Instructor: Dr. L. M. Barden-Gabbei  
Office: 374 Waggoner Hall
Phone: (309) 298-1546/1679  
e-mail: LM-BARDEN@WIU.EDU
Fax: (309) 298-2270

Important Web Links: Science Teaching Center, Department of Biological Sciences, Science Learning Center

Class: Section 001: We will meet on campus the days you are on campus for STCH 480
Pre/Corequisites: Corequisite: STCH 480

Office Hours F14: Tuesday 9-10am; Wednesday 9:00-11:00am; Thursday 1-2pm; and by appointment

STATE ACCREDITATION POLICY INFORMATION:

“In accordance with Illinois State Board of Education certification rules, all candidates seeking teacher certification are required by Western Illinois University to obtain a grade of “C” or better in all directed general education course, all core courses, and all courses in the option. Note: A “C-” is below a “C”.”

TPEP Vision and Mission Statements

TPEP vision statement: “Our graduates will be empowered educational professionals deeply committed to continuous learning and the empowerment of all learners.”

TPEP mission statement: “The WIU Teacher and Professional Education Program empowers candidates to become educational practitioners who engage in informed action that is grounded in knowledge and reflection; who are deeply committed to the highest standards of professional practice; who are able to adapt to emerging social, economic, and cultural landscapes; who are skilled in the use of technological tools that promote teaching and learning; and who are committed to empowering all learners.

The logo above is a summary of what you are expected to become as a professional and embodies the Vision, Mission, Values, and Conceptual Framework upon which the Teacher Education Program is designed.

For more information about the Mission, Vision, Values, and Conceptual Framework for the Teacher Education Program and the Expectations of our Candidates, see the following web sites:
DISPOSITIONS for the Teacher Certification Program

“The University Teacher Education Committee at Western Illinois University believes that well prepared teacher candidates understand and can demonstrate knowledge of professional skills and dispositions. We further believe that teacher candidates must apply their knowledge skills and dispositions in school settings. The mission of Western Illinois University's Teacher Education Program is to prepare versatile teachers who appreciate the importance of our diverse population; who adapt to emerging social, economic, and demographic patterns; and who are skilled in the use of technological tools to promote teaching and learning in our nation's schools. We further believe that the disposition of our candidates is important for their success as a teacher and a professional. Candidates are evaluated at least three (3) times during their program.” Candidates in the secondary science program are typically evaluated during Educ 202 or 301, Biol 481, and STCH 480 courses, however, they may be evaluated in other courses or other parts of the program as well. The WIU Teacher Education Program Dispositions include the following categories:

- Collaboration
- Honesty and Integrity
- Respect
- Commitment to Learning
- Emotional Maturity
- Responsibility
- Fairness
- Belief that All Students Can Learn

For more information about the WIU Teacher Education Program Dispositions, please see the following web site: http://www.wiu.edu/coehs/cpep/tep/dispositions.php

COURSE OVERVIEW

Students pursuing teacher licensure are required to take this course in the semester they student teach. Students must meet criteria established by the department in order to be recommended for licensure. Prerequisite: departmental clearance to student teach. Corequisite: Student Teaching (STCH). Graded S/U.

COURSE GOALS

As the result of the course, the student will demonstrate their readiness to receive a License to teach students in the State of Illinois by successfully completing:

1. The EdTPA;
2. The Final Portfolio Entries required of the program;
3. Growth in their teaching through weekly reflections; and
4. All requirements set forth through the Student Teaching Office, the University Teacher Education Committee, and the Secondary Science Program which might include remediation plans.

STATE and NATIONAL STANDARDS

This course is designed to help you continue developing skills necessary to achieve State and National Standards. Assignments are carefully constructed to allow you to demonstrate the level at which you have achieved portions of the State and National Standards as listed below. Rubrics are also developed so that you can see your strengths and weaknesses related to those standards and so that you are aware of what you need to work on as you move through your student teaching experience and into your career.
NCATE Assessments with Corresponding NSTA SPA Science Teacher Preparation Standards


<table>
<thead>
<tr>
<th>NATE/NSTA Assessment</th>
<th>NSTA SPA Standards</th>
<th>Assessment Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 3: Ability to Plan</td>
<td>2011 NSTA Standards 1, 2, 3, 4</td>
<td>EdTPA</td>
</tr>
<tr>
<td>Assessment 4: Clinical Practice</td>
<td>2011 NSTA Standards 1, 2, 3, 4, 5, 6</td>
<td>Both the General and Science Section of the Student Teacher Evaluation Form</td>
</tr>
<tr>
<td>Assessment 5: Effect on Student Learning</td>
<td>2011 NSTA Standards 1, 2, 3, 4</td>
<td>EdTPA</td>
</tr>
<tr>
<td>Assessment 6: Legal, Safety, and Ethical Issues</td>
<td>2011 NSTA Standard 4</td>
<td>Science Section of the Student Teacher Evaluation Form</td>
</tr>
</tbody>
</table>

Illinois Professional Teaching Standards: 2010 Version

http://www.isbe.net/peac/pdf/IL_prof_teaching_stds.pdf

<table>
<thead>
<tr>
<th>ISBE- the 9 New IPTS Standards</th>
<th>Assessment Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Teaching Diverse Learners</td>
<td>EdTPA</td>
</tr>
<tr>
<td>Standard 2: Content Area and Pedagogical Knowledge</td>
<td>Student Teacher Evaluation Form</td>
</tr>
<tr>
<td>Standard 3: Planning for Differentiated Instruction</td>
<td>Student Teacher Evaluation Form</td>
</tr>
<tr>
<td>Standard 4: Learning Environment</td>
<td>Student Teacher Evaluation Form</td>
</tr>
<tr>
<td>Standard 5: Instructional Delivery</td>
<td>Second Reflective Paper</td>
</tr>
<tr>
<td>Standard 6: Reading, Writing, and Oral Communication</td>
<td>EdTPA</td>
</tr>
<tr>
<td>Standard 7: Assessment</td>
<td>Student Teacher Evaluation Form</td>
</tr>
<tr>
<td>Standard 8: Collaborative Relationships</td>
<td>Student Teacher Evaluation Form</td>
</tr>
<tr>
<td>Standard 9: Professional, Leadership, and Advocacy</td>
<td>Student Teacher Evaluation Form</td>
</tr>
</tbody>
</table>

TEXTBOOKS

Required: (You should have these from Previous Courses)

Strongly Recommended: (You may have these from Previous Courses)
UNIVERSITY AND DEPARTMENT POLICY INFORMATION:

Below are several websites that address various University and Department Policies. You are responsible for being familiar with the information (including required forms, definitions, and time lines) contained therein. You should access these web sites and carefully read the information they contain, your instructors will hold you responsible for knowing this information. If you have questions about any of the information contained in the web sites, ask your instructor:

Department of Biological Sciences Policies: http://www.wiu.edu/biology/student/policies.php
Student Rights and Responsibilities: http://www.wiu.edu/provost/students/
Academic Integrity Policy: http://www.wiu.edu/policies/acintegrity.php
Final Exam Policy: http://www.wiu.edu/policies/finexam.php
Final Exam Schedule: http://www.wiu.edu/registrar/exams.php
Grade Appeals Policy: http://www.wiu.edu/policies/gradeapp.php

PROFESSIONAL EXPECTATIONS and COURSE POLICIES

This is a professional course and as such you will be expected to exemplify the TPEP Dispositions: Collaboration, Honesty/Integrity, Respect, Commitment to Learning, Emotional Maturity, Responsibility, Fairness, and Belief That All Students Can Learn (for more information, see http://www.wiu.edu/coehs/cpep/tep/dispositions.php). You are formally evaluated regarding these dispositions three times in your program, during EIS 202 or 301, Biol 481, and STCH 480. Your exhibition of these dispositions may impact grades on projects and assignments as well as your professional development grade.

Professional Conduct (Dispositions are exhibited through your professional conduct):

Absences and Participation: Since this class is connected with student teaching, we will only meet face-to-face once or twice during the semester at WIU. The dates will correspond with the dates that you must return to WIU for COEHS activities (see Student Teaching Requirements). Please be sure to note the times for your meetings with the COEHS and with the class. In addition to those face-to-face meetings, you are expected to participate in group discussions and reflections. This is a professional course and as such you are expected to be present and on time for each class session and timely in your completion of all assignments and reflections. In order for this class to be productive for all, everyone is expected to participate and be respectful of others and their ideas and questions.

Critical Deadline Issues: All work completed during this semester must meet minimum standards required of the program. If work does not meet minimum requirements, then you will be given time to redo and resubmit. Failure to submit work by the deadline will likely jeopardize this process and prevent you from completing all requirements prior to the end of the semester. Therefore, you are expected to submit all assignments in final form on the specified due dates. All work is to be typed and is to follow the accepted rules of English grammar and style (use the APA manual for your guide). Any extended prose should be double-spaced. The font should be of reasonable size (typically 12 point font size). Any materials which are scanned should be of a size appropriate to be read easily without manipulation. The final product should be submitted in the drop box of the WesternOnline site for this course. Failure to
submit items by the due date may result in a delay in scoring and, therefore, a delay in your receipt of your degree (if in a degree program), your completion of your STCH 480 course, and receipt of recommendation for certification to the State.

Students with Disabilities: "In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Resource Center (DRC) and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Resource Center (DRC) at 298-2512 for additional services."

Academic Dishonesty: The faculty of the Department of Biological Sciences ascribes to a definition of plagiarism as expressed by V. E. McMillan in Writing Papers in the Biological Sciences (Bedford/St. Martin's Press, New York, pg. 16).

"Plagiarism is the theft of someone else’s words, work, or ideas. It includes such acts as (1) turning in a friend’s paper and saying it is yours; (2) using another data or ideas without acknowledgement; (3) copying an author’s exact words and putting them in your paper without quotation marks; and (4) using wording that is very similar to that of the original source but passing it off as entirely your own even while acknowledging the source.”

This includes information in textbooks, lab manuals, honors and masters theses, web sites, all writing assignments, and images. The faculty of the Department attempt to monitor student writing assignments (essay exams, papers, laboratory reports, and other writing assignments and exercises) for incidence of plagiarism. If plagiarism is found, the faculty will follow the University’s guidelines for academic integrity in addressing the issue with the student (see website link below). Potential penalties include those cited in the academic dishonesty section of the WIU web page: http://www.wiu.edu/policies/acintegrity.php

Please note: This policy is particularly at issue with your EdTPA. Be sure to provide complete citations for all resources (books, journal articles, lab manuals, web sites, personal communicés, etc.) you use in completing the projects for this course. At a minimum, I expect you to properly cite resources from which you obtain materials. For example, if you plan to give a handout that you have copied from elsewhere, you should have the source cited in a footnote on that handout. If you use part of a handout you found from elsewhere and develop part on your own, then be sure to include the footnote that the worksheet was partially adapted from – then give the reference. I also expect that you cite any books or resources you use, including Marzano and Willingham, when discussing the theoretical basis for your work. You should have a complete bibliography of all sources used throughout the assignment at the end of the assignment.

COURSE ACTIVITIES AND EVALUATION

NOTA BENE: Satisfactory completion of all Program Requirements is required in order to receive a grade in Student Teaching, in Educ 469, and to receive the required program recommendation for certification. Any grade of “I” will delay your degree completion and the awarding of your certification. No certifications can be recommended until your degree has been officially posted by the Registrar’s Office at Western Illinois University. (Note: If you are a graduate student, then your certification can be recommended upon completion of all program requirements.)

Below are very brief general descriptions of course requirements. More detailed guidelines for each of the assignments will be provided through the semester. All work is to be submitted via the WesternOnline. Please
Note: All assignments will be due no later than 8am on the specified due date unless otherwise noted. All Assignments must be marked as “met” to pass the course and receive Departmental Recommendation for State Teacher Certification. Weekly reflections do not have a due date since different people have different start dates. Please note the week you are in and submit reflections accordingly.

The course grade will be determined by:
1. EdTPA – more about this will be provided by the COEHS through WesternOnline.
2. Portfolio –
   a. Professional Development Plan with an emphasis on the Standards list provided below. [Be sure to read the guidelines before completing this assignment.]
   b. Updated Resume
3. Weekly Reflections
4. Those students who are placed within approx. 1.25 hour drive of Macomb are also expected to arrange visits from the instructor.

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**Illinois Professional Teaching Standards**

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

**Knowledge Indicators - The competent teacher:**

1A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum;

1B) understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities;

1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;

1D) understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as “IDEA”) (20 USC 1400 et seq.), its implementing regulations (34 CFR 300; 2006), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education);

1E) understands the impact of linguistic and cultural diversity on learning and communication;

**Performance Indicators – The competent teacher:**

1H) analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement;

1J) differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs;

1K) facilitates a learning community in which individual differences are respected; and

1L) uses information about students’ individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

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

3O) when planning instruction, addresses goals and objectives contained in plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), individualized education programs (IEP) (see 23 Ill. Adm. Code 226 (Special Education)) or individual family service plans (IFSP) (see 23 Ill. Adm. Code 226 and 34 CFR 300.24; 2006);

**Standard 8 - Collaborative Relationships** – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.
8I) understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e., IEP, IFSP, Section 504 plan) for students with disabilities.

8S) participates in the design and implementation of individualized instruction for students with special needs (i.e., IEPs, IFSP, transition plans, Section 504 plans), ELLs, and students who are gifted;

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**Project Due Dates:** Note All Due Dates are Listed and Updated if necessary on WesternOnline. You are responsible for checking WesternOnline and submitting assignments on time. Failure to do so could jeopardize your timely program completion.

<table>
<thead>
<tr>
<th>Project</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Teaching Performance Assessment - EdTPA</td>
<td>Fall Deadline for initial submission: Oct 20, 2014, 8am (Monday of Week 9 of Semester)</td>
</tr>
<tr>
<td>Portfolio: Professional Development Plan (see guidelines and template on WesternOnline.)</td>
<td>Fall Deadline for initial submission: Monday, Dec 1, 2014, 8am. (Monday of Week 14 of semester)</td>
</tr>
<tr>
<td>Weekly Reflections</td>
<td>Weekly – submit what you submit to your mentor and WIU supervisor or follow directions on WesternOnline. Due each week the Monday following the teaching week by 8am.</td>
</tr>
<tr>
<td>Visits</td>
<td>TBD</td>
</tr>
<tr>
<td>Professional Resume updated</td>
<td>Fall Deadline for initial submission: Monday Dec 1, 2014, 8am. (Monday of Week 14 of Semester)</td>
</tr>
</tbody>
</table>

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**Grade Distribution for Undergraduates (+/- system) and Graduates (without +/- system)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Licensure Clearance approved</td>
</tr>
<tr>
<td>U</td>
<td>Licensure Clearance not approved</td>
</tr>
</tbody>
</table>

Please note: Many of the assignments you will be completing this semester are tied to Program and Unit Assessments. Failure to demonstrate that you have met the required standards may result in the development of a remediation plan. The remediation plan may require that you take additional course work in order to be cleared for licensure, complete additional student teaching hours, or complete a course connected to the remediation plan. If you are required to complete a remediation plan, this could delay your graduation.

**NOTA BENE:** Satisfactory completion of all Program Requirements is required in order to receive a grade in Student Teaching and Educ 469, and is also required to receive the required program recommendation for licensure. Any grade of “I” will delay your degree completion and the awarding of your teaching license. No certifications can be recommended until your degree has been officially posted by the Registrar’s Office at Western Illinois University. (Note: If you are a graduate student, then your licensure can be recommended upon completion of all program requirements.)