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Lake Forest College Developmental Portfolio Handbook

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Purposes for the Developmental Portfolio Process

The Education Department, working with the Education Advisory Council, has designed a portfolio assessment process that is directly tied to our mission as a college, our conceptual framework as a teacher education program of study, and the Illinois State Board of Education's Content Area Standards and program assessment requirements.

We believe the portfolio process offers you the support you need as a learner to guide your growth and to identify, articulate in practice, and assess your goals as a teacher over time. While we, the faculty in the teacher education program, will help in guiding you in this process, we have chosen a portfolio as our main assessment tool because it offers opportunities for self-assessment and careful reflection. While we have created checkpoints as moments when we will join you in assessing your progress, we know that engaged teachers are constantly involved in self-reflection about their growth and their practices. Assuming this responsibility now in your teacher preparation program will prepare you for a long and fulfilling career as a teacher where you are constantly growing. We also know that you need to learn to do assessment on your own, as schools are busy places where colleagues and administrators often don't have the time to help you assess yourself and your progress. The portfolio process will give you a framework for independent self-assessment.

We want you to view the portfolio process as a chronicle, a journal of sorts, of your journey to becoming a teacher. The benchmarks and checkpoints should function as moments of celebration of your accomplishments and prove motivational to you as you move on to the next stage with all of its challenges.

In the paragraphs below, we point to the ways in which the portfolio process is consistent with our philosophies as a college faculty and as an Education Department.

Commitment to Personal Growth: Mentoring Individual Potential

The portfolio is an opportunity for you to chronicle your journey into teaching. You will be able to see the relationship of your coursework, internships and major assignments to your overall goals and progress toward becoming an effective teacher.

You will have the opportunity to think about how your instruction is relating to your overall goals so that you become the teacher you always wanted to be, rather than simply reflecting the practices of your mentors and role models.

Commitment to Practical Reflection: Analytic Inquiry of Performance

As articulated in our College mission statement, we are committed to the outcome of our students' ability to “read critically, reason analytically, and communicate persuasively, and above all, to think for themselves in order to solve problems.” This analytic ability to solve problems is at the heart of what we believe is necessary to learn and grow as a teacher.

The portfolio artifacts will demonstrate how you go about solving problems to meet student needs. The portfolio process itself will engage you in identifying your strengths and areas for growth as a teacher. As you do this, you will also develop plans for strengthening your weaker areas, thus identifying and addressing problems in your own development as a teacher as well.

Commitment to Professionalism: Melding Competencies with Responsibility

In keeping with the mission of Lake Forest College, we believe that good teachers are also “responsible citizens.” Our candidates understand that there are moral consequences to pedagogical decisions. The choices made about what to teach and how to teach are value-laden and have important consequences. As you teach, the portfolio process will raise your awareness of how your instructional decisions are affecting student learners. By gathering and analyzing artifacts, you will be able to step back from the day-to-day pressures of teaching to understand what your students are teaching you through their responses. You will become aware that you are communicating a perspective on knowledge and learning that has consequences for your students’ values, perspectives, and, eventually, their activities as citizens.

Portfolio Checkpoints: Are You Meeting Illinois Content Area Standards for Educators?

You will be working with both your content area advisor and your Education Department advisor throughout your course of study to build your portfolio. You must be organized and diligent about assessing how your work in courses meets various standards, asking your advisors for help where necessary. Bringing your portfolio in progress to advising appointments is a good idea so that you can be sure that you are making appropriate decisions about artifact collection and necessary coursework you will need to take to meet these standards. Your advisors can help but only after you have done the initial self-assessment and, ultimately, you are responsible for your portfolio.

There are particular checkpoints or benchmarks where your portfolio will be officially assessed and progress in the program will be determined based upon your progress in meeting these standards. Unlike in other majors where you may only need to complete predetermined coursework and/or earn certain grades, as an education major, your course requirements and/or ability to enter certain Education Department courses will be determined by assessment of your portfolio (See Appendix A for a graphic illustration of the relationship between coursework and the portfolio review process). Also review Appendix C, which shows a chart identifying the types of artifacts you will produce in your coursework that you will be able to use in this portfolio process.

In the portfolio process, you will demonstrate growing competence in all of the Illinois Content Area Standards for Educators (Appendix E) at the same time as you are demonstrating the characteristics our alumni and faculty have determined make for a successful teacher candidate in our particular program at Lake Forest College. To see the relationship among these and the portfolio artifacts you will use to demonstrate these competencies and characteristics, see Appendix C.

We expect strengths and deficiencies to be identified according to your own individual developmental pattern, but we also have basic or foundational expectations at each stage of the program that must be met for you to progress. Later in the handbook, you will find a list of basic expectations for what you must have completed in the portfolio at various checkpoints.

Below is a description of what you will need to be working towards to progress as an education major and teacher candidate.

Becoming a Teacher Candidate

Checkpoint 1- Entrance to Program – End of sophomore or beginning of junior year

The portfolio should contain the following:

1. Content Area Assessments
Discipline specific and elementary broad fields (Program assessment #2)
2. Reflective paper: (Dispositional Assessment: Preprofessional dispositions and Self-reflection) that addresses the following:
 - a. preprofessional dispositions (see Identifying Characteristics, Appendix B)
 - b. strengths and weaknesses in content areas with plans to remediate
3. Power Point (Program assessment #7)
4. Two observation papers from EDUC 210:
 - a. Engagement and motivation paper (Program assessment #5)
 - b. Multicultural observation paper (Program assessment #8)

See Appendix F for Program Assessment references

5. College Transcript that shows 2.75 G.P.A., with grade or progress grade of B- or better in EDUC 210 or the average of EDUC 210 and HIST 270, PHIL 220, or SOAN 244 combined
6. A list of courses taken in your second major with the names of your professors in these courses

Additional requirements for entrance:

1. On-site writing sample*
2. Passing grade on ISBE Basic Skills Test*
3. Evidence from academic advisor and Dean of Students that candidate has adhered to College Ethics Policy*
4. EDUC 210 instructor's positive recommendation regarding candidate's performance in area of dispositions (see Identifying Characteristics)*
5. Successful interview that includes assessment of the following:
 - a. communication skills
 - b. clarity of goals for teaching
 - c. Identifying characteristics demonstrated in areas of preprofessional dispositions, reflection, resourcefulness and potential for remaining characteristics to be demonstrated
 - d. Relevant experiences with targeted age group
6. Evidence from State Police background check that the student is suitable to work with children*

Note: See directions and criteria for all checkpoints on pages 8 – 50.

*items with asterisk will be collected and/or documented by the Education Department

To maintain teacher education program candidacy, students must continue to sustain the above requirements. Students will be exited from the program and will need to reapply if not all of the above requirements are sustained or if evidence is obtained that brings into question the candidate's readiness for teaching as articulated in the Identifying Characteristics of a Lake Forest College Educated Teacher.

Students must become candidates before they can enter the internship courses (ED 304 or ED 315) in any of the teacher education programs.

Becoming a Student Teacher: Application for Student Teaching

Teacher candidates who successfully complete (with a B- or better) internship and methods coursework (all 300 and 400 level courses) may apply for a student teaching placement. All other courses (including GEC requirements) applied toward certification or designations must be completed with a grade of C or better.

Checkpoint 2a- Completion of Fieldwork/Entrance to Student Teaching – End of junior year (due September of senior year)

The portfolio should contain:

1. Content Area assessments-remainder of required assessments (Program assessment #2)
Discipline specific and elementary broad fields
2. Candidate - Selected Sections of Student Study (Program assessment #5)

3. Candidate - Selected Sections of Total Teach Plan (Program assessment #3)
4. Multicultural lesson plans or community-based project (Program assessment #8)

Additional requirements:

1. Final evaluation from internship and recommendation from EDUC 304 or EDUC 315 instructor for continuation in program as supported by final evaluation of internship* (Program assessment #4; Dispositional Assessment: LFC Characteristics)

Checkpoint 2b-Entrance to Student Teaching-November of senior year

The portfolio should contain:

1. Selected unit plan sections (Program assessment #3)
2. WebQuest (Program assessment #7)
3. Any additional required pieces based on prior portfolio evaluation and remediation

Additional requirements:

1. Documentation of passing score IL Content Area Test (Program assessment #1)
2. Education faculty from 400-level courses recommend or deny recommendation for continuation in program.
3. EAC votes on application to student teaching

The Education Advisory Council can ask for additional evidence such as recommendations from course instructors, cooperating teachers, college personnel or additional portfolio artifacts. Candidates will also meet with the Director of Clinical Partnerships for further dialogue and instructions on the placement process.

Becoming a Program Completer

Checkpoint 3- Exit from Student Teaching –May of senior year or December for PGSTO

The portfolio should contain:

1. Content Area Lesson Plans for Relevant Content Areas (Program assessment #2) with evaluation and recommendation from content area professors and/or content knowledge has been sufficiently demonstrated on criteria in program assessment chart.
2. Teacher Work Sample (Program assessment #5)
See attached directions
3. Management Action Research Plan (Program assessment #5) see attached directions
4. Case Study-Inclusive Learning Environments (Program assessment #5 and #8)
5. Any additional required pieces based on prior portfolio evaluation and remediation

Additional requirements:

1. Final evaluation from student teaching, including verification by supervisor and cooperating teacher that candidate has adhered to the College Ethics Policy (Clinical Practice assessment: Program assessment #4; Dispositional assessment)
2. Passing (Pass/D/Fail) grade for student teaching*

Checkpoint 4- Program Completion:

1. Documentation of passing score for APT (Program assessment #6a)*
2. Exit presentation (Dispositional Assessment- LFC Characteristics)

Portfolio Evaluation Process:

At the time of program entry, Education Department faculty review the portfolio before and during the interview process and, working with the candidate, determine a plan of action for meeting standards where there are deficiencies prior to the internship semester.

Portfolios with deficiencies are evaluated again by the Department Chair prior to acquiring a placement for the internship.

At the entrance to student teaching, the portfolio will be evaluated by Education Department faculty and a member of the Education Advisory Council. The Education Advisory Council will either approve the application or approve plans for addressing the standards during student teaching.

During student teaching, the course instructor for the student teaching seminar will mentor and monitor the student teaching portfolio and exit presentation processes. The portfolio will be evaluated by faculty; the exit presentations will be evaluated by faculty and Education Advisory Council members.

*items with asterisk will be collected and/or documented by the Education Department

Standing Calendar for Approval of Student Teachers

For Spring Student Teachers:

September (one semester before student teaching)

- Education Department meets to review candidates and to decide on recommendations/ deficiencies and possible remediation strategies during student teaching.
- Candidates submit completed Student Teaching Application Step One - Application, including transcript and portfolio checkpoint #2a to begin application process for student teaching placement.
- Certification Officer and Education Advisory Council content area experts review portfolio

November (one semester before student teaching)

- Candidates submit completed Student Teaching Application Step Two - Approval including application portfolio checkpoint #2b
- Certification Officer and Education Advisory Council experts review portfolio.
- Application approved by Certification Officer.
- Director of Clinical Partnerships presents candidates for final approval by Education Advisory Council.
- Education Advisory Council approves candidates for student teaching.

For Fall Student Teachers:

September (two semesters before student teaching)

- Education Department meets to review candidates and to decide on recommendations/ deficiencies and possible remediation strategies
- Candidates submit completed Student Teaching Application Step One - Application, including transcript and portfolio checkpoint #2a to begin application process for student teaching placement.
- Certification Officer and Education Advisory Council content area experts review portfolio

November: (two semesters before student teaching)

- Candidates submit completed Student Teaching Application Step Two - Approval including application portfolio checkpoint #2b
- Certification Officer and Education Advisory Council experts review application.

April (one semester before student teaching placement)

- Application approved by Certification Officer.
- Director of Clinical Partnerships presents candidates for final approval by Education Advisory Council.
- Education Advisory Council approves candidates for student teaching.

Directions for Portfolio Checkpoints For All Students

Checkpoint #1: All Students

Directions

The portfolio should contain the following

1. Reflective paper-maximum three pages: (Dispositional Assessment: Preprofessional characteristics and Self-reflection) that addresses the following:
 - a. preprofessional dispositions (LFC characteristic #1)
 - b. strengths and weaknesses in content areas with plans to remediate
2. Power Point with one page reflection describing technology competency and goals for improvement
3. Two observation papers from EDUC 210 with one page reflection for each paper that describes significant insights gained from these observations
 1. Engagement and motivation paper
 2. Multicultural observation paper
4. Content Area Assessments
Discipline specific and elementary broad fields
5. College Transcript that shows 2.75 G.P.A., with grade or progress grade of B- or better in EDUC 210 or the average of EDUC 210 and HIST 270, PHIL 220, or SOAN 244 combined
6. A list of courses taken in your second major with the names of your professors in these courses

Additional requirements for entrance:

1. On-site writing sample*
2. Passing grade on ISBE Basic Skills Test*
3. Evidence from academic advisor and Dean of Students that candidate has adhered to College Ethics Policy*
4. EDUC 210 instructor's positive recommendation regarding candidate's performance in area of dispositions (see Identifying Characteristics)*
5. Successful interview that includes assessment of the following:
 - a. communication skills
 - b. clarity of goals for teaching
 - c. Identifying characteristics in areas of preprofessional dispositions, reflection, resourcefulness and potential for remaining characteristics
 - d. Relevant experiences with targeted age group
6. Evidence from State Police background check that the student is suitable to work with children*

*items with asterisk will be collected by the Education Department

Note about writing: In order to meet expectations, the teacher candidate must maintain a clear focus and demonstrate the ability to use correct writing conventions, including correct spelling, punctuation, grammar, and syntax. Candidates who are rated as distinguished, in addition to meeting the criteria described, also must demonstrate sophisticated writing skills, including especially rich vocabulary and written language skills. Use 12-point, Times New Roman font with one-inch margins for all portfolio submissions.

Checkpoint #1

Criteria for Reflective Paper (IPTS #10; Language Arts Standard #2)

Distinguished: The teacher candidate explicitly discusses the characteristics she or he possesses and points to multiple, specific examples that support the assessment pre-professional characteristics and self-reflective capacities.. Both strengths and weaknesses are clearly represented and the excellent, resourceful, "action-oriented" ideas are provided for remediating weaknesses. It is clear that the candidate recognizes these areas of challenge and speaks about them in a direct manner. The candidate must maintain a clear focus and demonstrate the ability to use correct writing conventions, including correct spelling, punctuation, grammar, and syntax. A paper in this category demonstrates sophisticated writing skills, including rich vocabulary and written language skills.

Meets: The teacher candidate has expressed clearly how he or she demonstrates pre-professional characteristics and the ability to be self-reflective. Examples are provided. Both strengths and weaknesses are described, and a plan to addresses weaknesses is discussed. The writing is clear and cohesive. Correct writing conventions, including correct spelling, punctuation, are grammar are used.

Does not meet: The teacher candidate has not described his or her characteristics in a way that makes it clear to the reader which specific areas are strong and which require remediation. A plan to address weaknesses is not discussed or has little focus. There may be errors in spelling, punctuation, or grammar.

Criteria for PowerPoint (Technology Standards #4, #5)

Distinguished: Evidence of exceptional, sophisticated technological skills as well as demonstrated legal and ethical practice for personal use of technology is demonstrated. In addition to the use of technology for meaningful enhancement of learning, the candidate has extended technology use beyond minimal expectations for course assignments.

Meets: The teacher candidate demonstrates introductory knowledge and skills with the use of productivity tools such as PowerPoint. He or she uses legal and ethical practice for personal use of technology and for research and dissemination of information. The teacher candidate uses technology meaningfully to enhance his or her own learning and meet academic goals. The teacher candidate expresses a commitment to continual growth in technological skills for personal and professional use and identifies specific goals for future growth in this area.

Does not meet: There is insufficient evidence of basic competency with the use of productivity tools, such as PowerPoint. The candidate has not made adequate use of technology to enhance learning or support academic goals.

Criteria for Observation Papers (IPTS #5)

Distinguished: There is compelling evidence that the teacher candidate has focused on the purpose of the observation (e.g., engagement and motivation, multicultural education). There are specific, strong examples connecting the classroom activities and/or teacher conduct with the assignment. These examples are described clearly and the connections made are articulately communicated to the reader. The discussion indicates excellent reflection about the observation focus, provides supporting information or illustrative points, and includes keen insight about the classroom situation being observed. The writer draws meaningful, astute connections to class readings and discussions when applicable and cites references appropriately. Mature language and rich vocabulary and correct spelling, grammar, and punctuation are used throughout the piece.

Meets: There are connections made between the classroom being observed and the focus for the observation. Examples are provided that indicate the teacher candidate understands how the focus of the observation is illustrated in concrete ways. Some reference is made to class texts, class discussion, or prior knowledge that demonstrates the writer's ability to make connections across settings and draw conclusions (even if these are tentative ones) about what is being observed. Correct grammar, spelling, and punctuation are used consistently. The ideas are expressed clearly and the paper is organized in a logical manner.

Does not meet: There is little or no relationship between the focus for the observation and the classroom being observed. There are few, if any, examples that demonstrate an understanding of the context being observed or the particular aspects of the observation requiring attention. There may be multiple errors spelling, punctuation, and/or grammar or poor organization/structure.

Checkpoint #1: Elementary Education

Directions

As an "education generalist," you are not expected to be an expert in every discipline. At this point in your education, however, the work you have completed across departments at Lake Forest College should reflect the Characteristics of a Lake Forest College Educated Teacher. This includes a commitment to developing the content area knowledge that will support your work as a teacher. A solid understanding of the broad themes and skills associated with each content area provides a start to a life-long learning process.

Directions:

Write a 1-2 -page essay and provide a minimum of two and a maximum of three accompanying artifacts for three of the following disciplines at program entrance: *science, math, social science, English language arts, fine arts, and physical education and health*. The remaining three disciplines will be included in Checkpoint 2a at the end of your junior year. The essays must explain the ways in which the artifacts demonstrate the following:

1. Your commitment in your coursework to developing a strong knowledge base that will enable you to teach in the particular content area in elementary classrooms
2. Your understanding of the way in which experts in the discipline come to develop expertise—ways of knowing and tools or skills of the discipline
3. Explanation of the ways in which the artifact addresses Lake Forest College Institutional Standards and Conceptual Framework (see Characteristics/Dispositions of a LFC Educated Teacher).

Criteria for Science (Elementary Standard #4)

Distinguished: The teacher candidate has strongly addressed all areas for the required essay by providing compelling examples of his or her learning and ways in which this learning is apparent in the artifacts. A high level of science processing skills is demonstrated, including excellent evidence of inquiry skills and the ability to interpret and communicate data. Outstanding evidence of the ability to draw conclusions about scientific phenomena is provided. The knowledge base represented indicates exceptional understanding across life, environmental, physical, and earth and space science. The essay and artifacts show potential for success as an elementary generalist and the potential for elevating the emphasis of science teaching in elementary classrooms.

Meets: The teacher candidate has adequately addressed all areas for the required essay by pointing to specific examples of his or her own learning and ways this is apparent in the artifacts. There is evidence that the teacher candidate understands how to apply the inquiry process in science, interpret and communicate data, and draw conclusions about scientific phenomena across scientific content areas. Life, environmental, physical, and earth science are discussed in the essay and represented by the artifacts. The knowledge base represented in the artifacts captures the teacher candidate's potential for success as an elementary generalist.

Does not meet: The teacher candidate has not described in sufficient detail the points required in the essay and/or has provided insufficient evidence with respect to a current knowledge base that holds promise for a future commitment to the teaching of scientific disciplines in elementary classrooms. In this case, there may be weak exams or lab reports or, overall, insufficient attention to the science processing skills and/or evidence of a working understanding of scientific principles.

Criteria for Math (Elementary Standard #3)

Distinguished: The teacher candidate shows exceptional skills in problem solving, mathematical connections, and communication and representations of mathematical ideas. The teacher candidate compellingly describes ways in which he/she has demonstrated these skills in the artifacts provided. Strong competencies are evident in the artifacts.

Meets: The teacher candidate is able to apply and adapt strategies to solve problems, communicate and represent mathematical ideas, and recognize and use connections among mathematical ideas. Overall, the teacher candidate demonstrates adequate skills across these process areas; some areas may show greater strength than others. The teacher candidate articulates his/her capacities in mathematical content knowledge in a clear, persuasive, manner using evidence from the artifacts provided to substantiate claims of competency.

Does not meet: The teacher candidate demonstrates gaps in more than one process skill and/or cannot articulate clearly and convincingly point to evidence that competency in mathematics is sufficient for an elementary generalist.

Criteria for Social Science (Elementary Standard #5)

Distinguished: Exceptional explanation and evidence together indicate the teacher candidate's depth in multiple areas of social science, particularly politics and history. U.S., world, and American politics are well represented in the narrative and artifacts. Strong examples of social science understandings and capacities to do research in the social sciences are evident. These include themes in politics and history as well as analytical and interpretive work that represents the teacher candidate's ability to use multiple resources, including both primary and secondary historical documents.

Meets: The teacher candidate explains clearly how he or she has developed subject matter knowledge and relevant skills of inquiry in the social sciences, particularly history and politics. Key understandings about U.S. and world history and American politics should be referenced in the essay and should be obvious in the artifacts. Evidence of the potential to teach social sciences in elementary classrooms can include the ability to read historical narratives with understanding; interpret and analyze historical events; interpret and interrogate historical documents and judge credibility and authority; and identify problems confronted by people in the past, for example. The teacher candidate articulates these capacities and connects them to the artifact provided.

Does not meet: The teacher candidate fails to make a convincing argument and/or present sufficient evidence of basic content knowledge and related skills in the social science disciplines. Weak artifacts and/or description of content knowledge and the ability to inquire, interpret, and draw conclusions about political and historical themes and/or events indicate possible challenges to teach social sciences in elementary classrooms.

Criteria for English Language Arts (Elementary Standard #2)

Distinguished: The teacher candidate possesses exceptional writing skills that demonstrate sophisticated use of language structure and vocabulary. The teacher candidate provides evidence of being an avid reader of a wide variety of genres with a strong knowledge and deep appreciation of literature. There is evidence of excellent proficiency in oral communication.

Meets: The teacher candidate writes clearly and accurately with no or few errors in writing conventions. The teacher candidate provides evidence of being an enthusiastic reader who appreciates literature. The teacher candidate has demonstrated oral proficiency/communication skills that will enable him or her to be an effective communicator in a classroom.

Does not meet: The teacher candidate demonstrates challenges in writing that may include errors in writing conventions and/or immature or limited use vocabulary. There is weak evidence of a commitment to reading. There is insufficient evidence of adequate communication skills for supportive interactions or correct oral modeling in the classroom.

Criteria for Fine Arts (Elementary Standard #7)

Distinguished: The teacher candidate has strong knowledge and deep appreciation of the performing and visual arts. There is exceptional evidence of content knowledge and skills in one or more areas and participation in the performing and/or visual arts.

Meets: The teacher candidate has a basic knowledge about and an appreciation of the fine arts as a means of human communication and individual expression. There is evidence of sufficient potential to enhance students' use of the fine arts for communication, inquiry, and integration in classroom experiences.

Does not meet: The teacher candidate lacks a basic familiarity with components of fine arts that can be integrated into the classroom. There is little knowledge or appreciation of the arts.

Criteria for Physical Education and Health (Elementary Standard #6)

Distinguished: The teacher candidate demonstrates strong knowledge of the foundations of health and physical education. The evidence includes a range of knowledge about body systems, physical fitness activities, and nutrition. Personal commitment to physical education is also demonstrated.

Meets: The teacher candidate demonstrates a basic familiarity with concepts of health and physical education, including issues fundamental to enhancing the wellness of teacher candidates, disease prevention, and physical fitness. Potential for supporting teacher candidates' learning in these areas is sufficient.

Does not meet: The teacher candidate lacks basic familiarity in either health or physical fitness education and/or shows insufficient background to indicate the potential for supporting teacher candidates' learning in these areas.

Checkpoint #1: Secondary Education - English Language Arts

Directions

As a future teacher of English Language Arts, you are expected to have developed the knowledge and skills to support the learning of your students. Of course, you will continue to grow in your discipline; this is the start of a life-long learning process. This includes a commitment to developing the content area knowledge that will support your work as a teacher.

Write a 1-2 page essay and provide accompanying artifacts (minimum two, maximum three) to demonstrate your knowledge and skills in each area below. The essays must explain the ways in which the artifacts demonstrate the following:

1. Your commitment in your coursework to developing a strong knowledge base in English/Language Arts
2. Your understanding of the ways in which you are learning “tools” of the discipline (skills)
3. Explanation of the ways in which the artifact addresses Lake Forest College Institutional Standards and Conceptual Framework (see Characteristics/Dispositions of a LFC Educated Teacher)

For each of the following three English/Language Arts criteria you must submit artifacts (minimum of two / maximum of three per criteria) which address the skills described.

Three Areas for English Language Arts

1. Skills in the use of the English language (Standards 5, 7, 25)

Criteria

Distinguished: The teacher candidate has demonstrated outstanding ability, supported by strong evidence, to correctly use grammatical knowledge and skill including semantics, syntax, morphology and phonology in the use of the English language as well as a highly sophisticated style in sentence and paragraph structure. There is strong evidence that the candidate understands that reading, writing, speaking, listening, viewing, and thinking are interrelated in language arts and respects diversity in language use, patterns, and dialects across cultures, ethnic groups, regions and social roles and can adapt communication to audience, situation, and setting.

Meets: The teacher candidate has demonstrated adequate ability to correctly use grammatical knowledge and skill including semantics, syntax, morphology and phonology in the use of the English language and uses sophisticated style in sentence and paragraph structure. There is evidence that the teacher candidate understands that reading, writing, speaking, listening, viewing, and thinking are interrelated in language arts and respects diversity in language use, patterns, and dialects across cultures, ethnic groups, regions and social roles and can adapt communication to audience, situation, and setting.

Does not meet: The teacher candidate has failed to demonstrate the ability to correctly use grammatical knowledge and skill including semantics, syntax, morphology and phonology in the use of the English language or a sophisticated style in sentence and paragraph structure. There is no evidence that the candidate understands that reading, writing, speaking, listening, viewing, and thinking are interrelated in language arts and respects diversity in language use, patterns, and dialects across cultures, ethnic groups, regions and social roles or the ability to adapt communication to audience, situation, and setting.

2. The practices of oral, visual, and written literacy (Standards 19, 20, 21, 22, 23, 24, 26, 27)

Criteria

Distinguished: The teacher candidate has demonstrated outstanding ability, supported by strong evidence, to use oral communication components to construct oral presentations and evaluate oral messages. There is strong evidence that the candidate has outstanding ability to construct an argument using evidence, demonstrate close reading of texts, and use writing, speaking, and observing as major forms of inquiry, reflection, and expression and can effectively perform a variety of functions for varied audiences and purposes.

Meets: The teacher candidate has demonstrated adequate ability to use oral communication components to construct oral presentations and evaluate oral messages. There is evidence that the teacher candidate has the ability to construct an argument using evidence, demonstrate close reading of texts, and use writing, speaking, and observing as major forms of inquiry, reflection, and expression and can effectively perform a variety of functions for varied audiences and purposes.

Does not meet: The teacher candidate has failed to demonstrate the ability to construct oral presentations and evaluate oral messages. There is no evidence that the candidate has the ability to construct an argument using evidence, demonstrate close reading of texts, or use writing, speaking, and observing as major forms of inquiry, reflection, and expression and does not effectively perform a variety of functions for varied audiences and purposes.

3. Knowledge of, and uses for, an extensive range of literature (Standards 11, 12)

Criteria

Distinguished: The teacher candidate has demonstrated outstanding ability, supported by strong evidence, to develop a thesis analyzing a literary work, apply literary concepts and principles of analysis, and marshal evidence from creative and analytic literary texts representing a broad historical and contemporary spectrum of American, British, and work, including on-Western, literature. There is strong evidence that the candidate understands how to analyze literary elements and techniques from a wide variety of genres and cultures, including authors of color and female authors at a highly sophisticated level.

Meets: The teacher candidate has demonstrated adequate ability to develop a thesis analyzing a literary work, apply literary concepts and principles of analysis, and marshal evidence from creative and analytic literary texts representing a broad historical and contemporary spectrum of American, British, and work, including on-Western, literature. There is evidence that the teacher candidate understands how to analyze literary elements and techniques from a wide variety of genres and cultures, including authors of color and female authors.

Does not meet: The teacher candidate has failed to demonstrate the ability to develop a thesis analyzing a literary work, apply literary concepts and principles of analysis, or marshal evidence from creative and analytic literary texts representing a broad historical and contemporary

spectrum of American, British, and work, including on-Western, literature. There is no evidence that the candidate understands how to analyze literary elements and techniques from a wide variety of genres and cultures, including authors of color and female authors.

Checkpoint #1: Secondary Education - Mathematics

Directions

As a future teacher of math, you are expected to have developed the knowledge and skills to support the learning of your students. Of course, you will continue to grow in your discipline; this is the start of a life-long learning process. This includes a commitment to developing the content area knowledge that will support your work as a teacher.

Write a 1-2 page essay and provide accompanying artifacts (minimum two, maximum three) to demonstrate your knowledge and skills in each area listed below. The essays must explain the ways in which the artifacts demonstrate the following:

1. Your commitment in your coursework to developing a strong knowledge base in mathematics
2. Your understanding of the ways in which you are learning “tools” of the discipline (skills)
3. Explanation of the ways in which the artifact addresses Lake Forest College Institutional Standards and Conceptual Framework (see Characteristics/Dispositions of a LFC Educated Teacher)

Foundations for Calculus (Standard 3,4)

Criteria

Distinguished (in addition to criteria in the “meets’ category below)

- Has been introduced to the intuitive concept of limit.
- Demonstrates knowledge of the historical development of algebra, trigonometry and the function concept.

Meets:

- Has competence in algebra, geometry and trigonometry (as outlined earlier).
- Has an understanding and appreciation of the central role that the function concept has in mathematics
- Is competent with the extension of right triangle trigonometry to the general trigonometry of the unit circle.
- Understands the logarithmic and exponential functions, their inverse relationship, and how they are used to solve several kinds of applied problems
- Has developed competency with the manipulation and relationships of all kinds of functions.
- Ability to apply the concept of algebraic, geometric, trigonometric, exponential and logarithmic functions for problem solving.

Does not meet:

The candidate has gaps in multiple areas described in the “meets” criteria

Algebra and Trigonometry (Standard 8)

Criteria

Meets:

- Understands the relationships and procedures used for the operations involving integers, rational, real and complex numbers.
- Has computational skill with all number systems

- Has computational skill with algebraic expressions and can apply these skills to solving problems: polynomials, rational expressions, linear and quadratic equations.
- Has an understanding of the coordinate system and how it is used as a graphing tool to solve problems.
- Has ability to set up and solve problems using algebraic equations.
- Has competence with the trigonometric functions: sine, cosine and tangent.
- Can use these trigonometric functions to solve problems involving the sides and angles of right angle triangles.
- Can solve applied problems using trigonometry.

Does not meet:

The candidate has gaps in multiple areas described in the “meets” criteria

Geometry (Standard 9)

Criteria

Distinguished:

- Has knowledge of non- Euclidean geometry
- Has competence with equations of lines and planes in three dimensional coordinate geometry.

Meets:

- Ability to visualize and analyze relationships of geometric shapes, structures and properties.
- Demonstrate knowledge of the core concepts of Euclidean geometrics of two and three dimensions.
- Understands the roles of axiomatic systems and formal proof in geometry: congruence, similarity, symmetry.
- Understands coordinate geometry and how it can be used to solve problems.
- Ability to find areas of two dimensional shapes and ability to find volumes of three dimensional shapes and structures.

Does not meet:

- Has little or no ability with formal proof involving congruence and similarity
- Not familiar with the relationships among the many plane figures.
- Not familiar with the area and volume formulas for plane and solid figures.

Checkpoint #1: K–12 - French/Spanish:

Directions

As a future teacher of modern languages, you are expected to have developed the knowledge and skills to support the learning of your students. Of course, you will continue to grow in your discipline; this is the start of a life-long learning process. This includes a commitment to developing the content area knowledge that will support your work as a teacher.

Write a 1-2 page essay and provide accompanying artifacts (minimum two, maximum three) addressing and demonstrating the following areas with respect to your knowledge and skills. The essays must explain the ways in which the artifacts demonstrate the following:

1. Your commitment in your coursework to developing a strong knowledge base in modern languages
2. Your understanding of the ways in which you are learning “tools” of the discipline (skills)
3. Explanation of the ways in which the artifact addresses Lake Forest College Institutional Standards and Conceptual Framework (see Characteristics/Dispositions of a LFC Educated Teacher)

For each of the following three modern languages areas you must submit artifacts (minimum of two / maximum of three per criteria) that address the skills described.

1. Successful oral communication and comprehension in the target language (Standards 1,2,5)

Criteria

Distinguished:

- Narrates and describes in present, past, future, with minimal errors in conjugation, aspect, agreement, mood and syntax.
- Successfully uses informal and formal speech patterns.
- Pronunciation is clear and easy for a native speaker to understand.
- Listening comprehension extends to more complex conversations and situations (such as in another discipline).
- Demonstrates knowledge of specific vocabulary for a variety of situational uses.
- Successfully uses some idiomatic expressions.

Meets:

- Demonstrates ability to narrate and describe in present, past, future. Errors in conjugation, aspect, agreement, mood, do not prevent overall comprehension.
- Demonstrates understanding of formal and informal speech (tu/tú, vous/Us.)
- Pronunciation can be understood by a native speaker, although there may be some need to clarify.
- Listening comprehension is adequate to understanding routine or familiar communicative situations.
- Demonstrates knowledge of basic vocabulary adequate for daily situations. Shows ability to circumlocute to overcome lack of specific vocabulary.
- Demonstrate awareness of idiomatic expressions.

Does not meet:

- Errors in conjugation, aspect, agreement, mood significantly hinder communication of ideas.
- Does not demonstrate understanding of difference between formal and informal speech.

- Pronunciation is difficult to understand for native and non-native speakers.
- Does not demonstrate ability to understand simple conversational use of the target language.
- Shows weak knowledge of basic vocabulary with limited ability to compensate.
- Shows little to no awareness of idioms.

2.Successful written communication in the target language (Standards 1,3,5)

Criteria

Distinguished:

- Can write on a variety of topics, demonstrating strong knowledge of grammar in the target language.
- Demonstrates strong command of vocabulary and appropriate idiomatic expressions.
- Shows minimal errors in spelling and punctuation.

Meets:

- Can write on familiar topics, demonstrating general knowledge of grammar in the target language.
- Uses adequate vocabulary, with good use of a dictionary to avoid errors in spelling and semantics.

Does not meet:

- Significant errors of grammar, word choice and/or spelling hinder comprehension.

3.Understanding of target language cultures (Standard 5)

Criteria

Distinguished:

- Explores cultural differences through research or cultural encounters.
- Demonstrates more advanced knowledge of cultural topics (such as history, literature, art, music, film, social mores, politics, etc.).

Meets:

- Shows awareness of and respect for cultural differences.
- Demonstrates rudimentary knowledge of cultural topics (such as history, literature, art, music, film, social mores, politics, etc.).

Does not meet:

- Shows lack of sensitivity and/or lack of curiosity related to cultural differences
- Presents erroneous information related to cultural topics.

Checkpoint #2a: All Students

Directions

Add the following to your portfolio:

1. Student Study
2. Total Teach Plan
3. Community-based project; Culturally relevant lesson
4. Content Area assessments

Discipline specific and elementary broad fields: see attached directions for elementary education, history, modern languages, visual art, and math

Additional requirements:

1. Recommendation from EDUC 304 or EDUC 315 instructor for continuation in program as supported by final evaluation of internship
2. Final evaluation from fieldwork (Dispositional Assessment: LFC Characteristics)
3. Final evaluation from fieldwork for teaching competencies
4. Student Teaching Application – step 1 – Application (See Appendix D)

Artifact: Student Study

Impact on Student Learning and Providing a Supportive Learning Environment

Directions:

As a future teacher, you are expected to have developed the knowledge and skills to have an impact on student learning. Select portions of your student study that demonstrate your ability to have an impact on student learning and create a supportive learning environment for students. Consider how you have assessed the student, developed a plan to address his or her strengths and weaknesses, created learning experiences and materials to improve student learning, and assessed the results. Write a 1-2 page essay and provide sections of your student study addressing and demonstrating the ways in which you have demonstrated your ability to do this during your internship. Consider the criteria below that will be used to evaluate this section of your portfolio. The essay must explain the ways in which the Student Study demonstrates the following:

1. Commitment to and evidence of developing a strong knowledge base and ability to connect theory to practice with respect to student learning and motivation.
2. Explanation of the ways in which the artifact addresses ISBE Content Area Standards (below and Appendix E)), and the Lake Forest College Institutional Standards and Conceptual Framework (see especially, Characteristics/Dispositions of a LFC Educated Teacher).

ISBE standards associated most closely with this component of your portfolio:

Core Language Arts Standard 1

Core Language Arts Standard 3

Illinois Professional Teaching Standard 2: Human Development and Learning

Illinois Professional Teaching Standard 3: Diversity

Illinois Professional Teaching Standards 6: Delivery

Illinois Professional Teaching Standard 8: Assessment

Illinois Professional Teaching Standard 10: Reflection and Professional Growth

Scoring Guide Criteria:

Distinguished: The teacher candidate shows exceptional focus on the instructional needs of the student. There is excellent understanding about the ways in which a strong impact on student learning may be achieved through instructional planning and implementation. Skill in the use of classroom observation, information about the student, pedagogical knowledge, and research are embedded in the work in compelling ways. The plan has been implemented in a robust manner. The student's experiences, language, and culture have been incorporated in ways that have an impact on motivation and learning. Other sources of support, such as building specialists and standardized assessments, are used to inform planning. The candidate has taken initiative to develop creative teacher-made materials. There is strong documentation of change over time with respect to student learning. Exceptional resourcefulness and responsiveness are indicated in multiple ways, with a variety of indicators from the Identifying Characteristics of a Lake Forest College Educated Teacher being evident.

Meets: The teacher candidate can apply theory to practice with respect to using assessment tools to inform planning for a student's particular developmental needs. The candidate uses several assessments to identify the reading level and skills of a student and other developmental factors and determines ways to apply this information to teaching. The candidate documents student growth anecdotally. The candidate uses observation, information about students, and pedagogical knowledge as sources for active reflection and decision making to create plans that can have a positive impact on student learning. There is some documentation of change over time with respect to student learning. There is evidence that the candidate has been resourceful and responsive in terms of the dispositions that are articulated in the Identifying Characteristics of a Lake Forest College Educated Teacher.

Does Not Meet: There is minimal evidence of the teacher candidate's capacity to assess, design, and/or implement an instructional plan that has a positive impact on student learning. Although there may be attempts to assess the student, assessment may not be directly connected to a vision for action either in terms of instructional planning or implementation. Little or no impact on student learning has been documented. Minimal dispositional tendencies are evident with respect to the Identifying Characteristics of a Lake Forest College Educated Teacher.

Artifact: Total Teach Plan

Assessment of Candidate's Ability to Plan Instruction and Plan an Appropriate Environment

Directions:

As a future teacher, you are expected to have developed the knowledge and skills to plan instruction and create an appropriate classroom environment. Write a 1-2 page essay and provide sections of your Total Teach Plan addressing and demonstrating the ways in which you have demonstrated your ability to do this during your internship. Consider the criteria below that will be used to evaluate this section of your portfolio. The essay must explain the ways in which the Total Teach Plan demonstrates the following:

1. Commitment to and evidence of developing a strong knowledge base and ability to connect theory to practice with respect to instructional planning and planning an appropriate classroom environment.
2. Explanation of the ways in which the artifact addresses ISBE Content Area Standards (below and Appendix E), and the Lake Forest College Institutional Standards (Characteristics/Dispositions of a LFC Educated Teacher).

ISBE standards associated most closely with this component of your portfolio:

Core Language Arts Standard 1

Core Language Arts Standard 2

Illinois Professional Teaching Standard 3: Diversity

Illinois Professional Teaching Standard 4: Planning

Illinois Professional Teaching Standard 5: Learning Environment

Illinois Professional Teaching Standard 10: Reflection and Professional Growth

Scoring Guide Criteria:

Distinguished: Exceptional capacities for planning instruction for integrated language arts processes and content specific outcomes, as appropriate, are evident in both a global and specific sense, with short and long-range planning considerations. There is a clear vision for the Total Teach plan that shows attention to integrated aspects of planning, i.e., resources, instructional strategies, Illinois Learning Standards, and/or contextual considerations. In addition, specific competencies related to the details of lesson plans indicate thoroughness and a strong understanding of the ways in which teachers must anticipate student responses and other contingencies that are related to teaching processes. Developmental appropriateness and consideration of diverse learners and learning styles are reflected in the plan. Reflective capacities are outstanding as these are associated with an articulation of purposes for instruction (e.g., rationales) and articulation of learning goals. There is substantial evidence of the Identifying Characteristics of a Lake Forest College Educated Teacher. The most important to be shown here are resourcefulness, in terms of material procurement and creativity and teacher efficacy, as this is reflected by the range of instructional strategies and teaching skills required to implement the plan.

Meets: The candidate plans for the teaching of the integrated language arts processes and content specific outcomes, as appropriate, in ways that enable students to learn and practice effective literacy techniques and content specific techniques, as appropriate. The candidate is able to

provide both an overall (long-range) framework for the Total Teach and basic, short-range plans for daily teaching. The plans reflect evidence that the candidate has used contextual information, including information about students' culture as a basis for planning instruction that is developmentally appropriate and that draws from the Illinois Learning Standards and curriculum requirements. The candidate demonstrates emerging capacities as a reflective practitioner who evaluates decisions about the planning process in advance with respect to students' developmental levels and learning styles, and cultural backgrounds. There is evidence of resourcefulness, in terms of taking initiative to identify useful resources/materials. Particular aspects of teacher efficacy are represented, as described in the Identifying Characteristics of a Lake Forest College Educated teacher.

Does Not Meet: Minimal attention is given to either the obvious or subtle aspects of the planning process. There may be a lack of attention to the anticipated needs of students, whether with respect to developmental level, learning styles and/or cultural background.

Long term vision or short term plans may lack integration, coherence, or consistency.

Planning may have gaps or lack sufficient detail to indicate potential for successful teaching and positive outcomes in terms of student learning. There is little or no resourcefulness and initiative.

Artifact: Community-based project; Culturally relevant lesson plan

Assessment of Candidate's Ability to Meet the Needs of Diverse Learners

Directions:

As a future teacher, you are expected to have developed the knowledge and skills to meet the needs of diverse learners. Write a 1-2 page essay and provide either your community-based project or a culturally relevant lesson plan demonstrating the ways in which you have demonstrated your ability to do this during your internship. Consider the criteria below that will be used to evaluate this section of your portfolio. The essay must explain the ways in which the project or lesson plan demonstrates the following:

1. Commitment to and evidence of developing a strong knowledge base and ability to connect theory to practice with respect to meeting the needs of diverse learners.
2. Explanation of the ways in which the artifact addresses ISBE Content Area Standards (below), and the Lake Forest College Institutional Standards (Characteristics/Dispositions of a LFC Educated Teacher).

ISBE standards associated most closely with this component of your portfolio:

Core Language Arts Standard 1

Core Language Arts Standard 3

Illinois Professional Teaching Standard 3: Diversity

Illinois Professional Teaching Standard 5: Learning Environment

Illinois Professional Teaching Standard 10: Reflection and Professional Growth

Scoring Guide Criteria:

Distinguished: The project or lesson plan draws from information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences in rich, meaningful ways. Cultural diversity is honored by the nature of the learning experiences represented. There is evidence that the teacher candidate has drawn from texts in which the scholarship, theoretical underpinnings, and/or philosophical support for embedding cultural diversity in the curriculum is/are represented. There is outstanding resourcefulness and initiative taken by the teacher candidate. He/she has shown specific connections between the learning

experience and the cultural background and interests of the students in the classroom. The learning experience is highly motivating for students. Integrated language arts instruction (more than one of the following is woven into the experience: reading, writing, speaking, and listening) and meaningful learning outcomes are clearly represented by student work.

Meets: The project or lesson uses information about students' families, cultures, and/or communities to make instructional relevant to students. The candidate has used materials that show some resourcefulness or initiative and enhance the learning experience for students. Student work provides an indication that students were motivated to achieve the primary learning goal of the project or lesson plan.

Does not meet: Little or no family or cultural background is represented in the project or lesson plan. The student work shows a lack of student engagement or motivation. The learning outcome is not clear or not demonstrated well in the student work.

Checkpoint #2a: Elementary Education

Directions

As an "education generalist," you are not expected to be an expert in every discipline. At this point in your education, however, the work you have completed across departments at Lake Forest College should reflect the Characteristics of a Lake Forest College Educated Teacher. This includes a commitment to developing the content area knowledge that will support your work as a teacher. A solid understanding of the broad themes and skills associated with each content area provides a start to a life-long learning process.

Write a 1-2 -page essay and provide a minimum of two and a maximum of three accompanying artifacts for the following disciplines: *science, math, social science, English language arts, fine arts, and physical education and health*. The essays must explain the ways in which the artifacts demonstrate the following:

1. The teacher candidate's commitment to developing a strong knowledge base that will enable him/her to teach in the particular content area in elementary classrooms
2. The teacher candidate's understanding of the way in which experts in the discipline come to develop expertise—ways of knowing and tools or skills of the discipline
3. Explanation of the ways in which the artifact addresses ISBE Content Area Standards and the Lake Forest College Institutional Standards and Conceptual Framework (see Characteristics/Dispositions of a LFC Educated Teacher).

Criteria for Science (Elementary Standard #4)

Distinguished: The teacher candidate has strongly addressed all areas for the required essay by providing compelling examples of his or her learning and ways this is apparent in the artifacts. A high level of science processing skills are demonstrated. The knowledge base represented indicates exceptional understanding across all scientific disciplines, the potential for success as an elementary generalist, and for elevating the emphasis of science teaching in elementary classrooms.

Meets: The teacher candidate has adequately addressed all areas for the required essay by pointing to specific examples of his or her own learning and ways this is apparent in the artifacts. There is evidence that the teacher candidate understands how to apply the inquiry process in science, interpret and communicate data, and draw conclusions about scientific phenomena across scientific content areas. The knowledge base represented in the artifacts captures the teacher candidate's potential for success as an elementary generalist.

Does not meet: The teacher candidate has not described in sufficient detail the points required in the essay and/or has provided insufficient evidence with respect to a current knowledge base that holds promise for a future commitment to the teaching of scientific disciplines in elementary classrooms. In this case, there may be weak exams or lab reports or, overall, insufficient attention to the science processing skills and/or evidence of a working understanding of scientific principles.

Criteria for Math (Elementary Standard #3)

Distinguished: The teacher candidate shows exceptional skills in problem solving, mathematical connections, and communication and representations of mathematical ideas. The teacher candidate compellingly describes ways in which he/she has demonstrated these skills in the artifacts provided. Strong competencies are evident in the artifacts.

Meets: The teacher candidate is able to apply and adapt strategies to solve problems, communicate and represent mathematical ideas, and recognize and use connections among mathematical ideas. Overall, the teacher candidate demonstrates adequate skills across these process areas; some areas may show greater strength than others. The teacher candidate articulates his/her capacities in mathematical content knowledge in a clear, persuasive manner using evidence from the artifacts provided to substantiate claims of competency.

Does not meet: The teacher candidate demonstrates gaps in more than one process skill and/or cannot clearly and convincingly point to evidence that competency in mathematics is sufficient for an elementary generalist.

Criteria for Social Science (Elementary Standard #5)

Distinguished: Exceptional explanation and evidence together indicate the teacher candidate's depth in multiple areas of social science, particularly politics and history. U.S., world, and American politics are well represented in the narrative and artifacts. Strong examples of social science understandings and capacities to do research in the social sciences are evident. These include themes in politics and history as well as analytical and interpretive work that represents the teacher candidate's ability to use multiple resources, including both primary and secondary historical documents.

Meets: The teacher candidate explains clearly how he or she has developed subject matter knowledge and relevant skills of inquiry in the social sciences, particularly history and politics. Key understandings about U.S., world history, and American politics should be referenced in the essay and should be obvious in the artifacts. Evidence of the potential to teach social sciences in elementary classrooms can include the ability to read historical narratives with understanding; interpret and analyze historical events; interpret and interrogate historical documents and judge credibility and authority; and identify problems confronted by people in the past, for example. The teacher candidate articulates these capacities and connects them to the artifact provided.

Does not meet: The teacher candidate fails to make a convincing argument and/or present sufficient evidence of basic content knowledge and related skills in the social science disciplines. Weak artifacts and/or description of content knowledge and the ability to inquire, interpret, and draw conclusions about political and historical themes and/or events indicate possible challenges to teach social sciences in elementary classrooms.

Criteria for English Language Arts (Elementary Standard #2)

Distinguished: The teacher candidate possesses exceptional writing skills that demonstrate sophisticated use of language structure and vocabulary. The teacher candidate provides evidence of being an avid reader of a wide variety of genres with a strong knowledge and deep appreciation of literature. There is evidence of excellent proficiency in oral communication.

Meets: The teacher candidate writes clearly and accurately with no or few errors in writing conventions. The teacher candidate provides evidence of being an enthusiastic reader who appreciates literature. The teacher candidate has demonstrated oral proficiency/communication skills that will enable him or her to be an effective communicator in a classroom.

Does not meet: The teacher candidate demonstrates challenges in writing that may include errors in writing conventions and/or immature or limited use vocabulary. There is weak evidence of a commitment to reading. There is insufficient evidence of adequate communication skills for supportive interactions or correct oral modeling in the classroom.

Criteria for Fine Arts (Elementary Standard #7)

Distinguished: The teacher candidate has strong knowledge and deep appreciation of the performing and visual arts. There is exceptional evidence of content knowledge and skills in one or more areas and participation in the performing and/or visual arts.

Meets: The teacher candidate has a basic knowledge about and an appreciation of the fine arts as a means of human communication and individual expression. There is evidence of sufficient potential to enhance students' use of the fine arts for communication, inquiry, and integration in classroom experiences.

Does not meet: The teacher candidate lacks a basic familiarity with components of fine arts that can be integrated into the classroom. There is little knowledge or appreciation of the arts.

Criteria for Physical Education and Health (Elementary Standard #6)

Distinguished: The teacher candidate demonstrates strong knowledge of the foundations of health and physical education. The evidence includes a range of knowledge about body systems, physical fitness activities, and nutrition. Personal commitment to physical education is also demonstrated.

Meets: The teacher candidate demonstrates a basic familiarity with concepts of health and physical education, including issues fundamental to enhancing the wellness of teacher candidates, disease prevention, and physical fitness. Potential for supporting teacher candidates' learning in these areas is sufficient.

Does not meet: The teacher candidate lacks basic familiarity in either health or physical fitness education and/or shows insufficient background to indicate the potential for supporting teacher candidates' learning in these areas.

Checkpoint #2a: Secondary Education - English Language Arts

Directions

Write a 1-2 page essay and provide accompanying artifacts (minimum two, maximum three) to address and demonstrate your knowledge and skills in each of the three areas listed below for English Language Arts. The essays must explain the ways in which the artifacts demonstrate the following:

1. Advancing knowledge base in the discipline
2. Ways in which teacher candidate has learned “tools” of the discipline (skills)
3. Explanation of the ways in which the artifact addresses ISBE Content Area Standards (below) and the Lake Forest College Institutional Standards and Conceptual Framework (see Characteristics/Dispositions of a Lake Forest College Educated Teacher).

For each of the following three English/Language Arts areas you must submit artifacts (minimum of two / maximum of three per criteria) which address the skills described.

Three areas for English/Language Arts

1. Reading processes (Standards 2, 3, 4, 6, 8, 9, 10)

Criteria

Distinguished: The teacher candidate has demonstrated outstanding ability, supported by strong evidence, to use a wide variety of strategies to comprehend, respond to, interpret, evaluate, appreciate, and create meaning from texts. There is strong evidence that the candidate is able to appreciate and encourage the importance of reading in all content areas, and select and use various materials and strategies, including the use of oral language, for reading instruction at a highly sophisticated level.

Meets: The teacher candidate has demonstrated adequate ability to use a wide variety of strategies to comprehend, respond to, interpret, evaluate, appreciate, and create meaning from texts. There is evidence that the teacher candidate is able to appreciate and encourage the importance of reading in all content areas, and select and use various materials and strategies, including the use of oral language, for reading instruction.

Does not meet: The teacher candidate has failed to demonstrate the ability to use a wide variety of strategies to comprehend, respond to, interpret, evaluate, appreciate, or create meaning from texts. There is no evidence that the candidate is able to appreciate and encourage the importance of reading in all content areas, or select and use various materials and strategies, including the use of oral language, for reading instruction.

2. Different composing/writing processes (Standards 13, 14, 15, 16, 17, 18)

Criteria

Distinguished: The teacher candidate has demonstrated outstanding ability, supported by strong evidence, to use a variety of writing strategies to generate meaning, clarify understanding, and understand how written discourse can influence thought and action. There is strong evidence that the candidate is able to produce different forms of written discourse using various rhetorical

strategies and situations, and can use strategies for revising, editing, and preparing documents for publication, showing advanced grammatical knowledge and skill and sophisticated style and sentence structure.

Meets: The teacher candidate has demonstrated adequate ability to use a variety of writing strategies to generate meaning, clarify understanding, and understand how written discourse can influence thought and action. There is evidence that the teacher candidate is able to produce different forms of written discourse using various rhetorical strategies and situations, and can use strategies for revising, editing, and preparing documents for publication, showing adequate grammatical knowledge and skill..

Does not meet: The teacher candidate has failed to demonstrate the ability to use a variety of writing strategies to generate meaning, clarify understanding, or understand how written discourse can influence thought and action. There is no evidence that the candidate is able to produce different forms of written discourse using various rhetorical strategies and situations, and fails to appropriately use strategies for revising, editing, and preparing documents for publication, and does not show adequate grammatical knowledge and skill.

3. Research theory and findings in English language arts, especially regarding explication or analysis of a variety of genres of literature, including print and non-print media (Standards 11, 12, 28, 29, 30)

Criteria

Distinguished: The teacher candidate has demonstrated outstanding ability, supported by strong evidence, to use a range of works of literary theory and criticism, develop a thesis analyzing a literary work, apply literary concepts and principles of analysis, and marshal evidence from creative and analytic literary texts representing a broad historical and contemporary spectrum of American, British, and work, including on-Western, literature. There is strong evidence that the candidate is able to read and interpret complex texts, relate one text to another and to a tradition, and to read texts within historical and multicultural contexts, including media and non-print texts. The candidate shows how media can influence construction of a text's meaning and how experiencing various media can enhance students' composing processes, communication, and learning at a highly sophisticated level.

Meets: The teacher candidate has demonstrated adequate ability to use a range of works of literary theory and criticism, develop a thesis analyzing a literary work, apply literary concepts and principles of analysis, and marshal evidence from creative and analytic literary texts representing a broad historical and contemporary spectrum of American, British, and work, including on-Western, literature. There is evidence that the teacher candidate is able to read and interpret complex texts, relate one text to another and to a tradition, and to read texts within historical and multicultural contexts, including media and non-print texts. The candidate shows how media can influence construction of a text's meaning and how experiencing various media can enhance students' composing processes, communication, and learning.

Does not meet: The teacher candidate has failed to demonstrate the ability to use a range of works of literary theory and criticism, develop a thesis analyzing a literary work, apply literary concepts and principles of analysis, or marshal evidence from creative and analytic literary texts representing a broad historical and contemporary spectrum of American, British, and work, including on-Western, literature. There is no evidence that the candidate is able to read and interpret complex texts, relate one text to another and to a tradition, or read texts within historical

and multicultural contexts, including media and non-print texts. The candidate fails to show how media can influence construction of a text's meaning or how experiencing various media can enhance students' composing processes, communication, and learning.

Checkpoint #2a: Secondary Education - History

Directions

Write a 1-2 page essay and provide accompanying artifacts (minimum two, maximum three) to demonstrate your knowledge and skills in history in the three areas below. The essays must explain the ways in which the artifacts demonstrate the following:

1. Advancing knowledge base in the discipline
2. Ways in which teacher candidate has learned “tools” of the discipline (dimensions of historical thinking)
3. Explanation of the ways in which the artifact addresses ISBE Content Area Standards and the Lake Forest College Institutional Standards and Conceptual Framework (see Characteristics/Dispositions of a Lake Forest College Educated Teacher).

For each of the following three history areas you must submit artifacts (minimum of two/ maximum of three per criteria) which address the skills described. In addition, the total artifacts must include at least one that addresses the major trends, turning points, and influential individuals and groups in each of the following content areas (at least one artifact per each content area):

- (Standard 1) United States history from the colonial era through the growth of the American Republic
- (Standard 2) United States history from the Civil War through World War I
- (Standard 3) United States history in the twentieth century and beyond
- (Standard 4) World history from prehistory to the Age of Exploration
- (Standard 5) World history from the Age of Exploration to the present
- (Standard 6) State of Illinois history from the colonial era to the present

Three areas for history

1. Historical Analysis, Interpretation, and Decision-Making
(Standards 7 & 8)

Criteria

Distinguished: The teacher candidate has demonstrated outstanding ability, supported by strong evidence, to compare and contrast differing sets of ideas, analyze and write about multiple perspectives, analyze and present cause and effect relationships and multiple causation, and draw comparisons across eras and regions in order to define enduring issues. There is strong evidence that the candidate is able to compare historical narratives, write about interpretations of history as tentative and alternative interpretations, analyze and evaluate major debates and alternative courses of action among historians, and marshal relevant historical evidence in order to formulate a position or course of action on an issue.

Meets: The teacher candidate has demonstrated adequate ability to compare and contrast differing sets of ideas, analyze and write about multiple perspectives, analyze and write about cause and effect relationships and multiple causation, and draw comparisons across eras and regions in order to define enduring issues. There is evidence that the teacher candidate is able to compare historical narratives, write about interpretations of history as tentative, evaluate major

debates and alternative courses of action among historians, and that marshal relevant historical evidence in order to formulate a position or course of action on an issue.

Does not meet: The teacher candidate has failed to demonstrate the ability to compare and contrast differing sets of ideas and multiple perspectives, analyze cause and effect relationships and multiple causation, and draw comparisons across eras and regions in order to define enduring issues. There is no evidence that the candidate is able to compare historical narratives, hold interpretations of history as tentative, evaluate major debates and alternative courses of action among historians, or marshal relevant historical evidence in order to formulate a position or course of action on an issue.

2. Historical Comprehension

(Standard 8)

Distinguished: The teacher candidate has demonstrated outstanding ability, supported by strong evidence, to identify the author or source of a historical document or narrative and assess its credibility, reconstruct the literal and interpretive meaning of a historical passage or document, write a comprehensive and detailed analysis of a series of historical primary documents, and identify and analyze the central question(s) of a historical narrative or document. There is strong evidence that the candidate is able to identify and write a coherent discussion of historical perspectives, analyze how past decisions or actions affect future choices, distinguish between past, present, and future time and compare alternative models for periodization, and present a detailed argument concerning historical continuity and change.

Meets: The teacher candidate had demonstrated adequate ability to identify the author or source of a historical document, reconstruct the literal meaning of a historical passage or document, and identify the central question(s) of a historical narrative or document. There is evidence that the candidate is able to identify and write about historical perspectives, explain how past decisions or actions affect future choices, distinguish between past, present, and future time, and present an argument concerning historical continuity and change.

Does not meet: The teacher candidate has failed to demonstrate the ability to identify the author or source of a historical document or narrative and assesses its credibility, reconstruct the literal meaning of a historical passage or document, identify the central question(s) of a historical narrative or document or write an analysis of a series of historical primary documents. There is no evidence that the candidate is able to identify historical perspectives, explain how past decisions or actions affect future choices, distinguish between past, present, and future time, or present an argument concerning historical continuity and change.

3. Historical Research Capabilities

(Standards 7 & 8)

Distinguished: The teacher candidate has demonstrated outstanding ability, supported by strong evidence, to formulate historical questions, obtain and use historical data from a wide variety of credible sources, describe the gaps in the available records, and marshal contextual knowledge and perspectives of the time and place. There is strong evidence that the candidate is able to employ appropriate quantitative and qualitative analysis and support interpretations with historical evidence.

Meets: the teacher candidate has demonstrated adequate ability to formulate historical questions, obtain and use historical data from a variety of sources, describe the gaps in the available records, and marshal contextual knowledge and perspectives of the time and place. There is evidence that the candidate is able to employ appropriate quantitative and qualitative analysis and support interpretations with historical evidence.

Does not meet: The teacher candidate has failed to demonstrate the ability to formulate historical questions, obtain historical data from a variety of sources, identify the gaps in the available records, or marshal contextual knowledge and perspectives of the time and place. There is no evidence that the candidate is able to employ appropriate quantitative and qualitative analysis or support interpretations with historical evidence.

Checkpoint #2a: Secondary Education - Mathematics

Directions

Write a 1-2 page essay and provide accompanying artifacts (minimum two, maximum three) to demonstrate your knowledge and skills in math in each area below. The essays must explain the ways in which the artifacts demonstrate the following:

1. Advancing knowledge base in the discipline
2. Ways in which teacher candidate has learned “tools” of the discipline (skills)
3. Explanation of the ways in which the artifact addresses ISBE Content Area Standards (below), and the Lake Forest College Institutional Standards and Conceptual Framework (see Characteristics/Dispositions of a Lake Forest College Educated Teacher).

For each of the following four areas of mathematics you must submit artifacts (maximum of three per criteria) that address the skills described.

Abstract & Discrete Mathematics (Standard 6)

Criteria

Distinguished (In addition to everything listed under the “meets” criteria):

Demonstrates evidence of emerging knowledge in the following:

- graphs and/or trees;
- A proof that the unit interval is uncountable;
- A proof that Irrational numbers exist;
- A proof that the Rational numbers are countable;
- Partially ordered sets.

Meets

- Understands basic rules of propositional logic, including equivalence and tautology, and rules of inference;
- Has an understanding of various methods of proof, including proof by cases, contradiction, and contrapositive argument;
- Is competent in the use and application of mathematical induction
- Understands basic set theory, including algebra of sets and the pick-a-point method of proof involving sets;
- Understands relations and their properties, operations on and with relations, and functions as special types of relations;
- Understands equivalence relations, equivalence classes, and partitions induced by equivalence relations; and
- Understands cardinality of sets, able to distinguish between denumerable and uncountable sets, understands infinite cardinal numbers.

Does not meet:

The candidate has gaps in multiple areas described in the “meets” criteria

Linear Algebra (Standard 8)

Criteria

Distinguished (In addition to everything listed under the “meets” criteria):

Demonstrates evidence of emerging knowledge in the following:

- Orthogonal subspaces in \mathbb{R}^n and how to compute them;
- The Singular Value Decomposition;
- Positive Definite matrices.

Meets:

- Understands basic properties of matrices (such as, dimension, nonsingular, symmetric) and is competent performing algebraic computations on and with matrices;
- Is competent performing Gaussian Elimination and using this technique to solve systems of linear equations;
- Is competent finding the inverse of a matrix, where applicable;
- Understands elementary matrices and their relationship to the Reduced-Row Echelon form and inverse of a matrix;
- Has an understanding of vector spaces, including subspaces, linear independence, basis, and dimension;
- Understands linear transformations, including image, kernel, inverse transformation, and matrix representations;
- Has competence computing the determinant of a square matrix, understanding its properties and uses; and
- Has competence computing the eigenvalues and eigenvectors of a matrix, where applicable.

Does not meet:

The candidate has gaps in multiple areas described in the “meets” criteria

Mathematical Probability (Standard 10)

Criteria

Distinguished (In addition to everything listed under the “meets” criteria):

Demonstrates evidence of emerging knowledge in the following:

- Chebyshev’s Theorem;
- Distributions of sums of two general random variables (convolutions)

Meets:

- Understands basic definitions and properties of probability and probability distributions;
- Has competence using rules of counting to compute probabilities under an equal probability model;
- Understands the concept of independent events, conditional probability, and use of Bayes Theorem;
- Has competence computing the mean, variance, and higher moments of both discrete and continuous random variables, directly;
- Has competence computing the mean and variance of both discrete and continuous random variables using moment-generating functions;
- Understands the context in which use of the following discrete distributions are appropriate: the binomial, negative binomial, hypergeometric, uniform, and Poisson;

- Has competence computing probabilities based on the binomial, normal, and gamma distributions;
- Has competence computing joint and marginal probabilities; and
- Has competence understanding and using the Central Limit Theorem.

Does not meet:

The candidate has gaps in multiple areas described in the “meets” criteria

Mathematical Statistics (Standard 10)

Criteria

Distinguished (In addition to everything listed under the “meets” criteria):

Demonstrates evidence of emerging knowledge in the following:

- Tests for use with $r \times c$ contingency tables (chi-square tests);
- Two-way Analysis of Variance models and test procedures;
- Goodness-of-fit test procedures;
- Bayesian Statistics; and
- Chebyshev’s Theorem.

Meets:

- Understands methods of parameter (point) estimation, including the method of maximum likelihood;
- Understands properties of parameter estimators, including unbiased, sufficient, and minimum-variance;
- Understands basic data summary statistics, including the mean, median, and sample standard deviation;
- Has competence computing confidence intervals for means, proportions, and variances;
- Understands how and when to use simple linear regression analysis, including model checking techniques;
- Has competence performing hypothesis tests for means, proportions, and variances, including use and interpretation of p-values;
- Understands the context in which the following distributions are appropriate: t-distribution, chi-square, normal, and F-distribution; and
- Understands when it is appropriate to use nonparametric test procedures.

Does not meet:

The candidate has gaps in multiple areas described in the “meets” criteria

Checkpoint #2a: K–12 - French and Spanish

Directions

Write a 1-2 page essay and provide accompanying artifacts (minimum two, maximum three) to demonstrate your knowledge and skills in Modern Languages in each area below. The essays must explain the ways in which the artifacts demonstrate the following:

1. Advancing knowledge base in the discipline
2. Ways in which teacher candidate has learned “tools” of the discipline (skills)
3. Explanation of the ways in which the artifact addresses ISBE Content Area Standards and the Lake Forest College Institutional Standards and Conceptual Framework (see Characteristics/Dispositions of a Lake Forest College Educated Teacher)

For each of the following three areas you must submit artifacts (minimum of two / maximum of three per criteria) that address the skills described.

1. Successful oral communication and comprehension in the target language
(Standards 1, 2, 3, 4, 10)

Criteria

Distinguished

- Conjugates verbs easily and without hesitation, no difficulty expressing moods.
- Understands nuances of formal and informal speech.
- Near-native pronunciation. Can explain how to articulate sound patterns.
- Is able to explain regional differences in speech.
- Uses target language to communicate orally in a career (for example, in an internship, as peer teacher, or service-learning experience) or achieves outstanding oral work in Spanish/French for International Affairs/Business Spanish.

Meets

- Demonstrates ability to use verb tenses appropriately and express mood and doubt.
- Consistently uses correct formal and informal speech patterns.
- Consistently pronounces language correctly
- Recognizes regional differences in spoken language.

Does not meet

- Does not accurately use verb tenses and moods.
- Inconsistent use of formal and informal speech patterns.
- Errors in pronunciation, inability to demonstrate sound patterns.
- Inability to recognize regional differences in spoken language.

2. Successful written communication in the target language (Standards 1, 3, 4, 10)

Criteria

Distinguished

- Can write on specialized or advanced topics, demonstrating superior knowledge of stylistic expression.
- Is able to identify errors of written expression and assist others in their correction (for example, the work of a tutor or peer teacher).
- Uses target language in written communication: for example, reports in an internship, correction of written assignments as a peer teacher, or written communication in a service-learning experience. Produces outstanding written work in Spanish/French for International Affairs/Business Spanish.

Meets

- Can write on a variety of topics, demonstrating strong knowledge of grammar and spelling.
- Uses idiomatic expressions and is able to use circumlocution.
- Demonstrates ability to research in the target language and cite sources appropriately.
- Awareness of how writing is used in the target language in a variety of contexts.

Does not meet

- Inability to progress beyond written expression related to daily situations.
- Unable to identify errors of semantics, grammar or use circumlocution.
- Limited ability to convey information from sources in the target language, or cite them properly.

3. Understanding of target language cultures (Standards 5, 6, 7, 8, 9, 10)

Criteria

Distinguished

- Has reflected on experiences of cultural difference and can successfully articulate those differences (e.g. from successful study abroad seen in post-study reflection, symposium participation, news article, photographic documentation, class talk, etc.).
- Successful creative endeavor related to the target language culture: original poetry/prose/drama, performance, or visual arts.
- Able to interpret/analyze representative types of literature and media in target language societies
- Has some specialized knowledge of history, geography, social and religious institutions and current events of various target language cultures.
- Has done coursework in another discipline in the target language (e.g. course at a university abroad in social sciences, sciences or other humanities) or written an interdisciplinary research paper in the target language.
- Uses target language in a career (for example, in an internship, as peer teacher, or service-learning experience) or achieves outstanding work in Spanish/French for International Affairs/Business Spanish.

Meets

- Demonstrates understanding of and sensitivity to cultural differences.
- Can discuss expressive forms (e.g. music, dance, art, drama, architecture) in various societies.
- Able to read/understand representative types of literature and media in target language societies.
- Has basic knowledge of history, geography, social and religious institutions and current events of various target language cultures.
- Makes connections between different disciplines in the target cultures.

-Shows awareness of career options related to using the target language.

Does not meet

-Lacks understanding of and sensitivity to cultural differences.

-Shows little knowledge of expressive forms (e.g. music, dance, art, drama, architecture) in various societies.

-Demonstrates limited capability to read/understand representative types of literature and media in target language societies.

-Has little knowledge of history, geography, social and religious institutions and current events of various target language cultures.

-Cannot make connections between different disciplines in the target cultures.

-Unaware of career options related to using the target language.

Checkpoint #2a: K – 12 - Visual Arts

Directions

Write a 1-2 page essay and provide accompanying artifacts (minimum two, maximum three) to demonstrate your knowledge and skills in Visual Arts in each area below. The essays must explain the ways in which the artifacts demonstrate the following:

1. Advancing knowledge base in the discipline
2. Ways in which teacher candidate has learned “tools” of the discipline (skills)
3. Explanation of the ways in which the artifact addresses ISBE Content Area Standards and the Lake Forest College Institutional Standards and Conceptual Framework (see Characteristics/Dispositions of a Lake Forest College Educated Teacher)

For each of the following three Visual Arts criteria you must submit artifacts (minimum of two / maximum of three per criteria) which address the skills described.

Three areas for Visual Arts

Criteria

1. History and Culture (Standards 2, 5, 6)

Distinguished: The teacher candidate has demonstrated outstanding ability, supported by strong evidence, to recognize historical periods and style in the history of art, exhibit awareness of cultural characteristics of art from across the globe, recognizes the importance of institutions in the development of the history of art, define the links between form and content in works of art, and go beyond these abilities to contribute new research and insight to the history of art. There is strong evidence that the candidate is able to exhibit exceptional skills at analysis and interpretation and writes papers with strong thesis statements and good historical awareness, with clarity of argument and depth of research.

Meets: The teacher candidate has demonstrated adequate ability to recognize historical periods and style in the history of art, exhibit awareness of cultural characteristics of art from across the globe, recognizes the importance of institutions in the development of the history of art and define the links between form and content in works of art. There is evidence that the teacher candidate is able to perform visual analysis of works of art in written and oral forms, perform an interpretation rooted in historical and cultural context, and write a properly researched and cited paper using the vocabulary of art history that contains an adequate thesis.

Does not meet: The teacher candidate has failed to demonstrate the ability to recognize historical periods and styles, show awareness of global cultural traditions, perform an effective visual analysis, or perceive links between form and content. There is no evidence that the candidate is able to interpret historical and cultural context, produce papers are appropriately researched, argued or written, and exhibits no awareness of role of institutions in shaping the history of art.

2. Materials and Techniques (Standards 2, 3, 4)

Criteria

Distinguished: The teacher candidate has demonstrated outstanding ability, supported by strong evidence, to demonstrate technical proficiency extending to a variety of media, including drawing, combine media effectively using techniques appropriate to mode of expression, exhibit a level of craft that shows sustained care, creates a sense of completion in the work of art, and exhibits proficiency at high level of technique that forefronts issues of concepts and pushes the limits of technique to expand expressive capabilities of media. There is strong evidence that the candidate is able to choose materials and techniques to effectively express ideas, and goes beyond the basics to invent new uses for materials

Meets: The teacher candidate has demonstrated adequate ability to demonstrate technical proficiency extending to a variety of media, including drawing, combine media effectively using techniques appropriate to mode of expression, and exhibit a level of craft that shows sustained care and creates a sense of completion in the work of art. There is evidence that the teacher candidate is able to choose materials and techniques to effectively express ideas.

Does not meet: The teacher candidate has failed to demonstrate the ability to properly utilize properties of drawing and other media, to demonstrate capability to engage fundamental techniques, or to combine media effectively or use techniques appropriate to concept being expressed. There is no evidence that the candidate is able to demonstrate awareness of links between materials and techniques and the communication of ideas, and does not follow through to bring works to completion.

3. Style and Expression (Standards 1, 2, 3, 4)

Criteria

Distinguished: The teacher candidate has demonstrated outstanding ability to organize a composition to effectively express an idea or emotion, make formal choices appropriate to subject matter and source material, work in abstract and representational modes, and demonstrate originality and creative thinking in generating works with a personal style in a chosen medium. There is strong evidence that the candidate is able to create effective connections to the audience in communicating ideas visually and develop an outstanding professional quality portfolio, including cohesive artist statement and resume.

Meets: The teacher candidate has demonstrated adequate ability to organize a composition to effectively express an idea or emotion, make formal choices appropriate to subject matter and source material, and work in abstract and representational modes. There is evidence that the teacher candidate is able to verbally articulate reasoning behind technical and stylistic choices and generate creative ideas for artistic expression.

Does not meet: The teacher candidate has failed to demonstrate the ability to effectively communicate through visual forms, make formal choices appropriate for subject matter or source material. There is no evidence that the candidate is able to work in more than one mode, either abstraction or representational or effectively articulate why stylistic and technical choices were made.

Checkpoint 2b-Entrance to Student Teaching-November of senior year

Add the following to your portfolio:

1. Selected unit plan sections
2. WebQuest
3. Documentation of passing score IL Content Area Test
4. Any additional required pieces based on prior portfolio evaluation and remediation

Additional requirements:

1. Education faculty from 400-level courses recommend or deny recommendation for continuation in program.
2. EAC votes on application to student teaching

Artifact/s: Overview/Rationale of Unit Plan, including goals, objectives, standards, scope and sequence, and at least two detailed lesson plans; and Sections of Teacher Work Sample (optional)

Assessment of Candidate's Ability to Plan Instruction and Plan an
Appropriate Environment: Content Area Focus

Directions:

As a future teacher, you are expected to have developed the knowledge and skills to plan instruction and create an appropriate classroom environment. Write a 1-2 page essay and provide sections of your Unit Plan and/or Teacher Work Sample addressing the ways in which you have demonstrated your ability to do this during your senior methods classes (EDUC 416, 417, 419 or 420). Consider the criteria below that will be used to evaluate this section of your portfolio. The essay must explain the ways in which the artifacts demonstrate the following:

1. Commitment to and evidence of developing a strong knowledge base and ability to connect theory to practice with respect to instructional planning and planning an appropriate classroom environment.
2. Explanation of the ways in which the artifact addresses ISBE Content Area Standards (below), and reflects the Lake Forest College Institutional Standards (Characteristics/Dispositions of a LFC Educated Teacher).

ISBE standards associated most closely with this component of your portfolio:

Illinois Professional Teaching Standard 3: Diversity

Illinois Professional Teaching Standard 4: Planning

Illinois Professional Teaching Standard 5: Learning Environment

Illinois Professional Teaching Standard 10: Reflection and Professional Growth

Scoring Guide Criteria:

Distinguished: Exceptional capacities for planning integrated content area instruction processes and content specific outcomes, as appropriate, are evident in both a global and specific sense, with short and long-range planning considerations. There is a clear vision for the unit plan that shows attention to multiple aspects of planning, i.e., goals and objectives, pacing, resources, instructional strategies, Illinois Learning Standards, and contextual considerations.. This vision is coherent throughout the unit and demonstrates the potential to have a strong impact on student learning. In addition, specific competencies related to the details of lesson plans indicate thoroughness and a strong understanding of the ways in which teachers must anticipate student responses and other contingencies that are related to teaching processes. Developmental appropriateness and consideration of diverse learners and learning styles are reflected in the plan. Reflective capacities are outstanding as these are associated with an articulation of purposes for instruction (e.g., rationales) and articulation of learning goals. The most important Characteristics/Dispositions of a Lake Forest College educated teacher to be demonstrated here are resourcefulness, in terms of material procurement and creativity, and potential teacher efficacy, as these are reflected in the range of instructional strategies and teaching skills required to implement the plan.

Meets: The candidate plans for the teaching of content-specific outcomes, as appropriate, The candidate is able to provide both an overall (long-range) framework for the unit and basic, short-range plans for daily teaching. The plans reflect evidence that the candidate has used contextual

information and draws from the Illinois Learning Standards and curriculum requirements. The candidate demonstrates emerging capacities as a reflective practitioner who anticipates decisions about the planning process in advance with respect to students' developmental levels, learning styles, and cultural backgrounds. There is evidence of resourcefulness, in terms of taking initiative to identify useful resources/materials and potential teacher efficacy, as these are described in the Characteristics/Dispositions of a Lake Forest College Educated teacher.

Does Not Meet: Minimal attention is given to either the obvious or subtle aspects of the planning process. There may be a lack of attention to the anticipated needs of students, whether with respect to developmental level, learning styles and/or cultural background.

Long-term vision or short-term plans may lack integration, coherence, or consistency.

Planning may have gaps or lack sufficient detail to indicate potential for successful teaching and positive outcomes in terms of student learning. There is little or no resourcefulness and initiative.

Artifact: WebQuest-hard copy and active Internet link

Assessment of Candidate's Ability to Integrate Technology Meaningfully into the Curriculum

Directions:

As a future teacher, you are expected to have developed the knowledge and skills to integrate technology meaningfully into the curriculum. Write a 1-2 page essay and provide an active Internet link to the WebQuest you created during your senior methods classes (EDUC 417 or 419). Consider the criteria below that will be used to evaluate this section of your portfolio. The essay must explain the ways in which the WebQuest demonstrates the following:

1. Commitment to and evidence of developing a strong knowledge base and ability to connect theory to practice with respect to technology integration in the curriculum
2. Explanation of the ways in which the artifact addresses ISBE Content Area Standards (below), and reflects the Lake Forest College Institutional Standards (Characteristics/Dispositions of a LFC Educated Teacher).

ISBE standards associated most closely with this component of your portfolio:

Core Technology Standards:

Standard 2 - Personal and Professional Use of Technology

Standard 3 - Application of Technology in Instruction

Standard 4 - Social, Ethical, and Human Issues

Standard 6 - Telecommunications and Information Access

Standard 7 - Research, Problem Solving, and Product Development

Standard 8 - Information Literacy Skills

Scoring Guide Criteria (drawn from Bernie Dodge, 2000)

Distinguished:

The introduction draws the learner into the lesson; a highly engaging description or compelling, provocative question or problem is posed that is grade-level and content-area appropriate. Motivational potential is strong. The content is substantive and supports the development of a richer understanding of the material being taught in class, as well as development of information literacy skills and ethical use of technology. The introduction builds on the learner's prior knowledge and prepares the learner by foreshadowing the lesson content/task. Information is accurate, primary sources are abundantly used, and the information relates to the overall purpose of the WebQuest. The task is doable and highly engaging. Critical thinking, synthesis of multiple information sources, and creativity are required for task completion. Directions are clearly stated and scaffolding is provided to enable the learner to proceed through the process without additional support. Role assignments help students see different perspectives and share responsibility meaningfully and fairly. Navigation is seamless; language usage and writing conventions are error free. Graphic elements, type size, and colors are well selected and well integrated. The work has overall visual appeal and thematic appropriateness. Criteria for success are clearly stated in the rubric. The teacher page is useful and complete and highlights valuable information that gives other teachers important insight about the Webquest's procedures and desired outcomes.

Meets:

The introduction describes an interesting question or problem that is grade-level and content-area appropriate. The content is worthy of investigation and supports the learner's understanding of the material being taught in class and information literacy skills and ethical use of technology. There is good potential for motivating the learner to complete the task. Primary sources are used and the information supports the overall purpose of the WebQuest. The task is doable and the reading level is appropriate. The learner is required to move beyond basic knowledge to higher level-thinking. There are no major problems with navigation; there are few errors in language usage, paragraph structure, and writing conventions. Graphic elements are nicely integrated. Type size and colors have consistency. Criteria for success are stated in the rubric. The teacher page has potential value to other teachers.

Does Not Meet:

The purpose of a WebQuest is not fulfilled because the candidate has failed to ask a thought-provoking question or has not required students to think critically. Regurgitation of material or fact-finding may be the primary task for students. Students may not be required to make connections between the resources provided and the task presented.

Resources may be limited with few primary sources provided. Reading level of resources may be too challenging or not challenging enough for the level of the target age group. Scaffolding may be inadequate. There may be sloppy application of visual elements or visual appeal is limited. Paragraph structure, grammar errors and/or spelling errors. Significant editing is required.

Checkpoint #3: Exit from student teaching

Add the following to your portfolio:

The portfolio should contain:

1. Content Area lesson plans for relevant content areas and to show competency in differentiated instruction (Program assessment #2) Elementary: All content areas (see observation framework-reading language arts, mathematics, science, social studies, fine arts, and physical education/health education). Secondary: all preps and broad field subject areas as applicable. Lesson plans should include full reflections.
2. Teacher Work Sample (Program assessment #5)
See attached directions
3. Management Action Research Plan (Program assessment #5) see attached directions
4. Case study of Inclusive Learning Environments (Program assessment #5 and #8)
5. Any additional required pieces based on prior portfolio evaluation and remediation

Additional requirements:

1. Final evaluation from student teaching, including verification by supervisor and cooperating teacher that candidate has adhered to the College Ethics Policy (Clinical Practice assessment: Program assessment #4; Dispositional assessment)
2. Passing (Pass/D/Fail) grade for student teaching*

Artifacts: Content Area Lesson Plans

Assessment of Candidate's Content Area Teaching

Directions

As a future teacher, you are expected to have developed content area knowledge and skills to support your students' learning in the content areas you teach. Write a 1-2 page essay and provide accompanying artifacts addressing and demonstrating the following areas related to your content area knowledge and skills. The essays must explain the ways in which the artifacts demonstrate the following:

1. Your ability to support students' development of knowledge and skills in the relevant content areas.
2. Explanation of the ways in which the artifact addresses ISBE Content Area Standards (below), and the Lake Forest College Institutional Standards and Conceptual Framework (see Characteristics/Dispositions of a Lake Forest College Educated Teacher).

ISBE standards associated most closely with this component of your portfolio:

Illinois Professional Teaching Standard 1: Content Knowledge

Illinois Professional Teaching Standard 2: Diversity

Illinois Professional Teaching Standard 4: Planning

Scoring Guide Criteria:

Distinguished: The teacher candidate's content knowledge is represented in highly compelling ways. An excellent anticipatory set establishes prior knowledge and gains student attention. Engaging, creative, developmentally appropriate, instructionally valuable learning experiences with sufficient teacher structure/scaffolding are well represented. Appropriate and rich learning materials demonstrate excellent teacher resourcefulness and initiative. The lesson reflects the candidate's understanding of effective teaching and successful learning principles (e.g., constructivism, differentiation, etc.). The reader would be able to implement the lesson without

additional explanation. The plan is well organized and professionally written, with each element fully developed (e.g., objectives, assessment, reflection, etc.).

Meets: The teacher candidate's content knowledge is well represented. The plan is clearly developed with all necessary elements represented and well articulated (e.g., objectives, assessment, reflection, etc.) Valuable learning experiences are sequenced appropriately and materials are well chosen. The plan adequately engages students and challenges them to learn new content and/or meaningfully reinforces previously learned material. A connection to theoretical learning frameworks is evident. There also is evidence of efforts to differentiate instruction.

Does not meet: Content knowledge is inadequate or inaccurate. The plan lacks complete development in one or more significant areas. For example, the sequence of learning activities is inappropriate or does not adequately scaffold learning; the potential to engage students is minimal; or the focus of activity is with the teacher rather than on the students. Little teacher resourcefulness, creativity, or initiative is evident.

Artifact: Teacher Work Sample

Assessment of Candidate's Impact on Students' Learning

Directions

As a future teacher, you are expected to have developed the knowledge and skills that enable you to have an impact on student learning. Write a 1-2 page essay and provide the accompanying artifact addressing and demonstrating the following areas related to your knowledge and skills in this area. The essay must explain the ways in which the artifact demonstrates the following:

1. Commitment to and evidence of your ability to create formative and summative assessments and the ability to use these assessments to plan instruction that has an impact on student learning.
2. Explanation of the ways in which the artifact addresses ISBE Content Area Standard (below), and the Lake Forest College Institutional Standards and Conceptual Framework (see Characteristics/Dispositions of a Lake Forest College Educated Teacher).

ISBE standards associated most closely with this component of your portfolio:

Illinois Professional Teaching Standard 8: Assessment

Illinois Professional Teaching Standard 10: Reflection and Professional Growth

Note: Criteria based on *The Renaissance Partnership for Improving Teacher Quality*
Scoring Guide Criteria:

Distinguished: The teacher candidate uses information about the learning-teaching context and student individual differences to set learning goals, plan instruction and assessment in compelling ways. He/she sets significant, challenging, varied, and appropriate learning goals. On-going analysis of student learning to make instructional decisions is clearly and strongly represented. The teacher uses assessment data to profile student learning and communicate information about student progress and achievement. The teacher candidate reflects deeply about his or her instruction and student learning in order to improve teaching practice. The teacher uses multiple assessment approaches aligned with learning goals to assess student learning before, during and after instruction.

Meets: The student has a clear direction for teaching the material. Content references are specific, and the candidate's understanding of content is apparent. There are engaging and meaningful learning activities, which are developmentally appropriate. Resourcefulness and

strong evidence of skills and knowledge relevant to instructional planning is apparent. There is a range of assessments that evaluate knowledge, skills, and habits of mind. The sample includes multiple assessment instruments and approaches. Assessment is aligned to learning goals to assess student learning before, during and after instruction. There are clear adaptations for individual needs and clarity of performance criteria.

Does not meet: More than one of the following areas of the work sample are not sufficiently addressed as described in the criteria for meeting standards: contextual factors; learning goals; assessment; design for instruction; instructional decision making; analysis of student learning; self-evaluation and reflection.

Artifact: Management Action Research Plan

Assessment of Candidate's Ability to Create a Supportive Learning Environment for Students' Learning

Directions:

As a future teacher, you are expected to have developed the knowledge and skills to create a supportive learning environment for students. Write a 1-2 page essay and provide the accompanying artifact addressing and demonstrating the following areas related to this area of teaching. The essay must explain the ways in which the artifact demonstrates the following:

1. Commitment to and evidence of your ability to identify a management problem, collect data related to it, evaluate the data, and create a plan to address the problem.
2. Explanation of the ways in which the artifact addresses ISBE Content Area Standard (below), and the Lake Forest College Institutional Standards and Conceptual Framework (see Characteristics/Dispositions of a Lake Forest College Educated Teacher).

ISBE standards associated most closely with this component of your portfolio:
Illinois Professional Teaching Standard 5: Learning Environment
Illinois Professional Teaching Standard 10: Reflection and Professional Growth

Scoring Guide Criteria:

Distinguished: The teacher candidate clearly and effectively communicates the main idea and focus of management plan and results of action research; provides rich, vivid, and powerful supporting details; presents information in effective tone and style; clearly demonstrates understanding of key concepts of effective classroom management and its impact on creating a supportive environment for learning and student achievement; and clearly communicates useful insights.

Meets: The teacher candidate clearly expresses the main idea and focus of the management plan and results of action research; uses appropriate supporting details provided; demonstrates understanding of key concepts of effective classroom management and its impact on creating a supportive environment for learning and student achievement; and provides appropriate insights.

Does not meet: The main focus of the management plan and results of action research are unclear; there are insufficient supporting details; there is a lack of understanding of key concepts of effective classroom management and its impact on creating a supportive environment for learning and student achievement; and/or a lack of appropriate personal reflections.

Artifact: Case Study of Inclusive Learning Environments

Assessment of Candidate's Ability to Meet the Needs of Diverse Learners

Directions:

As a future teacher, you are expected to have developed the knowledge and skills to meet the needs of diverse learners. Write a 1-2 page essay and provide the accompanying artifact addressing and demonstrating the following areas related to this area of teaching. The essay must explain the ways in which the artifact demonstrate the following:

1. Commitment to and evidence of your ability to assess the needs of diverse learners and identify modifications that enable them to be successful in inclusive classrooms.
2. Explanation of the ways in which the artifact addresses ISBE Content Area Standard (below), and the Lake Forest College Institutional Standards and Conceptual Framework (see Characteristics/Dispositions of a Lake Forest College Educated Teacher).

ISBE standards associated most closely with this component of your portfolio:

Illinois Professional Teaching Standard 3: Diversity

Illinois Professional Teaching Standard 10: Reflection and Professional Growth

Scoring Guide Criteria:

Distinguished: The teacher candidate provides a complete, thorough, and detailed learner profile, and a comprehensive description giving a holistic understanding of the child. All aspects of the disability are explained thoroughly and connections are made among aspects of classroom environment. The case study provides a comprehensive look at the disability and provides a clear explanation of how the disability affects learning. Descriptions of observations provide insightful analysis; direct links are made to classroom instruction and intervention strategies used, and a synthesis of information is evident. Comprehensive summaries of meetings are provided that address procedures for meeting students' needs, modifying instructional methods, and identifying and analyzing methods that consider the influence of diversity and disability on assessment. There is creative use of the area of study in thoroughly written lesson plans; classroom needs are embedded in lessons; and the needs of all learners are integrated into lessons that are very well organized.

Meets: The teacher candidate provides a complete learner profile, and a description is provided of a holistic understanding of the child. Most aspects of the disability are explained and connections are made among aspects of classroom environment. The case study provides an adequate look at the disability and provides an explanation of how disability affects learning. Descriptions of observations provide links to classroom instruction and intervention strategies used. Summaries of meetings are provided that address procedures for meeting students' needs, modifying instructional methods, identifying and analyzing methods that consider the influence of diversity and disability on assessment. There is adequate use of the area of study in written lesson plans; classroom needs are embedded in lessons; and the needs of all learners are integrated into organized lessons.

Does not meet: The teacher candidate does not provide a complete learner profile or a description of a holistic understanding of the child. Most aspects of the disability are not explained and connections are not made among aspects of classroom environment. The case study fails to provide an adequate look at the disability or an explanation of how the disability

affects learning. Descriptions of observations do not provide links to classroom instruction and intervention strategies used. Summaries of meetings do not address procedures for meeting student's needs, modifying instructional methods, and identifying and analyzing methods that consider the influence of diversity and disability on assessment. There is inadequate use of the area of study in written lesson plans; classroom needs are not embedded in lessons; and the needs of all learners not integrated into lessons.

Checkpoint 4- Program Completion:

1. Documentation of passing score for APT
2. Final evaluation from student teaching
3. Exit presentation (Dispositional Assessment- LFC Characteristics)

Checkpoint #4

Exit Interviews: Assessment of Teacher Characteristics/Dispositions (responsiveness, resourcefulness, and teacher efficacy), as well as reflection on Growth Over Time via Teaching Artifacts

As a book-end to the Entrance Interviews (in which the Characteristics of pre-professional dispositions and reflection were the focus), this checkpoint is intended to collectively assess the teacher candidate's demonstration of additional Characteristics and to document the candidate's own growth over the course of the student teaching semester, as well as across the course of the program in general and her/his reflection on this growth. *The key dispositions to be assessed at exit are responsiveness, resourcefulness, teacher efficacy, and an overall capacity for meaningful long-term reflection.*

Teacher candidates will provide the content for the interview via three teaching artifacts. Each artifact will include:

- the keystone piece of student work generated in their teaching
- all contextual documents that resulted in that student work, including the curriculum and lessons plans of the particular activity, the directions handed out to the students, and any guiding templates or models made to promote the students' success.
- a cover sheet that includes a summary statement about each artifact and how it demonstrates the Dispositions/Characteristics listed above. These cover sheets will be given in advance to the interview panel members.

Interviews of teacher candidates will be thirty minutes in length, and consist of the following steps:

- Because the main purpose of this interview is to give teacher candidates the opportunity to reflect on their own growth over time, and the ways in which the artifacts reflect the above-mentioned Characteristics, with faculty members, the candidates should utilize the first ten-fifteen minutes of the interview to tell the story of their growth via the artifacts they've chosen. Rather than a presentation that merely echoes their cover sheets, teacher candidates should reflect to the panel members how these artifacts tell the story of who she/he has become as a teacher.
- After the initial presentation by the teacher candidate, panel members will have the next ten minutes to ask questions regarding the artifacts and teacher candidate's reflections.
- At the end of the question and conversation time, the teacher candidate will leave the room to provide time for the panel members to discuss their feedback on the presentations.

*Interview Panels:*Elementary/Secondary Candidates: two Education Department faculty members, the candidate's content-area advisor, practicing teacher from the EAC, and an optional additional faculty member selected by the candidate.

Checkpoint 4: Exit from Teacher Preparation Program

Candidate: _____ **Date:** _____
Assessor: _____

Use the following scale to evaluate the candidate on the target indicators of the core values listed below:

3=distinguished 2=meets 1=does not meet

Checkpoint #4	Distinguished	Meets	Does not meet
Rating: _____			
Resourcefulness	<p>Performs at an exceptionally high level in multiple indicators within the following areas: takes initiative, use his or her imagination, and seeks out information using a variety of human and material resources to inform his or her teaching.</p> <ul style="list-style-type: none"> •is able to draw from theoretical and philosophical frameworks explored in coursework and apply them meaningfully to classroom settings. •recognizes his or her own strengths, interests, and skills and consider how these might be compelling ways to engage children in learning 	<p>Demonstrates acceptable performance in all of the following areas: takes initiative, use his or her imagination, and seeks out information using a variety of human and material resources to inform his or her teaching.</p> <ul style="list-style-type: none"> •is able to draw from theoretical and philosophical frameworks explored in coursework and apply them meaningfully to classroom settings. •recognizes his or her own strengths, interests, and skills and consider how these might be compelling ways to engage children in learning 	<p>Have significant deficiencies in one or more of the following areas: takes initiative, use his or her imagination, and seeks out information using a variety of human and material resources to inform his or her teaching.</p> <ul style="list-style-type: none"> •is able to draw from theoretical and philosophical frameworks explored in coursework and apply them meaningfully to classroom settings. •recognizes his or her own strengths, interests, and skills and consider how these might be compelling ways to engage children in learning
Rating: _____			
Responsiveness	<p>Performs at an exceptionally high level in multiple indicators within the following areas: enacts responsiveness to diverse learners through his or her teaching acts (including preparation for teaching) and through everyday interactions with children</p>	<p>Demonstrates acceptable performance in all of the following areas: enacts responsiveness to diverse learners through his or her teaching acts (including preparation for teaching) and through everyday interactions with children</p>	<p>Has significant deficiencies in one or more of the following areas: enacts responsiveness to diverse learners through his or her teaching acts (including preparation for teaching) and through everyday interactions with children</p>

Rating: _____			
Teacher Efficacy	<p>Performs at an exceptionally high level in multiple indicators within the following areas: perseveres and exercises all options to reach individual students no matter how challenging the circumstances</p> <ul style="list-style-type: none"> •plans learning experiences that engage children meaningfully and actively (hands-on/minds-on) •develops a repertoire of instructional strategies based on both coursework and observations of other teachers •reflects an understanding of the importance of meeting the needs of diverse learners through careful instructional planning and implementation: differentiates instruction -communicates with clarity and accuracy 	<p>Demonstrates acceptable performance in all of the following areas: perseveres and exercises all options to reach individual students no matter how challenging the circumstances</p> <ul style="list-style-type: none"> •plans learning experiences that engage children meaningfully and actively (hands-on/minds-on) •develops a repertoire of instructional strategies based on both coursework and observations of other teachers •reflects an understanding of the importance of meeting the needs of diverse learners through careful instructional planning and implementation: differentiates instruction -communicates with clarity and accuracy 	<p>Has significant deficiencies in one or more of the following areas: perseveres and exercises all options to reach individual students no matter how challenging the circumstances</p> <ul style="list-style-type: none"> •plans learning experiences that engage children meaningfully and actively (hands-on/minds-on) •develops a repertoire of instructional strategies based on both coursework and observations of other teachers •reflects an understanding of the importance of meeting the needs of diverse learners through careful instructional planning and implementation: differentiates instruction -communicates with clarity and accuracy
Rating: _____			
Reflective Self-assessment	<p>Performs at an exceptionally high level in multiple indicators within the following areas: evaluates strategies for success , finds alternatives for inappropriate strategies, and modify future practice</p> <ul style="list-style-type: none"> •demonstrates sustained and consistent growth and commitment toward reaching goals •reflects about and articulate what he or she knows and does not know •is able to talk about his or her thinking processes during conferences and seminar to show evidence of metacognition through 	<p>Demonstrates multiple signs of performance or emerging capacities in most of the following areas: evaluates strategies for success , finds alternatives for inappropriate strategies, and modify future practice</p> <ul style="list-style-type: none"> •demonstrates sustained and consistent growth and commitment toward reaching goals •reflects about and articulate what he or she knows and does not know •is able to talk about his or her thinking processes during conferences and seminar to show evidence of 	<p>Has significant deficiencies in one or more of the following areas: evaluates strategies for success , finds alternatives for inappropriate strategies, and modify future practice</p> <ul style="list-style-type: none"> •demonstrates sustained and consistent growth and commitment toward reaching goals •reflects about and articulate what he or she knows and does not know •is able to talk about his or her thinking processes during conferences and seminar to show evidence of metacognition through writing (e.g., journals, response to prompts, etc.)

	writing (e.g., journals, response to prompts, etc.)	metacognition through writing (e.g., journals, response to prompts, etc.)	
Reflection on Growth over Time	Quality of responses to conversation:	Quality of reflective thinking:	

Comments on portfolio artifacts:

Artifact #1:

Artifact #2:

Artifact #3:

Recommendation of approval for exit from program:

_____ Deny exit/completion

_____ Approve exit/completion

_____ Provisional exit/completion

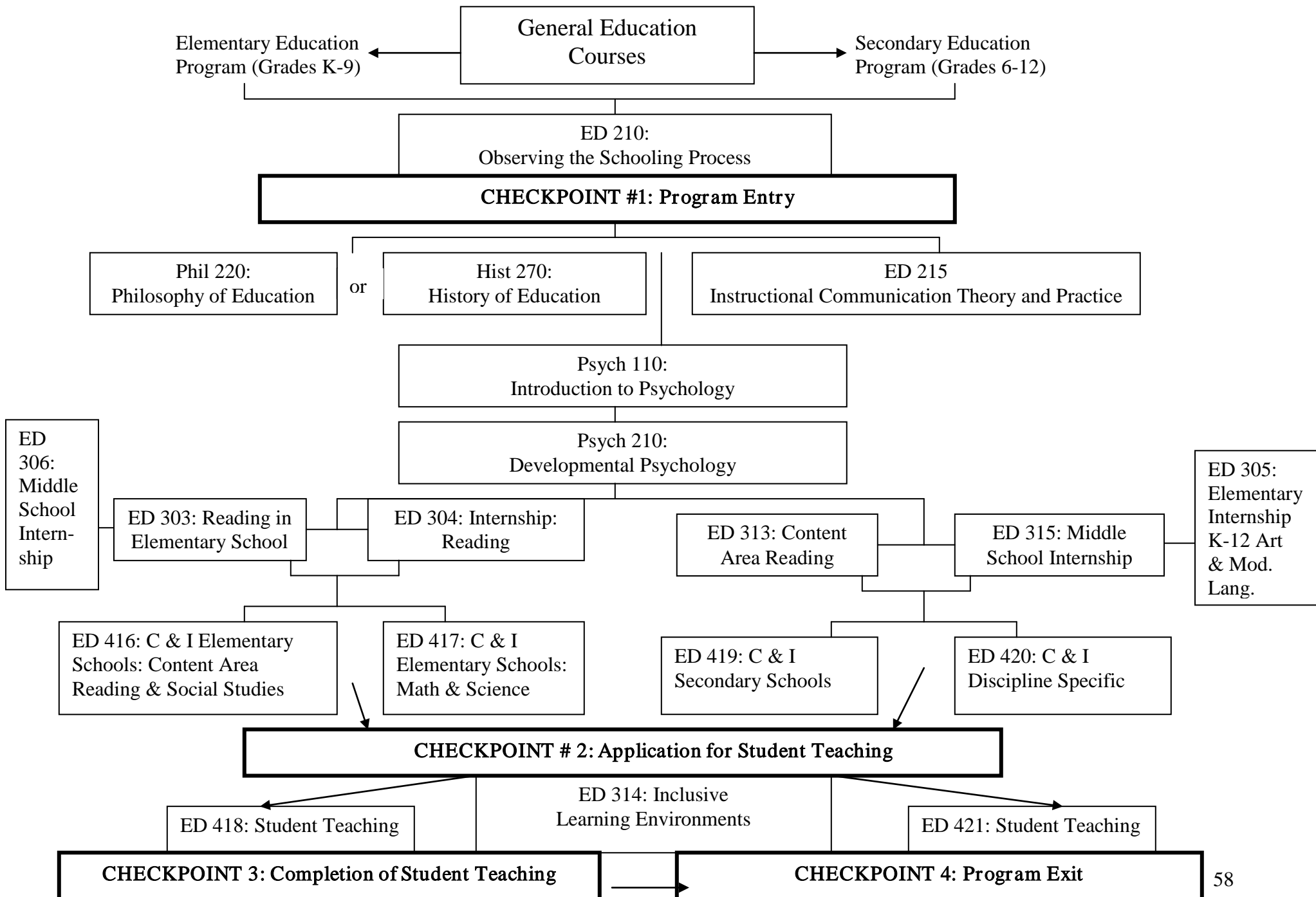
Additional Comments:

The above evaluation is based on:

_____ interview _____ evaluation of Program Exit Portfolio

Assessor's signature and date

Education Major Course Sequence and Program Assessment Checkpoints



IDENTIFYING DISPOSITIONS OF A LAKE FOREST COLLEGE EDUCATED TEACHER

I. PREPROFESSIONAL CHARACTERISTICS that include the personal qualities needed for success in teaching. In this regard, the teacher candidate will

- *adhere to the Lake Forest College Statement of Respect and Responsibility*
- be *reliable* (e.g., punctual, consistent attendance, responsible)
- demonstrate *seriousness of purpose* and *perseveres* in order to accomplish goals
- demonstrate a *positive, pleasant attitude* toward children, peers, mentor teachers, and college faculty
- demonstrate *tact, honesty, good judgment, courtesy, respect*, and diplomacy
- be *open to constructive criticism and act upon suggestions*
- *balance self-confidence and assertiveness* with deference to others
- demonstrate *flexibility* both in interpersonal interactions and in his or her professional responsibilities (e.g., planning, implementation, etc.)
- demonstrate high levels of *motivation and commitment to growth* by going beyond minimal expectations
- *communicates* clearly and accurately both orally and in writing

II. RESOURCEFULNESS that enables teachers to know how to learn and to teach how to learn.

In this regard, the teacher candidate will

- take *initiative*, use his or her *imagination*, and seek out information using a *variety of human and material resources* to inform his or her teaching.
- demonstrate *strong content area knowledge*
- demonstrate a *commitment to life-long learning* by being an *avid reader* and an *informed citizen*
- be able to *draw from theoretical and philosophical frameworks explored in coursework* and apply them meaningfully to classroom settings.
- *recognize his or her own strengths, interests, and skills* and consider how these might be compelling ways *to engage children in learning*

III. RESPONSIVENESS to children that considers their best interests first and foremost.

In this regard, the teacher candidate will

- develop *rappor*t with students
- take the time and effort needed to *understand how a child learns*, discover his or her interests, and determine how to shape teaching acts accordingly
- *enact responsiveness to diverse learners* through his or her teaching acts (including preparation for teaching) and through everyday interactions with children
- establish a classroom environment and use management procedures that reflect *respect and care for children and concern for their emotional and physical well being*
- *respect and consider students with exceptionalities to determine how to be responsive to children*
- *respect and consider students from diverse cultural, ethnic/racial, linguistic, gender, and socioeconomic groups to determine how to be responsive to children*

IV. TEACHER EFFICACY that includes **believing in their ability to positively impact children's lives.**

In this regard, the teacher candidate will

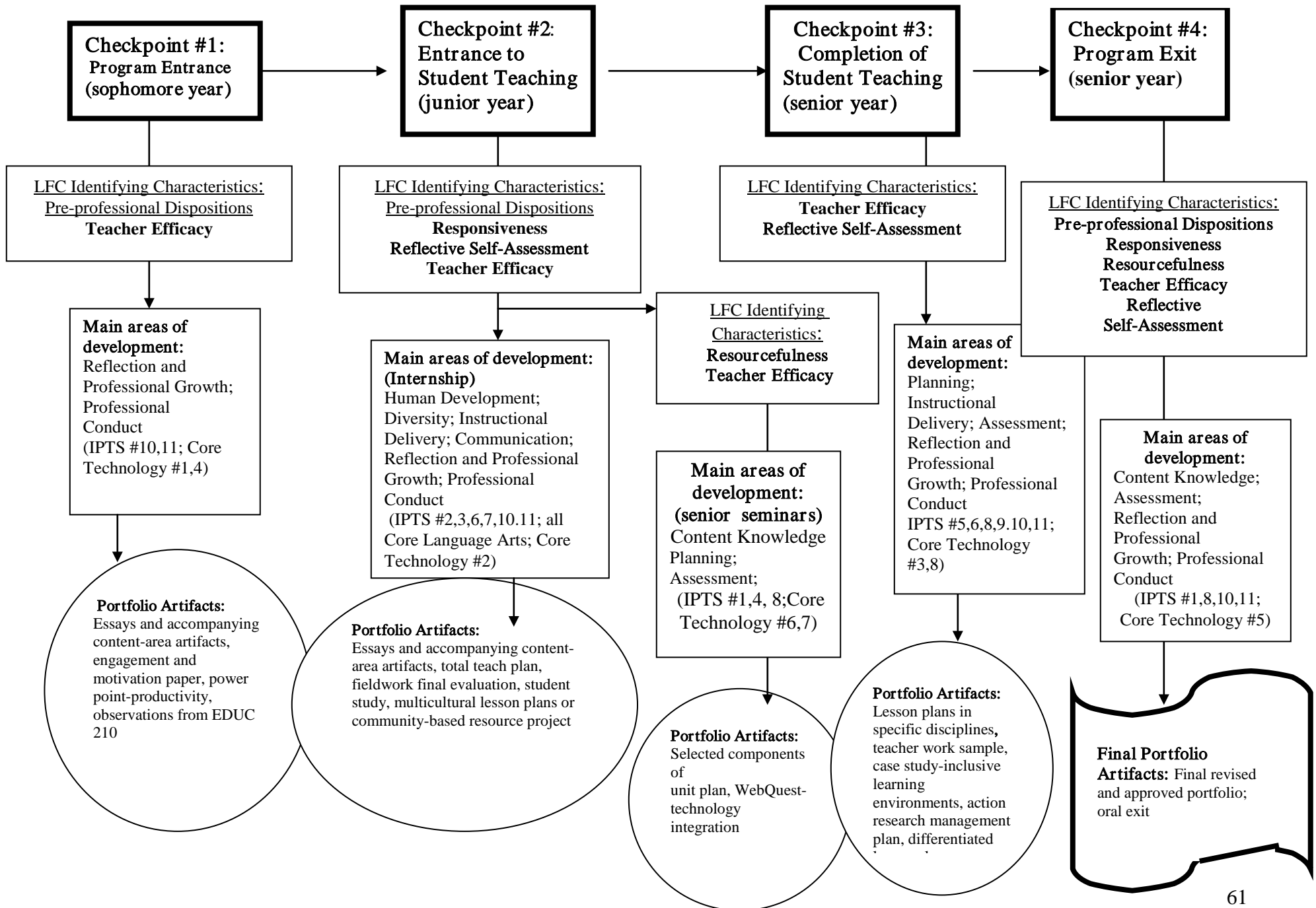
- develop *the intellectual capabilities and teaching skills* that support children's learning
- *persevere and exercise all options* to reach individual students no matter how challenging the circumstances
- be well *organized* and fastidious in the manner in which he or she prepares for and executes instruction
- demonstrate *vitality and energy/teacher presence* in his or her teaching
- be *proactive in developing relationships* with children that support their academic, emotional, and social well being
- plan learning experiences that *engage children meaningfully and actively* (hands-on/minds-on)
- develop a *repertoire of instructional strategies* based on both coursework and observations of other teachers
- reflect an understanding of the importance of *meeting the needs of diverse learners through careful instructional planning and implementation: differentiates instruction*
- *develop positive, proactive relationships* with students, parents
- *communicates with clarity and accuracy*

V. REFLECTIVE SELF-ASSESSMENT that emerges from personal experiences in teaching, dialogue with mentors and colleagues, and metacognitive behaviors

In this regard the teacher candidate will

- *monitor his or her own progress* and identify strengths and weaknesses
- *evaluate strategies for success* , find alternatives for inappropriate strategies, and modify future practice
- show *evidence of self-directed learning*
- *demonstrate sustained and consistent growth* and commitment toward reaching goals
- *reflect* about and *articulate* what he or she knows and does not know

- be able *to talk about his or her thinking processes* during conferences and seminar
show evidence of *metacognition through writing* (e.g., journals, response to prompts, etc.)



**LAKE FOREST COLLEGE
DEPARTMENT OF EDUCATION**

APPLICATION FOR STUDENT TEACHING

NAME: _____

Phone: _____ **Email (s):** _____

_____ **Elementary** _____ **Secondary**

Advisor (Education): _____

Advisor (Second Major): _____

Date (semester/year of application): _____

Candidates must complete the following steps to be approved for student teaching status by the following people or groups of people:

Step One – Application (September/January)

_____ **Candidate’s Resume (please attach)**

_____ **Transcript indicating minimum 2.75 GPA**

Signature of Director of Clinical Partnerships: _____

Date: _____

Step Two – Approval (November/April)

_____ Completed and passed TB test

_____ Evidence from Dean of Students Office and other college committees regarding adherence to Identifying Characteristics*

_____ Criminal Background Check*

_____ ED 304/315 supervisor’s recommendation for continuation (ED 304/315 final evaluation)*

_____ Content Area Exam passed (date _____)*

Signature of Certification Officer: _____

Date: _____

Step Three—Education Advisory Council Application: (November/April)

Signature Chair of Education Advisory Council: _____

Date: _____

Notes from Student Teaching Supervisor regarding developmental needs and strengths of this candidate:

*to be collected by Education Department

Illinois Professional Teaching Standards
[24.100]

#1 Content Knowledge

The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.

2 Human Development and Learning

The competent teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

3 Diversity

The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4 Planning for Instruction

The competent teacher uses understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

5 Learning Environment

The competent teacher use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6 Instructional Delivery

The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.

#7 Communication

The competent teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#8 Assessment

The competent teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

#9 Collaborative Relationships

The competent teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

#10 Reflection and Personal Growth

The competent teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

#11 Professional Conduct

The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.

Core Language Arts Standards for All Illinois Teachers

#1

All teachers must know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

2

All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.

3

All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learners' needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.

Core Technology Standards for All Illinois Teachers

#1 Basic Computer/Technology Operations and Concepts

The competent teacher will use computer systems to run software; to access, generate, and manipulate data; and to publish results. He or she will also evaluate performance of hardware and software components of computer systems and apply basic trouble-shooting strategies as needed.

2 Personal and Professional Use of Technology

The competent teacher will apply tools for enhancing personal professional growth and productivity; will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources.

3 Application of Technology in Instruction

The competent teacher will apply learning technologies that support instruction in his or her grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

4 Social, Ethical, and Human Issues

The competent teacher will apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computing and technology. The competent teacher will understand the changes in information technologies, their effects on workplace and society, their potential to address life-long learning and workplace needs, and the consequences of misuse.

5 Productivity Tools

The competent teacher will integrate advanced features of technology-based productivity tools to support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and become more productive in daily tasks.

6 Telecommunications and Information Access

The competent teacher will use telecommunications and information-access resources to support instruction.

7 Research, Problem Solving, and Product Development

The competent teacher will use computers and other technologies in research, problem solving, and product development. The competent teacher will appropriately use a variety of media, presentation, and authoring packages; plan and participate in team and collaborative projects that require critical analysis and evaluation; and present products developed.

8 Information Literacy Skills

The competent teacher will develop information literacy skills to be able to access, evaluate, and use information to improve teaching and learning.

PROGRAM ASSESSMENT TABLE

Name of Assessment		Type or Form of Assessment (ex.: essay, case study, project, portfolio, state test, etc.)	When the Assessment is Administered (point in the program when assessment is administered)
1	<i>IL Content-Area Test (required)</i>		Entrance to Student Teaching, Checkpoint 2b (fall senior year)
2	<i>Content Assessment (required)</i>	Essays and accompanying artifacts Essays and accompanying artifacts Lesson plans in specific disciplines	Entrance, Checkpoint 1 Entrance to Student Teaching, Checkpoint 2a (spring junior year/fall senior year) Exit from Student Teaching, Checkpoint 3
3	<i>Assessment of Candidates' Ability to Plan Instruction or Plan an Appropriate Environment (required)</i>	Total Teach Plan Selected components of unit plan	Entrance to Student Teaching, Checkpoint 2a Entrance to Student Teaching, Checkpoint 2b
4	<i>Clinical Practice Assessment (required)</i>	Fieldwork final evaluation Student teaching final evaluation	Entrance to Student Teaching, Checkpoint, 2a Exit from Student Teaching, Checkpoint 3
5	<i>Candidates' Impact on Students' Learning or on Providing a Supportive Environment for Students' Learning (required)</i>	Engagement and Motivation Paper Student Study 1. Teacher work sample 2. Case Study-inclusive learning environments 3. Management Action Research Plan	Entrance to Program, Checkpoint 1 Entrance to Student Teaching, 2a Exit from Student Teaching, Checkpoint 3
6.a.	<i>Assessment of Professional Teaching (required – teacher candidate)</i>		Exit from Program, Checkpoint 4

7	<i>Optional Assessment; Technology</i>	PowerPoint- Productivity WebQuest- Technology integration	Entrance to Program Checkpoint 1 Entrance to Student Teaching, Checkpoint 2b
8	<i>Optional Assessment: Diversity</i>	Observation from EDUC 210 Multicultural lesson plans or community- based resource project Case Study-inclusive learning environments	Entrance to Program Checkpoint 1 Entrance to Student Teaching, Checkpoint 2a Exit from Student Teaching, Checkpoint 3