Matching
New-Course Request

Indiana University
South Bend Campus

Check Appropriate Boxes:

<table>
<thead>
<tr>
<th>Undergraduate credit</th>
<th>Graduate credit</th>
<th>Professional credit</th>
</tr>
</thead>
</table>

1. School/Division: **School of Education**

2. Academic Subject Code: **EDUC**

3. Course Number: **M420** (must be cleared with University Enrollment Services)

4. Instructor: **Sage**

5. Course Title: **The Student Teaching Seminar: Understanding Schools**
   Recommended Abbreviation (Optional): **Stud Tch Sem (Secondary)**
   (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): **Fall 2007**

7. Credit Hours: Fixed at _______ or Variable from _______ to _______

8. Is this course to be graded S-F (only)? **Yes X No**

9. Is variable title approval being requested? **Yes X No**

10. Course description (not to exceed 50 words) for Bulletin publication:
    **Seminar taught as a corequisite with early childhood (M423), kindergarten/primary (M424), elementary (M425), kindergarten (M470) student teaching experiences. This seminar will address several issues related to the process of becoming a teacher. Grade: S or F**

11. Lecture Contact Hours: Fixed at _______ or Variable from _______ to _______

12. Non-Lecture Contact Hours: Fixed at _______ or Variable from _______ to _______

13. Estimated enrollment: 25 of which ______ percent are expected to be graduate students.

14. Frequency of scheduling: **Fall & Spring**

15. Will this course be required for majors? **Yes**

16. Justification for new course: **Support secondary student teachers during student teaching & developing IMAP Portfolio.**

17. Are the necessary reading materials currently available in the appropriate library? **Yes**

18. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

19. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: ____________________________ Date 3/21/07

Department Chairman/Division Director

Dean of Graduate School (when required) Date ______________

Approved by: ____________________________ Date 3/24/07

Dean

Chancellor/Vice-President Date ______________

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
M420 Student Teaching Seminar (for Secondary Student Teachers)
Instructor: Dr. Sara Sage, Associate Professor Secondary Education
Office: Northside 361  ssage@iusb.edu  574-520-5504

Official Course Description
EDUC M420 Student Teaching Seminar  (2 cr.)
Seminar taught as a corequisite with early childhood (M423), kindergarten/primary (M424), elementary (M425), kindergarten (M470), and/or middle/junior high school (M470) student teaching experiences. This seminar will address several issues related to the process of becoming a teacher. Grade: S or F.

IU South Bend School of Education Mission Statement
Through our programs in the School of Education at Indiana University South Bend and our active engagement in the community, we prepare teachers and other school personnel to be competent, ethical, and reflective practitioners. Our candidates and faculty are professionals dedicated to continuous learning in order to address the needs of diverse individuals and prepare them for the complexities of a rapidly changing world. As part of a public comprehensive university and through our service to schools we strive to make a positive difference in the community within and beyond north central Indiana.

Course Text:

Course Content and Objectives
Because during student teaching you are now working to apply, synthesize and evaluate much of what you have learned previously, one focus area is revisiting and enriching your understanding of important principles of education - such as lesson planning, assessment, instructional methods, and classroom management - that you have visited in previous courses. You can now continue learning and practicing these skills in the context of your student teaching class. It is also critical for you to understand and practice the disposition of reflection through thinking about and discussing what is happening in your classroom, and then incorporating your new understanding from this reflection in your teaching actions.

We will also consider the practical daily realities in the life of a teacher, in terms of the nature of the work and specific issues that will affect you. We will incorporate guests - experienced teachers - in the class meetings who can help us consider how to deal with issues like working with parents, grading, the teachers’ union, etc. Education Advising Office staff will inform you about important issues like applying for your teaching license and preparing for a job search.

A special focus in this course is preparing you for the Indiana Mentoring and Assessment Program (IMAP) Portfolio you will complete during your first two years as a new teacher in the state of Indiana. You will do a “mini-version” of such a portfolio so you are well prepared for this task in your school district, and to synthesize all that you have learned about effective teaching.

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>IUSB TEACHER STANDARDS</th>
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<tbody>
<tr>
<td>IUSB Education student will be able to:</td>
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<tr>
<td>1. Identify and consider principles of effective education at appropriate teaching level</td>
<td>1-10</td>
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<tr>
<td>2. Review educational philosophy and its application to classroom practice</td>
<td>9</td>
</tr>
<tr>
<td>3. Reflect upon their own teaching practice and teaching philosophy</td>
<td>9</td>
</tr>
<tr>
<td>4. Address practical considerations of being a professional educator</td>
<td>9</td>
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<tr>
<td>5. Analyze classroom management and discipline systems and create a personal action plan</td>
<td>5</td>
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</tbody>
</table>
6. Prepare for certification and the employment search process

7. Discuss ways to work effectively with diverse students

8. Prepare a mini-portfolio for beginning teacher assessment

Course Assignments

My goal is that these assignments will help you with student teaching by stepping back and reflecting on what you believe about teaching and learning and then what actions you will take in the classroom that match your beliefs.

Attendance (Standard 9) Because I know how busy you are outside of class this semester while you’re student teaching, working, parenting, and so on, I have planned that a majority of your learning experiences for M420 will take place in class. Your attendance is required and is considered to be one of your assignments. I also know how busy and stressful student teaching can be. Therefore, you may have one “personal day” absence during the semester without penalty. Please call or email me before class when you must miss class for any reason – even for your “personal day” absence. This notification of your absence will be part of your assignment. Consider this practice for your professional obligations!

More than two (2) absences for the seminar will result in a failing grade.

Please be sure to be here on the dates when staff from the Education Student Services Office talk with the class about placement and certification, as well as other guest speakers. They CANNOT repeat this information to you individually. Thank you for your attendance and attention.

IMAP Portfolio (Standards 1-10): This set of four tasks aligns with work you are already doing for your student teaching notebook (mostly adds a written reflection component). In your first two years of teaching in Indiana, you will submit a portfolio that will be used to determine your qualifications to move from an Initial Practitioner (2-year) to a Professional Practitioner (5-year) license in Indiana. We believe it is crucial for us here at IUSB to prepare you for the basic requirements of such a portfolio. This is also an excellent opportunity to synthesize what you have learned about effective planning, teaching and assessment. There is a complete guide to this mini-portfolio on pp. 5-6.

Classroom Management Action Plan (Standards 5, 9): There will be a number of readings related to secondary classroom management available on 7-day reserve at the Schurz Library as well as a number of articles on electronic reserve. All of you will find some challenge with classroom management, whether using time effectively, dealing with disruptive behavior, keeping students engaged, keeping paperwork organized, and so on. You will select one challenge you are personally experiencing during student teaching and write a brief action plan, with follow-up, for addressing it. You will include a bibliography of 2-3 professional resources that align with your plan; they may come from reserves for the course, from P475 or other course texts or materials, or from other sources. One reference must be from those on reserve for the course.

Participation in OnCourse Discussions (Standards 6, 9, 10): Because this is a two credit course, there are several weeks when we don’t have class, but you will be expected to respond to questions or prompts in your OnCourse discussion forum. Of course, you may submit messages or respond to others at any time throughout the semester. I will be assessing these contributions both on quantity and quality for a satisfactory grade (e.g. “I agree” is not really a quality response 😊). If you add why you agree . . . you’re getting there! This is a great way to stay in touch and get feedback from other student teachers this semester.
Overview: The portfolio assignment supported in this course and due at Checkpoint 3 is viewed as a capstone experience demonstrating your proficiency in the ten IUSB teacher standards. The set of four tasks aligns with work you are already doing for your student teaching notebook and adds additional reflection and assessment components. In addition, this assignment helps prepare you for assessment that will occur once you have a teaching position. In your first two years of teaching in Indiana, you will submit a portfolio that will be used to determine your qualifications to move from an Initial Practitioner (2-year) to a Professional Practitioner (5-year) license in Indiana. We believe it is crucial for us here at IUSB to prepare you this semester for the basic requirements of such a portfolio. This is also an excellent opportunity to synthesize what you have learned about effective planning, teaching and assessment.

Evaluation and Deadlines: This assignment will be graded S/F. The portfolio guidelines listed here describe the expectations of the secondary faculty for exactly what should be posted at Checkpoint 3. A one-page summary of the rubric used to assess the portfolio is attached. A complete version of the rubric, with detailed expectations for a satisfactory in each component, will be available on Oncourse. FOR CLASS, PLEASE SUBMIT ONE HARD COPY, which will NOT be returned to you. In addition, you will submit the portfolio electronically on LiveText for Checkpoint #3.

Tips and Suggestions:
- If you are doing more than one student teaching placement, you should use your secondary content area student teaching placement for data to create your portfolio.
- You will select ONE CLASS (e.g. 2nd period Biology) for all your work in this portfolio. Even if you teach the same “prep” more than once, select ONE group. It is fine (and definitely advised) to pick your “best class” – meaning the one in which you feel most prepared for the content and for which you believe students will regularly submit work as assigned.
- Decide quickly which class you will select to represent in the portfolio. Identify at least 3-4 students and make copies of all their work after you have graded it. You can select which 2 students you will represent in your portfolio as you go along, but it is always helpful to have extra work (what if a student becomes ill, moves, etc.?)
- In addition to the hard copy portfolio submitted for this class, your entire portfolio MUST be available electronically on LiveText (there is a specific template for it once you have created Checkpoint #3), so be thoughtful as you put it together. This means any lesson plans included must either be done in LiveText or attached as electronic files. I also recommend that you keep and regularly backup a folder on your computer with all files needed for the portfolio (lesson plans, commentaries, scanned documents, etc.).

Portfolio Directions:

1. Part One: Classroom Learning Community Commentary
   a) Complete the class profile form (attached) for the class you select for the portfolio. Your cooperating teacher can help you complete the form. This form is available electronically on Oncourse.
   b) Write a commentary (1 ½ - 2 double-spaced pages) giving an overview of the learning community you are working to develop in this class. Think about what you have done as you began full-time teaching to create a learning community. In your commentary, please address the following:
      - Describe the composition of this class in terms of student achievements, dispositions and interests (not individual students, but this class as a whole)
      - Describe the ways in which you help students develop positive “habits of mind” (e.g. confidence, self-directed learning, perseverance, open-mindedness, and critical thinking)
      - Describe the ways in which you help your students develop positive aspects of character (e.g. caring, honesty, fairness, responsibility, respect for self and others)
2. Part Two: Lesson Plans and Analysis
   a) For this portion of the portfolio, you will select a set of 5-7 lessons for which you have developed lesson plans using the IUSB template on LiveText. The lessons should be consecutive and represent a unit or a series of lessons on a concept. At least a portion of each lesson should focus on discussion/discourse/questioning related to your content area. Most of your five lessons should also generate student work samples. It is most helpful if you can videotape a 10-15 minute section of each lesson so that you have a record for your written analysis; however, for this portfolio, the videotape is optional. If possible, include Students A&B from the student learning analysis in this video. If you do videotape, please contact the M420 instructor and your cooperating teacher for appropriate student permissions.
   b) Write a reflective commentary for each of the five lessons. You may use the space on your LiveText IUSB lesson plan template where you normally write reflections, but they should be more substantive (probably a couple paragraphs each). You may also choose to attach a separate word-processed document with your reflection for each lesson. Please address the following:
      • What went well in your lesson, and why?
      • What didn’t go well in your lesson, and why?
      • What would you do differently if you were teaching the lesson again (or, what will you do differently the next class?)

3. Part Three: Student Learning Analysis
   In this exercise, you will look specifically at the work of two students (Students A & B) whose performances represent different levels of understanding and skill.
   a) Include work samples from these two students from the five lessons. You must make copies of their work with your written comments/grades added. Remove names; label as Student A and Student B on the work as well as in your commentary. Include tests or other assessment instruments and You will scan and attach at least a representative sample of the work you collect from each student at the Checkpoint. If there are too many pages to scan and attach on LiveText, please provide hard copy of ALL work collected from each student.
   b) Write a commentary (2-3 pages total) about student learning for these learners. Please address the following:
      • What did you learn about Student A’s and Student B’s understanding of the concepts and standards focused on in these lessons? Support your conclusion with evidence from the submitted student work.
      • How do you plan to address the strengths and weaknesses you found in these two students’ learning?
      • Describe how the feedback you provided to these two students promoted their attainment of your objectives for these lessons.
      • Describe how the learning of these two students compares to the learning of their peers.
      • Based on what you have learned about these two students, what are the next steps you will take to improve learning for each of them in your content area?
      • Include student work samples, labeled “Student A” and “Student B”
4. Part Four: Final Reflections

Your purpose here is to use information from the three previous portions of the portfolio to synthesize and self-assess your performance.

a) Write a final commentary (1 ½ - 2 pages) reflecting on the impact of your teaching upon student learning during the lessons. Refer to specific evidence from the lessons and student work to support your conclusions. Please address the following:

• Overall, what did you learn about your students’ ability to learn your content area standard(s) specified for these lessons?
• Based upon the student learning and engagement demonstrated during these lessons, identify your strengths and areas for improvement in each of the following areas:
  1. planning instruction
  2. implementing instruction
  3. assessing student learning
• What are the implications of what you have discovered on your own teaching practice? What will you do differently the next time you would teach this concept? How will you transfer your learning into other teaching situations?

Course Evaluation

M420 is an S/F graded course. Students must obtain a satisfactory grade for each assignment, demonstrate appropriate dispositions, and maintain appropriate attendance to pass the course. A satisfactory grade in this course is required along with satisfactory performance in student teaching.

S/F Rubric for course assignments

<table>
<thead>
<tr>
<th>Course Assignment</th>
<th>Satisfactory</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini-Portfolio</td>
<td>S on each component of portfolio rubric on next page</td>
<td>F on any component of portfolio rubric or incomplete submission of elements by due date</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>Identifies specific classroom management problem, uses minimum of 3 appropriate professional resources to identify appropriate plan, and reflects on implementation of plan. Submitted on time, professionally written.</td>
<td>Incomplete submission or inappropriate or unprofessional plan</td>
</tr>
<tr>
<td>Action Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oncourse Discussion Forum</td>
<td>Contributes a minimum of five times during the semester with appropriate and professional responses</td>
<td>Less than five contributions or inappropriate or unprofessional contributions</td>
</tr>
<tr>
<td>Attendance</td>
<td>Attends all classes or misses no more than 2; on time and participatory</td>
<td>Misses more than 2 classes; frequent late arrivals or early departures; or minimal participation</td>
</tr>
</tbody>
</table>
IUSB SECONDARY IMAP PORTFOLIO RUBRIC
(Note: A more detailed rubric is available on Oncourse)

Student Name_______________________________ Date___________________
Evaluator___________________________________

A. CLASSROOM COMMENTARY

Element 1 Score___________
Class Composition includes:
• Clear description of students
• Dispositions
• Achievement
• Interests

Element 2 Score___________
Habits of mind/
Intellectual skills development

Element 3 Score___________
Character development

Element 4 Score___________
Acceptance of diverse
cultures and perspectives

B. LESSON PLANS & ANALYSIS

Element 1 Score___________
Clarity of:
• Concepts, content, skills
• Interdisciplinary connections
• Real world connections

Element 2 Score___________
Coherence:
• Objective clear
• Learning activities detailed
• Assessment matches objective
• Technology used

Element 3 Score___________
Appropriateness
• Age appropriate
• Activities clear
• Related to student lives
• Environment

Element 4 Score___________
Adaptations

Element 5 Score___________
Reflections for each lesson
• Complete and professional
• Growth plan will led to improvement

C. ANALYSIS OF STUDENT WORK

Element 1 Score___________
Completeness
• Clear and thorough analysis
• Commentary on student understanding

Element 2 Score___________
Feedback on student work

Element 3 Score___________
Instructional links
• Analysis between learning and instruction
• Analysis of next steps

D. FINAL REFLECTIONS

Element 1 Score___________
Student and Professional Base
• Based on knowledge of students
• References professional knowledge base
• Plans for improving instruction

Element 2 Score___________
Thorough Self-Analysis
• Most effective strategies
• Least effective strategies

*******************************************************************************

Comments

Sage M420 6 4/18/2007
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>ASSIGNMENTS</th>
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</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Introductions, course overview, “charm school” for teachers; intro to</td>
<td>Preview (or review after class) the “charm school” Power Point on Oncourse</td>
</tr>
<tr>
<td>(Week 1)</td>
<td>Oncourse discussion forums</td>
<td></td>
</tr>
<tr>
<td>Session 2</td>
<td>IMAP– what to expect in your 1st year of teaching; explanation of mini-</td>
<td>Read Web links on Oncourse for the Indiana Professional Standards Board</td>
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<tr>
<td>(Week 2)</td>
<td>portfolio assignment</td>
<td>before class</td>
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<tr>
<td></td>
<td></td>
<td>Roe ch. 1, 2</td>
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<tr>
<td>Session 3</td>
<td>Classroom management problem solving Valuing student diversity</td>
<td>Roe ch. 3</td>
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<tr>
<td>(Week 3)</td>
<td>Discuss classroom management action plan</td>
<td>Be prepared to discuss a class management concern you have</td>
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<tr>
<td></td>
<td></td>
<td>Read Oncourse assignment on diversity</td>
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<tr>
<td>Session 4</td>
<td>Guest speakers on PL 221, No Child Left Behind, and teacher’s role in</td>
<td>Draft of Portfolio #1 due</td>
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<tr>
<td>(Week 5)</td>
<td>reporting child abuse</td>
<td>Roe ch. 4, 9</td>
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<tr>
<td></td>
<td></td>
<td>IMAP Portfolio update</td>
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<tr>
<td>Session 5</td>
<td>Classroom management updates</td>
<td>Preview professional organization link on Oncourse</td>
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<tr>
<td>(Week 7)</td>
<td>Teacher professionalism</td>
<td>Roe ch. 6</td>
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<tr>
<td></td>
<td></td>
<td>IMAP Portfolio update</td>
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<tr>
<td>Session 6</td>
<td>Darrell Sanders and Todd Norris, Education Student Services –</td>
<td>Classroom Management Action Plan due</td>
</tr>
<tr>
<td>(Week 9)</td>
<td>Placement file with the IU system, locating a teaching job, and</td>
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<td></td>
<td>obtaining your license</td>
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<tr>
<td>Session 7</td>
<td>How to conclude your placement successfully Teaching resumes and</td>
<td>Roe ch. 10</td>
</tr>
<tr>
<td>(Week 10)</td>
<td>interviewing preparation – guest speaker</td>
<td>Draft of Portfolio #2 Lesson Plans and Analysis Due</td>
</tr>
<tr>
<td>Session 8</td>
<td>MOCK INTERVIEWS</td>
<td>Bring your resume; dress professionally; be prepared to answer questions</td>
</tr>
<tr>
<td>(Week 11)</td>
<td></td>
<td>Draft of Portfolio #3 due</td>
</tr>
<tr>
<td>Session 9</td>
<td>What you have learned about yourself as a teacher</td>
<td>COMPLETE MINI-PORTFOLIO DUE TODAY – FINAL DRAFT</td>
</tr>
<tr>
<td>(Week 13)</td>
<td></td>
<td></td>
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<tr>
<td>Session 10</td>
<td>Creating LiveText Checkpoint #3 – meet in computer lab TBA (class</td>
<td>Checkpoint #3 should be completed and posted ASAP</td>
</tr>
<tr>
<td>(Week 15)</td>
<td>meets for approximately 1 hour) Course evaluations Debrief secondary</td>
<td></td>
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<td></td>
<td>education program experience</td>
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UNIVERSITY POLICIES

Electronic mail (email) is the official means of communication with students at Indiana University South Bend. A student’s failure to receive or read official university communications sent to the student’s official email address does not absolve the student from knowing and complying with the content of the official communication. It is recommended that students check email messages at least once daily. The university provides a simple mechanism for students to forward email from the official university email address to another email address of the student’s choice.

ACCOMMODATIONS FOR RELIGIOUS OBSERVANCES: If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue. If after discussion we reach no consensus, either party or both should seek the advice of the Department Chair or the Dean, and if no consensus is reached, then the advice of the Vice Chancellor of Academic Affairs (“VCAA”). Either the instructor or the student may appeal the VCAA’s decision to the Office of Affirmative Action within ten business days of the determination.

ACADEMIC HONESTY: It is the responsibility of the student to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them. All students are held to the standards outlined in the code. Please reference the entire code for a complete listing (www.dsa.indiana.edu/Code/). Any violation may result in serious academic penalty, ranging from receiving a warning, to failing the assignment, to failing the course, to expulsion from the University.

DISABILITIES: If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Disabled Student Services (Administration Building, room 149, telephone number 520-4832), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for Office of Disabled Student Services www.iusb.edu/~sbdss/services.shtml

SPECIAL SCHOOL OF EDUCATION STATEMENTS

Commitment to Professional Dispositions: All students in the School of Education are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with our Code of Ethics at www.dsa.indiana.edu/Code

Commitment to Diversity: The School of Education is committed to preparing teachers to support learning for all students. Each class and learning experience helps candidates develop the knowledge, dispositions, and performances needed to meet the needs of students in today’s diverse classrooms.

Commitment to Technology: The School of Education is committed to preparing teachers who have the knowledge, dispositions, and performances needed to effectively use technology to help all students learn. Candidates are expected to incorporate technology throughout their course work and clinical experiences.
IUSB TEACHER STANDARDS

CONTENT
#1: IUSB preservice teachers understand the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that make these aspects of subject matter meaningful for students.

DEVELOPMENT
#2: IUSB preservice teachers understand the range of developmental characteristics of students including interpersonal, cultural, and societal contexts and use this knowledge to facilitate student learning.

DIVERSITY
#3: IUSB preservice teachers understand how students differ in their development and approaches to learning and can create and adapt instructional opportunities for diverse learners.

INSTRUCTION & CURRICULUM
#4: IUSB preservice teachers understand the teaching/learning research base and employ a variety of instructional strategies, resources, and technologies which advance the learner into high level thinking skills.

LEARNING ENVIRONMENT
#5: IUSB preservice teachers use knowledge and understanding of individual and group motivation and behavior to foster active engagement in learning that nurtures and encourages the physical, emotional, social, moral, aesthetic, language, and cognitive growth and development in adolescents and young adults.

COMMUNICATION
#6: IUSB preservice teachers understand the impact of family structure and home life on educational development and use this knowledge to facilitate and support the education of their students.

PLANNING
#7: IUSB preservice teachers understand the interdisciplinary nature of curriculum and plan their instruction to foster well-rounded student learning.

ASSESSMENT
#8: IUSB preservice teachers understand the importance of multiple assessments (informal and formal, formative and summative) and use a variety of appropriate assessments, some of which are performance based, to facilitate the continuous intellectual, social, and physical development of the learner.

PROFESSIONALISM
#9: IUSB preservice teachers reflect on and evaluate teaching in light of current best research and practice; seek opportunities for further growth; and maintain positive collaborative relationships with everyone in the educational community.

COLLABORATION
#10: IUSB preservice teachers recognize the importance of the students’ families, cultures, and communities, and foster relationships with school colleagues, parents, and agencies to support the students’ learning and well-being.