

Wheaton College Conceptual Framework

Conceptual Framework Overview

The values and concepts identified by the Wheaton College Teacher Education conceptual framework are integrated throughout the Wheaton College undergraduate and graduate teacher education programs in courses and clinical experiences and are assessed through various developmental evaluations. This conceptual framework incorporates but extends beyond the Illinois Professional Teaching Standards (February 2011) and the Code of Ethics for Illinois Educators (October 2010). This document has been created, reviewed and approved by the Wheaton College Department of Education, Wheaton College arts and sciences faculty as represented on the Wheaton College Secondary Education Advisory Committee, Wheaton College education program graduates, K-12 private and public school educators, Wheaton College administrators, the Illinois State Board of Education, and the National Council of Accreditation for Teacher Education. All teacher education programs at Wheaton College are currently accredited by the state of Illinois and nationally recognized by the National Council of Accreditation for Teacher Education.

The Wheaton College Teacher Education Conceptual Framework was originally created in 1993 and was previously revised in 1999 and 2004. Recommendations for changes to this document can be initiated by any of the above mentioned parties but must follow the identical process for review and approval.

Preparing Educators Who Teach and Lead for Human Flourishing

Vision and Mission of the Institution and Unit

The mission of Wheaton College is “to help build the church and improve society worldwide by promoting the development of whole and effective Christians through excellence in programs of Christian higher education” (Wheaton College Catalog, 2011-2012). The mission statement is based upon and implies a shared understanding of Christians throughout the centuries that all learning is Christocentric and grounded in a view of reality comprehensively shaped by our religious understandings. It implies not only the Augustinian assertion that “All truth is God’s truth” (Saint Augustine, *On Christian Teaching* II.75), it further subjects all knowledge to the authority of Scripture. Jesus Christ is both the Source of all truth and the embodiment of all truth. In his letter to the Colossians, the Apostle Paul writes, “For by him all things were created, both in the heavens and on earth, visible and invisible, whether thrones or dominions of rulers or authorities—all things have been created by Him and for Him. And He is before all things, and in Him all things hold together” (Col. 1:16-17).

Reflecting the College’s mission to improve society worldwide, the goal of the Wheaton College Teacher Education Program, as defined by the Department of Education, is to prepare educators who teach and lead for human flourishing. The concept of educating for human flourishing has ancient roots, including a strong presence in the wisdom literature of the Hebrew Bible (Proverbs 1-3). It first appeared in a form directly applicable to the contemporary academy in the works of Plato and Aristotle, where this goal is compatible with Christian theology in recognizing that all individuals are created in the image and likeness of God (Gen. 1:26,27), and therefore each human being has inherent value and the capacity to learn and grow.

Human flourishing is the ethical and purposeful realization of human attributes, in mind, body, and spirit, which fits a person, as Milton said, “to perform justly, skillfully, and magnanimously all the offices of public and private life” (Milton, 1644). The work of the Christian professional educator is to instill and develop the knowledge, skills, and intellectual and moral virtues which help to actualize this potential. In order to teach for human flourishing, Christian professional educators should have a broad background in the liberal arts, expertise in the subject matter, knowledge of the ways in which children and adolescents develop and learn best, knowledge of the optimal conditions to achieve the *education good*, and the skills, virtues and dispositions worthy of the profession. For those who are called to serve in our state’s, nation’s, and world’s public and private schools, this mission charges teacher candidates to devote their lives wholly to Christ by faithfully and intelligently teaching each of His children to the best of their abilities.

The Unit’s Philosophy, Purposes and Goals/Institutional Standards

The Department of Education has chosen teaching and leading for human flourishing on which to base its teacher preparation program for its congruence with transcendent scriptural principles, its relationship to the liberal arts, and its inherently high and holistic expectations for each student. Implicit in this model are three distinct professional and dispositional components: embodying justice, making reasoned and ethical decisions, and acting in a Christ-like manner.

Embodying Justice

For the Christian professional educator who teaches for human flourishing, justice is not an end in itself but rather serves as a means to an end. It is a critical conduit to foster the social, cultural, political, economic, and moral conditions that will improve the individual and society as a whole. Within the K-12 classroom, that end requires treating and educating all learners with dignity because they have been created in the image of God.

Although there is a wide body of research that calls educators to deal with students fairly, our primary example of one who embodies justice is Christ himself, who exemplified these characteristics through his own ministry as recorded in the Gospels. He engaged respectfully with those of different cultures and religious beliefs (John 4:3-42), holistically addressed the needs of individuals (Mark 5:24-34), challenged the intellectually gifted (John 3), held children in high regard (Mark 10:13-16), and welcomed the poor (Luke 14:13-14). Christ also objected to unjust practices (Luke 11:42), taught with authority (Matthew 7: 29), and recognized the individual responsibility of his students (Mark 10:17-23). Christ’s overall teaching reflects a genuine concern for individual learners, varying his approach according to their prior knowledge and contexts (Luke 15). His teaching in Matthew 25 reminds Christian educators that when they serve each student, they serve Christ himself.

Wheaton College’s history attests to its long-standing commitment to provide opportunities for all students to learn. Jonathan Blanchard, Wheaton College’s first president, was a passionate evangelist and strident abolitionist who believed strongly in preparing Christian young men and women to fight injustice and improve life for those in need as well as to proclaim biblical truth. Under Blanchard’s leadership, Wheaton College was the first four-year college in Illinois to graduate an African American and to enroll women on an equal basis with men. As an advocate for social reform, Blanchard’s activist role and nineteenth century ideals still guide the Wheaton College teacher education program as it develops educators for an increasingly diverse nation. Our department extends this honorable and sacred tradition by challenging our students to consider individual and social senses of justice, including justice as righteousness and justice as fairness.

Teachers who embody justice in their classrooms recognize and address the various contexts which surround individual students’ needs for learning. They work to ensure that each student has the optimal opportunity to learn,

regardless of the learner's economic level, ethnicity, linguistic or cultural background, gender, sexual orientation, religious belief, academic ability, or experiential level. Teachers who embody justice hold a long range perspective of developing their students' interdisciplinary knowledge, care for the physical environment, life skills, and civic engagement in order to equip them to participate fully in post-secondary education, careers and community life.

Candidates are expected to demonstrate justice in the following areas:

1. See students' competencies and capacities in a holistic manner

Candidates who teach and lead for human flourishing see learners for the potential they possess as well as for what they still lack in proficiency. They come to know their students as persons, acknowledging that many of their talents may exist outside of core academic areas, recognize these accomplishments, and then draw on these strengths and interests to address their academic and social needs.

2. Create a safe learning environment

Candidates work to establish conditions that will lead to human flourishing among their students within their own classroom and school. They provide a context to enhance social relationships, student motivation and engagement through mutual respect, cooperation and support.

3. Hold all learners to high expectations

Candidates expect and communicate appropriate levels of development from all learners and provide the necessary support to enable each of them to succeed.

4. Offer a rich and rigorous curriculum to all students

Candidates recognize that each student deserves an inviting and appropriately challenging course of study. Drawing on their strong liberal arts background, candidates offer a wide scope and sequence of knowledge within their discipline and demonstrate respect for other disciplines, emphasizing their interconnectedness, when appropriate, in order to communicate the value of an education that produces well-rounded, knowledgeable, practically skilled, morally competent, and intellectually virtuous citizens. Candidates also recognize that exposure to and academic success in specific curricular areas may result in positive effects in all learning areas.

5. Use evidence-based approaches and methods that reflect the research on diverse learners

Candidates demonstrate cultural competence within their curricular and instructional choices in order to meet the needs of ethnically and linguistically diverse students and of students with other types of learning needs. Candidates utilize formal and informal assessment data to create varied learning opportunities through which each student may develop an appropriate depth of conceptual understanding and skill proficiency.

6. Build strong relationships with all students, parents and guardians

Relationships are both instrumental to and the outcome of good teaching. Candidates understand the benefits of encouraging reciprocal connections between school and home. They seek to develop enduring appropriate mentoring relationships with all learners.

Making Ethical and Reasoned Decisions

Teachers are required to make numerous decisions within their practice. One of the goals of the Wheaton College teacher education program is that its candidates will make ethical and reasoned decisions that foster student flourishing, thereby positively influencing individuals and society. These include curricular and pedagogical decisions as well as decisions that impact the holistic development of each learner in order to both identify and maximize each one's gifts.

Several aspects of the Wheaton College Teacher Education program facilitate the development of skills and habits of mind necessary for teacher candidates to make ethical and reasoned decisions. First, the liberal arts education that its candidates experience allows them to grow as thinkers and problem solvers so that they can address the holistic learning needs of their students. Second, teacher candidates replicate the blend of theory and practice modeled by faculty who teach and supervise practice. There should be no divide between theory and practice; each informs the other. Third, the belief that students are created in the image of God extends the responsibility of the teacher candidate beyond the mere improvement of student test scores. Academic success is a crucial goal for our own teacher candidates as well as their future students. However, learning includes other areas such as social, emotional, physical, and moral development.

Decisions are not simply the result of evaluating potential positive and negative outcomes. We aspire for our decisions to reflect what is just and ethical in each situation. Teacher candidates require wisdom, knowledge, and understanding to make sound decisions that are suited to their particular contexts and are based on the individual needs and gifts of students within those contexts. In order to make these complex decisions, teacher candidates must possess a sense of agency. These decisions are not from a limited set of prescribed choices; instead, decisions are based in sound reasoning (*euboulia*--deliberating well) and practical wisdom (*phronesis*--prudence and *metis*--savvy), and consider a body of evidence, clinical experience, exemplary research, and relational understandings that reflect the complex work of the professional educator.

Proper ethical reasoning for the Christian professional is grounded ultimately in the character of God himself, learned through our engagement with the teachings of Scripture, and demonstrated properly through a wise and humble spirit. Christian teachers show respect for their employment context, recognizing and respecting the proper balance of religious expression and freedom exercised in pluralistic and publicly-funded contexts where sensitivity to cultural, administrative, and legal standards is appropriate. Out of professional and personal integrity, candidates teaching in public schools recognize and fulfill the responsibilities of their role as an agent of the state and seek wholeheartedly to serve the public good of peoples of any or no faith through fostering the human flourishing of their students.

Candidates will make ethical and reasoned decisions which:

1. Empower independent student learning
Teacher candidates make reasoned decisions so that students can make reasoned decisions in developmentally appropriate ways. These decisions allow students to grow in independence and maturity.
2. Reflect both the breadth and depth of the curriculum
Through valuing the liberal arts, teacher candidates will make cross-curricular connections and interpret data, information, and knowledge in the context of a deeper perspective.
3. Emanate in part from assessment data
Data drawn from both formative and summative assessments provide an important set of information that helps to guide reasoned decisions. Assessment must be an iterative process. The recursive nature of the learning cycle should naturally lead to further inquiry and research. In teaching and leading for human flourishing, educators must develop a broad, robust view of assessment that includes but is not limited to quantifiable means.
4. Augment their instruction through a rich variety of resources, including appropriate technologies
Teacher candidates seek to make connections with life outside of the classroom through primary source documents, field experiences and technologies that enhance instruction or assist learners with unique needs.

5. Increase students' literacy skills in and through all areas of the curriculum

In order to facilitate knowledge in all content areas for each student, candidates understand their critical role in developing vocabulary, reading and listening comprehension, fluency, and strategy use within their disciplines as well as the importance of modeling and instructing effective writing skills.

6. Consider the local and global contexts

Decisions are made within particular contexts. Teacher candidates will explore the unique context of any decision, particularly in light of the diverse characteristics and needs of K-12 students in the 21st Century.

Acting in a Christ-like Manner

In seeking to teach and lead for human flourishing, candidates in the Wheaton Teacher Education Program must act in a Christ-like manner individually and corporately. This begins with a foundational understanding that all humans are created *in imago dei* – in the image of God, thus providing an expectation that excellence in education for all students is an imperative. Likewise, an understanding of humans as imperfect beings and our need for grace propel our vision to educate with humility and respect for the dignity of all.

The Wheaton College Teacher Education Program seeks to develop teacher candidates who embody Jesus Christ, the Son of God, who lived a perfect life and demonstrated human flourishing through his examples of love, justice, sacrifice, and service. Teacher candidates develop through knowledge of and obedience to Scripture, which enhances the life of the mind, and through the work of the Holy Spirit, who enables action and influences dispositions. Teacher candidates seek to become educators who personify such Christian ideals, while at the same time possess an honest awareness and conceptualization of current dispositions; these ideals and realities are continually informing each other through scholarship, reflection, the counsel of professional and personal mentors and peers, the study of Scripture, and prayer.

As followers of Christ, believers are called to love others through actions and interactions. Candidates demonstrate this love through caring, compassion and patience toward their students and other members of the school community. They exhibit enduring concerns that motivate them to alleviate suffering and injustice. Believers are also called to love the Lord with all their minds, to use their full intellectual ability to serve him.

Therefore, a goal of the Wheaton Teacher Education Program is to develop teacher candidates who:

1. (Professionalism) Demonstrate professional and ethical conduct with supervisors, students, colleagues and community

Candidates demonstrate a pattern of promptness, perseverance, task completion, appropriate confidentiality and honesty. They consistently seek justice, deliberate well, exercise prudent judgment and respect the needs and best interests of K-12 students.

2. (Collaboration) Foster collaborative relationships that enhance the teaching and learning experience

Candidates who are collaborative consistently interact with others in ways that advance the conditions of learning. They communicate respect such as being courteous, astute and impartial. They show appropriate regard for the needs, ideas, and experiences of others, engaging in open dialogue and effective action to accomplish goals as part of a larger group. Collaborative candidates accept personal and professional responsibility for achieving these goals through their relationships with peers, faculty, and others in the community.

3. (Scholarship) Demonstrate commitment to the acquisition of knowledge, skills, intellectual curiosity and moral development

Candidates who are committed learners take advantage of learning opportunities. They demonstrate enthusiasm, commitment and optimism for the teaching-learning process. Committed learners generate questions and actively engage in an intellectual and participatory manner. They understand the nature of the *education good* and exercise humility, audacity, courage, and facility in the pursuit of knowledge, skills and wisdom.

4. (Problem-solving) Adjust successfully to new circumstances, are flexible in nature, accommodate given the unforeseen, and persist through adversity

Candidates who are problem-solvers are aware and adaptable; they exhibit an open yet critical mind, and a positive attitude when receiving constructive feedback. They exhibit keen with-it-ness, sagacity, and engagement in human interactions. They use critical insight and reflection to generate potential improvements and apply outcomes of reflection to future interactions. Candidates who are aware and adaptable act to reduce personal biases while evaluating the effectiveness of instruction and behavior in terms of the larger goals of education. This awareness should lead their students to think critically and act wisely with regard to ethical dilemmas.

5. (Initiative) Actively demonstrate the ability to foster extensions in learning and teaching

Candidates who show initiative exhibit a willingness to pursue solutions to problems or questions by gathering relevant information. They accurately identify problems, develop questions, consider alternatives, and pursue solutions through the careful use of reason and empirical methods. They display capacity for independence, self-direction, confidence and creativity. Candidates who show initiative consistently use available resources in the pursuit of academic and professional goals, while visualizing and implementing novel ideas and practices in the field of education.

6. (Leadership) Develop effective communication skills, thinking skills and creative expression

Candidates who are developing leaders consistently model respect for all people while providing opportunities to hear, consider and discuss diverse ideas and varying viewpoints. They incorporate practices in teaching that reflect context-appropriate voice, tone, posture, verbal and non-verbal communication. They challenge peers to think critically and creatively about ideas, content, and skills. Developing leaders demonstrate intellectual and emotional engagement with material and colleagues while nurturing high expectations for self, students and others. They believe in the potential for growth and development of students, colleagues and themselves. Leaders demonstrate resilience by preserving ethical values and virtues in challenging environments.

Knowledge Bases, Including Theories, Research, the Wisdom of Practice and Education Policies

In addition to their theological and liberal arts foundations, the Wheaton College Teacher Education Program goals are drawn from an extensive body of educational research, policy, and professional standards. These various sets of standards include the Illinois Professional Teaching Standards as well as the national professional association content standards appropriate for each certification area: Elementary Education—ACEI and IRA, English Language Arts—NCTE, Foreign Language (French, German and Spanish)—ACTFL, History-Social Science—NCSS, Mathematics--NCTM, Music—NASM, and Science (Biology, Chemistry, Earth Science, and Physics)—

NSTA. Candidate knowledge of the elementary and secondary curricula is primarily addressed through the Common Core State Standards in literacy and mathematics, as well as the Illinois K-12 Content Standards for social studies, science, fine arts, health and physical education.

Embodying justice, the first component of teaching and leading for human flourishing, requires the study of the historical and social foundations of American education including study of the diverse student population that attends schools today. Significant contributors to this knowledge base include Banks (in Sadker & Zittleman, 2012) Darling-Hammond (2010), Dewey (1938), Nieto (in Sadker & Zittleman, 2012), Ravitch (2010) and Tomlinson (2005). General educational policies which relate to this aspect of the conceptual framework include the *Response to Intervention* component of the Individuals with Disabilities Education Improvement Act (IDEA 2004). Discipline-specific contributors are enumerated in appropriate courses described in the section below.

The educational research knowledge base contributing to making ethical and reasoned decisions includes the work of educational psychologists Piaget (in Berger, 2006), Vygotsky (1978) Kohlberg and Erikson (in Berger, 2006). Major contributors to the research base for the philosophical and moral dimensions of this aspect include the work of Adler (1982), Hansen (2007), Lewis (2001), Lockerbie, (2005), Noddings (2007), and Palmer (1993, 1998). Discipline specific contributors are enumerated in the section to follow.

In addition to the Code of Ethics for Illinois Educators (2010), the educational research knowledge base for the dispositional component is based largely on the work of Danielson (2007) as it applies to professionalism, the work of Darling-Hammond and Bransford (2005) as it applies to collaboration, the work of Boyer (1997) as it applies to scholarship, the work of Wiggins and McTighe (2005) and Tomlinson and McTighe (2006) as they apply to instructional problem-solving, the work of Palmer (1998) as it applies to initiative, and the works of Glickman (2002) and Reeves (2006) as they apply to leadership.

Candidate Proficiencies Aligned with Expectations in Professional, State and Institutional Standards

Embodying Justice

The concept of embodying justice is introduced at the undergraduate level in EDUC 135 The School and Society and EDUC 136 Teaching Culturally and Linguistically Diverse Students and at the graduate level in EDUC 515 Learning and Culture, where teacher candidates focus on the historical and current purposes of schooling in relation to the *education good* (Center on Education Policy, 2007). Through this exploration they come to see diverse students in a holistic manner in order to create a safe and engaging environment for individualized and collaborative learning. This is not only accomplished through the study of ethnicity, linguistic background, gender and sexual orientation, religious belief, and economic level but also through completing the accompanying practicum, EDUC 136L/515L Multicultural Tutoring Practicum. During this early field experience, teacher candidates help one K-12 student from a different cultural/linguistic background than their own through a mentoring relationship and academic tutoring.

Throughout the foundations courses, candidates are expected to hold all learners to high expectations. In EDUC 225 Learning and Development, candidates study educational theory and how individuals grow physically, socially, intellectually and psychologically (Berger, 2006; Salkind, 2004; Woolfolk, 2010) in order to understand their students and develop both culturally and developmentally appropriate instruction for them. In the second field experience, EDUC 225L Teacher Aiding Practicum, candidates connect theory with practice by observing and assisting in the elementary or secondary classroom. Additionally graduate level teacher candidates study the learning process and its

relation to neuroscience (Jensen, 2008; Jossey-Bass, 2008; Sousa, 2010) in EDUC 521 Psychology of Human Learning.

Embodying justice is also the focus of EDUC 305 Learning Differences where students focus on characteristics and effective strategies of instructing students who are eligible for special education services, students who are talented and gifted, students with 504 service plans, and students who are non-native English speakers. By viewing students holistically, candidates are able to teach through learning strengths as well as provide remediation. The accompanying field experience, EDUC 305L Learning Differences Practicum, provides candidates with opportunities to observe and assist students with specific learning needs under the supervision of K-12 general educators and specialists in bilingual, ESL and Response to Intervention programs.

The importance of offering a rich and rigorous curriculum for all students is introduced and developed in the general (EDUC 311/511*, 306/562*) and content specific methods courses (EDUC 312, 315, 317, 321; ENGL 324, MATH 324, FREN 371, GERM 371, SPAN, 371, SCI 321, 322, HIST 324, or MUMS 473) (Bransford et al., 2000; Danielson, 2007; Lemov, 2010; Martin, Sexton, & Franklin, 2009; Marzano, Pickering, & Heflebower, 2011; Shanahan & Shanahan, 2008; Sousa & Tomlinson, 2011; Wiggins & McTighe, 2005). Through these courses, candidates come to understand and utilize College and Career Readiness Standards (The Illinois Common Core State Standards) as their framework for determining the scope and sequence of their curriculum. Using evidenced-based approaches and methods that reflect current research, candidates are expected to differentiate their instruction to meet students of varied experience levels, assuring that content is accessible for students with little prior exposure or English proficiency while challenging students with more advanced knowledge. Although these curricular and instructional indicators are introduced in coursework, they are developed more fully during EDUC 311L/511L* (elementary) or 324L/527L* (secondary) Methods Practicum, EDUC 494/594* Senior Seminar (Reeves, 2011; Tomlinson, 2000), and EDUC 496/596* Student Teaching.

Upon completing student teaching, teacher candidates re-examine the importance of embodying justice through the capstone course, EDUC 497/587* Philosophical Foundations of Education (Lewis, 2001; Noddings, 2007; Palmer, 1993). In this course candidates focus on the role of Christian educators in developing a context for human flourishing within their classrooms, their schools, and the larger community.

Although the first indicator of embodying justice, seeing students' capacities and competencies in a holistic manner, is assessed in multiple ways throughout the program, it is primarily assessed in EDUC 136L through a reflective paper, in EDUC 225 through the developmental case study, and in EDUC 305 through the accommodations paper. Candidates' ability to create a safe learning environment is assessed through multiple means but primarily through instructional units in general and content methods courses as well as in the clinical settings of EDUC 225L, 311L/511L or 324L/525L*, 527L*, and 305L. Proficiency at a novice level is demonstrated during EDUC 496/596 Student Teaching. Candidates' ability to hold all learners to high expectations is assessed primarily through differentiated instruction as evidenced in the accommodations paper in EDUC 305, in instructional units during methods coursework and its accompanying practicum EDUC 311L/511L or 324L/ 525L, 527L. Proficiency at a novice level is demonstrated during student teaching. Offering a rich and rigorous curriculum is assessed primarily in EDUC 311/511* and 462/562* through the assessment project, in content specific methods through the instructional unit, and during student teaching (EDUC 496/596). Candidates' ability to use evidenced-based approaches and methods reflective of research on diverse learners is assessed primarily through instructional units of content specific methods and during student teaching.

Making Ethical and Reasoned Decisions

Educators who teach and lead for human flourishing understand that this aim requires careful planning which is professionally sound and grounded in strong moral and ethical principles. These principles are examined

throughout Wheaton's general education studies in Bible, theology and the liberal arts as well as in all Department of Education courses. Teacher candidates are introduced to the professional decision-making process in EDUC 135 and 136/515* (Spears & Loomis, 2009) as they examine contemporary educational issues in light of both local and global contexts, EDUC 225 in educational psychology ((Woolfolk, 2010; Pipher, 1994), and in EDUC 305 (Mellard and Johnson, 2008) through the study of specific learning needs of students with exceptionalities. Ethical perspectives are further developed in methods courses as candidates explore the impact of curricular and instructional policies on students' academic and personal development (Green, 2008; Jeeves & Brown, 2009; Keller, 2010; Marshall, 2007; Palmer, 1993, 1998). Ethical and reasoned decision-making is an integral part of EDUC 494/594 Senior Seminar (Danielson, 2007; Hansen, 2007; Holmes, 1991, 1984; Hunter, 2010; Palmer, 1998) where candidates examine decisions embedded in their student teaching practice, and in EDUC 497/587 Philosophical Foundations of Education (Lewis, 2001; Noddings, 2007; Palmer, 1993) as candidates examine various educational values and beliefs in light of their role as Christian educators.

Teachers provide students with varying levels of scaffolded support which ultimately lead them to learn independently. This concept is introduced in EDUC 225 (Vygotsky, 1978) when candidates study human growth and development along with educational psychology in order to understand the complexity of the learning process. It is developed further in EDUC 305 (Mellard and Johnson, 2008) as they study the types of accommodations necessary to assist students with specific academic and linguistic needs through a Response to Intervention model.

Knowledge of students through qualitative and quantitative data is critical to the process of planning appropriate instruction. In general (EDUC 311/511* or 306/506*) and content specific methods (see above) candidates use formative assessment to assist them in differentiating learning activities that meet the needs of each student (Sousa & Tomlinson, 2011; Tomlinson, 2005; Tomlinson & McTighe, 2006). Students are then required to review their summative data in order to reflect on the effectiveness of their instruction with various types of learners. This process is repeated throughout EDUC 496/596 Student Teaching and discussed in EDUC 494/594 Senior Seminar where candidates formally present their assessment action research project which demonstrates the effect of their instruction on student achievement.

The importance of developing students' literacy skills throughout the content areas is introduced for elementary teacher candidates in EDUC 312 (IRA, 2010; Gunning, 2010; Snow, Griffin, & Burns, (Eds.) 2005, Vacca, Vacca, & Mraz, 2011) and for secondary teacher candidates in EDUC 306 (Biancarosa & Snow, 2006; Graham & Perin, 2007; Shanahan & Shanahan, 2008; McKenna & Robinson, 2008; Moughamian, Rivera, & Francis, 2009). Music education students receive comprehensive content area reading instruction through MUMS 473 (Vacca, Vacca, & Mraz, 2011). Content specific methods coursework also requires candidates to include literacy instruction as it applies to their content area when developing instructional units. Literacy skills include vocabulary development, instruction of appropriate comprehension strategies, grammar, writing conventions, and fluency development in order to enhance understanding of the discipline. Graduate secondary education teacher candidates gain additional expertise in literacy through EDUC 506L Content Reading Practicum where students consult with district personnel to analyze how literacy is taught across middle school curriculum.

The decision-making process is assessed in EDUC 135 and 136/515 through the final exam/paper, in EDUC 225 through the Theories Paper, and in EDUC 305 through the accommodations paper. The effective uses of assessment data as they apply to instruction are assessed in general methods (EDUC 311/511 or 306/506*) through the assessment project and in EDUC 494/594* Senior Seminar in the Assessment Action Research Project. Collaboration is assessed first through early field experience evaluations and instructional unit reflections in content specific methods. Proficiency in collaborative decision-making is assessed by the final student teaching evaluation. Literacy instruction is assessed in content specific methods through the unit of instruction and expected at a proficient level in student teaching. Finally ethical and reasoned decision-making is assessed again in the capstone

course, EDUC 497/587* Philosophical Foundations of Education through the collaborative school project and final paper.

Ethical and reasoned decision-making is a prominent component of the Master of Arts in Teaching program, specifically in the final semester of courses where candidates develop their research skills in education through EDUC 531 Ethical Perspectives on Teaching, EDUC 541 Statistics in Education, and EDUC 542 Research Methodologies in Education. In addition, elementary education candidates develop greater expertise in literacy through EDUC 529 Literacy Assessment and the broader K-9 curriculum through EDUC 563 Advanced Curriculum in Elementary Education. These skills are assessed in EDUC 531 through a research paper, in 541 through examination, in EDUC 542 through a research proposal, in EDUC 529 through a literacy profile and in EDUC 563 through a curriculum project. For completion of the M.A.T., all graduate candidates are required either to conduct an action research project in an educational setting (EDUC 598) or complete a thesis (EDUC 699).

Acting in a Christ-like Manner

The dispositions of professionalism, collaboration, scholarship, problem-solving, initiative and leadership are modeled and instructed throughout the undergraduate and graduate programs. Characteristics of professionalism are introduced and developed in coursework and also expected in all clinical experiences. Collaboration is developed through candidates working with peers in class presentations and Socratic seminars, research teams, and other types of cooperative learning projects. Opportunities in early field experiences and student teaching enable candidates to develop their ability to collaborate with teachers, paraprofessionals, administrators, support staff, and parents or guardians in order to enhance the educational experience of their students.

Scholarship is a hallmark of a Wheaton College teacher education. Students are required to develop and demonstrate their abilities to use qualitative and quantitative research and the broader body of literature to support and critique educational positions. Candidates use scholarship to inform and improve their own practice as well as influence the practice of other professionals. Skill in problem-solving is developed through case studies, constructed problems, and simulations in courses with opportunities for application in clinical settings. Candidates come to exercise initiative through the development of critical thinking skills in order to perceive the needs of a given context and choose an effective strategy to enact change. Candidates are expected to develop leadership through acquiring a broad knowledge base, strong communication skills, and the ability to understand other perspectives while preserving their own values and beliefs.

These six dispositions are each formally assessed by the candidate and professor at three specific points in the program before candidates enter the methods practicum. The first three dispositions, professionalism, collaboration and scholarship, are evaluated at the completion of EDUC 135/515. These are assessed again along with problem-solving and initiative at the completion of EDUC 225. These five are further developed and reevaluated along with leadership at the completion of EDUC 311/511* (elementary education candidates) or EDUC 306/506* (secondary education candidates). Any candidate receiving an unacceptable rating meets with the professor in order to develop a remediation plan. Candidates are also assessed on these dispositions, as applicable, in all field experiences by their professional mentors. Proficiency at the level of a beginning teacher in all six dispositions is expected at the completion of student teaching.

Diversity

Knowledge, skills and dispositions relating to diversity are introduced in EDUC 135 School and Society and EDUC 136 Teaching Culturally and Linguistically Diverse Students (EDUC 515* Learning and Culture) through the study of ethnicity, linguistic diversity, gender and sexual orientation, religious beliefs, and social class along with their potential effects on the learning process (IPTS 1 Teaching Diverse Students). EDUC 136L and EDUC 225L require

a total of 55 hours of field experience with diverse students through a cross-cultural tutoring practicum and teacher aiding. Diversity in abilities and the effect of second language acquisition are specifically studied in EDUC 305 Learning Differences where candidates design instruction with accommodations for gifted and talented students, students who qualify for special education services, students with 504 plans, and English language learners. EDUC 305L requires candidates to complete 30 additional hours of observing and assisting students with special learning needs.

Skill in differentiating instruction is further developed in both general (EDUC 306/311/506*/511*) and specific content methods courses through constructing lesson plans and instructional units. EDUC 311L, 511L* (elementary), 324L or 525L* (secondary) require a 30 hour methods practicum where candidates are expected to plan, deliver and evaluate differentiated instruction. Skills required for effectively educating a diverse student population are expected at a proficient level at the conclusion of student teaching, EDUC 496/596*. The use of assessment to inform instruction for diverse groups of students is developed in methods courses and EDUC 494/594* Senior Seminar and demonstrated at a proficient level through the assessment project required in the course.

Dispositions relating to diversity are required throughout the program and a cornerstone of teaching and leading for human flourishing. Embodying justice, making ethical and reasoned decisions and acting in a Christ-like manner all result from perceiving students as image-bearers of God. These dispositions are assessed at the conclusion of every foundations course as well as in each field experience. Proficiency is expected at the conclusion of student teaching.

Technology

Candidates are required to implement technology skills throughout the education program, both generally as well as those specific to their discipline. All candidates are expected to demonstrate baseline competency after the first education course through mastery of an on-line tutorial program, CAT I (Technological Fluency Institute). Candidates must be certified in this area prior to formal acceptance into the education program.

Expertise with instructional and assessment tools are developed further in all methods courses, with candidates demonstrating competence through presentations, lesson plans, instructional units, and other key assessments. Proficiency in classroom skill is demonstrated during student teaching and through the portfolio. Proficiency in using technology for assessment purposes is demonstrated through the assessment project conducted during student teaching and presented in EDUC 494/594* Senior Seminar.

(*500 level courses indicate graduate course equivalent.)

The System by Which Candidate Performance is Regularly Assessed

Performance Expectations and Assessment of Candidates

The standards promulgated by the Illinois State Board of Education (ISBE), the Council for the Accreditation of Educator Preparation (CAEP) and its specialty groups (SPAs) are incorporated into all of the unit's programs. With the conceptual framework as the overall guide, the unit has designed both its classes and its assessment devices to reflect specifically the Illinois Professional Teaching Standards. Each individual program ensures that its offerings reflect the standards of the national specialty group for its program, the Illinois content area standards, and the Common Core State Standards where appropriate.

Each class and practicum experience has specific, delineated standards it addresses, and candidates are assessed through a variety of means to ensure that each candidate who completes the program has demonstrated that he/she has the knowledge, skills, and dispositions necessary for success in the classroom as a beginning teacher. Each candidate's knowledge and skills are assessed in classes through a variety of means including but not limited to examinations, papers, presentations, demonstrations, and observations of performance. All of these assessments are tied to the conceptual framework through one or more of the three central purposes. Throughout the program, candidates' dispositions for teaching are assessed through the completion of several sequential practicum experiences where the candidates are observed closely and through observations by the professors of classes.

While addressing relevant standards is a critical component, the various standards do not form the whole of the Wheaton Teacher Education Program. The conceptual framework provides that the program's candidates must strive to do more than simply meet mandated standards. Instead, its candidates must strive to affect the world for Christ and His Kingdom through faithful service in the state's, the nation's, and the world's schools. As such, the program includes numerous reflective components designed to ensure that its graduates are lifelong learners who will strive to affect the profession through teaching and leading for human flourishing.

The unit has identified five specific checkpoints during each candidate's program where the candidate's knowledge, skills, and dispositions to teach are closely checked. Each checkpoint includes increasingly more rigorous requirements. These points are listed below.

Assessment Point One: Declaration of Intent to Teach

Wheaton College is a highly selective, national liberal arts college. As such, the Department of Education is proscribed from conducting any direct recruiting efforts with students who have not been admitted to Wheaton College. Admission to Wheaton College is a function of the Admissions Office, and admitted students do not declare majors until the middle of the second semester of their first year. As the students reach this point in their first year, each student meets with his/her freshman advisor and declares a major. Each person who wishes to teach indicates either the selection of a major in elementary education or a desire to pursue teacher certification in any of the secondary or special fields.

Candidates in the secondary fields also declare a second major in secondary education. This step is the formal declaration of intent to teach by the candidate and is the first point at which a formal assessment occurs. The only performance criterion used at this point is the candidate's eligibility (as assessed by his/her cumulative grade point average) to continue as a student at Wheaton College. Because students sometimes have difficulty during the first year of college, Wheaton College has set a fairly liberal retention policy for students who have not yet completed a total of 60 semester hours (1-19 hours, 1.70 GPA; 20-39 hours, 1.80 GPA; 40-59 hours, 1.90 GPA). Additionally, each candidate must complete the Declaration of Intent to Teach form and file it with the Department of Education. At this point, each candidate is assigned an advisor in the Department of Education. For each candidate whose GPA is below 2.50, his/her advisor reviews the candidate's plan to raise his/her GPA as soon as the advisor is notified of the candidate's GPA.

In addition to the determination of the candidate's eligibility to continue as a student at Wheaton College, demographic data on the candidates are also collected. The Department of Education collects the demographic data listed below and prepares a summary report annually. The data patterns are used to determine if the applicants for certification are of high potential, ethnically, gender and exceptionality diverse, and reflective of the general student population at Wheaton College.

Performance Criterion

1. GPA appropriate for continuation as a student at Wheaton College

Demographic Data

1. Name, address, telephone number, email
2. Birthday and birthplace
3. Citizenship status
4. Social security number
5. Gender
6. Ethnicity
7. Disabling condition
8. Field of certification
9. Admission test information (ACT or SAT)

2. Assessment Point Two: Admission to WheTEP.

Admission to the Wheaton College Teacher Education Program (WheTEP) is the second point where a formal candidate assessment occurs. For most candidates, this step occurs toward the end of the candidate's second (sophomore) year at Wheaton College. At this point, the candidate must have completed ten (10) semester hours of professional education classes including at least 60 pre-clinical hours of observation and tutoring with no grade lower than a C and have demonstrated competence in the appropriate standards by successfully completing all of the key assessments, representing specific Illinois Professional Teaching Standards, in those classes.

Additionally, he/she must meet specific grade point average (GPA) requirements (2.50 in his/her major, 2.50 in professional education classes, and 2.50 overall) and have passed the Illinois Test of Academic Proficiency or received a waiver for meeting the ACT/SAT criterion. The candidate must also have demonstrated the appropriate skills and dispositions by successfully passing the cross-cultural tutoring practicum (EDUC 136L) and the teacher aiding practicum (EDUC 225L). Dispositions are also assessed by the candidate, the candidate's professors in EDUC 125 and 225, the candidate's advisor through the completion of the WheTEP essays, an interview with the advisor, and the sharing of faculty perceptions at a formal department meeting. Any candidate whose advisor questions his/her dispositions as a result of the WheTEP essays and the interview is assigned a second reader and a second interviewer to assure fairness.

Finally, the candidate must submit a beginning professional portfolio that includes artifacts that illustrate how the candidate is addressing the Illinois Professional Teaching Standards.

In list form, in order to be admitted to WheTEP, the candidate must meet the following criteria:

Performance Criteria

1. Minimum Overall Grade Point Average (GPA) of 2.50.
2. Minimum GPA of 2.50 in EDUC 135, EDUC 136 and EDUC 225 (or their transfer equivalents) with no grade lower than C.
3. Minimum GPA of 2.50 in the candidate's major.
4. Successful completion of the Illinois Test of Academic Proficiency or ACT/SAT waiver criterion.
5. Acceptable performance on all of the key assessments as specified in EDUC 125 and EDUC 225.
6. Acceptable performance in the EDUC 365L field experience as assessed by the candidate's field supervisor using the performance checklist.
7. Acceptable performance in the EDUC 225L field experience as assessed by the candidate's cooperating teacher using the performance checklist.
8. Acceptable completion of a beginning portfolio in which the candidate provides designated artifacts to demonstrate beginning competence in Standard 1. Teaching Diverse Students, Standard 2. Content Area and Pedagogical Knowledge, and Standard 9. Professionalism, Leadership and Advocacy.
9. A positive recommendation from the candidate's major department.
10. An affirmation of appropriate dispositions as indicated by 125 and 225 dispositional assessments, the evaluations of the candidate's field experience performance and a formal vote of the faculty in the Department of Education.

Other Criteria

1. Completion of the WheTEP application.
2. The candidate's affirmation of freedom from any disqualifying legal convictions and a signed statement indicating that he/she will inform the Department of Education of any subsequent convictions.
3. Completion of the Application to Student Teach.
4. During the methods semester, the candidate will complete a fingerprint federal background check initiated at the Regional Office of Education.

3. Assessment Point Three: Prior to student teaching

Admission to WheTEP allows the candidate to enroll in the methods sequence of courses and practica. This intensive series of experiences is designed to provide the candidate with the skills necessary to effectively teach all children in today's classrooms. Depending on the major, the candidate completes at least one methodological course, a course dealing with adaptations for children with disabilities, a practicum (minimum of 30 hours) involving

teaching in his/her subject area, and a practicum (minimum of 30 hours) involving teaching children with disabilities. Secondary and special certification candidates also complete a course in Classroom Communication and Curriculum Integration and Classroom Communication (EDUC 306) that addresses reading methods and content area literacy. Candidates in Elementary Education complete a series of content and methodological courses.

Additionally, more detailed field experience rating forms are completed by the candidate's cooperating teacher. As noted previously, a minimum rating of at least Developing on the 3-point scale (Unacceptable, Developing and Strength Area) on each ratable item is necessary for the candidate to successfully complete the dispositional standards addressed in the classes and a minimum rating of at least 2 on the 4-point scale for each the practicum.

Each candidate must also maintain at least a GPA of 2.50 in his/her major, in all education courses, and overall. At the completion of the methods sequence, each candidate is required to present a comprehensive portfolio that includes designated key assessments for all nine Illinois Professional Teaching Standards.

Finally, each candidate must successfully complete the State of Illinois Content Area Examination pertinent to his/her major. The faculty members in the Department of Education view each candidate's file and, in a formal meeting, determine the candidate's suitability for entry into student teaching in light of the documentation of knowledge, skills, and dispositions.

In list form, in order to be admitted to student teaching, the candidate must meet the following criteria:

Performance Criteria

1. Minimum GPA of 2.50 in all courses.
2. Minimum GPA of 2.50 in all Education classes.
3. Minimum GPA of 2.50 in all classes in the candidate's major.
4. Acceptable performance on all key assessments included in the candidate's methods sequence.
5. Acceptable performance in the methods practicum and the special education practicum as indicated by the performance checklists.
6. Successful completion of a professional portfolio that includes all designated key assessments as knowledge indicators and appropriate performance indicators for all nine Illinois Professional Teaching Standards.
7. Successful completion of the Illinois Content Area Examination in the candidate's major field.

Other Criteria

An affirmative vote from the faculty of the Department of Education indicating acceptable dispositions to teach.

4. Assessment Point Four: Post student teaching

The fourth formal assessment occurs after the candidate has completed his/her student teaching experience. This intensive practicum provides the candidate with an opportunity to experience fulltime teaching responsibilities under the supervision of qualified College and school personnel. Additionally, each candidate participates in a Senior Seminar that meets once a week during the student teaching experience. Throughout the student teaching

experience, a number of formative assessments are conducted including a formative midterm assessment that is identical to the final assessment. The candidate's cooperating teacher provides a summative assessment of the candidate's competence through the completion of the performance checklist where, once again, a minimum rating of 2 on the 4-point scale is necessary for each item. In addition to this minimum rating on each item, the candidate must also attain an overall average of at least 2.5 on the 4-point scale.

In the candidate's senior seminar class, two key assessments are included. The first is an assessment project that demonstrates the candidate's impact on student learning. The project is a unit of instruction which includes a discussion of the school context, pre and post assessments, a spreadsheet of gain scores, aggregates of whole class achievement, aggregates for specified subgroups (ELLs, students with IEPs and 504 plans, low-income, minority and gifted students), a discussion of achievement results and recommended strategies for students who have not mastered concepts and skills. This project is presented in class.

The second key assessment is the completion of a final cumulative professional portfolio that includes artifacts which demonstrate all knowledge and performance indicators of the nine Illinois Professional Teaching Standards. The portfolio is pass/fail, but artifacts for each standard must be acceptable in order to receive a passing grade. Each candidate must upload a copy of his/her final portfolio to the Education Department where it will be maintained for a period of seven (7) years. Finally, each candidate must maintain at least a minimum grade point average of 2.50 in his/her major, Education classes, and overall.

In list form, each candidate must meet the following criteria in order to continue in the program:

Performance Criteria

1. Minimum GPA of 2.50 in all courses.
2. Minimum GPA of 2.50 in all Education classes including student teaching.
3. Minimum GPA of 2.50 in all classes in the candidate's major.
4. Acceptable performance in the student teaching experience as indicated by the performance checklist completed by the candidate's cooperating teacher and by the final grade assigned by the college supervisor.
5. Acceptable completion of a professional teaching portfolio that includes artifacts indicating how the candidate has met all nine Illinois Professional Teaching Standards.
6. Acceptable completion and presentation of the Assessment Project.

5. Assessment Point Five: Program completion

The Registrar of Wheaton College and the Department of Education complete the fifth and final formal assessment of each candidate. As noted in earlier evaluations, the candidate must maintain a GPA of 2.50 in his/her major, Education classes, and overall. Additionally, the candidate must complete all Wheaton College general education and major requirements. These final assessments are completed through a transcript evaluation completed by the Registrar. Finally, each candidate must successfully complete State of Illinois Assessment of Professional Teaching.

Once all of these requirements are met, a candidate is considered to be a program completer and he/she will be recommended to the State of Illinois for certification.

In list form, a candidate is considered to be a program completer when the following criteria are met:

Performance Criteria

1. Final GPA of 2.50 in all courses.
2. Final GPA of 2.50 in all Education courses.
3. Final GPA of 2.50 in all courses in the candidate's major.
4. Completion of all Wheaton College general education and major requirements.
5. Successful completion of the State of Illinois Assessment of Professional Teaching.

Other Criteria

1. Payment of all fees due.
2. Completion of State of Illinois Certification application.

Assessment of the Conceptual Framework

As a living document that provides the overall guidance for WheTEP, the unit's conceptual framework must be assessed on a regular basis. Changes or updates to the conceptual framework may be proposed by any member of the Education Department and the Secondary Education Advisory Committee (arts and sciences faculty who represent secondary certification disciplines). Additionally, input from selected school partners, candidates, graduates, and employers regarding the conceptual framework and other matters that affect the program is solicited annually through a mailing requesting formal feedback.

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