentor create a positive learning environment using a variety of management strategies by creating a chart of practices you have used. You will also discuss how you are meeting the classroom management standards (or any others you may have covered up to this point) by submitting another entry in your reflective journal matrix. Finally, you will be submitting the observation and conference data collected by your mentor for the lesson you designed in Module 2 and implemented during the week.

Module 4: Lesson Planning for Observation, II

In this module, you will teach and record the lesson plan you developed in Module 3 for teaching phonics and fluency skills. This lesson will be observed by your instructor. You will collaborate with other educational professionals to accomplish school, district, and state educational goals and objectives and reflect on this experience. You will also update your reflective journal and log of experiences.

Module 5: Accommodating Diversity and Varying Instructional Strategies

In this module, you will review differentiated instructional strategies in order to accommodate diversity. Then you will outline and discuss how you and others in the school in which you are student teaching are addressing the needs of students in your classroom using these strategies. You will also review ways to incorporate the arts into other content areas and plan a lesson. You will teach your lesson in Module 6.

Module 6: Working as a Teacher, Part II

In this module, you will review the components of an effective lesson plan. You will also set up your observation with your mentor earlier in the week in order to complete Assignment 6.1. You will also review the effectiveness of collaboration.

Module 7: Teaching as a Career

In this module, you will address how you are planning on advancing your career by developing your professional development plan. You will also complete the design of the literacy centers that you started planning back in Module 4.

Module 8: Final Reflection and Portfolio

As student teachers approach the completion of their initial school experience, concluding activities are an important part of ascending the peak and finishing pre-service work. By this time in the course, you should be ready to report and document experiences and accomplishments gained from four months of student teaching. To conclude your student teaching experience, you will write a final reflection and then compile the components of the Student Teaching Portfolio Project II.

Assignments Overview

The culminating product of your student teaching experience is a completed deliverable in the form of a portfolio project that documents the activities and experiences of your Level-2 field experience, and demonstrates your achievement of the course learning objectives.

Forum Discussions

Students engage in ongoing professional discussions with peers in the program about their professional reading, professional development, and professional synthesizing projects. A successful discussion includes the following distinguishing features. The student:

- Clearly demonstrates introspection and synthesis of ideas

- Clearly demonstrates relevance to readings and class discussions

- Clearly demonstrates a deep understanding of course content

- Clearly and persuasively expresses opinions

- Uses professional language

- Uses proper grammar and punctuation

- Adheres to JIU Netiquette Rules

- Posts often throughout the week

- Engages participants in dialogue

- Clearly offers insightful comments or questions that build on comments from peers

- Advances the discussion in a meaningful and significant way

- Responds to all questions

- Is graceful, polite, and professional when disagreeing with a peer

- Clearly demonstrates mature critical thinking

- Clearly makes arguments that are relevant, focused, logical, and well supported

- Cites relevant resources (readings, module content, and personal experience) with appropriate detail

- Clearly provides concrete examples from own experience to support opinions

TurnItIn.com

The academic leaders at Jones International University recognize that some students experience challenges when working to properly cite sources within their papers and projects.

To ensure that every student gives proper credit to a work's original author and to prevent plagiarism, JIU has contracted with TurnItIn.com® to provide students and professors with access to its "Originality Checking" software. From this point forward, students may submit assignments for every course to TurnItIn for a quality check, and then correct errors prior to submitting assignments to their professors. Students are especially encouraged to use TurnItIn prior to submitting their final projects and papers in every course.

Please note:

- TurnItIn does not check the correctness of a student's citations. The TurnItIn report only indicates that a section of text is found in another source. It is each student's responsibility to make certain s/he has properly cited others' works.

- Every student must follow APA guidelines when citing sources. Students who are unsure about APA formatting should use the numerous free resources available to them in the Resources section in JIU's courses.

- Your instructor will provide details on how to access TurnItIn.com.

Course at a Glance

Module 1: Assessing Student Learning

Required Readings

- [Performance-based standard three for Colorado teachers](#) (Web)

- Performance-based standards for teachers from your state department of education

- *Student Teaching: A Process Approach to Reflective Practice* (text), Chapter 11

- Review [Introduction to assessment](#) (PowerPoint presentation). Adapted from Arends, R. I. (2004), Learning to teach (6th ed.). Boston, MA: McGraw Hill.

- Stiggins, R., & Chappuis, J. (2005). [Using student-involved classroom assessment to close achievement gaps](#). *Theory Into Practice, 44*(1), 11-18. (Jones e-global library®: Academic Search Premier)

- Moon, T. (2005). [The role of assessment in differentiation](#). *Theory Into Practice, 44*(3), 226-233. (Jones e-global library®: Academic Search Premier)

- Lenski, S., Ehlers-Zavala, F., Daniel, M., & Xiaoqin, S. (2006). [Assessing English-language learners in mainstream classrooms](#). *Reading Teacher, 60*(1), 24-34. (Jones e-global library®: Education Full Text)

- Kragler, S., Walker, C., & Martin, L. (2005). [Strategy instruction in primary content textbooks](#). *Reading Teacher, 59*(3), 254-261. (Jones e-global library®: Academic Search Premier)

Assignments

- Assignment 1.1: Your Mentor Teacher   10

- Assignment 1.2: Charting Assessment Practices   50

- Assignment 1.3: Lesson Plan: Science   50

Module 2: Working As A Teacher, Part I

Required Readings

- *Student Teaching: A Process Approach to Reflective Practice* (text), Review chapters 2, 3 and 8.

- Holloway, J. (2002). Research link: Integrating literacy with content. *Educational Leadership, 60*(3), 87. (Jones e-global library®: Academic Search Premier)

- Review readings on assessment practices from Module 1

Assignments

- Assignment 2.1: Mentor Observation of Science Lesson   75

- Assignment 2.2: Reflection: Making Connections   50

- Assignment 2.3: Reflective Journal   25

Module 3: Creating and Maintaining a Positive Learning Environment

Required Readings

- Performance-based standard five for Colorado teachers (Web)

- Performance-based standards for teachers from your state department of education

- *Student Teaching: A Process Approach to Reflective Practice* (text), chapters 9 and 10

- Anderson, C. (2009). The five pillars of reading. *Library Media Connection*, *28*(2), 22-25. (Jones e-global library®: Academic Search Premier)

- Brown, D. (2005). The significance of congruent communication in effective classroom management. *Clearing House, 79*(1), 12-15. (Jones e-global library®: Education Research Complete)

- Marzano, R., & Marzano, J. (2003). The key to classroom management. *Educational Leadership*, *61*(1), 6-13. (Jones e-global library®: Academic Search Premier)

- Sugai, G., & Horner, R. (2009). Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches. *Exceptionality*, *17*(4), 223-237. (Jones e-global library®: Academic Search Premier)

- Stahl, S., Duffy-Hester, A., & Stahl, K. (1998). Everything you wanted to know about phonics (but were afraid to ask). *Reading Research Quarterly*, *33*(3), 338. (Jones e-global library®: Academic Search Premier)

- Griffith, L., & Rasinski, T. (2004). A focus on fluency: How one teacher incorporated fluency with her reading curriculum. *Reading Teacher*, *58*(2), 126-137. (Jones e-global library®: Education Full Text)

Assignments

- Assignment 3.1: Portfolio Artifact: Your Classroom Environment   25

- Assignment 3.2: Lesson Plan: Phonics and Fluency   50

Module 4: Lesson Planning for Observation, II

Required Readings

- [Performance-based standard four for Colorado teachers](#) (Web)

- Florida Center for Reading Research. *[Student center activities, grades 4-5](#)*. (Web)

- Florida Center for Reading Research. [Kindergarten and first grade student center activities](#).
  (Web)

- Schmoker, M. (2001). [The 'crayola curriculum'](#). *Education Week*, *21*(8), 42. (Jones e-global
  library®: Academic Search Premier database)

- Glasswell, K., & Ford, M. (2010). [Teaching flexibly with leveled texts: More power for your
  reading block](#). *Reading Teacher*, *64*(1), 57-60. (Jones e-global library®: Academic Search
  Premier database)

- Guastello, E., & Lenz, C. (2005). [Student accountability: Guided reading kidstations](#). *Reading
  Teacher*, *59*(2), 144-156. (Jones e-global library®: Professional Development Collection)

- Ford, M., & Opitz, M. (2010). [Moving from many and most to every and all: Research-based
  practices for moving all readers forward](#). *Illinois Reading Council Journal*, *38*(4), 3-13. (Jones e-
  global library®: Academic Search Premier database)

Assignments

- Assignment 4.1: Instructor Observation II: Phonics and Fluency   75
- Assignment 4.2: Forum Discussion: Planning for Learning Centers   25
- Assignment 4.3: Reflective Journal Matrix   25

Module 5: Accommodating Diversity and Varying Instructional Strategies

Required Readings

- [Performance-based standard six for Colorado teachers](#) (Web)

- Performance-based standards for teachers from your state department of education

- *Student Teaching: A Process Approach to Reflective Practice (text), chapters 4 and 8.*

- Raymond, A., & Broderick, P. (2007). [Teaching and learning with the arts](#). *Teaching Pre K-8*,
  37(6), 36-39. (Jones e-global library®: Academic Search Premier)

- Bafumo, M. (2007). [Start with the arts](#). *Teaching Pre K-8*, *37*(6), 10-12. (Jones e-global
  library®: Academic Search Premier)

- Nolen, J. (2003). [Multiple intelligences in the classroom](). *Education*, *124*(1), 115-119. (Jones e-global library®: Academic Search Premier)

Assignments

- Assignment 5.1: Forum Discussion: Accommodations   25
- Assignment 5.2: Lesson Plan: The Arts   50

Module 6: Working as a Teacher, Part II

Required Readings

- *Student Teaching: A Process Approach to Reflective Practice* (text), review chapters 2 and 3. Read Chapter 12.

- Friend, M. (2000). [Myths and misunderstandings about professional collaboration](). *Remedial & Special Education, 21*(3), 130. (Jones e-global library®: Academic Search Premier)

- Picard, S. (2005). [Collaborative conversations about second-grade readers](). *Reading Teacher, 58*(5), 458-464. (Jones e-global library®: Academic Search Premier)

- Murawski, W., & Hughes, C. (2009). [Response to intervention, collaboration, and co-teaching: A logical combination for successful systemic change](). *Preventing School Failure, 53*(4), 267-277. (Jones e-global library®: Academic Search Premier)

- Piercey, D. (2010). [Why don't teachers collaborate?]() *Phi Delta Kappan, 91*(9), 54-56. (Jones e-global library®: Academic Search Premier)

Assignments

- Assignment 6.1: Mentor Observation: The Arts   75
- Assignment 6.2: Collaborative Experiences   25
- Assignment 6.3: Reflective Journal   25

Module 7: Teaching as a Career

Required Readings

- *Student Teaching: A Process Approach to Reflective Practice*, (text), chapters 14 and 15.

Assignments

- Assignment 7.1: Forum Discussion: Interview Questions   40
- Assignment 7.2: Planning for Learning Centers and Instruction   75

Module 8: Final Reflection and Portfolio

Required Readings

- *Student teaching: A process approach to reflective practice*, (text), chapters 12 through 15

Assignments

- Assignment 8.1: Student Teaching Portfolio Project II: Developing Effective Instructional   225

  Practices

Total Points Possible   1,000

Grading

Final grades for the course will be assigned based on the scale below:

Final Grade	Total Points Earned
A	900 - 1,000
B	800 - 899
C	700 - 799
U	Less than 700

Students may receive lower final grades than indicated on this scale if all required assignments are not completed and submitted.

EDU614: Student Teaching II: Elementary Licensure

Resources

- **General**
- **Course-Specific**

Course-Specific Resources

Teaching Resources

[Building RTI Capacity](#)

[Essential Components of RTI — A Closer Look at Response to Intervention](#)

[Library of Congress Classroom Materials](#)

[Multi-Tier Intervention and Response to Interventions for Students Struggling in Mathematics](#)

[National Math Panel: Final Report](#)

[National Reading Panel](#)

[Using Student-Centered Activities to Differentiate Reading Instruction](#)

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

Alrutz, M. (2004). [Granting science a dramatic license: Exploring a 4th grade science classroom and the possibilities for integrating drama](#). *Teaching Artist Journal*, *2*(1), 31-39. Retrieved from Academic Search Premier database.

Beard, J. (2007). [Using historical explanations to teach how science works](#). *Connect Magazine*, *20*(3), 11-13. Retrieved from Academic Search Premier database.

Stiggins, R., & DuFour, R. (2009). [Maximizing the power of formative assessments](#). *Phi Delta Kappan*, *90*(9), 640-644. Retrieved from Academic Search Premier database.

Teaching Standards Resources

[National Board for Professional Teaching Standards](#)

- [Standards](#)

- [Five Core Propositions](#)

[Interstate New Teacher Assessment and Support Consortium](#) (INTASC)

- [Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue](#)

[Association for Supervision and Curriculum Development](#) (ASCD)

[National Education Association](#)

[International Society for Technology in Education](#) (Home Page)

- [National Educational Technology Standards](#)

- [Educational Technology Standards and Performance Indicators for All Teachers](#)

Appendix H of *Student Teaching: A Process Approach to Reflective Practice* contains addresses, phone numbers, and web addresses for all U.S. state offices of teacher certification.

Learning Theory Resources

[Piaget and Vygotsky](#)

A comparison of how Piaget and Vygotsky view cognitive development in children

[Effective Teaching Methods: Research-Based Practices](#)

A chapter overview providing the relevant principles of indirect instruction

[Major Instructional Design Solutions](#)

A good overview of the impact of basic learning theory on instructional design

[National Institute for Direct Learning](#)

A proponent of oral language instruction and developer of oral language curriculum

[Overview of the Brain](#)

A good general description of brain physiology and how the brain learns

[PBL Network](#)

A good site for covering practical applications of PBL in math and science instruction

[Problem-Based Learning](#)

A short overview of the principles of PBL, with study guides and sample lessons

[The National Teaching and Learning Forum, Problem-based Learning: An Introduction](#)

An informative introduction to PBL with a good bibliography

Recommended Books

[CORE: Teaching Reading Sourcebook](#)

[Developing Reading and Writing in Second Language Learners](#)

[Improving Comprehension with Questioning the Author: A Fresh and Expanded View of a Powerful Approach (Theory and Practice)](#)

[Instructional Rounds in Education](#)

[Managing Your Mathematics Classroom](#)

[Response to Intervention: Principles and Strategies for Effective Practice](#)

Technology Resources

Drake, S. (2004). *Meeting standards through integrated curriculum*. Association for Supervision & Curriculum Development.

Many technology-supported, collaborative activities span more than one subject area. This reference advocates for integrated, thematic curriculum that motivates students and sustains interest while meeting required academic standards.

[Interactive Instruction: Creating Interactive Learning Environments through Tomorrow's Teachers](#)

A comprehensive discussion of the theories and practices related to interactive instruction and the use of technologies in teaching

Sites where students can submit their multimedia work:

[Arbor Heights Cool Writers' Magazine](#)

Samples of the writing that can be found in this electronic magazine

[Art:21 Submit Lesson Plans & Student Art Projects | PBS](#)

[Cinderella Stories](#)

You will find a large collection of Cinderella stories compiled by numerous individuals for the Children's Literature Guide.

[Global Show-n-Tell](#)

This is an exhibit of works in a variety of formats created by children up to age 17.

[Midlink Magazine](#)

Exemplary student work from around the world.

[Scholastic "Kids are Authors" program](#)

There is plenty of student publishing going on here.