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EDU 115 Technology Integration into the Classroom Curriculum (3)

This course provides an overview of current computer applications and models of educational technology for the classroom through a hands-on project-based approach. Students will be able to creatively and effectively integrate the use of technology in the K-12 curriculum. Emphasis will be placed on learning how to use current technologies in a classroom setting. Particular focus will be placed on the pedagogy and how to effectively implement technology tools in the classroom to instruct students. Course activities include the use of Microsoft Office applications, educational software, and Internet research. This course includes two lecture and two lab hours. This course fulfills the general studies technology requirement only for teacher education students.

Student Learning Outcomes

Students will:

1. Demonstrate an understanding of information systems
2. Demonstrate an understanding of the uses of educational software applications
3. Demonstrate an ability to use most of the common and several of the advanced features of the Microsoft Office applications
4. Demonstrate an understanding and the use of computer systems to run software; to access, generate, and manipulate data; and to publish results
5. Demonstrate an understanding of the concepts and skills in making decisions concerning the social, ethical, and human issues related to computing and technology.
6. Demonstrate the use of telecommunications and information-access resources to support instruction

Course Topics

1. Technology integrated projects
2. Webpage creations
3. Interactive games
4. E-learning assignment
5. VLOGs



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EDU 205 Multicultural Education (3)

Students will examine the social and educational issues that affect the schooling of P-12 students from culturally diverse backgrounds. Course content will address particular issues such as ethnicity and race, socioeconomic status, gender, academic exceptionalities, sexuality, language, religion, and geographical location. Students will develop personal philosophies and apply models of multicultural education to various grade levels. Students will demonstrate effective teaching and learning strategies that are culturally relevant for P-12 students.

Student Learning Outcomes

Students will:

1. Demonstrate an understanding of how social, economic, cultural, and political factors affect the educational environments of students from culturally diverse backgrounds.
2. Effectively utilize culturally relevant and academically appropriate resources that promote reading, writing, and communication skills for students in specific grade-levels and/or content areas.
3. More deeply understand the experience of "being different" by participating in, reflecting on, and applying knowledge gained from interactions with diverse populations.
4. Create a personal philosophy of culturally responsive teaching and learning, which will serve as a foundation for structuring educational environments that meet the academic, social, and personal needs of students from culturally diverse backgrounds.

Course Topics

1. Identities/Cultures
 - a. Ethnicity/Race
 - b. Socioeconomics
 - c. Gender
 - d. Sexual Orientation
 - e. Exceptionality
 - f. Language
 - g. Religion
 - h. Geography
 - i. Youth Culture
2. Sympathy -> Empathy -> Compassion
3. Bystander Effect
4. Maslow's Hierarchy of Needs
5. Culturally Responsive Teaching



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EDU 210 Introduction to Teaching (W) (3)

This course is an introduction to the foundations of American education and the profession of teaching and professional practice. School organization, teaching dispositions, history and philosophy of education, and legal issues are explored through classroom discussion and direct observation in K-12 school settings. This course includes a 24 hour eight-week field component that requires weekly observations in assigned school settings.

Student Learning Outcomes

Students will:

1. Demonstrate professional dispositions in their roles as observers in clinical placements.
2. Describe the importance of professional development, collaborative relationships, and student advocacy through field observation reflections, textbook content, and classroom discussions.
3. Exhibit a thorough understanding of the issues impacting Prek-12 education, including professional development, student diversity, and school communities.
4. Analyze the historical and present legal, social, cultural, and geographical influences affecting education within the United States.
5. Produce research-based professional papers explaining personal educational philosophies and commitment to meeting the needs of diverse learners.
6. Describe the importance of parent communication and involving them in the formal schooling of their children with the focus being on student learning.

Course Topics

1. Why do you want to become a teacher?
2. Define the meaning of a school and its purposes.
3. Who are today's students in a diverse society?
4. How do social issues impact students?
5. Describe the curriculum that is taught.
6. What makes teacher effective in the classroom?
7. What should teachers know about technology and its impact on schools?
8. What are the ethical and legal issues facing teachers?
9. What the philosophical foundations of American Education?
10. What is the history of America's struggle for educational opportunity?
11. How are schools governed, influenced, and financed?
12. How should education be reformed?
13. What are your job options in education?
14. What can a new teacher expect?
15. What does it mean to be a professional?



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EDU 350 Educational Psychology: Human Growth and Learning (3)

COURSE DESCRIPTION

This course provides an examination of the major theories and research studies that address how individuals grow, develop, and learn. Students will explore the practical applications of providing learning opportunities in school settings that support the cognitive, social, emotional, moral/ethical, and physical development of all learners. Prerequisites: PSY 153, EDU 401, 409, 429, 458, 461. Concurrent enrollment: EDU 420, 430, 442, 446, 462.

Student Learning Outcomes

Students will:

1. Explain student's varying characteristics exhibited both in and outside the classroom.
2. Explain the application of learning theories to teaching tasks.
3. Understand the importance of motivational techniques and how to apply them in the classroom.
4. Define specific uses of various teaching methods.
5. Explain the basic concepts and tools for the measurement and evaluation of students.
6. Contrast Piaget's and Vygotsky's theory of cognitive development.
7. Demonstrate how teachers can help students develop their language and comprehension skills.
8. Compare and contrast Behaviorism and Social Cognitive Theory.

Course Topics

1. Teaching and educational psychology.
2. Cognitive and linguistic development.
3. Personal and social development.
4. Group differences.
5. Individual differences.
6. Learning, cognition, and memory.
7. Complex cognitive processes.
8. Learning and cognition in context.
9. Behaviorist views of learning.
10. Social cognitive views of learning.
11. Motivation and affect.
12. Instructional strategies.
13. Creating a learning environment.
14. Classroom assessment strategies.
15. Summarizing achievement and abilities



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EDU 401 Methods of Teaching Fine Arts (3)

This course prepares students with the understanding, concepts, techniques, and materials of the visual arts, music, drama, and dance. Students understand the cultural dimensions of the arts and the interrelationships among the art forms. Students are given the tools to promote artistic development, appreciation, and performance. Students will be able to use various tools, including technology, to create, analyze and perform works of art. Prerequisite: Acceptance into the Teacher Education Program. Concurrent enrollment: EDU 409, 429, 458, 461.

Student Learning Outcomes

Students will:

1. Understand the importance of integrating fine arts across class curricula. (IL-PTS-2012.1.I; IL-PTS-2012.2.D; I-PTS-2012.6.Q, S)
2. Reflect through their leadership demeanor, the cultural dimensions of the arts and interrelations among art forms. (IL-PTS-2012.3.L; IL-PTS-2012.H, I, S)
3. Understand the basic concepts, techniques, and materials of the four fine arts to construct lesson plans that meet the needs of their students. (IL-PTS-2012.2.I; IL-PTS-2012.3.Q; IL-PTS-2012.4.I, P; IL-PTS-2012.5.E, F; IL-PTS-2012.7.B, E, K)
4. Experience the use of various tools, including technology, to create, analyze and perform works. (IL-PTS-2012.2.K; IL-PTS-2012.4.E, N; IL-PTS-2012.8.L)
5. Demonstrate the use of various tools to create analyze, and perform works of art across the core curriculum. (IL-PTS-2012.2.J, P; IL-PTS-2012.3.Q)
6. Include school and community resources in their lesson plans to further learning, class inclusion and respect for each other and the community. (IL-PTS-2012.1.K, L; IL-PTS-2012.2.M; IL-PTS-2012.3.H; IL-PTS-2012.4A, B, L.M; IL-PTS-2012.8.A)
7. Create lesson plans for students that enable them to continue lifelong learning paths utilizing fine arts for the betterment of their personal well-being and future careers. (IL-PTS-2012.4.J, K; IL-PTS-2012.9)

Course Topics

1. Visual arts
2. Dramatic arts
3. Musical arts
4. Dance



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EDU 409 Introduction to Instructional Planning and Delivery (3)

This course prepares teacher candidates with strategies to plan and design instruction based upon knowledge of the content, students, community, and curriculum goals. The teacher candidates develop lessons for delivery in the classroom utilizing a variety of instructional strategies needed to enhance the development of critical thinking and problem solving skills, which are required in the current standards-based curriculum. Prerequisite: Acceptance into the Teacher Education Program. Concurrent enrollment: EDU 401, 429, 458, 461.

Student Learning Outcomes

Students will:

1. Become familiar with the CCSS-Math, CCSS-LA, NGSS, ILS and IL Social-Emotional Standards and will successfully align them with lesson objectives and assessment tools through lesson planning with information derived from content knowledge, learning theories and student needs (including those with IEPs).
2. Observe and participate in classroom teaching/activities in his/her respective field experience placement for 48 hours during an eight-week placement, becoming familiar with the curriculum goals and student diversity.
3. Plan and teach (with the assistance of the cooperating teacher) at least two lessons during the field experience and will develop improved strategies and techniques through self-evaluation of a videotape and through the evaluations of teaching performance by the university supervisor and cooperating teacher.
4. Participate in peer collaboration and address topics which include career education and differentiating instruction for learning styles, performance modes, and cultural diversity through the use of interdisciplinary learning and/or instructional resources and technologies.
5. Study programs and incorporate strategies into lesson plans to enhance students' emotional competence which is the ability to understand and manage their unique social-emotional situations.
6. Distinguish between behaviors that are considered professional and those which would not suit the profile of the future educator.

Course Topics

1. Learning Theories
 - a. Universal Design for Learning
 - b. Communities of Practice
 - c. Situated Learning
 - d. Experiential Learning
 - e. Motivational Design for Learning
 - f. 4C's
 - g. Looped Learning
 - h. Democratic/Progressive Education
2. Lesson Planning and Design/Pedagogy
 - a. Maslow's Hierarchy of Needs
 - b. Bloom's Taxonomy
 - c. Backwards Design
 - d. Flipped Classroom
 - e. Zone of Proximal Development/Scaffolding



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- f. Gradual Release (I do, We do, You do)
- g. Neuroscience in Teaching and Learning
- h. Social Emotional Learning
- i. Trauma Informed Teaching



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EDU 412 Methods in Teaching Reading and Writing in the Content Areas (3)

This course prepares teacher candidates with strategies to plan and design instruction based upon knowledge of the content, students, community, and curriculum goals. The teacher candidates develop lessons for delivery in the classroom utilizing a variety of instructional strategies needed to enhance the development of critical thinking and problem solving skills, which are required in the current standards-based curriculum. Prerequisite: Acceptance into the Teacher Education Program. Concurrent enrollment: EDU 401, 429, 458, 461.

Student Learning Outcomes

Students will:

1. The concept and essential skills/processes of content area literacy.
2. Vocabulary and comprehension development.
3. The function of writing and literature in content area coursework.
4. Grouping for instruction in content area coursework.
5. Appropriate assessment and evaluation processes.
6. The relationship of content area literacy to the Illinois Learning Standards.
7. Professional Development

Course Topics

1. Teaching reading, writing, speaking, listening, and critical thinking in the content area classroom.
2. Graphic organizers
3. Mapping tools
4. Culturally responsive teaching
5. Multimodal literacy practices
6. Discourse communities
7. Code switching
8. 21st century literacy skills (digital reading/writing/listening)
9. Arousing student motivation
10. Rubric development/assessment
11. Writing prompt development



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EDU 420 The Learning Environment (3)

This course prepares teacher candidates to understand what fuels individual/group motivation and how to use that knowledge to create a learning environment that encourages positive social interaction, active learning, and self-motivation to learn/achieve. Prerequisites: EDU 401, 409, 429, 458, 461. Concurrent enrollment: EDU 350, 430, 442, 446, 462.

Student Learning Outcomes

Students will:

1. Research, understand and then successfully apply principles and strategies of effective classroom management to a variety of scenarios.
2. Study specific classroom management programs and incorporate strategies in a lesson plan to enhance elementary students' emotional competence and improve the learning environment.
3. Create a complete and personal classroom management plan including the following components: philosophy statement, classroom arrangement design, classroom rules, classroom consequences and rewards, classroom procedures and sponge activities.
4. Apply strategies in how to gather information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities.
5. Learn how to analyze the classroom environment and make decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation and classroom engagement.
6. Learn to organize, allocate and manage time, materials, technology, and physical space in order to provide an environment with active and equitable engagement of students in productive learning activities.
7. Display an understanding of group dynamics and how to apply it to classroom management
8. Identify factors that influence motivation and engagement.
9. Identify strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making and develop skills to work both collaboratively and independently.
10. Identify ways to facilitate a learning community in which individual differences are respected.
11. Distinguish between field experience behaviors that are considered professional and those which would not suit the profile of the future educator.

Course Topics

1. Teacher responsibilities
2. Building relationships
3. Social emotional learning
4. Theorists: Jones, Wong, Canters, Kounin, Biffle, Evertson, Restorative Practices
5. Classroom management: arrangement, procedures, rules/expectations, rewards/consequences, sponge activities, philosophy
6. Whole brain teaching
7. Working with families
8. Acting out cycle
9. Classroom meetings and closing circles
10. Mindfulness/meditation in the classroom



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11. Teacher self-care
12. PBIS



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EDU 429 Children's Literature for Elementary Teachers (3)

In this class, students will research diverse children's literature and authors of various literary genres. Learning theories, instructional delivery, collaborative relationships, and technology connected to children's literature will be emphasized. National (International Reading Association and National Council of Teachers of English) and state standards (Common Core State Standards) connected to the implementation of a children's literature curriculum will be highlighted. Children's literature in traditional print, online, and digital formats are part of this course. Prerequisite: Acceptance into the Teacher Education Program. Concurrent enrollment: EDU 401, 409, 458, 461.

Student Learning Outcomes

Students will:

1. Develop a wide knowledge of children's literature.
2. Critically analyze children's literature
3. Prepare age and culturally appropriate activities for chosen literature
4. Share quality books with peers in class
5. Have been active participants during class activities
6. Learn to integrate children's literature across the curriculum
7. Receive planned instruction on how to integrate quality children's literature in the curriculum
8. Experience selecting multicultural literature to meet the needs of culturally diverse students
9. Examine the work of a well-respected author or illustrator in children's literature

Course Topics

1. Genres (traditional books and digital texts)
2. Read alouds (traditional and interactive)
3. Classroom libraries and leveling systems
4. Children's literature awards
5. Searching diverse children's awards to include all students
6. Authors and illustrators
7. History of books
8. Censorship and selection
9. Teaching with books
10. Implementing book clubs
11. Finding high quality books for the classroom
12. Professional development groups and the content area



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EDU 430 Early Literacy (W) (3)

This course is designed as a study of early literacy. The foundations of reading and language acquisition are explored. Students will become familiar with research related to the acquisition of literacy, including the development of oral language and its relation to reading and writing. Phonemic awareness, phonics instruction, vocabulary, fluency, comprehension as well as the scaffolding and development of these skills are the focus of this course. Prerequisites: EDU 401, 409, 429, 458, 461. Concurrent enrollment: EDU 350, 420, 442, 446, 462.

Student Learning Outcomes

Students will:

1. Major approaches to early literacy instruction (2A, 2B, 2D, 2E, 2G, 2H, 2M, 5B, 5C, 6A, 6C); 1,2,5; 1, 2.1
2. Phonemic Awareness as a precursor to literacy acquisition and effective research-based instructional strategies (2A, 2E, 2H, 2J); 1, 2, 5; 2.1
3. Components of effective phonics instruction and effective research-based instructional strategies (2A, 2C, 2J, 3A,); 1, 2, 5; 2.1
4. Development and application of word identification skills (2A, 3A, 6A, 6L); 1, 2, 5; 2.1
5. Components of fluency and research-based strategies for effective classroom instruction (2A, 2C, 2J, 5A, 6A, 6B, 6I); 1, 2, 5; 2.1
6. Components of effective early literacy vocabulary instruction/word identification skills (2A, 2C, 2I, 5A, 6A, 6I); 1, 2, 5; 2.1
7. Components of effective early literacy comprehension instruction and research-based classroom strategies (2A, 2C, 2I, 5A, 6A, 6B, 6I); 1, 2, 5; 2.1
8. Inclusivity of age, gender, race, ethnicity, and class in literacy instruction (1A, 1C, 2E); 1, 2, 4, 5; 3.2
9. Assessment of learning in the literacy processes (7A, 7B, 7E, 7K, 7Q); 3; 4

Course Topics

1. Foundations of Reading
2. Reading and Language acquisition
3. Phonemic Awareness
4. Phonics
5. Foundations of Comprehension
6. Foundations of Vocabulary Development
7. Foundations of Fluency
8. Assessing Emergent Literacy
9. Foundations of remediating reading deficits



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EDU 435 Methods of Teaching Content Area Reading (Elementary) (3)

This course involves study about the teaching of content area reading in elementary school. Emphasis is placed on an understanding of the reading process, research-based best practices, the importance of content area reading instruction, and current methods and materials used in content area reading instruction and assessment. Lecture-discussions, small group/workshop exercises, reflective writing, and simulated teaching may comprise the class activity format. Prerequisites: EDU 350, EDU 420, 430, 442, 446, 462. Concurrent enrollment: EDU 441, 445, 460, 463, SPE 405.

Student Learning Outcomes

Students will:

(in parentheses, the applicable Illinois Professional Teaching Standards); (in italics, the applicable IRA standards); (in BOLD the applicable ACEI standards).

1. Major approaches to content area reading instruction (2A, 2B, 2D, 2E, 2G, 2H, 2M, 6A, 6C); 1.1, 1.3, 2.1; 1, 2.1
2. Components of fluency and research-based strategies for effective classroom instruction (2A, 2C, 5A, 6A, 6B, 6I); 2.1, 2.2; 2.1
3. Components of effective vocabulary instruction (2A, 2C, 2I, 5A, 6A, 6I); 2.1, 2.2; 2.1
4. Components of effective comprehension instruction and research-based classroom strategies (2A, 2C, 2I, 5A, 6A, 6B, 6I); 2.1, 2.2; 2.1
5. Integration of the literacy processes with content area instruction (2A, 2C, 2D, 2N, 2Q, 6F, 6G, 6I); 2.1, 2.2, 2.3; 2.1
6. Inclusivity of age, gender, race, ethnicity, and class in literacy instruction (1A, 1C, 2E); 4.1, 4.2; 3.2
7. Assessment of learning in the literacy processes (7A, 7B, 7E, 7K, 7Q); 3.1; 4

Course Topics

1. Developing Vocabulary Instruction/Strategies
2. Developing Fluency Instruction/Strategies
3. Developing Comprehension Instruction/Strategies
4. Assessing Fluency and its components
5. Remediating deficits in vocabulary/fluency/comprehension
6. Developing a unit of instruction to include vocabulary/fluency/comprehension/accommodations



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EDU 441 Teaching Elementary Mathematics (3)

This course highlights the structure and process of teaching mathematics in the elementary school with alignment to the Common Core Standards. Lesson topics emphasize combating mathematics anxiety, developing various instructional strategies (including Singapore mathematics methods), encouraging proper use of academic vocabulary, promoting metacognition through mental mathematics and all problem solving experiences, integrating appropriate mathematics manipulatives and technology in developmentally appropriate ways, and creating a variety of assessment tools to satisfy differentiation of instruction. Discovery learning instruction will be modeled, as well as a variety of collaboration models for sharing mathematical ideas, highlighting the needs of students with exceptionalities and those from disadvantaged or culturally different backgrounds. Prerequisites: EDU 350, 420, 430, 442, 446, 462. Concurrent enrollment: EDU 435, 445, 460, 463, SPE 405.

Student Learning Outcomes

Students will:

1. TTCW foster positive attitudes about the teaching and learning of mathematics through the reflection of past experiences in the mathematics classroom setting and learn how to identify and alleviate math anxiety in his/her future elementary students. 2010 IPTS 1A, C, F, H, K, L, 2C, E, G,4D, 5F, 6E 9H ACEI 2.3, 5.1 MECFG- KP 1, 4 CP 7, 8 LL 19 MCS 1,11
2. TTCW learn to implement the curricular reform standards of major national projects, especially the NCTM Principles and Standards for School Mathematics, the new Common Core Standards, RtI (Response to Intervention) and the IL Social/Emotional Standards through emphasis of guidelines for planning and evaluating instruction by including problem solving, assessment variety and differentiation in the creation of numerous lesson planning assignments and a mock yearly plan. 2010 IPTS 2F, I, 3A, G, J, O, 4E, 5C, E, 7 A, B, E, I, K, O, P, Q ACEI 2.3 MECFG- KP 1, 2, 3, 4, 5, 6 CP 7, 12 LL 15, 17 MCS 4,5
3. TTCW research and apply learning theories, ideas, instructional strategies, resources, and approaches to teach specific mathematics topics to diverse students of varied abilities and backgrounds through the embedding of hands-on and technological experiences in lesson plan assignments in order to learn how to support elementary students as they identify and appreciate their own mathematical thinking processes. 2010 IPTS 1B, C, E, G, H, I, J, K, L, 2A, B, C, D, E, F, G, J, K, L, M, N, P ACEI (2.3, 3.1, 3.2) MECFG- KP 1, 2, 3, 4, 6 CP 7,12 LL 16 MCS 1,2,3,4,5,6,7,8,9,10,11
4. TTCW increase his/her theoretical knowledge and practical experience through the planning of a lesson segment and through the planning/delivery of a math tutoring session. 2010 IPTS 3B, C, D, E, G, H, I, K, L, M, N, Q, 5A, B, C, E, F, I, J, K, L, M, N, R, S, 7B, E, F, I, K, L, O, P, Q ACEI 2.3, 3.1 MECFG- KP 1, 2, 3, 4, 5, 6 CP 10, 12 MCS 1,2,3,4,5,6,7,8,9,10,11
5. TTCW broaden his/her repertoire of practical teaching strategies and activities in order to become familiar with ways to integrate mathematics into other content areas and to connect mathematics concepts in a yearly plan. 2010 IPTS 1I, 2D, N, 3L, 5D ACEI 2.3, 3.1 MECFG- KP 1, 2, 4 CP 12 LL 15 MCS 1,2,3,4,5,6,7,8,9,10,11
6. TTCW develop lesson plans that provide varied assessment tools to collect data in multiple modes. 2010 IPTS 3A, D, E, H, J, K, L, M, N, Q, 6 E, 7B, E, F, I, K, L, O, Q ACEI 2.3, 3.1 MECGF- KP 5 CP 7 LL 15 MCS 1,2,3,4,5,6,7,8,9,10,11
7. TTCW gain appreciation for the role of discourse in learning mathematics and explore ways to facilitate it in his/her future elementary math classroom. 2010 IPTS 4B, C, K N, 8B, L ACEI 2.3, 3.5 MECFG- KP 1, 2, 3, 4 CP 9, 10 LL 15, 19 MCS 1



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8. TTCW study programs and incorporate strategies into math lesson plans to enhance elementary students' emotional competence which is the ability to understand and manage their unique social-emotional situations. 2010 IPTS 3C, K, 4B, C, D, E MECFG- KP 3, 4 CP 7, 12 LL 15, 20 ACEI 5 MCS 1
9. TTCW participate in collegial discussions to facilitate the development of a professional philosophy; becoming reflective about students, student learning and, teaching beliefs as they relate to the teaching of mathematics. 2010 IPTS 6E, S, 8B, L ACEI 5.1 MECFG CP 10, 11 LL 19 MCS 1,11

Course Topics

1. Practices and Processes of Doing Math
2. Developing counting and number sense
3. Place value and decimals
4. Operations
5. Standard and alternative: computational algorithms
6. Fractions
7. Ratio, proportion and percent
8. Geometry
9. Algebraic thinking
10. Data analysis, statistics and probability



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EDU 442 Teaching Science in the Elementary Classroom (3)

This course explores the theory and practice of instructional design specific to the teaching and learning of science. Students will examine the core concepts of earth, physical, and biological sciences through use of science practices appropriate for the elementary classroom. The focus will be on instructional strategies to engage all students in science learning and problem-solving. Prerequisites: EDU 401, 409, 429, 458, 461. Concurrent enrollment: EDU 350, EDU 420, 430, 446, 462.

Student Learning Outcomes

Students will:

1. Develop knowledge of science content and pedagogy through a hands-on, inquiry-based approach (IPTS 2B, 2D 4C, 4D; ACEI 2.2; KP 1; NSES A; NSTA 1, 2)*
2. Identify and evaluate a variety of physical and technological resources to support science teaching and learning (IPTS 2I, 5C, 5F; KP 6; LL 16; ACEI 2.2; NSES A, D; NSTA 2, 3, 4)
3. Utilize current science standards as the basis of instructional planning (IPTS 2B, 3A; ACEI 2.2; KP 4; LL 15; NSES A, E; NSTA 1)
4. Design and implement developmentally-appropriate science lessons to build student content understanding for personal and social applications, and to convey the nature of science (IPTS 3B, 3C, 3F, 3Q, 4C, 5B, 5D, 5E, 5F; ACEI 2.2, 3.1, 3.5; KP 2; NSES A; NSTA 1, 2; SEL 2C)
5. Identify and demonstrate understanding of strategies for assessing science learning (IPTS 7B, 7E; ACEI 4.0; KP 5; NSES C; NSTA 5)
6. Record, share, and reflect upon course information and personal development as a future science teacher (ACEI 2.2, 5.2; CP 10; LL 19)

Course Topics

1. Energy and Electricity
2. Hands-on science
3. Science Notebooks
4. The learning cycle
5. Resources for teaching science
6. Who are scientists?
7. Assessing science learning
8. Science fair testing



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EDU 445 Learning and Teaching Language Arts (W) (3)

In this class, teacher candidates will explore the writing, speaking, listening, and language strands of the Common Core State Standards. Instructional delivery will closely model the foundations set forth by the National Council of Teachers of English. Teacher candidates will develop effective teaching strategies via observation requirements, lesson plans, daily oral language, and peer teaching assignments. Reflective measures such as professional development experiences, lesson plan reflections and designing an ELA classroom learning foundation will be utilized to become better-prepared teachers. In addition, informal and formal assessments in ELA will be explored. Prerequisites: EDU 350, 420, 430, 442, 446, 462. Concurrent enrollment: EDU 435, 441, 460, 463, SPE 405.

Student Learning Outcomes

Students will:

1. Knowledge of the six language arts: listening, talking, reading, writing, viewing, and visually representing
2. Skills to teach the language arts throughout the content areas
3. Language arts lessons to meet the needs of diverse learners
4. A variety of methods and theories to use when teaching the language arts
5. Writing activities to use across the curriculum
6. Talking activities to use across the curriculum
7. Knowledge of the four language arts patterns of practice
8. An awareness of ways to assess language arts
9. (Graduate students) Produced a professional presentation and disseminated the results to colleagues

Course Topics

1. Theorists and ELA
2. Assessment techniques
3. ELA conferences
4. Academic and social language
5. Illinois ELA standards
6. Emergent literacy
7. Writing stages
8. Writing process
9. Spelling, grammar, and handwriting
10. Patterns of practice
11. Personal writing
12. Talking and listening in the classroom



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EDU 446 Methods of Teaching and Learning Social Science in the Elementary Classroom (3)

This course is designed to introduce teacher candidates to the methods of teaching and learning social science in the elementary classroom. Candidates will demonstrate competency in curriculum development and instructional planning of integrated social science content that effectively meets the needs of diverse learners. Candidates will also exhibit instructional delivery techniques that focus on critical thinking, problem solving, and performance as well as assessment strategies appropriate to various developmental levels and cultural backgrounds. Prerequisites: EDU 401, 409, 429, 458, 461. Concurrent enrollment: EDU 350, 420, 430, 442, 462.

Student Learning Outcomes

Students will:

1. TCW will apply the theory of integrated curriculum by creating a Learning Segment Project (LSP) that incorporates multiple social studies content areas.
2. TCW will create lesson plans in which specific NCSS Themes and IL Learning Standards for Social Science are aligned with guiding questions, learning objectives, lesson concepts, learning activities, as well as informal and formal assessments.
3. TCW will design a variety of formative and summative assessment techniques (e.g. test items, product assessments, formal and informal assessments, and rubrics) into planning and implementing elementary social studies instruction.
4. TCW incorporate appropriate and effective teaching strategies that facilitate engagement with social studies content for students at various grade levels and with special learning needs, limited English language proficiency, and diverse cultural/ethnic backgrounds.
5. TCW evaluate the purpose of elementary social studies education and role of social studies teachers through group and class discussion, readings, writings, field observations, and self-reflections.
6. TCW use relevant, appropriate, and engaging technology-based resources to enhance students' comprehension of content; TCW will use technology to organize, analyze, gather, and interpret information for use in social studies instruction.

Course Topics

1. Educational Theory and Lesson Planning
2. Social Science themes
3. Assessment and Social Science
4. Strategies for Teaching Social Science
5. Technology and Social Science



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EDU 451 Methods of Teaching Physical Education (K-12) (3)

Physical Education candidates develop knowledge and skills for planning, implementing and evaluating appropriate effective physical education progressions and programs for grades K-12. The course will focus on knowledge skills related to effective instructional strategies, efficient management and organizational principals, and motivational techniques specific to teaching physical education. Does not count toward a major in Physical Education. A 48-hour eight-week field experience is a course requirement. This course should be taken during the semester preceding student teaching. Prerequisite: Admission to the Teacher Education Program.

Student Learning Outcomes

Students will:

1. Identify appropriate developmental levels and physical characteristics of children grades K-12.
2. Appreciate the differences in the classroom and gymnasium settings as related to teaching/instructional and management strategies
3. Demonstrate an understanding of a variety of teaching styles appropriate for K-12 Physical Education instruction.
4. Identify the types of human movement (loco motor, axial and manipulative) and ways they can be developed in all students.
5. Understand how individuals differ in their approaches to learning and will be able to plan for and deliver instruction that accommodates for these differences including adaptation plans for those with special needs.
6. Demonstrate effective verbal, nonverbal, and communication techniques to foster inquiry, collaboration, and engagement in physical activity.
7. Apply an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
8. Design/compose a unit plan for elementary and secondary level students in a physical education class. Elements will include but not be limited to: Title, Rationale, Unit objectives, Lesson Plans, Technology, and Assessment strategies.
9. Identify Physical Education curriculum models and their primary focus and how a given model impacts student learning outcomes
10. Recognize the role of research while using it to inform practice, participate in professional activities in the teaching profession.
11. Collaborate with other in class to plan/implement instruction for grades K-8 for a themed activity.
12. Recognize the need to take the "advocacy" stance for keeping Physical Education in the school curriculum. (Encourage membership in SHAPE or another national agency)
13. Promote holistic learning that encompass all three learning domains-cognitive, psychomotor and affective

Course Topics

1. Teaching physical education
2. Designing learning experiences and tasks
3. Content, analysis and development
4. Planning, lessons and assessments
5. Teaching strategies
6. Observation techniques and tools



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EDU 458 Assessing Student Learning (3)

A review of theory, policy, and practice related to the assessment of student learning outcomes in the K-12 classroom. Content includes the writing of instructional objectives, types of assessment and their construction, and the analysis and use of test results. The focus is on strategies for assessing student learning and use of assessment data in instructional decision making. Prerequisite: Acceptance into the Teacher Education Program. Concurrent enrollment: EDU 401, 409, 429, 461.

Student Learning Outcomes

Students will:

1. Define assessment as a means of evaluating how students learn and what they know and are able to do in order to meet established standards (IPTS 7B; KP 5; ACEI 4.0*);
2. Utilize content standards as the basis of design for student learning objectives (IPTS 3A, 5A; KP 5; ACEI 4.0)
3. Identify the purposes, characteristics, and limitations of different types of formative, summative, informal, formal and standardized assessments (IPTS 7A, 7F, 7I, 9G; KP 5; ACEI 4.0);
4. Explain and apply measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring (IPTS 7C; ACEI 4.0);
5. Analyze and construct assessment instruments for evaluation of student learning and dispositions (IPTS 1E, 5G, 5H, 7E; CP 8, 10; KP 5; ACEI 4.0; ILSEL 1);
6. Analyze and interpret assessment results for the purposes of improving teaching practice and student learning (IPTS 3D, 3G, 7D, 7G, 7I, 8F; KP 5; ACEI 4.0);
7. Research and discuss current state and federal policy regarding assessment and assessment accommodations for all student populations (7H, 8A, 9G; LL 17, 20; ACEI 4.0).

Course Topics

1. Assessment Validity and Reliability
2. Formative and Summative Assessment
3. Learning targets
4. Assessment design
5. Bias in grading
6. Constructing a test
7. Performance assessment



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EDU 460 Movement Concepts (2)

This course provides elementary education majors with exposure to movement and physical fitness concepts as well as to types of individual and team activities that help elementary students develop active lifestyles and improved quality of life.

Prerequisites: EDU 350, 420, 430, 442, 446, 462. Concurrent enrollment: EDU 435, 441, 445, 463, SPE 405.

Student Learning Outcomes

Students will:

1. Describe the concept of physical education as defined by the profession and identify the teacher's role in providing physical activity and physical education for students. (IL 19, 20)
2. Explain the value of physical education programs in the elementary grades and the importance of physical activity in education. (IL 19)
3. Identify motor development and motor learning concepts applicable to the teaching of physical education. (IL 23)
4. Identify developmentally appropriate practices and activities for teaching movement to children. (IL 23)
5. Participate in activities from various movement forms. (IL 19, 23, 21)
6. Identify fitness concepts and activities appropriate for K-6 students. (IL 20)
7. Develop strategies to integrate students with special needs into the movement activities of the classroom and physical education program. (IL 20)
8. Describe the characteristics of a quality physical education program. (Kovar, et al, 2012)
9. Develop a lesson plan based on Live Text for teaching subject content through movement. (Kovar, et al, 2012)
10. Understand how to organize activities, provide specific feedback on skill performance, and help students choose responsible behavior. (IL 24)
11. Implement various teaching strategies and organization techniques when teaching movement.

Course Topics

1. Motor development and learning for children
2. Movement components and skill development
3. Exercise concepts and fitness education
4. Physical education curriculum
5. Motivating children to be active



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EDU 473 Methods of Teaching Mathematics (Secondary) (3)

An introduction to current methods, concepts, and curricular materials appropriate for use in secondary mathematics. Required of all teaching majors in mathematics. Instructional methods appropriate for the exceptional, disadvantaged and culturally different learner are included. Does not count toward a mathematics major. May not be used as a core curriculum requirement for graduation. This course should be taken during the semester preceding student teaching. A 48-hour eight-week field experience is a course requirement. This course should be taken during the semester preceding student teaching. Prerequisite: Admission to the Teacher Education Program.

Student Learning Outcomes

Students will:

(The applicable 2010 Illinois Professional Teaching Standards, IL Core Technology Standards, IL Core Language Arts Standards, and the McKendree Education Conceptual Framework goals are noted in parentheses. Standards for Middle Level Mathematics Teachers are addressed as well.):

1. Be provided with ideas, techniques, resources, and approaches to teach mathematics to students of varied abilities, backgrounds, and ethnicities (IPTS 1,2, 3,5,7); ICTS 3,5; ICLA 1; KP, CP, LL);
2. Be acquainted with the curricular reform standards of major national and Illinois projects, especially the NCTM Principles to Actions and the Illinois CCSSM (IPTS 3, 8, 9; KP, LL); and
3. Be familiarized with current trends and issues relevant to the teaching and assessment of middle school mathematics, including effective uses of technology; research based instruction; differentiated instruction; and formative and summative assessments (IPTS 1,2, 3, 5, 7; ICTS 1,5,7; ICLA 1; KP).

Course Topics

1. Curriculum resources
2. Planning and learning theories
3. The number system
4. Ratios and proportional relationships
5. Differentiated instruction
6. Formative and summative assessment
7. Expressions and Equations
8. Functions
9. Technology
10. Geometric tools
11. Geometry
12. Reading in math classes
13. Statistics and probability



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EDU 474 Methods of Teaching Mathematics (Middle School) (3)

Introduction to and practice of current methods, concepts, and curricular materials appropriate for use in middle school mathematics. Includes use of calculators, computers, and manipulatives as tools for learning mathematics. Methods of instructing the exceptional, disadvantaged, and culturally different child are also included. Prerequisite: Admission to the teacher education program. Concurrent enrollment: EDU 466.

Student Learning Outcomes

Students will:

The goals for this course are to (The applicable 2010 Illinois Professional Teaching Standards, IL Core Technology Standards, IL Core Language Arts Standards, and the McKendree Education Conceptual Framework goals are noted in parentheses.

Standards for Middle Level Mathematics Teachers are addressed as well.):

1. Provide middle school mathematics teacher candidates with ideas, techniques, resources, and approaches to teach mathematics to students of varied abilities, backgrounds, and ethnicities (IPT 1,2, 3,5,7); ICTS 3,5; ICLA 1; KP, CP, LL);
2. Acquaint middle school mathematics teacher candidates with the curricular reform standards of major national and Illinois projects, especially the NCTM Principles to Actions and the Illinois CCSSM (IPT 3, 8, 9; KP, LL); and
3. Familiarize middle school mathematics teacher candidates with current trends and issues relevant to the teaching and assessment of middle school mathematics, including effective uses of technology; research based instruction; differentiated instruction; and formative and summative assessments (IPT 1,2, 3, 5, 7; ICTS 1,5,7; ICLA 1; KP).

Course Topics

1. Curriculum resources
2. Planning and learning theories
3. The number system
4. Ratios and proportional relationships
5. Differentiated instruction
6. Formative and summative assessment
7. Expressions and Equations
8. Functions
9. Technology
10. Geometric tools
11. Geometry
12. Reading in math classes
13. Statistics and probability



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EDU 475 Methods of Teaching English/Language Arts (Secondary) (3)

A survey of appropriate methods and materials useful in teaching English in the secondary schools including evaluation of written compositions and an introduction to current approaches to literary analysis. The students will develop at least one teaching unit. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner are included. Required of all teaching majors in English. Does not count toward the English major and may not be used to satisfy a core curriculum requirement. This course should be taken during the semester preceding student teaching. A 48-hour eight-week field experience is a course requirement. Prerequisite: Admission to the Teacher Education Program.

Student Learning Outcomes

Students will:

1. Gain theoretical background for student teaching assignments and for their careers as classroom teachers;
2. Be able to plan courses and develop unit and lesson plans in writing, language, and literature that address different kinds of learners and diverse groups;
3. Gain practice in evaluating students' writing and oral communication, as well as their understanding of literature and grammar, including vocabulary;
4. Gain experience in devising unit and implementing lesson plans (including classroom practice teaching sessions) that incorporate critical thinking and analysis of literature, as well as writing, speaking, and use varied instructional techniques, including technology;
5. Familiarize themselves with professional organizations, publications, and resources which support English instruction;
6. Discuss and apply key terms/concepts and methodologies needed for the teaching of literature;
7. Increase sensitivity about multicultural issues concerning the language and literature classroom, including the use of potentially controversial materials, issues of censorship, etc.
8. Develop appropriate assessment tools (rubrics) to measure classroom activities and written and oral assignments and use assessment knowledge to modify instruction (includes study of impact on student learning in field experience)
9. Demonstrate professional and pedagogical knowledge of NCTE standards 1-4 and corresponding IPTS standards as appropriate and relevant to this course.
10. Incorporate Common Core Standards into lesson and unit plans
11. Foster achievement Ed TPA Standards, including use of specialized terms, and the completion of a "learning segment" (lesson plan sequence).

Course Topics

1. Instructional planning and curriculum objectives;
2. Writing as process toward product (pre-writing, drafting, revision, editing techniques);
3. Grammatical and mechanical skills for editing;
4. Lesson presentation skills (interpersonal communication questioning techniques, audio-visual and graphic aids, lecture and discussion, etc.);
5. Collaborative learning practices;
6. Approaches to literary genres and textual analysis;
7. Designing assignments for writing and reading;



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8. Testing, assessment and grading practices;
9. Review of contemporary research and literature of the field (learning styles, effectiveness of specific techniques; and resources available);



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EDU 477 Methods of Teaching English/Language Arts (Middle School) (3)

A survey of appropriate methods and materials useful in teaching English and language arts in the middle school including evaluation of written compositions and an introduction to current approaches to literary analysis. The students will develop at least one teaching unit. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner are included. Prerequisite: Admission to the teacher education program. Concurrent enrollment: EDU 466.

Student Learning Outcomes

Students will:

1. Gain theoretical background for student teaching assignments and for their careers as classroom teachers;
2. Plan courses and develop unit and lesson plans in writing, language, and literature that address different kinds of learners and diverse groups;
3. Gain practice in evaluating students' writing and oral communication, as well as their understanding of literature and grammar, including vocabulary;
4. Gain experience in devising unit and implementing lesson plans (including classroom practice teaching sessions) that incorporate critical thinking and analysis of literature, as well as writing, speaking, and use varied instructional techniques, including technology;
5. Familiarize themselves with professional organizations, publications, and resources which support English instruction;
6. Discuss and apply key terms/concepts and methodologies needed for the teaching of literature;
7. Increase sensitivity about multicultural issues concerning the language and literature classroom, including the use of potentially controversial materials, issues of censorship, etc.
8. Develop appropriate assessment tools (rubrics) to measure classroom activities and written and oral assignments and use assessment knowledge to modify instruction (includes study of impact on student learning in field experience)
9. Demonstrate professional and pedagogical knowledge of NCTE standards 1-4 and corresponding IPTS standards as appropriate and relevant to this course.
10. Incorporate Common Core Standards into lesson and unit plans
11. Foster achievement Ed TPA Standards, including use of specialized terms, and the completion of a "learning segment" (lesson plan sequence).

Course Topics

1. Instructional planning and curriculum objectives;
2. Writing as process toward product (pre-writing, drafting, revision, editing techniques);
3. Grammatical and mechanical skills for editing;
4. Lesson presentation skills (interpersonal communication questioning techniques, audio-visual and graphic aids, lecture and discussion, etc.);
5. Collaborative learning practices;
6. Approaches to literary genres and textual analysis;
7. Designing assignments for writing and reading;
8. Testing, assessment and grading practices;



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9. Review of contemporary research and literature of the field (learning styles, effectiveness of specific techniques; and resources available);



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EDU 454/455/456/461/462/463/464/465/466/467/468/469 Field Practicum

Field experience in a classroom of a local school under the guidance and supervision of an experienced teacher and university supervisor.

Student Learning Outcomes

Students will:

1. Demonstrate an understanding of the school as a functioning social body. The candidate will be able to articulate the formal/ informal customs and cultural diversity of the school, describe and prepare lessons appropriate to the student group and its structure, and identify relationships between the school and the community it serves. (2010 IPTS 1A, 1C, 1D, 1E, 1G, 1H, 1I, 1J, 1K, 1L, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H, 8I, 8J, 8K, 8L, 8M, 8N, 8O, 8P, 8Q, 8R, 8S, 8T, 9B, 9K, 9O; McK Conceptual Framework KP 1-4, CP 7, 9-12, LL 17, 20)
2. Practice and demonstrate a personal repertoire of teaching skills. The candidate will implement a variety of questioning styles, incorporate different instructional strategies, plan proper formal/informal assessments and infuse technology into instruction when appropriate. (2010 IPTS 2B, 2C, 2F, 2G, 2L, 2M, 2N, 2O, 5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 5M, 5N, 5O, 5P, 5R, 5S, 6G, 6H, 6I, 6L, 6M, 6N, 6P, 6R, 7A, 7D, 7E, 7F, 7G, 7J, 7K, 7M, 7O, 7Q; McK Conceptual Framework KP 1, 3-6, CP 13, 15)
3. Demonstrate an understanding of professional educational standards, ethics, customs, and organizations through applied practice in the classroom. The candidate will model professionalism at all times during the student teaching placement. (2010 IPTS 9E, 9F, 9G, 9H, 9I, 9Q, 9R; McK Conceptual Framework CP 14, LL 16-19)
4. Plan and deliver instructional lessons, maintain a classroom management plan and utilize available materials and equipment present in the classroom. (2010 IPTS 3A, 3B, 3C, 3D, 3F, 3G, 3H, 3I, 3K, 3L, 3M, 3P, 3Q, 4A, 4F, 4G, 4H, 4I, 4J, 4K, 4M, 4O, 4P; McK Conceptual Framework KP 1, 2, 4, 6, CP 8, 10, 13)

Course Topics

1. Planning for Instruction
2. Lesson Planning
3. Delivery of Instruction
4. Assessment of Instruction
5. Reflection



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EDU 490 Student Teaching Seminar (3)

This course addresses the student teaching field experience and culminating assessments for program completion and licensure. Concurrent enrollment: EDU 495, 496, or 497.

Student Learning Outcomes

Students will:

1. Reflect upon and learn from the classroom experiences of self and others.
2. Complete assessment requirements for state licensure
3. Prepare for successful job search and entry into a career in education.

Course Topics

1. Characteristics of successful teachers
2. Goal setting
3. Resume writing
4. Job searches
5. Interviewing
6. Networking
7. Licensure procedures



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EDU 492/493/495/496/497/492/493/495/496/497 Student Teaching

Field experience in selected schools under the guidance and supervision of experienced teachers and clinical supervisors.

Student Learning Outcomes

Students will:

1. Demonstrate an understanding of the school as a functioning social body. The candidate will be able to articulate the formal/ informal customs and cultural diversity of the school, describe and prepare lessons appropriate to the student group and its structure, and identify relationships between the school and the community it serves. (2010 IPTS 1A, 1C, 1D, 1E, 1G, 1H, 1I, 1J, 1K, 1L, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H, 8I, 8J, 8K, 8L, 8M, 8N, 8O, 8P, 8Q, 8R, 8S, 8T, 9B, 9K, 9O; McK Conceptual Framework KP 1-4, CP 7, 9-12, LL 17, 20)
2. Practice and demonstrate a personal repertoire of teaching skills. The candidate will implement a variety of questioning styles, incorporate different instructional strategies, plan proper formal/informal assessments and infuse technology into instruction when appropriate. (2010 IPTS 2B, 2C, 2F, 2G, 2L, 2M, 2N, 2O, 5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 5M, 5N, 5O, 5P, 5R, 5S, 6G, 6H, 6I, 6L, 6M, 6N, 6P, 6R, 7A, 7D, 7E, 7F, 7G, 7J, 7K, 7M, 7O, 7Q; McK Conceptual Framework KP 1, 3-6, CP 13, 15)
3. Demonstrate an understanding of professional educational standards, ethics, customs, and organizations through applied practice in the classroom. The candidate will model professionalism at all times during the student teaching placement. (2010 IPTS 9E, 9F, 9G, 9H, 9I, 9Q, 9R; McK Conceptual Framework CP 14, LL 16-19)
4. Plan daily lessons/weekly units of instruction, maintain a classroom management plan and utilize available materials and equipment present in the classroom. (2010 IPTS 3A, 3B, 3C, 3D, 3F, 3G, 3H, 3I, 3K, 3L, 3M, 3P, 3Q, 4A, 4F, 4G, 4H, 4I, 4J, 4K, 4M, 4O, 4P; McK Conceptual Framework KP 1, 2, 4, 6, CP 8, 10, 13)

Course Topics

1. Planning for Instruction
2. Lesson Planning
3. Delivery of Instruction
4. Assessment of Instruction
5. Reflection



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EDU 499 Teaching Performance Assessment (0)

This is the culminating assessment for student teaching required for graduation and Illinois state teaching licensure. Student teachers will be required to complete the APT exam and edTPA assignment mandated by the state. Concurrent enrollment: EDU 495, 496, or 497.

Student Learning Outcomes

Students will:

1. Reflect upon and learn from the classroom experiences of self and others.
2. Complete assessment requirements for state licensure
3. Prepare for successful job search and entry into a career in education.

Course Topics

1. edTPA