**Lake Forest College Teacher Education**

**Developmental Portfolio Handbook**

**(Checkpoint Process)**



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# Purposes for the Developmental Portfolio (Checkpoint) Process\*

Engaged teachers constantly *self-reflect* about their growth and their practices. Therefore, we have developed a portfolio process that offers you the structure and support as a prospective educator to guide your growth and to identify, articulate in practice, and assess your goals as a teacher over time. Guided by your Education professors and other content-area faculty, the portfolio process offers opportunities for self assessment and careful reflection. The portfolio provides checkpoints as moments when we will join you in reflecting on and assessing your progress. Assuming this responsibility now in your teacher preparation program will prepare you for a long and fulfilling career as a teacher where you are constantly growing.

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

Here are some ways in which the portfolio process is consistent with our philosophies as a College and as an Education Department:

● Commitment to Personal Growth: The portfolio will demonstrate the relationship between your coursework, fieldwork practicums and personal reflection on your growing knowledge, goals and progress towards becoming the teacher you aim to be (rather than simply reflecting the practices of your mentors and role models).

● Commitment to Practical Reflection: The College’s mission statement commits to supporting students’ ability to “read critically, reason analytically, and communicate persuasively, and above all, to think for themselves in order to solve problems.” The portfolio will demonstrate how you go about solving problems to meet student needs through critical reflection of your strengths and areas for growth, resulting in a professional growth plan that is explicit, intentional, and student-centered.

● Commitment to Professionalism: Our candidates understand that there are moral consequences to pedagogical decisions. Through the portfolio process, you will grow your awareness that you and your students are communicating a perspective on knowledge and learning that has consequences for you and your students’ values, beliefs, and activities as responsible members of society.

\**The Developmental Portfolio Checkpoint process is designed by the Education Department, working with the Education Advisory Council. We have designed a portfolio assessment process that is directly tied to our mission as a College, our Conceptual Framework as a teacher education program of study, and the Illinois State Board of Education’s requirements.*

**Portfolio Checkpoints**

The developmental portfolio comprises four checkpoints, each at different stages throughout your education trajectory, from becoming a teacher candidate (entering into the program) through exiting the program. Each checkpoint involves reflecting on your progress utilizing artifacts from your coursework (i.e., papers, tests, presentations, etc.) and fieldwork experiences (i.e., lesson plans, student work samples). The portfolio will be officially assessed at each checkpoint to determine your progress in meeting the standards and advancing through the program.

# **CHECKPOINT I**

# Overall Guidelines for Checkpoint I

**Becoming a Teacher Candidate – Entrance into the Program**

To officially enter the licensure program as a teacher candidate, *all* prospective candidateswill complete Checkpoint I. By successfully completing requirements in the four areas of Checkpoint I outlined below, you will officially become a teacher licensure candidate. Students must become a teacher licensure candidate before they can enter fieldwork and take the fieldwork practicum courses (EDUC 304/404 or EDUC 315/415).

Checkpoint I involves satisfactorily completing and/or submitting the following:

1. Overall reflection paper
2. Observation papers
3. Content area reflection paper
4. Interview

Note: All written reflection papers should be double spaced using 12-point font and 1-inch margins

# Detailed Guidelines for Checkpoint I

## Checkpoint I: Overall Reflection Paper

(2-4 pages)

**Directions:** Submit **ONE** paper that addresses the **three areas** listed below. The purpose of this reflective paper is for your faculty mentors to get to know you, your background, interests, passions, and dispositions that shape you as a future teacher. As such, it should be an honest, introspective exercise and should address at least the following:

1. Dispositional reflection: aspects of the preprofessional characteristics and dispositions you currently demonstrate and those that represent your continuing growth, including specific resources and strategies for improvement. Refer to the **preprofessional** characteristics (bullet point 1 only) of the [LFC Identifying Dispositions](https://www.lakeforest.edu/academics/majors-and-minors/education/identifyingand160dispositions-(institutional-standards)). These are located in the Student Policies and Procedures Handbook.
2. Content area reflection: *your own* current overall strengths and areas of growth in your knowledge and skills as a learner in your respective content area (Secondary and K -12 program) or in the overall content areas (Elementary program), including specific resources and strategies for improvement. Note: a separate, more detailed content-area reflection paper is *also* required for each program as part of this Checkpoint (see guideline for your discipline/program below).
3. Observation reflection: the ideas and practices you identify with in the teaching process, rooted in your classroom observations in EDUC 210, and what you find challenging or with what you do not identify. Note: two specific observation papers will *also* be submitted as a separate assignment (see guideline for Observation Papers below).

**Criteria for Reflection Paper** (IPTS Standards #6, #9)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Met** | **Met** | **Distinguished** |
| **Preprofessional Characteristics Reflection** | Overall reflection paper does not or minimally describes the prospective candidate’s preprofessional characteristics and dispositions in a way that makes it clear which aspects are strong and/or improving. | Overall reflection paper describes (possibly with examples) the prospective candidate’s preprofessional characteristics and dispositions in a way that clearly, and thoughtfully addresses aspects that are strong and improving. | Overall reflection paper describes with multiple, specific autobiographical examples the prospective candidate’s preprofessional characteristics and dispositions in a way that clearly, thoughtfully, introspectively addresses aspects that are strong and improving. Valuable, resourceful, action-oriented ideas are provided for the prospective candidate’s continuing growth process. |
| **Content Area Reflection** | Overall reflection paper does not or minimally describes the prospective candidate’s overall strengths and areas of growth in their knowledge and skills for their respective content area. | Overall reflection paper clearly and thoughtfully describes (possibly with examples) the prospective candidate’s overall strengths and areas of growth in their knowledge and skills for their respective content area. | Overall reflection paper clearly, thoughtfully, and compellingly, describes with several specific examples synthesized from multiple learning contexts/experiences the prospective candidate’s overall strengths and areas of growth in their knowledge and skills for their respective content area. Reflection also includes valuable, resourceful, action-oriented ideas for the prospective candidate’s continuing growth process in the content area. |
| **Teaching and Learning Process Reflection** | Overall reflection paper is not clear and/or lacks insight about the prospective candidate’s knowledge and beliefs about the teaching and learning process. | Overall reflection paper is clear and insightful about the prospective candidate’s knowledge and beliefs about the teaching and learning process, rooted in classroom observations in EDUC 210 but may also draw from other educational contexts/experiences. | Overall reflection paper clearly, insightfully, and compellingly synthesizes the prospective candidate’s knowledge and beliefs about the teaching and learning process across varying personal, educational, and professional contexts/experiences (including observations in EDUC 210). |
| **Structure, Coherency, Grammar** | Overall reflection paper may include errors in spelling, punctuation, and/or grammar. | Overall reflection paper includes clear and cohesive writing. Correct writing conventions, including correct spelling, punctuation, and grammar. | Overall reflection paper demonstrates sophisticated writing skills, with rich vocabulary and correct writing conventions, including correct spelling, punctuation, and grammar. |

## Checkpoint I: Observation Papers

(Submit as ONE document)

**Directions**: Submit two observation papers (as ONE document) from EDUC 210 on the two themes/foci below. The submitted papers should include the reference pages but not the instructor’s feedback:

1. Engagement and motivation paper

2. Multicultural observation paper

**Criteria for EDUC 210 Observation Papers** (IPTS Standards #3, #5, #8, #9)

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| **Not Met** | **Met** | **Distinguished** |
| The EDUC 210 observations papers demonstrate little or no relationship between the theme/focus for the observation and the classroom being observed.    There are few, if any, examples that demonstrate an understanding of the context being observed or the particular aspects of the observation requiring attention.    There is little or no reflection on the prospective candidate’s knowledge and beliefs about the teaching and learning process based on these observations.    There may be multiple errors in spelling, punctuation, and/or grammar or poor organization/structure. Additionally, no reference to course readings is made and no reference list is included. | The EDUC 210 observations papers demonstrate connections between the classroom being observed and the theme/focus for the observation. Examples are provided that indicate the teacher candidate understands how the focus of the observation is illustrated in concrete ways.    Some reference is made to class texts, class discussion, or prior knowledge that demonstrates the writer’s ability to make connections across settings and draw conclusions (even if these are tentative ones) about what is being observed.    Correct grammar, spelling, and punctuation are used consistently. The ideas are expressed clearly and the paper is organized in a logical manner. | The EDUC 210 observations papers demonstrate compelling evidence that the teacher candidate has focused on the purpose of the observation (e.g., engagement and motivation, multicultural education).    There are specific, strong examples connecting the classroom activities and/or teacher conduct with the reflection about the learning process. These examples are described clearly and the connections highlight the prospective candidate’s ongoing reflection on their knowledge and beliefs about the teaching and learning process. The discussion indicates excellent reflection about the observation theme/focus, provides supporting information or illustrative points, and includes keen insight about the classroom situation being observed.    The writer draws meaningful, astute connections to class readings and discussions when applicable and cites references appropriately.    Mature language, rich vocabulary, and correct conventions are used, including correct spelling, grammar, and punctuation. |

## Checkpoint I: Content Area Reflection Paper

(2-4 pages)

As a future teacher, you are expected to be knowledgeable in your discipline, and the Lake Forest College licensure program is structured to provide you opportunities to gain relevant knowledge and to grow in your content area (or across content areas for the Elementary program). A solid understanding of the broad themes and skills within your respective content area provides a start to a life-long learning process. This checkpoint focuses on your commitment to developing and continuing to grow your content knowledge and skills within your content domain.

**Directions:**

Write a 2-4-page reflective essay that addresses your strengths and areas of growth in your knowledge for each of the enumerated content area categories (Note: write ONE paper for all content area categories combined). See your content area for description of content area categories. Note: the focus is on *your* content knowledge and skills, not how you plan to teach that content. Refer to specific artifacts from your coursework to support the ideas in your reflective essay. At least two and not more than three artifacts from coursework should be included for each content area category. While not required, you can also draw connections to other courses not listed in each content area category and/or from other relevant learning contexts (e.g., workshops, high school projects, online resources/experiences, museum exhibits, etc.).

Artifacts include objects or items you created in a learning context, such as course papers, presentations (e.g., PowerPoint or Prezi slides), quizzes, tests, exams, images, videos, or audio recordings, completed as part of a course requirement. The kind of artifact you submit can vary based on your discipline and course content. All digital files must be in readable file formats, such as JPEG, TIFF, or PDF (for image), WAV, MP3, or MP4 (for audio), and MOV, AVI, MXF, WMV, or MPEG (for videos).

Note that you should refer to your artifacts in your reflective essay, such as citing the specific artifact(s) to which your idea relates. However, your reflection can and should move beyond the scope of artifacts. Artifacts should be used to *support* your reflection but are not the *focus* of your reflection. The focus should be on your learning and development in the area of your content knowledge and skills within your content domain.

Your content area reflection paper and accompanying artifacts should:

a) Demonstrate your commitment to and evidence of developing a strong knowledge and skill base that will enable you to teach in your content area (for Secondary and K-12 programs) or across content areas (for the Elementary program).

b) Meet the criteria described in the general rubric for all content area reflection papers and each relevant content area category in your particular discipline/program.

Submit your assignment as ONE Microsoft Word or PDF document, which includes (in this order):

* A table/chart that lists all materials submitted, including artifacts for each content area category and from which course the artifacts derive.
* One reflective essay that addresses your strengths and areas of growth across each content area category.
* All artifacts in the order listed on the table/chart. Video and audio files can be submitted separately from this main document if necessary.

If you are not able to address any content area category because you have not yet taken a course that covers that category, please note that in the table and in your reflection paper. You will have a chance to submit artifacts and reflections for these content area categories in Checkpoint II (the fall semester preceding your student teaching). If you do not have access to an artifact from any course, please reflect on your learning in that course and briefly explain why you do not have an artifact (both in the table/chart and reflective essay).

**Criteria for All Content Area Reflection Papers**

*See the guidelines and additional criteria for each content area category for your particular discipline/program.*

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| **Not Met** | **Met** | **Distinguished** |
| The content area reflection paper does not represent a thoughtful assessment of the candidate’s areas of strength or areas of growth in their content knowledge and skills and/or is not supported by clear or relevant evidence from artifacts. Specific artifacts are not referred to/cited, making it unclear how ideas are supported by artifacts in the reflection paper. | The content area reflection paper represents the candidate’s well-reasoned assessment of general areas of strength as well as areas of growth in their content knowledge and skills, supported by sufficient evidence from various artifacts. Specific artifacts are referred to/cited to support ideas mentioned in the reflection paper. | The content area reflection paper represents the candidate’s insightful, nuanced assessment of specific areas of strength as well as areas of growth in their content knowledge and skills, supported by clear and convincing evidence from various artifacts. Specific artifacts are clearly referred to/cited to robustly support ideas mentioned in the reflection paper.    Essay may include a compelling reflection on content-area learning outside of coursework or outside of the courses listed as required. |

## Checkpoint I: Interview

**Directions**: After you submit all Checkpoint I portfolio requirements, you will engage in an interview with the Education Department faculty to discuss your beginning journey as a prospective candidate and your developmental portfolio submission.

Successful interview candidates:

* Demonstrate strong or developing communication skills
* Demonstrate clarity of goals for teaching
* Reflect on how they exhibit the **preprofessional** characteristics (bullet point 1 only) of the LFC [Identifying Dispositions](https://www.lakeforest.edu/academics/majors-and-minors/education/identifyingand160dispositions-(institutional-standards)). These are located in the Student Policies and Procedures Handbook.
* Discuss relevant experiences with targeted age group (recommended but not required)

Additionally,

* You will sign a FERPA waiver and other teacher licensure program waivers.
* The Education Department will have received recommendation from academic advisor and Dean of Students that candidate has adhered to College Honor Code.
* The Education Department will have received positive recommendation from EDUC 210 instructor regarding candidate's performance in area of dispositions (see Identifying Characteristics).
* You will successfully complete an on-site writing sample after the interview.
* You will successfully complete the English Language Arts Assessment (Secondary - English and Elementary licensure candidates only).
* You will meet the Education Department’s grade requirements (see Grade Policy).

**Criteria for Interview**

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| --- | --- | --- | --- |
|  | **Not Met** | **Met** | **Distinguished** |
| **Preprofessional characteristics** | The entrance interview shows that the teacher candidate has significant deficiencies in one or more of the following areas that include the personal qualities needed for success in teaching (as outlined in the Preprofessional characteristics of the Identifying Dispositions):   * Adheres to the Lake Forest College Statement of Respect and Responsibility * Demonstrates seriousness of purpose and perseveres in order to accomplish goals * Is open to constructive criticism and acts upon suggestions * Is reliable (e.g., punctual, consistent attendance, responsible) * Demonstrates tact, honesty, good judgment, courtesy, respect, and diplomacy * Balances self-confidence and assertiveness with deference to others * Demonstrates flexibility both in interpersonal interactions and in professional responsibilities (e.g., planning, implementation, etc.) * Communicates clearly and accurately both orally and in writing * Demonstrates commitment to life-long learning by being an avid reader and informed citizen * Develops the intellectual capabilities and teaching skills that support students’ learning | The entrance interview shows that the teacher candidate demonstrates acceptable performance in most of the following areas that include the personal qualities needed for success in teaching (as outlined in the Preprofessional characteristics of the Identifying Dispositions):   * Adheres to the Lake Forest College Statement of Respect and Responsibility * Demonstrates seriousness of purpose and perseveres in order to accomplish goals * Is open to constructive criticism and acts upon suggestions * Is reliable (e.g., punctual, consistent attendance, responsible) * Demonstrates tact, honesty, good judgment, courtesy, respect, and diplomacy * Balances self-confidence and assertiveness with deference to others * Demonstrates flexibility both in interpersonal interactions and in professional responsibilities (e.g., planning, implementation, etc.) * Communicates clearly and accurately both orally and in writing * Demonstrates commitment to life-long learning by being an avid reader and informed citizen * Develops the intellectual capabilities and teaching skills that support students’ learning | The entrance interview shows that the teacher candidate performs at an exceptionally high level in multiple indicators within the following areas that include personal qualities needed for success in teaching (as outlined in the Preprofessional characteristics of the Identifying Dispositions):   * Adheres to the Lake Forest College Statement of Respect and Responsibility * Demonstrates seriousness of purpose and perseveres in order to accomplish goals * Is open to constructive criticism and acts upon suggestions * Is reliable (e.g., punctual, consistent attendance, responsible) * Demonstrates tact, honesty, good judgment, courtesy, respect, and diplomacy * Balances self-confidence and assertiveness with deference to others * Demonstrates flexibility both in interpersonal interactions and in professional responsibilities (e.g., planning, implementation, etc.) * Communicates clearly and accurately both orally and in writing * Demonstrates commitment to life-long learning by being an avid reader and informed citizen * Develops the intellectual capabilities and teaching skills that support students’ learning |
| **Reflective self-assessment** | The entrance interview shows that the teacher candidate has significant deficiencies in one or more of the following areas that emerge from personal experiences in teaching, dialogue with mentors and colleagues, and metacognitive behaviors (as outlined in the Preprofessional characteristics of the Identifying Dispositions):   * Monitoring their progress and identifying strengths and weaknesses * Showing evidence of self-directed learning * Demonstrating sustained and consistent growth and commitment toward reaching goals * Reflecting about and articulating what they know and does not know * Is able to show evidence of metacognitive processes through oral and written communication in and outside the classroom | The entrance interview shows that the teacher candidate demonstrates multiple signs of performance or emerging capacities in most of the following areas that emerge from personal experiences in teaching, dialogue with mentors and colleagues, and metacognitive behaviors (as outlined in the Preprofessional characteristics of the Identifying Dispositions):   * Monitoring their progress and identifying strengths and weaknesses * Showing evidence of self-directed learning * Demonstrating sustained and consistent growth and commitment toward reaching goals * Reflecting about and articulating what they know and does not know * Is able to show evidence of metacognitive processes through oral and written communication in and outside the classroom | The entrance interview shows that the teacher candidate demonstrates exceptionally high levels in multiple indicators within the following areas that emerge from personal experiences in teaching, dialogue with mentors and colleagues, and metacognitive behaviors (as outlined in the Preprofessional characteristics of the Identifying Dispositions):   * Monitoring their progress and identifying strengths and weaknesses * Showing evidence of self-directed learning * Demonstrating sustained and consistent growth and commitment toward reaching goals * Reflecting about and articulating what they know and does not know * Is able to show evidence of metacognitive processes through oral and written communication in and outside the classroom |
| **Additional interview criteria** | The entrance interview shows that the teacher candidate has significant deficiencies in one or more of the following areas (as outlined in the Preprofessional characteristics of the Identifying Dispositions):   * Demonstrates vitality and energy/teacher presence; * Shows enthusiasm in tone and body language; * Makes eye contact; * Focuses on audience; * Communicates well in both written and oral forms; * Demonstrates correct grammar and word usage | The entrance interview shows that the teacher candidate demonstrates multiple signs of performance or emerging capacities in most of the following areas (as outlined in the Preprofessional characteristics of the Identifying Dispositions):   * Demonstrates vitality and energy/teacher presence; * Shows enthusiasm in tone and body language; * Makes eye contact; * Focuses on audience; * Communicates well in both written and oral forms; * Demonstrates correct grammar and word usage | The entrance interview shows that the teacher candidate performs at an exceptionally high level in multiple indicators within the following areas (as outlined in the Preprofessional characteristics of the Identifying Dispositions):   * Demonstrates vitality and energy/teacher presence; * Shows enthusiasm in tone and body language; * Makes eye contact; * Focuses on audience; * Communicates well in both written and oral forms; * Demonstrates correct grammar and word usage |

## Checkpoint I: Content Area Reflection Paper, Elementary Education

**Directions**: See also above general directions for content area reflection paper. Directions here are relevant for the Elementary-specific content area categories for content area reflection paper.

Write ONE 2-4-page reflective essay that addresses your strengths and areas of growth in your knowledge and skills for each of the enumerated content area categories below. (Note: you will write ONE total paper; not one paper for each content area). At least two artifacts should be included for each content area category below, of which at least one should come from the courses listed as required. Refer to the general rubric criteria for all content area reflection papers (above) as well as the criteria for each content area category below to inform your reflection.

**Elementary Education Content Area Categories**

* Science (Elementary Standard #4)
* Math (Elementary Standard #3)
* Social Science (Elementary Standard #5)
* English Language Arts (Elementary Standard #2)
* Fine Arts (Elementary Standard #7)
* Physical Education and Health (Elementary Standard #6)

**Criteria for Elementary Education Content Area Categories**

Criteria for Science (Elementary Standard #4)

Relevant required courses: CHEM 109; BIOL 108

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| --- | --- | --- |
| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of scientific knowledge and skills related to: science processing skills, including inquiry skills and the ability to interpret and communicate data; the ability to draw conclusions about scientific phenomena; understanding across life, environmental, physical, and earth and space science. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of scientific knowledge and skills related to: science processing skills, including inquiry skills and the ability to interpret and communicate data; the ability to draw conclusions about scientific phenomena; understanding across life, environmental, physical, and earth and space science. | The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of scientific knowledge and skills related to: science processing skills, including inquiry skills and the ability to interpret and communicate data; the ability to draw conclusions about scientific phenomena; understanding across life, environmental, physical, and earth and space science. |

Criteria for Math (Elementary Standard #3)

Relevant required courses: MATH 104; MATH 150 or equivalent statistics course

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| --- | --- | --- |
| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of mathematical knowledge and skills related to: applying and adapting strategies to solve problems, communicating and representing mathematical ideas, and recognizing and using connections among mathematical ideas. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of mathematical knowledge and skills related to: applying and adapting strategies to solve problems, communicating and representing mathematical ideas, and recognizing and using connections among mathematical ideas. | The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of mathematical knowledge and skills related to: applying and adapting strategies to solve problems, communicating and representing mathematical ideas, and recognizing and using connections among mathematical ideas. |

Criteria for Social Science (Elementary Standard #5)

Relevant required courses: HIST 110, HIST 200, POLS 120

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| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of social science knowledge and skills related to: knowledge both in and of social science and depth of understanding in multiple areas of social science, particularly U.S. politics, U.S. history, and world history; ability to read historical narratives with understanding, use multiple resources including primary and secondary historical documents/artifacts, interpret and interrogate historical documents and judge credibility and authority, and identify problems confronted by people today and in the past. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of social science knowledge and skills related to: knowledge both in and of social science and depth of understanding in multiple areas of social science, particularly U.S. politics, U.S. history, and world history; ability to read historical narratives with understanding, use multiple resources including primary and secondary historical documents/artifacts, interpret and interrogate historical documents and judge credibility and authority, and identify problems confronted by people today and in the past. | The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of social science knowledge and skills related to: knowledge both in and of social science and depth of understanding in multiple areas of social science, particularly U.S. politics, U.S. history, and world history; ability to read historical narratives with understanding, use multiple resources including primary and secondary historical documents/artifacts, interpret and interrogate historical documents and judge credibility and authority, and identify problems confronted by people today and in the past. |

Criteria for English Language Arts (Elementary Standard #2)

Relevant required courses: English literature course, EDUC 215

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| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of English/language arts knowledge and skills related to: reading of a wide variety of genres; strong knowledge and deep appreciation of literature; writing that demonstrates sophisticated use of language structure and vocabulary; proficiency in oral communication. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of English/language arts knowledge and skills related to: reading of a wide variety of genres; strong knowledge and deep appreciation of literature; writing that demonstrates sophisticated use of language structure and vocabulary; proficiency in oral communication. | The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of English/language arts knowledge and skills related to: reading of a wide variety of genres; strong knowledge and deep appreciation of literature; writing that demonstrates sophisticated use of language structure and vocabulary; proficiency in oral communication. |

Criteria for Fine Arts (Elementary Standard #7)

Relevant required course: EDUC 312

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| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of artistic knowledge and skills related to: deep appreciation of the performing and visual arts as a means of human communication, inquiry, and individual expression; strong knowledge and skills in one or more areas of art; and participation in the performing and/or visual arts. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of artistic knowledge and skills related to: deep appreciation of the performing and visual arts as a means of human communication, inquiry, and individual expression; strong knowledge and skills in one or more areas of art; and participation in the performing and/or visual arts. | The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of artistic knowledge and skills related to: deep appreciation of the performing and visual arts as a means of human communication, inquiry, and individual expression; strong knowledge and skills in one or more areas of art; and participation in the performing and/or visual arts. |

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

Relevant required course: PHED 126

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| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of health and physical education knowledge and skills related to: familiarity with concepts of health and physical education, including issues fundamental to enhancing wellness, disease prevention, and physical fitness; knowledge about body systems, physical fitness activities, and nutrition; personal commitment to physical education is also demonstrated. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of health and physical education knowledge and skills related to: familiarity with concepts of health and physical education, including issues fundamental to enhancing wellness, disease prevention, and physical fitness; knowledge about body systems, physical fitness activities, and nutrition; personal commitment to physical education is also demonstrated. | The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of health and physical education knowledge and skills related to: familiarity with concepts of health and physical education, including issues fundamental to enhancing wellness, disease prevention, and physical fitness; knowledge about body systems, physical fitness activities, and nutrition; personal commitment to physical education is also demonstrated. |

## Checkpoint I: Content Area Reflection Paper, Secondary Biology

**Directions**: See also above general directions for content area reflection paper. Directions here are relevant for the Secondary Biology-specific content area categories for the content area reflection paper.

Write ONE 2-4-page reflective essay that addresses your strengths and areas of growth in your content knowledge and skills. At least two artifacts should be included for each content area category below, of which at least one should come from the courses listed as required. Refer to the general rubric criteria for all content area reflection papers (above) as well as the criteria for each Secondary Biology content area category below to inform your reflection.

**Secondary Biology Content Area Categories:**

1. Chemical and physical basis of biological processes; energy transformations. (Standards 1 and 6).
2. Biology of cells (Standards 1, 2, and 6)
3. Structure, function, and development of organisms (Standards 4 and 6)
4. Ecology, evolution and diversity (Standards 3, 5, 6)
5. Understanding, mastery and synthesis of published information.
6. Carrying out scientific investigation.
7. Presenting and analyzing biological data and experimental results.
8. Communicating about science

**Criteria for Secondary Biology Content Area Categories**

1. Chemical and physical basis of biological processes; energy transformations (Standards 1 and 6)

Relevant required courses: CHEM 115, CHEM 116, BIOL 120

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| --- | --- | --- |
| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate’s understanding of the atomic and molecular building blocks of life and the underlying chemical and physical principles that are the basis for biological processes; there is insufficient evidence that the teacher candidate has a basic understanding of how energy transformations underlie all biological, chemical and physical processes. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate’s adequate understanding of the atomic and molecular building blocks of life and the underlying chemical and physical principles that are the basis for biological processes; there is evidence that the teacher candidate has a basic understanding of how energy transformations underlie all biological, chemical and physical processes. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate’s outstanding understanding of the atomic and molecular building blocks of life and the underlying chemical and physical principles that are the basis for biological processes; there is strong evidence that the teacher candidate has a deep understanding of how energy transformations underlie all biological, chemical and physical processes. |

2. Biology of cells (Standards 1, 2, and 6)

Relevant required courses: BIOL 120, and especially BIOL 221

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| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate’s understanding of the biochemical, molecular and other cellular processes that occur in all living things and of the structure and organization of cells. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate’s adequate understanding of the biochemical, molecular and other cellular processes that occur in all living things and of the structure and organization of cells. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate’s outstanding understanding of the biochemical, molecular and other cellular processes that occur in all living things and of the structure and organization of cells. |

3. Structure, function, and development of organisms (Standards 4 and 6)

Relevant required course: BIOL 120

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| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate’s understanding of the structure, function and development of organisms at the cellular, tissue and whole body levels of organization; and of the overarching concepts of homeostasis and adaptation in organismal function. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate’s adequate understanding of the structure, function and development of organisms at the cellular, tissue and whole body levels of organization; and of the overarching concepts of homeostasis and adaptation in organismal function. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate’s outstanding understanding of the structure, function and development of organisms at the cellular, tissue and whole-body levels of organization; and of the overarching concepts of homeostasis and adaptation in organismal function. |

4. Ecology, evolution and diversity (Standards 3, 5, 6)

Relevant required courses: BIOL 120, BIOL 220

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| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate’s understanding of the dynamics, evolution and interactions of populations of organisms, the structure and functioning of ecosystems, and the diversity of living organisms. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate’s adequate understanding of the dynamics, evolution and interactions of populations of organisms, the structure and functioning of ecosystems, and the diversity of living organisms. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate’s outstanding understanding of the dynamics, evolution and interactions of populations of organisms, the structure and functioning of ecosystems, and the diversity of living organisms. |

5. Understanding, mastery and synthesis of published information.

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| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate’s ability to obtain information on biological topics through library and internet resources, to master the information obtained, to comprehend primary research articles and to synthesize information from diverse sources, including primary research articles. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate’s adequate ability to obtain information on biological topics through library and internet resources, to master the information obtained, to comprehend primary research articles and to synthesize information from diverse sources, including primary research articles. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate’s ability to obtain information on biological topics through library and internet resources, to master the information obtained, to comprehend primary research articles and to synthesize information from diverse sources, including primary research articles. |

6. Carrying out scientific investigation.

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| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate’s ability to formulate hypotheses and design experiments to test hypotheses, to use techniques, instrumentation, laboratory and field procedures and analytical methods for research in the life sciences. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate’s adequate ability to formulate hypotheses and design experiments to test hypotheses, to use techniques, instrumentation, laboratory and field procedures and analytical methods for research in the life sciences. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate’s ability to formulate hypotheses, to design experiments to test hypotheses, and to use techniques, instrumentation, laboratory and field procedures and analytical methods for research in the life sciences. |

7. Presenting and analyzing biological data and experimental results.

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| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate’s ability to understand, interpret and present biological data, to carry out basic statistical analyses, and to use and interpret biological images. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate’s adequate ability to understand, interpret and present biological data, to carry out basic statistical analyses, and to use and interpret biological images. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate’s ability to understand, interpret and present biological data, to carry out basic statistical analyses, and to use and interpret biological images. |

8. Communicating about science

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| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate’s ability to communicate about science orally, in writing and through visual displays; to describe research results in the format of an original research article and to use technology in scientific presentations. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate’s adequate ability to communicate about science orally, in writing and through visual displays; to describe research results in the format of an original research article and to use technology in scientific presentations. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate’s ability to communicate about science orally, in writing and through visual displays, to describe research results in the format of an original research article or a poster and to use technology in scientific presentations. |

## Checkpoint I: Content Area Reflection Paper, Secondary Chemistry

**Directions**: See also above general directions for content area reflection paper. Directions here are relevant for the Secondary Chemistry-specific content area categories for the content area reflection paper.

Write ONE 2-4-page reflective essay that addresses your strengths and areas of growth in your content knowledge and skills. At least two artifacts should be included for each content area category below, of which at least one should come from the courses listed as required. Refer to the general rubric criteria for all content area reflection papers (above) as well as the criteria for each Secondary Chemistry content area category below to inform your reflection.

**Secondary Chemistry Content Area Categories**

1. The nature of matter at the atomic level and how elements combine to form bonds, and the geometry and properties of compounds (Standards 2 & 3).
2. The properties of molecules in the gaseous, liquid, and solid states, the interaction of particles in solution, and acid-base chemistry (Standards 4, 5 & 6).
3. The laws of thermodynamics, reaction kinetics and equilibrium, and the mechanisms of chemical reactions and their practical applications (Standards 7 & 8).
4. Organic Chemistry (Standard 9).
5. Carrying out, presenting, and analyzing scientific investigations (Standard 1).
6. Understanding, mastery and synthesis of published information and communication about science (Standard 1).

**Criteria for Secondary Chemistry Content Area Categories**

1. The nature of matter at the atomic level and how elements combine to form bonds, and the geometry and properties of compounds (Standards 2 & 3).

Relevant required courses: CHEM 115, CHEM 116 and CHEM 320, CHEM 321

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| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate’s understanding of the concepts of the nature of matter at the atomic level; there is insufficient evidence that the teacher candidate has a basic understanding of how elements combine to form bonds and the geometry and properties of the resulting compounds. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate’s adequate understanding of the concepts of the nature of matter at the atomic level; there is evidence that the teacher candidate has a basic understanding of how elements combine to form bonds and the geometry and properties of the resulting compounds. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate’s outstanding understanding of the concepts of the nature of matter at the atomic level; there is strong evidence that the teacher candidate has a deep understanding of how elements combine to form bonds and the geometry and properties of the resulting compounds. |

2. The properties of molecules in the gaseous, liquid, and solid states, the interaction of particles in solution, and acid -base chemistry (Standards 4, 5 & 6).

Relevant required courses: CHEM 115, CHEM 116

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| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate’s understanding of the nature and properties of molecules in the gaseous, liquid, and solid states, the interaction of particles in solution and acid -bases chemistry. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate’s adequate understanding of the nature and properties of molecules in the gaseous, liquid, and solid states, the interaction of particles in solution and acid -bases chemistry. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate’s outstanding understanding of the nature and properties of molecules in the gaseous, liquid, and solid states, the interaction of particles in solution and acid-bases chemistry. |

**3.**The laws of thermodynamics, reaction kinetics and equilibrium, and the mechanisms of chemical reactions and their practical applications (Standards 7 & 8).

Relevant required courses: CHEM 115, CHEM 116

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| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate’s understanding of the laws of thermodynamics, reaction kinetics, acid-base, redox and solubility product equilibria and cannot apply them to chemical systems. There is no evidence that the teacher candidate has a deep understanding of the mechanisms of chemical reactions and the theory and practical applications of reaction rates. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate’s adequate understanding of the laws of thermodynamics, reaction kinetics, acid-base, redox and solubility product equilibria and can apply them to chemical systems. There is adequate evidence that the teacher candidate has a deep understanding of the mechanisms of chemical reactions and the theory and practical applications of reaction rates. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate’s outstanding understanding of the laws of thermodynamics, reaction kinetic, acid-base, redox and solubility product equilibria and can apply them to chemical systems. There is strong evidence that the teacher candidate has a deep understanding of the mechanisms of chemical reactions and the theory and practical applications of reaction rates. |

4. Organic Chemistry (Standard 9).

Relevant required courses: CHEM 220, CHEM 221

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| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate’s understanding of the major aspects of organic chemistry including functional group chemistry and the related reaction mechanisms, including substitution, addition, elimination, and other reaction types. Candidate fails to demonstrate strong understanding of chromatography, NMR, IR, and other instrumentation in characterizing organic reactions, as well as the chemistry of common biological molecules, including pharmaceuticals and polymers and their reactions. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate’s adequate understanding of the major aspects of organic chemistry, including functional group chemistry and the related reaction mechanisms, including substitution, addition, elimination, and other reaction types. Candidate also demonstrates understanding of chromatography, NMR, IR, and other instrumentation in characterizing organic reactions, as well as the chemistry of common biological molecules, including pharmaceuticals and polymers and their reactions. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate’s outstanding understanding of the major aspects of organic chemistry, including functional group chemistry and the related reaction mechanisms, including substitution, addition, elimination, and other reaction types. Candidate also demonstrates strong understanding of chromatography, NMR, IR, and other instrumentation in characterizing organic reactions, as well as the chemistry of common biological molecules, including pharmaceuticals and polymers and their reactions. |

5. Carrying out, presenting, and analyzing scientific investigations (Standard 1).

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| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate’s ability to formulate hypotheses, to design experiments to test hypotheses, and to use safe laboratory techniques, instrumentation, laboratory and field procedures and analytical methods for research in chemistry.    The content-area reflection paper also does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate’s ability to understand, interpret and present chemical data, to carry out basic computational and statistical analyses and problem solving, and use computer programs to organize data and indicate relationships. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate’s adequate ability to formulate hypotheses, to design experiments to test hypotheses, and to use safe laboratory techniques, instrumentation,  laboratory and field procedures and analytical methods for research in chemistry.    The content-area reflection paper also describes in sufficient detail and provides sufficient evidence to address the candidate’s adequate ability to understand, interpret and present chemical data, to carry out basic computational and statistical analyses and problem solving, and use computer programs to organize data and indicate relationships. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate’s outstanding ability to formulate hypotheses, to design experiments to test hypotheses, and to use safe laboratory techniques, instrumentation, laboratory and field procedures and analytical methods for research in chemistry.    The content-area reflection paper also describes in sufficient detail and provides sufficient and compelling evidence to address the candidate’s outstanding ability, supported by strong evidence, to understand, interpret and present chemical data, to carry out basic computational and statistical analyses and problem solving, and use computer programs to organize data and indicate relationships. |

6. Understanding, mastery and synthesis of published information and communication about science (Standard 1).

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| --- | --- | --- |
| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate’s ability to obtain information on chemical topics through library and internet resources, to master the information obtained, to comprehend primary research articles and to synthesize information from diverse sources, including primary research articles.    The content-area reflection paper also does not describe in adequate detail and/or has provided insufficient evidence to address the candidate’s ability to communicate about science orally, in writing and through visual displays, to describe research results in the format of an original research article and to use technology in scientific presentations. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate’s ability to obtain information on chemical topics through library and internet resources, to master the information obtained, to comprehend primary research articles and to synthesize information from diverse sources,  including primary research articles.    The content-area reflection paper also describes in sufficient detail and provides sufficient evidence to address the candidate’s ability to communicate about science orally, in writing and through visual displays, to describe research results in the format of an original research article and to use technology in scientific  presentations. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate’s outstanding ability to obtain information on chemical topics through library and internet resources, to master the information obtained, to comprehend primary research articles and to synthesize information from diverse sources, including primary research articles.    The content-area reflection paper also describes in sufficient detail and provides sufficient and compelling evidence to address the candidate’s outstanding ability, supported by strong evidence, to communicate about science orally, in writing and through visual displays, to describe research results in the format of an original research article or a poster and to use technology in scientific presentations. |

## Checkpoint I: Content Area Reflection Paper, Secondary English Language Arts

**Directions**: See also above general directions for content area reflection paper. Directions here are relevant for the Secondary English Language Arts-specific content area categories for the content area reflection paper.

Write ONE 2-4-page reflective essay that addresses your strengths and areas of growth in your content knowledge and skills. At least two artifacts should be included for each content area category below. Refer to the general rubric criteria for all content area reflection papers (above) as well as the criteria for each Secondary English Language Arts content area category below to inform your reflection.

**Secondary English Language Arts Content Area Categories**

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

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

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

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

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

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

**Criteria for Secondary English Language Arts Content Area Categories**

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

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| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge of and skills in the use of the English language, such as: grammatical knowledge and skill including semantics, syntax, morphology and phonology as well as a highly sophisticated style in sentence and paragraph structure; understanding of the interrelationship between reading, writing, speaking, listening, viewing, and thinking; respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, regions and social roles; ability to adapt communication to audience, situation, and setting. | The content-area reflection paper describes in sufficient detail and has provided sufficient evidence to address a range of knowledge of and skills in the use of the English language, such as: grammatical knowledge and skill including semantics, syntax, morphology and phonology as well as a highly sophisticated style in sentence and paragraph structure; understanding of the interrelationship between reading, writing, speaking, listening, viewing, and thinking; respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, regions and social roles; ability to adapt communication to audience, situation, and setting. | The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of knowledge of and skills in the use of the English language, such as: grammatical knowledge and skill including semantics, syntax, morphology and phonology as well as a highly sophisticated style in sentence and paragraph structure; understanding of the interrelationship between reading, writing, speaking, listening, viewing, and thinking; respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, regions and social roles; ability to adapt communication to audience, situation, and setting. |

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

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| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge of and skills in the practices of oral, visual, and written literacy, such as: use of oral communication components to construct oral presentations and evaluate oral messages; construction of an argument using evidence; close reading of a wide variety of genres and text types; use of writing, speaking, and observing as major forms of inquiry, reflection, and expression; performance of a variety of functions for varied audiences and purposes. | The content-area reflection paper describes in sufficient detail and has provided sufficient evidence to address a range of knowledge of and skills in the practices of oral, visual, and written literacy, such as: use of oral communication components to construct oral presentations and evaluate oral messages; construction of an argument using evidence; close reading of a wide variety of genres and text types; use of writing, speaking, and observing as major forms of inquiry, reflection, and expression; performance of a variety of functions for varied audiences and purposes. | The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of knowledge of and skills in the practices of oral, visual, and written literacy, such as: use of oral communication components to construct oral presentations and evaluate oral messages; construction of an argument using evidence; close reading of a wide variety of genres and text types; use of writing, speaking, and observing as major forms of inquiry, reflection, and expression; performance of a variety of functions for varied audiences and purposes. |

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

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| --- | --- | --- |
| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge of, and uses for, an extensive range of literature, such as: thesis development through analysis of literary work; application of literary concepts and principles of analysis; ability to marshal evidence from creative and analytical literary texts representing a broad historical and contemporary spectrum of American, British, and other work, including non-Western, literature; analysis of literary elements and techniques from a wide variety of genres and cultures, including authors of color and female authors at a highly sophisticated level. | The content-area reflection paper describes in sufficient detail and has provided sufficient evidence to address a range of knowledge of, and uses for, an extensive range of literature, such as: thesis development through analysis of literary work; application of literary concepts and principles of analysis; ability to marshal evidence from creative and analytical literary texts representing a broad historical and contemporary spectrum of American, British, and other work, including non-Western, literature; analysis of literary elements and techniques from a wide variety of genres and cultures, including authors of color and female authors at a highly sophisticated level. | The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of knowledge of, and uses for, an extensive range of literature, such as: thesis development through analysis of literary work; application of literary concepts and principles of analysis; ability to marshal evidence from creative and analytical literary texts representing a broad historical and contemporary spectrum of American, British, and other work, including non-Western, literature; analysis of literary elements and techniques from a wide variety of genres and cultures, including authors of color and female authors at a highly sophisticated level. |

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

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| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge of and skills in reading processes, such as: use of a wide variety of strategies to comprehend, respond to, interpret, evaluate, appreciate, and create meaning from texts; appreciation and encouragement of the importance of reading in all content areas; selection and use of various materials and strategies, including the use of oral language, for reading at a highly sophisticated level. | The content-area reflection paper describes in sufficient detail and has provided sufficient evidence to address a range of knowledge of and skills in reading processes, such as: use of a wide variety of strategies to comprehend, respond to, interpret, evaluate, appreciate, and create meaning from texts; appreciation and encouragement of the importance of reading in all content areas; selection and use of various materials and strategies, including the use of oral language, for reading at a highly sophisticated level. | The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of knowledge of and skills in reading processes, such as: use of a wide variety of strategies to comprehend, respond to, interpret, evaluate, appreciate, and create meaning from texts; appreciation and encouragement of the importance of reading in all content areas; selection and use of various materials and strategies, including the use of oral language, for reading at a highly sophisticated level. |

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

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| --- | --- | --- |
| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge of and skills in different composing/writing processes, such as: use of a variety of writing strategies to generate meaning, clarify understanding, and demonstrate how written discourse can influence thought and action; production of different forms of written discourse using various rhetorical strategies and situations; use of strategies for revising, editing, and preparing documents for publication, showing advanced grammatical knowledge and skill and sophisticated style and sentence structure. | The content-area reflection paper describes in sufficient detail and has provided sufficient evidence to address a the range of knowledge of and skills in different composing/writing processes, such as: use of a variety of writing strategies to generate meaning, clarify understanding, and demonstrate how written discourse can influence thought and action; production of different forms of written discourse using various rhetorical strategies and situations; use of strategies for revising, editing, and preparing documents for publication, showing advanced grammatical knowledge and skill and sophisticated style and sentence structure. | The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of knowledge of and skills in different composing/writing processes, such as: use of a variety of writing strategies to generate meaning, clarify understanding, and demonstrate how written discourse can influence thought and action; production of different forms of written discourse using various rhetorical strategies and situations; use of strategies for revising, editing, and preparing documents for publication, showing advanced grammatical knowledge and skill and sophisticated style and sentence structure. |

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

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| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge of and skills in research theory and findings in English language arts, such as: use of a range of works of literary theory and criticism; thesis development through analysis of literary work; application of literary concepts and principles of analysis; ability to marshal evidence from creative and analytical literary texts representing a broad historical and contemporary spectrum of American, British, and other work, including non-Western, literature; analysis of literary elements and techniques from a wide variety of genres and cultures, including authors of color and female authors at a highly sophisticated level; ability to read and interpret complex texts, relate one text to another and to a tradition, and to read texts within historical and multicultural contexts, including media and non-print texts; understanding of how media can influence construction of a text’s meaning and how experiencing various media can enhance one’s composing processes, communication, and learning at a highly sophisticated level. | The content-area reflection paper describes in sufficient detail and has provided sufficient evidence to address a range of knowledge of and skills in research theory and findings in English language arts, such as: use of a range of works of literary theory and criticism; thesis development through analysis of literary work; application of literary concepts and principles of analysis; ability to marshal evidence from creative and analytical literary texts representing a broad historical and contemporary spectrum of American, British, and other work, including non-Western, literature; analysis of literary elements and techniques from a wide variety of genres and cultures, including authors of color and female authors at a highly sophisticated level; ability to read and interpret complex texts, relate one text to another and to a tradition, and to read texts within historical and multicultural contexts, including media and non-print texts; understanding of how media can influence construction of a text’s meaning and how experiencing various media can enhance one’s composing processes, communication, and learning at a highly sophisticated level. | The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of knowledge of and skills in research theory and findings in English language arts, such as: use of a range of works of literary theory and criticism; thesis development through analysis of literary work; application of literary concepts and principles of analysis; ability to marshal evidence from creative and analytical literary texts representing a broad historical and contemporary spectrum of American, British, and other work, including non-Western, literature; analysis of literary elements and techniques from a wide variety of genres and cultures, including authors of color and female authors at a highly sophisticated level; ability to read and interpret complex texts, relate one text to another and to a tradition, and to read texts within historical and multicultural contexts, including media and non-print texts; understanding of how media can influence construction of a text’s meaning and how experiencing various media can enhance one’s composing processes, communication, and learning at a highly sophisticated level. |

## Checkpoint I: Content Area Reflection Paper, Secondary History

**Directions**: See also above general directions for content area reflection paper. Directions here are relevant for the Secondary History-specific content area categories for the content area reflection paper.

Write ONE 2-4-page reflective essay that addresses your strengths and areas of growth in your content knowledge and skills. At least two artifacts should be included for each of the three Secondary History content area categories below. In addition, the total artifacts must include at least one that addresses the major trends, turning points, and influential individuals and groups in each of the “History Content Standards” listed further below (at least one artifact per each content standard). Refer to the general rubric criteria for all content area reflection papers (above) as well as the criteria for each Secondary History content area category below to inform your reflection.

**Secondary History Content Area Categories**

1. Historical analysis, interpretation and decision-making (Standards 7 & 8)

2. Historical comprehension (Standard 8)

3. Historical research capabilities (Standards 7 & 8)

**History Content Standards**

● United States history from the colonial era through the grown of the American Republic (Standard 1)

● United States history from the Civil War through World War 1 (Standard 2)

● United States history in the twentieth century and beyond (Standard 3)

● World history from prehistory to the Age of Exploration (Standard 4)

● World history from the Age of Exploration to the present (Standard 5)

● State of Illinois history from the colonial era to the present (Standard 6)

**Criteria for Secondary History Content Area Categories**

1. Historical analysis, interpretation and decision-making (Standards 7 & 8)

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| --- | --- | --- |
| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills in the areas of historical analysis, interpretation, and decision-making, such as: comparing and contrasting differing sets of ideas; considering multiple perspectives; analyzing cause and effect relationships and multiple causation; drawing comparisons across eras and regions in order to define enduring issues; comparing historical narratives; holding interpretations of history as tentative; evaluating major debates and alternative courses of action among historians; understanding that historians marshal relevant historical evidence in order to formulate a position or course of action on an issue. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in the areas of historical analysis, interpretation, and decision-making, such as: comparing and contrasting differing sets of ideas; considering multiple perspectives; analyzing cause and effect relationships and multiple causation; drawing comparisons across eras and regions in order to define enduring issues; comparing historical narratives; holding interpretations of history as tentative; evaluating major debates and alternative courses of action among historians; understanding that historians marshal relevant historical evidence in order to formulate a position or course of action on an issue. | The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of knowledge of and skills in the areas of historical analysis, interpretation, and decision-making, such as: comparing and contrasting differing sets of ideas; considering multiple perspectives; analyzing cause and effect relationships and multiple causation; drawing comparisons across eras and regions in order to define enduring issues; comparing historical narratives; holding interpretations of history as tentative; evaluating major debates and alternative courses of action among historians; understanding that historians marshal relevant historical evidence in order to formulate a position or course of action on an issue. |

2. Historical comprehension (Standard 8)

|  |  |  |
| --- | --- | --- |
| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills in the area of historical comprehension, such as: identifying the author or source of a historical document; reconstructing the literal meaning of a historical passage or document; identifying the central question(s) of a historical narrative or document; identifying historical perspectives; explaining how past decisions or actions affect future choices; distinguishing between past, present, and future time; recognizing the idea of historical continuity and change. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in the area of historical comprehension, such as: identifying the author or source of a historical document; reconstructing the literal meaning of a historical passage or document; identifying the central question(s) of a historical narrative or document; identifying historical perspectives; explaining how past decisions or actions affect future choices; distinguishing between past, present, and future time; recognizing the idea of historical continuity and change. | The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of knowledge of and skills in the areas of historical comprehension, such as: identifying the author or source of a historical document; reconstructing the literal meaning of a historical passage or document; identifying the central question(s) of a historical narrative or document; identifying historical perspectives; explaining how past decisions or actions affect future choices; distinguishing between past, present, and future time; recognizing the idea of historical continuity and change. |

3. Historical research capabilities (Standards 7 & 8)

|  |  |  |
| --- | --- | --- |
| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills in the area of historical research capabilities, such as: formulating historical questions; obtaining historical data from a variety of sources; identifying the gaps in the available records; marshaling contextual knowledge and perspectives of the time and place; employing appropriate quantitative and qualitative analysis; and supporting interpretations with historical evidence. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in the area of historical research capabilities, such as: formulating historical questions; obtaining historical data from a variety of sources; identifying the gaps in the available records; marshaling contextual knowledge and perspectives of the time and place; employing appropriate quantitative and qualitative analysis; and supporting interpretations with historical evidence. | The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of knowledge of and skills in the areas of historical research capabilities, such as: formulating historical questions; obtaining historical data from a variety of sources; identifying the gaps in the available records; marshaling contextual knowledge and perspectives of the time and place; employing appropriate quantitative and qualitative analysis; and supporting interpretations with historical evidence. |

## Checkpoint I: Content Area Reflection Paper, Secondary Mathematics

**Directions**: See also above general directions for content area reflection paper. Directions here are relevant for the Secondary Mathematics-specific content area categories for the content area reflection paper.

Write ONE 2-4-page reflective essay that addresses your strengths and areas of growth in your content knowledge and skills. At least two artifacts should be included for each Secondary Mathematics content area category below. Refer to the general rubric criteria for all content area reflection papers (above) as well as the criteria for each Secondary Mathematics content area category below to inform your reflection.

**Secondary Mathematics Content Area Categories**

1. Foundations for Calculus (Standard 3,4)

2. Algebra and Trigonometry (Standard 8)

3. Geometry (Standard 9)

4. Abstract & Discrete Mathematics (Standard 6)

5. Linear Algebra (Standard 8)

6. Mathematical Probability (Standard 10)

7. Mathematical Statistics (Standard 10)

**Criteria for Secondary Mathematics Content Categories**

1. Foundations for Calculus (Standard 3,4)

|  |  |  |
| --- | --- | --- |
| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address of a range of knowledge and skills listed in the “Met” column. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address of a range of knowledge and skills in  Foundations of Calculus, such as: the central role of the function concept, right triangle trigonometry and the unit circle, conceptual and procedural fluency with all kinds of functions including logarithmic and exponential functions and their inverse relations, and ability to apply concept of functions for problem solving and several kinds of applied problems. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in Foundations of Calculus inclusive of the ‘met’ concepts plus: an intuitive understanding of the concept of limit and knowledge of the historical development of algebra, trigonometry and the function concept. |

2. Algebra and Trigonometry (Standard 8)

|  |  |  |
| --- | --- | --- |
| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills listed in the “Met” column. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence of to address a range of knowledge and skills in  Algebra and Trigonometry, such as: relationships and procedures used for the operations involving integers, rational, real and complex numbers; procedural fluency with all number systems; procedural fluency with algebraic expressions and can apply these skills to solving problems involving polynomials, rational expressions, linear and quadratic equations; the coordinate system and how it is used as a graphing tool to solve problems; ability to set up and solve problems using algebraic equations; competence with the trigonometric functions: sine, cosine and tangent and use them to solve problems involving the sides and angles of right-angle triangles; and, solve applied problems using trigonometry. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in Algebra and Trigonometry, such as: relationships and procedures used for the operations involving integers, rational, real and complex numbers; procedural fluency with all number systems; procedural fluency with algebraic expressions and can apply these skills to solving problems involving polynomials, rational expressions, linear and quadratic equations; the coordinate system and how it is used as a graphing tool to solve problems; ability to set up and solve problems using algebraic equations; competence with the trigonometric functions: sine, cosine and tangent and use them to solve problems involving the sides and angles of right-angle triangles; and, solve applied problems using trigonometry. |

3. Geometry (Standard 9)

|  |  |  |
| --- | --- | --- |
| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills listed in the “Met” column. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in Geometry, such as: ability to visualize and analyze relationships of geometric shapes, structures and properties; knowledge of the core concepts of Euclidean geometrics of two and three dimensions; understands the roles of axiomatic systems and formal proof in geometry: congruence, similarity, symmetry; understands coordinate geometry and how it can be used to solve problems; ability to find areas of two-dimensional shapes and ability to find volumes of three- dimensional shapes and structures. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in Geometry inclusive of the ‘met’ concepts plus: knowledge of non-Euclidean geometry; and competence with equations of lines and planes in three-dimensional coordinate geometry. |

4. Abstract & Discrete Mathematics (Standard 6)

|  |  |  |
| --- | --- | --- |
| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills listed in the “Met” column. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in Abstract and Discrete Mathematics, such as: basic rules of prepositional logic, including equivalence and tautology, and rules of inference; various methods of proof, including proof by cases, contradiction, and contrapositive argument; competent in the use and application of mathematical induction; basic set theory, including algebra of sets and the pick-a-point method of proof involving sets; relations and their properties, operations on and with relations, and functions as special types of relations; equivalence relations, equivalence classes, and partitions induced by equivalence relations; and cardinality of sets, able to distinguish between denumerable and uncountable sets, understands infinite cardinal numbers. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in Abstract & Discrete Mathematics inclusive of the ‘met’ concepts plus emerging knowledge in the following: graphs and/or trees; a proof that the unit interval is uncountable; proof that Irrational numbers exist;  proof that the Rational numbers are countable;  and partially ordered sets. |

5. Linear Algebra (Standard 8)

|  |  |  |
| --- | --- | --- |
| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills listed in the “Met” column. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in Linear Algebra, such as: understands basic properties of matrices (such as, dimension, nonsingular, symmetric) and is competent performing algebraic computations on and with matrices; competent performing Gaussian Elimination and using this technique to solve systems of linear equations; competent finding the inverse of a matrix, where applicable; understands elementary matrices and their relationship to the Reduced-Row Echelon form and inverse of a matrix; understanding of vector spaces, including subspaces, linear independence, basis, and dimension; understands linear transformations, including image, kernel, inverse transformation, and matrix representations; competence computing the determinant of a square matrix, understanding its properties and uses; and  competence computing the eigenvalues and eigenvectors of a matrix, where applicable. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in Linear Algebra inclusive of the ‘met’ concepts plus emerging knowledge in the following: orthogonal subspaces in R n and how to compute them;  the Singular Value Decomposition; and Positive Definite matrices. |

6. Mathematical Probability (Standard 10)

|  |  |  |
| --- | --- | --- |
| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills listed in the “Met” column. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in Mathematical Probability, such as: understands basic definitions and properties of probability and probability distributions; competence using rules of counting to compute probabilities under an equal probability model; understands the concept of independent events, conditional probability, and use of Bayes Theorem; competence computing the mean, variance, and higher moments of both discrete and continuous random variables, directly; competence computing the mean and variance of both discrete and continuous random variables using moment -generating functions; understands the context in which use of the following discrete distributions are appropriate: the binomial, negative binomial, hypergeometric, uniform, and Poisson; competence computing probabilities based on the binomial, normal, and gamma distributions;  competence computing joint and marginal probabilities; and competence understanding and using the Central Limit Theorem. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in Mathematical Probability inclusive of the ‘met’ concepts plus emerging knowledge in the following: Chebyshev’s Theorem;  And distributions of sums of two general random variables (convolutions). |

7. Mathematical Statistics (Standard 10)

|  |  |  |
| --- | --- | --- |
| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills listed in the “met” column. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in Mathematical Statistics, such as: methods of parameter (point) estimation, including the method of maximum likelihood; properties of parameter estimators, including unbiased, sufficient, and minimum -variance; basic data summary statistics, including the mean, median, and sample standard deviation; competence computing confidence intervals for means, proportions, and variances; simple linear regression analysis, including model checking techniques; competence performing hypothesis tests for means, proportions, and variances, including use and interpretation of p -values; understands the context in which the following distributions are appropriate: t-distribution, chi -square, normal, and F-distribution; and appropriate use of nonparametric test procedures. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address  a range of knowledge and skills in Mathematical Statistics inclusive of the ‘met’ concepts plus emerging knowledge in the following: tests for use with r x c contingency tables (chi-square tests); two -way analysis of variance models and test procedures; Goodness-of-fit test procedures; Bayesian Statistics; and Chebyshev’s Theorem |

## Checkpoint I: Content Area Reflection Paper, K–12 French/Spanish

**Directions**: See also above general directions for content area reflection paper. Directions here are relevant for the K-12 French/Spanish-specific content area categories for the content area reflection paper.

Write ONE 2-4-page reflective essay that addresses your strengths and areas of growth in your content knowledge and skills. At least two artifacts should be included for each content area category below. Refer to the general rubric criteria for all content area reflection papers (above) as well as the criteria for each K-12 French/Spanish content area category below to inform your reflection.

**K-12 French/Spanish Content Area Categories**

1. Successful oral communication and comprehension in the target language (Standards 1, 2, 5)
2. Successful written communication in the target language (Standards 1, 3, 5)
3. Understanding of target language cultures (Standard 5)

**Criteria for K-12 French/Spanish Content Area Categories**

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

|  |  |  |
| --- | --- | --- |
| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills in successful oral communication and comprehension in the target language, such as: conjugation, aspect, agreement, mood significantly hinder communication of ideas; limited to no understanding of difference between formal and informal speech; pronunciation is difficult to understand for native and non-native speakers; inability to understand simple conversational use of the target language; weak knowledge of basic vocabulary with limited ability to compensate; little to no awareness of idioms. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in successful oral communication and comprehension in the target language, such as: ability to narrate and describe in present, past, future; errors in conjugation, aspect, agreement, mood, without impacting overall comprehension; understanding of formal and informal speech (tu/tú, vous/Ud.); pronunciation can be understood by a native speaker, although there may be some need to clarify; listening comprehension is adequate to understanding routine or familiar communicative situations; knowledge of basic vocabulary adequate for daily situations and ability to circumlocute to overcome lack of specific vocabulary; and awareness of idiomatic expressions. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in successful oral communication and comprehension in the target language, such as: narrates and describes in present, past, future, with minimal errors in conjugation, aspect, agreement, mood and syntax; successfully uses informal and formal speech patterns; pronunciation is clear and easy for a native speaker to understand; listening comprehension extends to more complex conversations and situations (such as in another discipline); knowledge of specific vocabulary for a variety of situational uses; and successfully uses some idiomatic expressions. |

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

|  |  |  |
| --- | --- | --- |
| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills in writing in the target language. Significant errors of grammar, word choice and/or spelling hinder comprehension. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in successful written communication in the target language by: writing on familiar topics, demonstrating general knowledge of grammar in the target language and using adequate vocabulary, with good use of a dictionary to avoid errors in spelling and semantics. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in successful written communication in the target language by: writing on a variety of topics; demonstrating strong knowledge of grammar in the target language; demonstrating strong command of vocabulary and appropriate idiomatic expressions; and minimal errors in spelling and punctuation. |

3.Understanding of target language cultures (Standard 5)

|  |  |  |
| --- | --- | --- |
| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to demonstrate sensitivity and/or curiosity related to cultural differences or presents erroneous information related to cultural topics. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in understanding of target language cultures through: awareness of and respect for cultural differences and rudimentary knowledge of cultural topics (such as history, literature, art, music, film, social mores, politics, etc.). | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in understanding of target language cultures by: exploring cultural differences through research or cultural encounters; and demonstrates more advanced knowledge of cultural topics (such as history, literature, art, music, film, social mores, politics, etc.). |

## Checkpoint I: Content Area Reflection Paper, K-12 Music

**Directions**: See also above general directions for content area reflection paper. Directions here are relevant for the K-12 Music-specific content area categories for the content area reflection paper.

Write ONE 2-4-page reflective essay that addresses your strengths and areas of growth in your content knowledge and skills. At least two artifacts should be included for each content area category below, of which at least one should come from the courses listed as required. Refer to the general rubric criteria for all content area reflection papers (above) as well as the criteria for each K-12 Music content area category below to inform your reflection.

**K-12 Music Content Area Categories**

1. Music Performance (Standards 1, 2, 4)

2. Music Theory (Standards 1, 2,4)

3. Music History/Culture (Standards 1, 3, 4)

**Criteria for K-12 Music Content Area Categories**

1. Music Performance (Standards 1, 2, 4)

Relevant required courses: MUSA 111, 112, 211, piano applied lessons

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| --- | --- | --- |
| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills in music performance, specifically: comprehending the theoretical background of the 6 elements on the piano proficiency examination: 1) Chromatic choral accompaniment; 2) Score transposition; 3) Open score piano reading; 4) Rote song performance without music- melody and harmony; 5) Fake book reading; and 6) sight -reading; performing each of the six performance elements successfully. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in music performance, specifically: comprehending the theoretical background of the 6 elements on the piano proficiency examination: 1) Chromatic choral accompaniment; 2) Score transposition; 3) Open score piano reading; 4) Rote song performance without music- melody and harmony; 5) Fake book reading; and 6) sight -reading; performing each of the six performance elements successfully. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in music performance, specifically: comprehending the theoretical background of the 6 elements on the piano proficiency examination: 1) Chromatic choral accompaniment; 2) Score transposition; 3) Open score piano reading; 4) Rote song performance without music- melody and harmony; 5) Fake book reading; and 6) sight -reading; performing each of the six performance elements successfully. |

2. Music Theory (Standards 1, 2,4)

Relevant required courses: MUSC 251, 252, 351, 352

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| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills in music theory, such as: demonstrating comprehension of theoretical components necessary to compose at a fundamental level; exhibiting a level of craft that shows sustained care and a sense of completion; demonstrating creativity in composition. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in  music theory, such as: demonstrating comprehension of theoretical components necessary to compose at a fundamental level; exhibiting a level of craft that shows sustained care and a sense of completion; demonstrating creativity in composition. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in music theory, such as: demonstrating comprehension of theoretical components necessary to compose at a fundamental level; exhibiting a level of craft that shows sustained care and a sense of completion; demonstrating creativity in composition. |

3. Music History/Culture (Standards 1, 3, 4)

Relevant required courses: MUSC 217, 360, 361

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| --- | --- | --- |
| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence of a range of knowledge and skills in the area of music history/culture, such as: recognizing the cultural and historical importance of music; articulating awareness of the role of institutions in the shaping of the history of music; defining the links between form and content in works of music; performing analysis of works of music in written and oral forms; performing cultural and historical interpretation of works of music; writing papers with strong thesis statements and good historical awareness, with clarity of argument and depth of research. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence of the candidate’s adequate a range of knowledge and skills in  the area of music history/culture, such as: recognizing the cultural and historical importance of music; articulating awareness of the role of institutions in the shaping of the history of music; defining the links between form and content in works of music; performing analysis of works of music in written and oral forms; performing cultural and historical interpretation of works of music; writing papers with strong thesis statements and good historical awareness, with clarity of argument and depth of research. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence of  a range of knowledge and skills in the area of music history/culture, such as: recognizing the cultural and historical importance of music; articulating awareness of the role of institutions in the shaping of the history of music; defining the links between form and content in works of music; performing analysis of works of music in written and oral forms; performing cultural and historical interpretation of works of music; writing papers with strong thesis statements and good historical awareness, with clarity of argument and depth of research. |

## Checkpoint I: Content Area Reflection Paper, K–12 Visual Arts

**Directions**: See also above general directions for content area reflection paper. Directions here are relevant for the K-12 Visual Arts-specific content area categories for the content area reflection paper.

Write ONE 2-4-page reflective essay that addresses your strengths and areas of growth in your content knowledge and skills. At least two artifacts should be included for each content area category below, of which at least one should come from the courses listed as required. Refer to the general rubric criteria for all content area reflection papers (above) as well as the criteria for each K-12 Visual Arts content area category below to inform your reflection.

**K-12 Visual Arts Content Area Categories**

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

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

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

**Criteria for K-12 Visual Arts Content Area Categories**

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

Relevant required courses: ARTH 110, 212, 218, 360

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| --- | --- | --- |
| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills in recognizing the cultural and historical importance of art, perceiving links between form and content, performing visual analysis of works of art. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in recognizing the cultural and historical importance of art, defining links between form and content in works of art, performing visual analysis of works of art in written and oral forms, writing a properly researched and cited paper using the vocabulary of art history that contains an adequate thesis. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in recognizing the cultural and historical importance of art, articulating awareness of the role of institutions in the shaping of the history of art, defining the links between form and content in works of art, performing visual analysis of works of art in written and oral forms, performing cultural and historical interpretation of works of art, writing papers with strong thesis statements and good historical awareness, with clarity of argument and depth of research. |

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

Relevant required courses: ART 130, 131, 133, 230, 231, 232, 233, 236, 242, 330, 331, 333, 335, 342, 343, 344

|  |  |  |
| --- | --- | --- |
| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills in utilizing properties of drawing and the elements of design and engaging fundamental techniques in art, combining media effectively, using techniques appropriate to concepts being expressed, demonstrating awareness of links between materials and techniques and the communication of ideas. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in  demonstrating technical proficiency in drawing and design, exhibiting a level of craft that shows sustained care, demonstrating a commitment to improvement, choosing materials and techniques to effectively express ideas. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in  demonstrating technical proficiency extending to a variety of media, including drawing and design and at least one other medium, exhibiting a level of craft that shows sustained care and a sense of completion, exhibiting proficiency of technique that forefronts issues or concepts, pushing the limits of technique to expand expressive capabilities of media with a creative sense of experimentation. |

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

Relevant required courses: ART 130, 131, 133, 230, 232, 233, 236, 242, 330, 331, 333, 335, 342, 343, 344, 481

|  |  |  |
| --- | --- | --- |
| **Not Met** | **Met** | **Distinguished** |
| The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills in communicating through visual forms, making formal choices appropriate for subject matter or source material, working in abstract and representational modes, articulating why stylistic and technical choices were made. | The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in  organizing a composition to effectively express an idea or emotion, making formal choices appropriate to subject matter and source material, working in abstract and representational modes, generating creative ideas for artistic expression, articulating reasoning behind technical and stylistic choices. | The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in organizing a composition to effectively express an idea or emotion, making formal choices appropriate to subject matter and source material, working in abstract and representational modes, demonstrating originality and creative thinking in generating works with a personal style in a chosen medium, articulating reasoning behind technical and stylistic choices in art. |

# CHECKPOINT II

# Guidelines for Checkpoint II

Fieldwork Reflection

(2-4 pages)

As a future teacher, it is important for you to develop the knowledge and skills to plan instruction and meet the needs of diverse learners to create a supportive and inclusive classroom environment. Checkpoint II is an opportunity for you to reflect on these aspects of your developing practice in relation to your fieldwork experience.

When you have successfully completed, with a B- or better, your fieldwork practicum (EDUC 304/404 or 315/415) and Education fieldwork literacy methods coursework (EDUC 303/403 or 313/413), you will engage in Checkpoint II as part of the process of becoming a student teacher. By successfully completing requirements for Checkpoint II outlined below, you will officially progress to the next stage of the Education licensure program – engagement in Education senior seminars (EDUC 416/516, 417/516, 419/519, 420/520, and/or 422/522) and preparation for becoming a student teacher.

**Directions:** Write a 2-4 page reflective essay that addresses your strengths and areas of growth in developing a strong knowledge base and ability to connect theory to practice with respect to:

* short-range and long-range lesson planning to support students’ literacy processes and content-specific processes
* culturally responsive teaching
* meeting the needs of diverse learners

Refer to specific artifacts from your fieldwork to support your reflections. Include these artifacts as ONE document at the end of your reflection paper. See the list below for required and additional/encouraged artifacts to include to support your reflection. See also the rubric criteria to guide your reflection and selection of artifacts.

Note that you should refer to your artifacts in your reflective essay, such as citing the specific artifact(s) to which your idea relates. However, your reflection can and should move beyond the scope of artifacts. Artifacts should be used to *support* your reflection but are not the *focus* of your reflection. The focus should be on your learning and development in the area of lesson planning and meeting the needs of diverse learners.

**Required artifacts (Include these artifacts as a minimum. See also additional artifacts list and rubric criteria below.):**

* Total Teach calendar that provides an outline of daily objectives and instructional/learning foci to demonstrate your strengths and areas of growth in your developing ability for long-range instructional planning to support students’ literacy processes and content-specific processes.
* At least one lesson plan or a section of at least one lesson plan to demonstrate strengths and areas of growth in your developing ability to engage in short-range planning to support students’ literacy processes and content-specific processes. The lesson plans or sections of plans can be from any part of your fieldwork experience, including but not limited to Total Teach.
* At least one lesson plan or a section of at least one lesson plan to demonstrate your developing ability to support culturally responsive teaching and to meet the needs of diverse learners. The lesson plans or sections of plans do not need to be from Total Teach; they can be from any part of your fieldwork experience.

**Additional artifacts you are encouraged to include** (can include components of each):

* Parts of Total Teach portfolio, including overview/rationale, lesson plans, revised lesson plans, reflection on lesson plans, student work samples, student teacher created instructional materials, overall Total Teach reflection.
* Parts of daily fieldwork binder, including daily lesson plans, daily reflections on teaching, student work samples, student teacher created instructional materials.
* Supervisor or cooperating teacher observation feedback.
* Student teacher formal observation reflection (after formal observation from supervisor).
* Midterm or final evaluation feedback from supervisor or cooperating teacher (and/or midterm or final self reflection).
* Artifacts from literacy methods coursework (EDUC 303/403 or 313/413), including but not limited to parts of student study, simulated teaching materials and reflections, written assignments and reflections.
* \*Note: You may also submit artifacts from other teaching contexts (e.g., tutoring, daycare, summer camp, after school programs) and from other courses to support your reflection and demonstrate your learning and growth. These artifacts should not be the main focus of the reflection/assignment but can supplement your fieldwork artifacts.

**Additional requirements for successful completion of Checkpoint II:**

1. Meeting Education Department’s grade requirements (see Grade Policy).
2. Recommendation from EDUC 304/404 or EDUC 315/415 instructor for continuation in program as supported by final evaluations of fieldwork practicum (including teaching competencies and LFC Dispositional assessment).
3. Updated resume, including fieldwork placement information.

**Criteria for Fieldwork Reflection**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Met** | **Met** | **Distinguished** |
| **Reflection paper** | Reflection paper does not represent the teacher candidate’s emerging capacity as a reflective practitioner such that it represents an unclear, misleading, or imbalanced assessment of their commitment to and evidence of developing a strong knowledge base and ability to connect theory to practice with respect to short-range and long-range lesson planning to support students’ literacy processes and content-specific processes as well as culturally responsive teaching and meeting the needs of diverse learners.  Reflection paper does not sufficiently address the candidate’s strengths and areas of growth for some or all of the following foci (and/or does not clearly refer to relevant portions of accompanying artifacts):   * Planning short-range lessons that aim to support students’ literacy processes and content-specific processes as appropriate for the grade/developmental level, content area, and relevant standards and curriculum requirements. Lessons demonstrate a clear alignment across learning objectives, activities, and assessment. * Planning an overall (long-range) framework for Total Teach to support key disciplinary knowledge and skills. * Planning and instruction that is relevant to, responsive to, and sustaining for your students’ cultural, familial, community, and individual assets, identities, values, norms, and interests (as well as approaches that serve to expand your students’ cultural awareness, experiences, and perspectives) * Planning and instruction that is responsive to and supportive of the diverse developmental, academic, social, emotional, and cultural assets and needs of your students. | Reflection paper represents the teacher candidate’s emerging capacity as a reflective practitioner such that it represents a clear, honest, balanced assessment of their commitment to and evidence of developing a strong knowledge base and ability to connect theory to practice with respect to short-range and long-range lesson planning to support students’ literacy processes and content-specific processes as well as culturally responsive teaching and meeting the needs of diverse learners.  Reflection paper addresses the candidate’s strengths and areas of growth for the following foci (and explicitly refers to relevant portions of accompanying artifacts):   * Planning short-range lessons that aim to support students’ literacy processes and content-specific processes as appropriate for the grade/ developmental level, content area, and relevant standards and curriculum requirements. Lessons demonstrate a clear alignment across learning objectives, activities, and assessment. * Planning an overall (long-range) framework for Total Teach to support key disciplinary knowledge and skills. * Planning and instruction that is relevant to, responsive to, and sustaining for your students’ cultural, familial, community, and individual assets, identities, values, norms, and interests (as well as approaches that serve to expand your students’ cultural awareness, experiences, and perspectives) * Planning and instruction that is responsive to and supportive of the diverse developmental, academic, social, emotional, and cultural assets and needs of your students. | Reflection paper represents the teacher candidate’s advanced capacity as a reflective practitioner such that it represents an exceptionally clear, honest, balanced assessment of their commitment to and evidence of developing a strong knowledge base and ability to connect theory to practice with respect to short-range and long-range lesson planning to support students’ literacy processes and content-specific processes as well as culturally responsive teaching and meeting the needs of diverse learners.  Reflection paper addresses candidate’s strengths and areas of growth for the following foci (and refers to relevant portions of accompanying artifacts) with exceptional clarity, insight, and cohesiveness across foci:   * Planning short-range lessons that aim to support students’ literacy processes and content-specific processes as appropriate for the grade/developmental level, content area, and relevant standards and curriculum requirements. Lessons demonstrate a clear alignment across learning objectives, activities, and assessment. * Planning an overall (long-range) framework for Total Teach to support key disciplinary knowledge and skills. * Planning and instruction that is relevant to, responsive to, and sustaining for your students’ cultural, familial, community, and individual assets, identities, values, norms, and interests (as well as approaches that serve to expand your students’ cultural awareness, experiences, and perspectives) * Planning and instruction that is responsive to and supportive of the diverse developmental, academic, social, emotional, and cultural assets and needs of your students. |
| **Artifacts** | Some or no required artifacts are included, and an insufficient range of additional artifacts are included to represent specific points addressed in the reflection vis-a-vis the teacher candidate’s short-range and long-range lesson planning to support students’ literacy processes and content-specific processes, culturally responsive teaching, and meeting the needs of diverse learners. | All required artifacts are included, and a sufficient range of additional artifacts are included to represent specific points addressed in the reflection vis-a-vis the teacher candidate’s short-range and long-range lesson planning to support students’ literacy processes and content-specific processes, culturally responsive teaching, and meeting the needs of diverse learners. | All required artifacts are included and a sufficient range of thoughtfully-selected additional artifacts are included to compellingly elaborate specific points addressed in the reflection vis-a-vis the teacher candidate’s short-range and long-range lesson planning to support students’ literacy processes and content-specific processes, culturally responsive teaching, and meeting the needs of diverse learners. |
| **Structure, Coherency, Grammar** | Reflection paper and/or artifacts may include consistent errors in spelling, punctuation, and/or grammar.    Specific artifacts are not referred to/cited, making it unclear how ideas are supported by artifacts in the reflection paper. | Reflection paper and artifacts include clear and cohesive writing. Correct writing conventions, including spelling, punctuation, and grammar, are used.  Specific artifacts are referred to/cited to support ideas mentioned in the reflection paper. | Reflection paper and artifacts demonstrate sophisticated writing skills, with rich vocabulary and correct writing conventions, including correct spelling, punctuation, and grammar.  Specific artifacts are clearly referred to/cited to robustly support ideas mentioned in the reflection paper. |

# **CHECKPOINT III**

# Overall Guidelines for Checkpoint III

**Becoming a Student Teacher**

Checkpoint III, due at the end of your final fall semester preceding student teaching, comprises two separate assignments as part of the process of demonstrating your preparedness for student teaching. By successfully completing requirements for Checkpoint III outlined below, you will officially become a student teacher candidate.

Checkpoint III involves satisfactorily completing and submitting two components.

* Unit Planning: reflection on your focused, outcome-based unit planning, supported by artifacts from the instructional unit plan you designed in your Fall Education senior seminar (EDUC 416/516, 420/520, or 422/522).
* Advanced Content Knowledge: reflection on your advanced content knowledge, including your deepened content knowledge and skills as well as your pedagogical content knowledge, supported by artifacts from coursework and fieldwork.

**Additional requirements to officially become a student teacher candidate:**

1. Meeting the Education Department’s grade requirements (see Grade Policy).
2. Documentation of passing score on IL Content Area Test(s).
3. Additional potential assessments
   1. K-12 Modern Language candidates may be required to successfully complete an ACTFL oral proficiency interview before student teaching if the Education Department or the Modern Languages and Literatures Department determines that such an interview would be necessary (e.g., based on need identified at Checkpoint I, instructor/supervisor recommendation, etc.).
   2. Secondary English/Language Arts and Elementary candidates may be required to successfully complete a language/grammar assessment (e.g., essay analysis and critique assessment of a student’s essay) before student teaching if the Education Department or the English and Creative Writing Department determines that this is necessary (e.g., based on need identified at Checkpoint I, instructor/supervisor recommendation, etc.).
4. Recommendation from the Dean of Students that candidate maintains adherence to College Honor Code.
5. EAC approval of student teaching candidates.

# Detailed Guidelines for Checkpoint III

## Checkpoint III: Unit Planning

(2-4 pages)

As a future teacher, it is important for you to develop the knowledge and skills to plan instruction and create an appropriate learning environment that supports your students’ critical and dialogic engagement. In your senior seminar Education methods course (EDUC 416/516, 420/520, or 422/522), you worked to design a focused, outcome-based unit plan in your content area (social studies and science for Elementary candidates). For this portion of Checkpoint III, you will reflect on the affordances and limits of the final product as well as your strengths and areas of growth in the process of designing the unit plan.

**Directions**: Write a 2-4 page reflection addressing your commitment to and evidence of developing a strong knowledge base and ability to connect theory to practice with respect to instructional planning and creating an appropriate classroom environment that supports students’ critical and dialogic engagement. Be sure to address the affordances and limits of the final unit plan product as well as your strengths and areas of growth in the process of designing the unit plan

Refer to specific components of your unit plan to support your reflections. Include the unit plan as ONE document at the end of your reflection paper. See the list below for required components to include from your unit plan. See also the rubric criteria to guide your reflection and inclusion of unit plan components/artifacts.

Note that you should refer to your artifacts in your reflective essay, such as citing the specific artifact(s) to which your idea relates. However, your reflection can and should move beyond the scope of artifacts. Artifacts should be used to *support* your reflection but are not the *focus* of your reflection. The focus should be on your learning and development in the area of instructional planning and creating an appropriate classroom environment.

**Required unit plan components (artifacts) to include:**

* Introductory material, including description of unit and/or rationale
* Long-range calendar of learning events (e.g., 15-day grid)
* At least two complete lesson plans
* Assessment materials, including rubric(s)

**Optional unit plan components (artifacts) that can be included:**

* UbD template
* Lesson plan materials (e.g., texts, graphic organizers)
* Unit plans (or components of unit plans) you designed in other contexts/courses

**Unit Plan Reflection Criteria**

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|  | **Not Met** | **Met** | **Distinguished** |
| **Reflection paper** | Reflection paper does not represent the teacher candidate’s emerging capacity as a reflective practitioner such that it represents an unclear, misleading, or imbalanced assessment of their commitment to and evidence of developing a strong knowledge base and ability to connect theory to practice with respect to instructional planning and creating an appropriate classroom environment that supports students’ critical and dialogic engagement.  Reflection paper does not sufficiently address some or all of the following foci (and/or does not clearly refer to relevant portions of accompanying artifacts):   * Planning for the teaching and assessment of content-specific outcomes. * Providing both an overall (long- range) framework for the unit and short-range plans for daily teaching. * Integrating appropriate standards and curriculum requirements. * Planning with consideration of students’ developmental levels, cultural backgrounds, interests, etc. * Demonstrating resourcefulness by taking initiative to identify useful resources/materials as described in the Dispositions of a Lake Forest College Educated teacher. | Reflection paper represents the teacher candidate’s emerging capacity as a reflective practitioner such that it represents a clear, honest, balanced assessment of the teacher candidate’s commitment to and evidence of developing a strong knowledge base and ability to connect theory to practice with respect to instructional planning and creating an appropriate classroom environment that supports students’ critical and dialogic engagement.  Reflection paper addresses the following foci (and refers to relevant portions of accompanying artifacts):   * Planning for the teaching and assessment of content-specific outcomes. * Providing both an overall (long- range) framework for the unit and short-range plans for daily teaching. * Integrating appropriate standards and curriculum requirements. * Planning with consideration of students’ developmental levels, cultural backgrounds, interests, etc. * Demonstrating resourcefulness by taking initiative to identify useful resources/materials as described in the Dispositions of a Lake Forest College Educated teacher. | Reflection paper represents the teacher candidate’s advanced capacity as a reflective practitioner such that it represents an exceptionally clear, honest, balanced assessment of the teacher candidate’s commitment to and evidence of developing a strong knowledge base and ability to connect theory to practice with respect to instructional planning and creating an appropriate classroom environment that supports students’ critical and dialogic engagement.  Reflection paper addresses the following foci (and refers to relevant portions of accompanying artifacts) with exceptional clarity, insight, and cohesiveness across foci:   * Planning for the teaching and assessment of content-specific outcomes. * Providing both an overall (long- range) framework for the unit and short-range plans for daily teaching. * Integrating appropriate standards and curriculum requirements. * Planning with consideration of students’ developmental levels, cultural backgrounds, interests, etc. * Demonstrating resourcefulness by taking initiative to identify useful resources/materials as described in the Dispositions of a Lake Forest College Educated teacher. |
| **Artifacts** | Some or no required artifacts are included, are inadequately designed, and/or do not clearly represent specific points addressed in the reflection vis-a-vis the teacher candidate’s commitment to and evidence of developing a strong knowledge base and ability to connect theory to practice with respect to instructional planning and creating an appropriate classroom environment. | All required artifacts are included, are adequately designed, and represent specific points addressed in the reflection vis-a-vis the teacher candidate’s commitment to and evidence of developing a strong knowledge base and ability to connect theory to practice with respect to instructional planning and creating an appropriate classroom environment. | All required artifacts are included, are exceptionally well designed, and link to compelling elaboration of specific points addressed in the reflection vis-a-vis the teacher candidate’s commitment to and evidence of developing a strong knowledge base and ability to connect theory to practice with respect to instructional planning and creating an appropriate classroom environment. |
| **Structure, Coherency, Grammar** | Reflection paper and/or artifacts may include consistent errors in spelling, punctuation, and/or grammar.    Specific artifacts are not referred to/cited, making it unclear how ideas are supported by artifacts in the reflection paper. | Reflection paper and artifacts include clear and cohesive writing. Correct writing conventions, including spelling, punctuation, and grammar, are used.    Specific artifacts are referred to/cited to support ideas mentioned in the reflection paper. | Reflection paper and artifacts demonstrate sophisticated writing skills, with rich vocabulary and correct writing conventions, including correct spelling, punctuation, and grammar.  Specific artifacts are clearly referred to/cited to robustly support ideas mentioned in the reflection paper. |

## Checkpoint III: Advanced Content Knowledge Reflection Paper

(2-4 pages)

As a future teacher, you are developing domain-specific knowledge and skills, and the Lake Forest College licensure program is structured to provide you opportunities to gain relevant knowledge and to grow in the relevant content areas. At this point in your education, the work you have completed across departments at Lake Forest College should reflect the Dispositions of a Lake Forest College Educated Teacher. This includes a commitment to deepening your content area knowledge and developing your emergent pedagogical content knowledge that will support your work as a teacher. Pedagogical content knowledge (PCK) is understanding of subject-specific teaching and learning. That is, PCK underscores the idea that content knowledge and/or pedagogical knowledge are insufficient; effective teachers need a unique content-embedded pedagogical knowledge to support students’ learning within and across domains.

This checkpoint focuses on your advanced content knowledge, including your deepening content knowledge and skills and your emerging pedagogical content knowledge within your content area (broad content for Elementary candidates), as a foundation for a life-long learning process.

**Directions:**

Review your submission from Checkpoint I to inform your reflection about your deepening/growing understandings over time within your respective content areas (broad content for Elementary candidates). Write a 2-4-page reflective essay that addresses your deepening/growing strengths and areas of growth in your content knowledge and your pedagogical content knowledge for each of the enumerated content area categories (Note: write ONE paper for all content area categories combined, not a separate paper for each content category). See your content area for description of content area categories. Note, unlike Checkpoint I, the focus of your reflection here is on BOTH your *content knowledge and skills* (what you teach) AND your *pedagogical content knowledge* (emerging understanding of how to teach that content).

Refer to specific artifacts from your coursework to support the ideas in your reflective essay. At least two but no more than three artifacts from coursework should be included for each content area category. While not required, you can also draw connections to other courses not listed in each content area category and/or from other relevant learning contexts (e.g., professional development experiences like workshops and training; professional engagements such as tutoring, coaching, after school programs, etc.).

Artifacts include objects or items you created or used in a learning and/or teaching context, such as course papers, presentations, quizzes, tests, exams, images, videos, audio recordings, lesson plans, instructional materials, student work samples, post-teaching reflections, supervisor or cooperating teacher feedback. The kind of artifact you submit can vary based on your discipline and course content. All digital files must be in readable file formats, such as JPEG, TIFF, or PDF (for image), WAV, MP3, or MP4 (for audio), and MOV, AVI, MXF, WMV, or MPEG (for videos).

Note that you should refer to your artifacts in your reflective essay, such as citing the specific artifact(s) to which your idea relates. However, your reflection can and should move beyond the scope of artifacts. Artifacts should be used to *support* your reflection but are not the *focus* of your reflection. The focus should be on your learning and development in the area of your content knowledge and skills as well as your pedagogical content knowledge within your content domain (broad content for Elementary candidates).

Note: You may include some of the same or similar artifacts in Checkpoint III that you used for Checkpoint I. However, your reflection on those artifacts should demonstrate your advanced or deepening/growing understandings about your content knowledge and skills and your emerging understandings about pedagogical content knowledge related to previous work you have done (or are doing), previous (or current) experiences as a learner, or insights about your future teaching. Importantly, your goal should be to include different artifacts from the same or different courses than those you submitted for Checkpoint I. For example, if you identified a specific area of growth in Checkpoint I, you might want to reflect on the growth you have recorded in that specific area now at Checkpoint III.

Your reflective essay and accompanying artifacts should:

a) Demonstrate your commitment to and evidence of deepening your content knowledge and skills and developing your emergent pedagogical content knowledge for effective teaching in your content area (for Secondary and K-12 candidates) or across content areas (for the Elementary candidates).

b) Meet the criteria described in the rubric for the relevant content area categories.

Submit your assignment as ONE 2-4 page Microsoft Word or PDF document, which includes (in this order):

* A table/chart that lists all materials submitted, including artifacts for each content area category and from which course the artifacts derive
* ONE reflective essay/paper that addresses your strengths and areas of growth vis-a-vis your deepened content knowledge and skills and your developing pedagogical content knowledge across each content area category
* All artifacts in the order listed on the table/chart. Video and audio files can be included as a link on the document or submitted separately from this main document if necessary.

\*If you did not submit a reflection or artifact(s) for a particular content area category in Checkpoint I because you had not yet taken a required course at that time, be sure to include those in this checkpoint.

\*If you do not have access to an artifact from a course on the required list, please reflect on your learning in that course and briefly explain why you do not have an artifact (both in the table and reflective essay).

**Criteria for ALL Advanced Content Area Reflection Papers**

*See also the guidelines and additional rubric criteria for each content area category for your particular discipline/program.*

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not represent a thoughtful assessment of the candidate’s areas of strength or areas of growth in their deepening/growing content knowledge and skills and/or developing pedagogical content knowledge and/or is not supported by clear or relevant evidence from artifacts.    Specific artifacts are not referred to/cited, making it unclear how ideas are supported by artifacts in the reflection paper. | The reflection paper represents the candidate’s well-reasoned assessment of general and/or specific areas of strength as well as areas of growth in their deepening/growing content knowledge and skills and developing pedagogical content knowledge, supported by sufficient evidence from various artifacts.    Specific artifacts are referred to/cited to support ideas mentioned in the reflection paper. | The reflection paper represents the candidate’s insightful, nuanced assessment of general and specific areas of strength as well as areas of growth in their deepening/growing content knowledge and skills and developing pedagogical content knowledge, supported by clear and convincing evidence from various artifacts.    Essay may include a compelling reflection on content-area learning outside of coursework or outside of the courses listed as required.  Specific artifacts are clearly referred to/cited to robustly support ideas mentioned in the reflection paper. |

## Checkpoint III: Advanced Content Area Reflection Paper, Elementary Education

**Directions**: See also above *general* directions for advanced content area reflection paper for ALL teacher candidates/programs. Additional directions here are relevant for the Elementary-specific content area categories for advanced content area reflection.

Write ONE 2-4-page reflective essay that addresses your strengths and areas of growth in your advanced content knowledge and skills as well as your emergent pedagogical content knowledge for each of the FOUR enumerated content area categories below: Science, Math, Social Science, and English Language Arts. (Note: you will write ONE paper for all four content area categories, not one paper for each content category). If you did not reflect on the content categories of Fine Arts and/or Physical Education and Health in Checkpoint I OR if you have gained additional course-related or personal experiences on these two content categories, then you should address them as a fifth or sixth content category in your Checkpoint III reflective essay. At least two artifacts should be included for each content area category below, of which at least one should come from the courses listed as required. Refer to the general rubric criteria for all content area reflection papers (above) as well as the criteria for each content area category below to inform your reflection.

**Elementary Content Area Categories**

* Science (Elementary Standard #4)
* Math (Elementary Standard #3)
* Social Science (Elementary Standard #5)
* English Language Arts (Elementary Standard #2)
* \*Fine Arts (Elementary Standard #7) (if not submitted for Checkpoint I)
* \*Physical Education and Health (Elementary Standard #6) (if not submitted for Checkpoint I)

**Criteria for Elementary Content Area Categories**

Criteria for Science

Required Courses: EDUC 417/517 (plus BIOL 108 and CHEM 109 to show growth in thinking since Checkpoint I and/or demonstrate content area strengths and areas of growth if not submitted in Checkpoint I)

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing scientific knowledge and skills and pedagogical content knowledge related to: science processing skills, including inquiry skills and the ability to interpret and communicate data; the ability to draw conclusions about scientific phenomena; understanding across life, environmental, physical, and earth and space science. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing scientific knowledge and skills and pedagogical content knowledge related to: science processing skills, including inquiry skills and the ability to interpret and communicate data; the ability to draw conclusions about scientific phenomena; understanding across life, environmental, physical, and earth and space science. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing scientific knowledge and skills and pedagogical content knowledge related to: science processing skills, including inquiry skills and the ability to interpret and communicate data; the ability to draw conclusions about scientific phenomena; understanding across life, environmental, physical, and earth and space science. |

Criteria for Math

Required Courses: EDUC 417/517 (plus MATH104; MATH 150 [or an equivalent statistics course] to show growth in thinking since Checkpoint I and/or demonstrate content area strengths and areas of growth if not submitted in Checkpoint I)

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing mathematical knowledge and skills and pedagogical content knowledge related to: applying and adapting strategies to solve problems, communicating and representing mathematical ideas, and recognizing and using connections among mathematical ideas. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing mathematical knowledge and skills and pedagogical content knowledge related to: applying and adapting strategies to solve problems, communicating and representing mathematical ideas, and recognizing and using connections among mathematical ideas. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing mathematical knowledge and skills and pedagogical content knowledge related to: applying and adapting strategies to solve problems, communicating and representing mathematical ideas, and recognizing and using connections among mathematical ideas. |

Criteria for Social Science

Required Courses: EDUC 416/516 (plus HIST 110, HIST 200; POLS 120 to show growth in thinking since Checkpoint I and/or demonstrate content area strengths and areas of growth if not submitted in Checkpoint I)

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing social science knowledge and skills and pedagogical content knowledge related to: knowledge both in and of social science and depth of understanding in multiple areas of social science, particularly U.S. politics, U.S. history, and world history; ability to read historical narratives with understanding, use multiple resources including primary and secondary historical documents/artifacts, interpret and interrogate historical documents and judge credibility and authority, and identify problems confronted by people today and in the past. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing social science knowledge and skills and pedagogical content knowledge related to: knowledge both in and of social science and depth of understanding in multiple areas of social science, particularly U.S. politics, U.S. history, and world history; ability to read historical narratives with understanding, use multiple resources including primary and secondary historical documents/artifacts, interpret and interrogate historical documents and judge credibility and authority, and identify problems confronted by people today and in the past. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing social science knowledge and skills and pedagogical content knowledge related to: knowledge both in and of social science and depth of understanding in multiple areas of social science, particularly U.S. politics, U.S. history, and world history; ability to read historical narratives with understanding, use multiple resources including primary and secondary historical documents/artifacts, interpret and interrogate historical documents and judge credibility and authority, and identify problems confronted by people today and in the past. |

Criteria for English Language Arts

Required Courses: EDUC 303/403; 304/404 (plus English literature course; EDUC 215 to show growth in thinking since Checkpoint I and/or demonstrate content area strengths and areas of growth if not submitted in Checkpoint I)

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing English/language arts knowledge and skills and pedagogical content knowledge related to: reading of a wide variety of genres; strong knowledge and deep appreciation of literature; writing that demonstrates sophisticated use of language structure and vocabulary; proficiency in oral communication. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing English/language arts knowledge and skills and pedagogical content knowledge related to: reading of a wide variety of genres; strong knowledge and deep appreciation of literature; writing that demonstrates sophisticated use of language structure and vocabulary; proficiency in oral communication. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing English/language arts knowledge and skills and pedagogical content knowledge related to: reading of a wide variety of genres; strong knowledge and deep appreciation of literature; writing that demonstrates sophisticated use of language structure and vocabulary; proficiency in oral communication. |

\*Criteria for Fine Arts (If not submitted for Checkpoint I OR if you have gained additional course-related or personal experiences)

Required Course: EDUC 312

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing artistic knowledge and skills and pedagogical content knowledge related to: deep appreciation of the performing and visual arts as a means of human communication, inquiry, and individual expression; strong knowledge and skills in one or more areas of art; and participation in the performing and/or visual arts. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing artistic knowledge and skills and pedagogical content knowledge related to: deep appreciation of the performing and visual arts as a means of human communication, inquiry, and individual expression; strong knowledge and skills in one or more areas of art; and participation in the performing and/or visual arts. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing artistic knowledge and skills and pedagogical content knowledge related to: deep appreciation of the performing and visual arts as a means of human communication, inquiry, and individual expression; strong knowledge and skills in one or more areas of art; and participation in the performing and/or visual arts. |

\*Criteria for Physical Education and Health (If not submitted for Checkpoint I OR if you have gained additional course-related or personal experiences)

Required Course: PHED 126

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing health and physical education knowledge and skills and pedagogical content knowledge related to: familiarity with concepts of health and physical education, including issues fundamental to enhancing wellness, disease prevention, and physical fitness; knowledge about body systems, physical fitness activities, and nutrition; personal commitment to physical education is also demonstrated. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing health and physical education knowledge and skills and pedagogical content knowledge related to: familiarity with concepts of health and physical education, including issues fundamental to enhancing wellness, disease prevention, and physical fitness; knowledge about body systems, physical fitness activities, and nutrition; personal commitment to physical education is also demonstrated. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing health and physical education knowledge and skills and pedagogical content knowledge related to: familiarity with concepts of health and physical education, including issues fundamental to enhancing wellness, disease prevention, and physical fitness; knowledge about body systems, physical fitness activities, and nutrition; personal commitment to physical education is also demonstrated. |

## Checkpoint III: Advanced Content Area Reflection Paper, Secondary Biology

**Directions**: See also above *general* directions for advanced content area reflection paper for ALL teacher candidates/programs. Additional directions here are relevant for the Secondary - Biology-specific content area categories for the advanced content area reflection.

Write ONE 2-4-page reflective essay that addresses your strengths and areas of growth in your advanced content knowledge and skills as well as your emergent pedagogical content knowledge for each enumerated content area category below. (Note: you will write ONE paper for all four content area categories, not one paper for each content category). At least two artifacts should be included for each content area category below. Refer to the general rubric criteria for all content area reflection papers (above) as well as the rubric criteria for each content area category below to inform your reflection.

**Secondary Biology Content Area Categories:**

1. Chemical and physical basis of biological processes; energy transformations. (Standards 1 and 6).
2. Biology of cells (Standards 1, 2, and 6)
3. Structure, function, and development of organisms (Standards 4 and 6)
4. Ecology, evolution and diversity (Standards 3, 5, 6)
5. Understanding, mastery and synthesis of published information.
6. Carrying out scientific investigation.
7. Presenting and analyzing biological data and experimental results.
8. Communicating about science

**Criteria for Secondary Biology Content Area Categories**

1. Chemical and physical basis of biological processes; energy transformations (Standards 1 and 6)

Relevant required courses: CHEM 115, CHEM 116, BIOL 120

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: the atomic and molecular building blocks of life and the underlying chemical and physical principles that are the basis for biological processes; how energy transformations underlie all biological, chemical and physical processes. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: the atomic and molecular building blocks of life and the underlying chemical and physical principles that are the basis for biological processes; how energy transformations underlie all biological, chemical and physical processes. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: the atomic and molecular building blocks of life and the underlying chemical and physical principles that are the basis for biological processes; how energy transformations underlie all biological, chemical and physical processes. |

2. Biology of cells (Standards 1, 2, and 6)

Relevant required courses: BIOL 120, and especially BIOL 221

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: the biochemical, molecular and other cellular processes that occur in all living things and of the structure and organization of cells. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: the biochemical, molecular and other cellular processes that occur in all living things and of the structure and organization of cells. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: the biochemical, molecular and other cellular processes that occur in all living things and of the structure and organization of cells. |

3. Structure, function, and development of organisms (Standards 4 and 6)

Relevant required course: BIOL 120

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: the structure, function and development of organisms at the cellular, tissue and whole body levels of organization; and of the overarching concepts of homeostasis and adaptation in organismal function. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: the structure, function and development of organisms at the cellular, tissue and whole body levels of organization; and of the overarching concepts of homeostasis and adaptation in organismal function. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: the structure, function and development of organisms at the cellular, tissue and whole-body levels of organization; and of the overarching concepts of homeostasis and adaptation in organismal function. |

4. Ecology, evolution and diversity (Standards 3, 5, 6)

Relevant required courses: BIOL 120, BIOL 220

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: the dynamics, evolution and interactions of populations of organisms, the structure and functioning of ecosystems, and the diversity of living organisms. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: the dynamics, evolution and interactions of populations of organisms, the structure and functioning of ecosystems, and the diversity of living organisms. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: the dynamics, evolution and interactions of populations of organisms, the structure and functioning of ecosystems, and the diversity of living organisms. |

5. Understanding, mastery and synthesis of published information.

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: obtaining information on biological topics through library and internet resources; demonstrating mastery of the information obtained; demonstrating comprehension of primary research articles; and synthesizing information from diverse sources, including primary research articles. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: obtaining information on biological topics through library and internet resources; demonstrating mastery of the information obtained; demonstrating comprehension of primary research articles; and synthesizing information from diverse sources, including primary research articles. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: obtaining information on biological topics through library and internet resources; demonstrating mastery of the information obtained; demonstrating comprehension of primary research articles; and synthesizing information from diverse sources, including primary research articles. |

6. Carrying out scientific investigation.

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: formulating hypotheses and design experiments to test hypotheses; and using techniques, instrumentation, laboratory and field procedures and analytical methods for research in the life sciences. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: formulating hypotheses and design experiments to test hypotheses; and using techniques, instrumentation, laboratory and field procedures and analytical methods for research in the life sciences. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: formulating hypotheses and design experiments to test hypotheses; and using techniques, instrumentation, laboratory and field procedures and analytical methods for research in the life sciences. |

7. Presenting and analyzing biological data and experimental results.

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: understanding, interpreting and presenting biological data; carrying out basic statistical analyses; and using and interpreting biological images. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: understanding, interpreting and presenting biological data; carrying out basic statistical analyses; and using and interpreting biological images. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: understanding, interpreting and presenting biological data; carrying out basic statistical analyses; and using and interpreting biological images. |

8. Communicating about science

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: communicating about science orally, in writing and through visual displays; describing research results in the format of an original research article; and using technology in scientific presentations. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: communicating about science orally, in writing and through visual displays; describing research results in the format of an original research article; and using technology in scientific presentations. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: communicating about science orally, in writing and through visual displays; describing research results in the format of an original research article; and using technology in scientific presentations. |

## Checkpoint III: Advanced Content Area Reflection Paper, Secondary Chemistry

**Directions**: See also above *general* directions for advanced content area reflection paper for ALL teacher candidates/programs. Additional directions here are relevant for the Secondary - Chemistry-specific content area categories for the advanced content area reflection.

Write ONE 2-4-page reflective essay that addresses your strengths and areas of growth in your advanced content knowledge and skills as well as your emergent pedagogical content knowledge for each enumerated content area category below. (Note: you will write ONE paper for all four content area categories, not one paper for each content category). At least two artifacts should be included for each content area category below. Refer to the general rubric criteria for all content area reflection papers (above) as well as the rubric criteria for each content area category below to inform your reflection.

**Secondary Chemistry Content Area Categories**

1. The nature of matter at the atomic level and how elements combine to form bonds, and the geometry and properties of compounds. (Standards 2 and 3)
2. The properties of molecules in the gaseous, liquid, and solid states, the interaction of particles in solution, and acid-base chemistry (Standards 4, 5 & 6).
3. The laws of thermodynamics, reaction kinetics and equilibrium, and the mechanisms of chemical reactions and their practical applications (Standards 7 & 8).
4. Organic Chemistry (Standard 9).
5. Carrying out, presenting, and analyzing scientific investigations (Standard 1).
6. Understanding, mastery and synthesis of published information and communication about science. (Standard 1)

**Criteria for Secondary Chemistry Content Area Categories**

1. The nature of matter at the atomic level and how elements combine to form bonds, and the geometry and properties of compounds. (Standards 2 and 3)

(Relevant required courses CHEM 320, CHEM 321)

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: the concepts of the nature of matter at the atomic level; how elements combine to form bonds and the geometry and properties of the resulting compounds. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: the concepts of the nature of matter at the atomic level; how elements combine to form bonds and the geometry and properties of the resulting compounds. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: the nature of matter at the atomic level; how elements combine to form bonds and the geometry and properties of the resulting compounds. |

2. The properties of molecules in the gaseous, liquid, and solid states, the interaction of particles in solution, and acid -base chemistry (Standards 4, 5 & 6).

(Relevant required courses: CHEM 115, CHEM 116)

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: the nature and properties of molecules in the gaseous, liquid, and solid states; the interaction of particles in solution and acid -bases chemistry. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: the nature and properties of molecules in the gaseous, liquid, and solid states; the interaction of particles in solution and acid -bases chemistry. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: the nature and properties of molecules in the gaseous, liquid, and solid states; the interaction of particles in solution and acid-bases chemistry. |

3. The laws of thermodynamics, reaction kinetics and equilibrium, and the mechanisms of chemical reactions and their practical applications (Standards 7 & 8)

(Relevant required courses: CHEM 320, 321, CHEM 410)

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: the laws of thermodynamics, reaction kinetics, acid-base, redox and solubility product equilibria and applying them to chemical systems; the mechanisms of chemical reactions and the theory and practical applications of reaction rates. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: the laws of thermodynamics, reaction kinetics, acid-base, redox and solubility product equilibria applying them to chemical systems; the mechanisms of chemical reactions and the theory and practical applications of reaction rates. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: the laws of thermodynamics, reaction kinetic, acid-base, redox and solubility product equilibria and applying them to chemical systems; the mechanisms of chemical reactions and the theory and practical applications of reaction rates. |

4. Organic Chemistry (Standard 9)

(Relevant required courses: CHEM 220, CHEM 221)

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: the major aspects of organic chemistry including functional group chemistry and the related reaction mechanisms, including substitution, addition, elimination, and other reaction types; chromatography, NMR, IR, and other instrumentation in characterizing organic reactions, as well as the chemistry of common biological molecules, including pharmaceuticals and polymers and their reactions. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: the major aspects of organic chemistry, including functional group chemistry and the related reaction mechanisms, including substitution, addition, elimination, and other reaction types; chromatography, NMR, IR, and other instrumentation in characterizing organic reactions, as well as the chemistry of common biological molecules, including pharmaceuticals and polymers and their reactions. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: the major aspects of organic chemistry, including functional group chemistry and the related reaction mechanisms, including substitution, addition, elimination, and other reaction types; chromatography, NMR, IR, and other instrumentation in characterizing organic reactions, as well as the chemistry of common biological molecules, including pharmaceuticals and polymers and their reactions. |

5. Carrying out, presenting, and analyzing scientific investigations

(Standard 1)

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: formulating hypotheses; designing experiments to test hypotheses; and using safe laboratory techniques, instrumentation, laboratory and field procedures and analytical methods for research in chemistry.    The reflection paper also does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: understanding, interpreting and presenting chemical data carrying out basic computational and statistical analyses and problem solving; and using computer programs to organize data and indicate relationships. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: formulating hypotheses; designing experiments to test hypotheses; and using safe laboratory techniques, instrumentation,  laboratory and field procedures and analytical methods for research in chemistry.  The reflection paper also describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to understanding, interpreting and presenting chemical data, to carry out basic computational and statistical analyses and problem solving; and using computer programs to organize data and indicate relationships. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: formulating hypotheses; designing experiments to test hypotheses; and using safe laboratory techniques, instrumentation, laboratory and field procedures and analytical methods for research in chemistry.    The reflection paper also provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: understanding, interpreting and presenting chemical data; carrying out basic computational and statistical analyses and problem solving; and using computer programs to organize data and indicate relationships. |

6. Understanding, mastery and synthesis of published information and communication about science.

(Standard 1)

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: obtaining information on chemical topics through library and internet resources; mastering the information obtained; comprehending primary research articles and to synthesize information from diverse sources, including primary research articles.    The reflection paper also does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: communicating about science orally, in writing and through visual displays, describing research results in the format of an original research article and to use technology in scientific presentations. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: obtaining information on chemical topics through library and internet resources; mastering the information obtained; comprehending primary research articles and to synthesize information from diverse sources,  including primary research articles.    The reflection paper also describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to communicating about science orally, in writing and through visual displays; describing research results in the format of an original research article and to use technology in scientific  presentations. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: obtaining information on chemical topics through library and internet resources; mastering the information obtained comprehending primary research articles and to synthesize information from diverse sources, including primary research articles.    The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to: communicating about science orally, in writing and through visual displays; describing research results in the format of an original research article or a poster and to use technology in scientific presentations. |

## Checkpoint III: Advanced Content Area Reflection Paper, Secondary English Language Arts

**Directions**: See also above *general* directions for advanced content area reflection paper for ALL teacher candidates/programs. Additional directions here are relevant for the Secondary English Language Arts-specific content area categories for the advanced content area reflection.

Write ONE 2-4-page reflective essay that addresses your strengths and areas of growth in your advanced content knowledge and skills as well as your emergent pedagogical content knowledge for each enumerated content area category below. (Note: you will write ONE paper for all six content area categories, not one paper for each content category). At least two artifacts should be included for each content area category below. Refer to the general rubric criteria for all content area reflection papers (above) as well as the rubric criteria for each content area category below to inform your reflection.

**Content Area Categories**

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

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

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

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

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

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

**Criteria for Secondary English Language Arts Content Area Categories**

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

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to use of the English language, such as: grammatical knowledge and skill including semantics, syntax, morphology and phonology as well as a highly sophisticated style in sentence and paragraph structure; understanding of the interrelationship between reading, writing, speaking, listening, viewing, and thinking; respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, regions and social roles; ability to adapt communication to audience, situation, and setting. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to the use of the English language, such as: grammatical knowledge and skill including semantics, syntax, morphology and phonology as well as a highly sophisticated style in sentence and paragraph structure; understanding of the interrelationship between reading, writing, speaking, listening, viewing, and thinking; respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, regions and social roles; ability to adapt communication to audience, situation, and setting. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to the use of the English language, such as: grammatical knowledge and skill including semantics, syntax, morphology and phonology as well as a highly sophisticated style in sentence and paragraph structure; understanding of the interrelationship between reading, writing, speaking, listening, viewing, and thinking; respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, regions and social roles; ability to adapt communication to audience, situation, and setting. |

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

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to the practices of oral, visual, and written literacy, such as: use of oral communication components to construct oral presentations and evaluate oral messages; construction of an argument using evidence; close reading of a wide variety of genres and text types; use of writing, speaking, and observing as major forms of inquiry, reflection, and expression; performance of a variety of functions for varied audiences and purposes. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to the practices of oral, visual, and written literacy, such as: use of oral communication components to construct oral presentations and evaluate oral messages; construction of an argument using evidence; close reading of a wide variety of genres and text types; use of writing, speaking, and observing as major forms of inquiry, reflection, and expression; performance of a variety of functions for varied audiences and purposes. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to the practices of oral, visual, and written literacy, such as: use of oral communication components to construct oral presentations and evaluate oral messages; construction of an argument using evidence; close reading of a wide variety of genres and text types; use of writing, speaking, and observing as major forms of inquiry, reflection, and expression; performance of a variety of functions for varied audiences and purposes. |

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

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to an understanding of and uses for an extensive range of literature, such as: thesis development through analysis of literary work; application of literary concepts and principles of analysis; ability to marshal evidence from creative and analytical literary texts representing a broad historical and contemporary spectrum of American, British, and other work, including non-Western, literature; analysis of literary elements and techniques from a wide variety of genres and cultures, including authors of color and female authors at a highly sophisticated level. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to an understanding of and uses for an extensive range of literature, such as: thesis development through analysis of literary work; application of literary concepts and principles of analysis; ability to marshal evidence from creative and analytical literary texts representing a broad historical and contemporary spectrum of American, British, and other work, including non-Western, literature; analysis of literary elements and techniques from a wide variety of genres and cultures, including authors of color and female authors at a highly sophisticated level. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to an understanding of and uses for an extensive range of literature, such as: thesis development through analysis of literary work; application of literary concepts and principles of analysis; ability to marshal evidence from creative and analytical literary texts representing a broad historical and contemporary spectrum of American, British, and other work, including non-Western, literature; analysis of literary elements and techniques from a wide variety of genres and cultures, including authors of color and female authors at a highly sophisticated level. |

4. Criteria for reading processes (Standards 2, 3, 4, 6, 8, 9, 10)

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to reading processes, such as: use of a wide variety of strategies to comprehend, respond to, interpret, evaluate, appreciate, and create meaning from texts; appreciation and encouragement of the importance of reading in all content areas; selection and use of various materials and strategies, including the use of oral language, for reading at a highly sophisticated level. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to reading processes, such as: use of a wide variety of strategies to comprehend, respond to, interpret, evaluate, appreciate, and create meaning from texts; appreciation and encouragement of the importance of reading in all content areas; selection and use of various materials and strategies, including the use of oral language, for reading at a highly sophisticated level. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to reading processes, such as: use of a wide variety of strategies to comprehend, respond to, interpret, evaluate, appreciate, and create meaning from texts; appreciation and encouragement of the importance of reading in all content areas; selection and use of various materials and strategies, including the use of oral language, for reading at a highly sophisticated level. |

5. Criteria for different composing/writing processes (Standards 13, 14, 15, 16, 17, 18).

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to different composing/writing processes, such as: use of a variety of writing strategies to generate meaning, clarify understanding, and demonstrate how written discourse can influence thought and action; production of different forms of written discourse using various rhetorical strategies and situations; use of strategies for revising, editing, and preparing documents for publication, showing advanced grammatical knowledge and skill and sophisticated style and sentence structure. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to different composing/writing processes, such as: use of a variety of writing strategies to generate meaning, clarify understanding, and demonstrate how written discourse can influence thought and action; production of different forms of written discourse using various rhetorical strategies and situations; use of strategies for revising, editing, and preparing documents for publication, showing advanced grammatical knowledge and skill and sophisticated style and sentence structure. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to different composing/writing processes, such as: use of a variety of writing strategies to generate meaning, clarify understanding, and demonstrate how written discourse can influence thought and action; production of different forms of written discourse using various rhetorical strategies and situations; use of strategies for revising, editing, and preparing documents for publication, showing advanced grammatical knowledge and skill and sophisticated style and sentence structure. |

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

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to research theory and findings in English language arts, such as: use of a range of works of literary theory and criticism; thesis development through analysis of literary work; application of literary concepts and principles of analysis; ability to marshal evidence from creative and analytical literary texts representing a broad historical and contemporary spectrum of American, British, and other work, including non-Western, literature; analysis of literary elements and techniques from a wide variety of genres and cultures, including authors of color and female authors at a highly sophisticated level; ability to read and interpret complex texts, relate one text to another and to a tradition, and to read texts within historical and multicultural contexts, including media and non-print texts; understanding of how media can influence construction of a text’s meaning and how experiencing various media can enhance one’s composing processes, communication, and learning at a highly sophisticated level. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to research theory and findings in English language arts, such as: use of a range of works of literary theory and criticism; thesis development through analysis of literary work; application of literary concepts and principles of analysis; ability to marshal evidence from creative and analytical literary texts representing a broad historical and contemporary spectrum of American, British, and other work, including non-Western, literature; analysis of literary elements and techniques from a wide variety of genres and cultures, including authors of color and female authors at a highly sophisticated level; ability to read and interpret complex texts, relate one text to another and to a tradition, and to read texts within historical and multicultural contexts, including media and non-print texts; understanding of how media can influence construction of a text’s meaning and how experiencing various media can enhance one’s composing processes, communication, and learning at a highly sophisticated level. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to research theory and findings in English language arts, such as: use of a range of works of literary theory and criticism; thesis development through analysis of literary work; application of literary concepts and principles of analysis; ability to marshal evidence from creative and analytical literary texts representing a broad historical and contemporary spectrum of American, British, and other work, including non-Western, literature; analysis of literary elements and techniques from a wide variety of genres and cultures, including authors of color and female authors at a highly sophisticated level; ability to read and interpret complex texts, relate one text to another and to a tradition, and to read texts within historical and multicultural contexts, including media and non-print texts; understanding of how media can influence construction of a text’s meaning and how experiencing various media can enhance one’s composing processes, communication, and learning at a highly sophisticated level. |

## Checkpoint III: Advanced Content Area Reflection Paper, Secondary History

**Directions**: See also above *general* directions for advanced content area reflection paper for ALL teacher candidates/programs. Additional directions here are relevant for the Secondary - History/Social Studies-specific content area categories for the advanced content area reflection.

Write ONE 2-4-page reflective essay that addresses your strengths and areas of growth in your advanced content knowledge and skills as well as your emergent pedagogical content knowledge for each enumerated content area category below. (Note: you will write ONE paper for all three content area categories, not one paper for each content category). At least two artifacts should be included for each content area category below. Refer to the general rubric criteria for all content area reflection papers (above) as well as the rubric criteria for each content area category below to inform your reflection.

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

**Secondary History Content Area Categories**

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

2. Historical Comprehension (Standard 8)

3. Historical Research Capabilities (Standards 7 & 8)

**History Content Standards**

● United States history from the colonial era through the grown of the American Republic (Standard 1)

● United States history from the Civil War through World War 1 (Standard 2)

● United States history in the twentieth century and beyond (Standard 3)

● World history from prehistory to the Age of Exploration (Standard 4)

● World history from the Age of Exploration to the present (Standard 5)

● State of Illinois history from the colonial era to the present (Standard 6)

**Criteria for Secondary History Content Area Categories**

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

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to historical analysis, interpretation, and decision-making, such as: comparing and contrasting differing sets of ideas; considering multiple perspectives; analyzing cause and effect relationships and multiple causation; drawing comparisons across eras and regions in order to define enduring issues; comparing historical narratives; holding interpretations of history as tentative; evaluating major debates and alternative courses of action among historians; understanding that historians marshal relevant historical evidence in order to formulate a position or course of action on an issue. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to historical analysis, interpretation, and decision-making, such as: comparing and contrasting differing sets of ideas; considering multiple perspectives; analyzing cause and effect relationships and multiple causation; drawing comparisons across eras and regions in order to define enduring issues; comparing historical narratives; holding interpretations of history as tentative; evaluating major debates and alternative courses of action among historians; understanding that historians marshal relevant historical evidence in order to formulate a position or course of action on an issue. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to historical analysis, interpretation, and decision-making, such as: comparing and contrasting differing sets of ideas; considering multiple perspectives; analyzing cause and effect relationships and multiple causation; drawing comparisons across eras and regions in order to define enduring issues; comparing historical narratives; holding interpretations of history as tentative; evaluating major debates and alternative courses of action among historians; understanding that historians marshal relevant historical evidence in order to formulate a position or course of action on an issue. |

2. Historical Comprehension (Standard 8)

|  |  |  |
| --- | --- | --- |
| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to historical comprehension, such as: identifying the author or source of a historical document; reconstructing the literal meaning of a historical passage or document; identifying the central question(s) of a historical narrative or document; identifying historical perspectives; explaining how past decisions or actions affect future choices; distinguishing between past, present, and future time; recognizing the idea of historical continuity and change. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to historical comprehension, such as: identifying the author or source of a historical document; reconstructing the literal meaning of a historical passage or document; identifying the central question(s) of a historical narrative or document; identifying historical perspectives; explaining how past decisions or actions affect future choices; distinguishing between past, present, and future time; recognizing the idea of historical continuity and change. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to historical comprehension, such as: identifying the author or source of a historical document; reconstructing the literal meaning of a historical passage or document; identifying the central question(s) of a historical narrative or document; identifying historical perspectives; explaining how past decisions or actions affect future choices; distinguishing between past, present, and future time; recognizing the idea of historical continuity and change. |

3. Historical Research Capabilities (Standards 7 & 8)

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to historical research capabilities, such as: formulating historical questions; obtaining historical data from a variety of sources; identifying the gaps in the available records; marshaling contextual knowledge and perspectives of the time and place; employing appropriate quantitative and qualitative analysis; and supporting interpretations with historical evidence. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to historical research capabilities, such as: formulating historical questions; obtaining historical data from a variety of sources; identifying the gaps in the available records; marshaling contextual knowledge and perspectives of the time and place; employing appropriate quantitative and qualitative analysis; and supporting interpretations with historical evidence. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to historical research capabilities, such as: formulating historical questions; obtaining historical data from a variety of sources; identifying the gaps in the available records; marshaling contextual knowledge and perspectives of the time and place; employing appropriate quantitative and qualitative analysis; and supporting interpretations with historical evidence. |

## Checkpoint III: Advanced Content Area Reflection Paper, Secondary Mathematics

**Directions**: See also above *general* directions for advanced content area reflection paper for ALL teacher candidates/programs. Additional directions here are relevant for the Secondary - Mathematics-specific content area categories for the advanced content area reflection.

Write ONE 2-4-page reflective essay that addresses your strengths and areas of growth in your advanced content knowledge and skills as well as your emergent pedagogical content knowledge for each enumerated content area category below. (Note: you will write ONE paper for all seven content area categories, not one paper for each content category). At least two artifacts should be included for each content area category below. Refer to the general rubric criteria for all content area reflection papers (above) as well as the rubric criteria for each content area category below to inform your reflection.

**Secondary Mathematics Content Area Categories**

1. Foundations for Calculus (Standard 3,4)

2. Algebra and Trigonometry (Standard 8)

3. Geometry (Standard 9)

4. Abstract & Discrete Mathematics (Standard 6)

5. Linear Algebra (Standard 8)

6. Mathematical Probability (Standard 10)

7. Mathematical Statistics (Standard 10)

**Criteria for Secondary Mathematics Content Area Categories**

1. Foundations for Calculus (Standard 3,4)

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to foundations for calculus, such as: the central role of the function concept, right triangle trigonometry and the unit circle; conceptual and procedural fluency with all kinds functions including logarithmic and exponential functions and their inverse relations; and applying concept of functions for problem solving and several kinds of applied problems. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to foundations of calculus, such as: the central role of the function concept, right triangle trigonometry and the unit circle; conceptual and procedural fluency with all kinds functions including logarithmic and exponential functions and their inverse relations; and applying concept of functions for problem solving and several kinds of applied problems. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to foundations of calculus, such as: the central role of the function concept, right triangle trigonometry and the unit circle; conceptual and procedural fluency with all kinds functions including logarithmic and exponential functions and their inverse relations; and applying concept of functions for problem solving and several kinds of applied problems AND an intuitive understanding of the concept of limit and knowledge of the historical development of algebra, trigonometry and the function concept. |

2. Algebra and Trigonometry (Standard 8)

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to algebra and trigonometry, such as: relationships and procedures used for the operations involving integers, rational, real and complex numbers; procedural fluency with all number systems; procedural fluency with algebraic expressions and can applying these skills to solving problems involving polynomials, rational expressions, linear and quadratic equations; the coordinate system and how it is used as a graphing tool to solve problems; ability to setting up and solving problems using algebraic equations; competence with the trigonometric functions: sine, cosine and tangent and using them to solve problems involving the sides and angles of right-angle triangles; and, solving applied problems using trigonometry. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to algebra and trigonometry, , such as: relationships and procedures used for the operations involving integers, rational, real and complex numbers; procedural fluency with all number systems; procedural fluency with algebraic expressions and applying these skills to solving problems involving polynomials, rational expressions, linear and quadratic equations; the coordinate system and how it is used as a graphing tool to solve problems; setting up and solving problems using algebraic equations; competence with the trigonometric functions: sine, cosine and tangent and using them to solve problems involving the sides and angles of right-angle triangles; solving applied problems using trigonometry. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to algebra and trigonometry, such as: relationships and procedures used for the operations involving integers, rational, real and complex numbers; procedural fluency with all number systems; procedural fluency with algebraic expressions and can applying these skills to solving problems involving polynomials, rational expressions, linear and quadratic equations; the coordinate system and how it is used as a graphing tool to solve problems; ability to setting up and solving problems using algebraic equations; competence with the trigonometric functions: sine, cosine and tangent and using them to solve problems involving the sides and angles of right-angle triangles; and, solving applied problems using trigonometry. |

3. Geometry (Standard 9)

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to geometry, such as: visualizing and analyzing relationships of geometric shapes, structures and properties; knowledge of the core concepts of Euclidean geometrics of two and three dimensions; understands the roles of axiomatic systems and formal proof in geometry: congruence, similarity, symmetry; understands coordinate geometry and how it can be used to solve problems; finding areas of two-dimensional shapes and volumes of three- dimensional shapes and structures. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to geometry, such as: visualizing and analyzing relationships of geometric shapes, structures and properties; the core concepts of Euclidean geometrics of two and three dimensions; the roles of axiomatic systems and formal proof in geometry: congruence, similarity, symmetry; coordinate geometry and how it can be used to solve problems; finding areas of two-dimensional shapes and volumes of three- dimensional shapes and structures. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to geometry, such as: visualizing and analyzing relationships of geometric shapes, structures and properties; knowledge of the core concepts of Euclidean geometrics of two and three dimensions; understands the roles of axiomatic systems and formal proof in geometry: congruence, similarity, symmetry; understands coordinate geometry and how it can be used to solve problems; finding areas of two-dimensional shapes and volumes of three- dimensional shapes and structures AND non-Euclidean geometry; equations of lines and planes in three-dimensional coordinate geometry. |

4. Abstract & Discrete Mathematics (Standard 6)

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to abstract and discrete mathematics, such as: basic rules of prepositional logic, including equivalence and tautology, and rules of inference; various methods of proof, including proof by cases, contradiction, and contrapositive argument; competent in the use and application of mathematical induction; basic set theory, including algebra of sets and the pick-a-point method of proof involving sets; relations and their properties, operations on and with relations, and functions as special types of relations; equivalence relations, equivalence classes, and partitions induced by equivalence relations; and cardinality of sets, able to distinguish between denumerable and uncountable sets, understands infinite cardinal numbers. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to abstract and discrete mathematics, such as: basic rules of prepositional logic, including equivalence and tautology, and rules of inference; various methods of proof, including proof by cases, contradiction, and contrapositive argument; competent in the use and application of mathematical induction; basic set theory, including algebra of sets and the pick-a-point method of proof involving sets; relations and their properties, operations on and with relations, and functions as special types of relations; equivalence relations, equivalence classes, and partitions induced by equivalence relations; and cardinality of sets, able to distinguish between denumerable and uncountable sets, understands infinite cardinal numbers. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to abstract and discrete mathematics, such as: basic rules of prepositional logic, including equivalence and tautology, and rules of inference; various methods of proof, including proof by cases, contradiction, and contrapositive argument; competent in the use and application of mathematical induction; basic set theory, including algebra of sets and the pick-a-point method of proof involving sets; relations and their properties, operations on and with relations, and functions as special types of relations; equivalence relations, equivalence classes, and partitions induced by equivalence relations; and cardinality of sets, able to distinguish between denumerable and uncountable sets, understands infinite cardinal numbers.  AND emerging knowledge in:  graphs and/or trees; a proof that the unit interval is uncountable; proof that Irrational numbers exist; proof that the Rational numbers are countable;  and partially ordered sets. |

5. Linear Algebra (Standard 8)

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to linear algebra, such as: basic properties of matrices (e.g., dimension, nonsingular, symmetric); algebraic computations on and with matrices; Gaussian Elimination and using this technique to solve systems of linear equations; finding the inverse of a matrix, where applicable; elementary matrices and their relationship to the Reduced-Row Echelon form and inverse of a matrix; vector spaces, including subspaces, linear independence, basis, and dimension; linear transformations, including image, kernel, inverse transformation, and matrix representations; computing the determinant of a square matrix, understanding its properties and uses; and  computing the eigenvalues and eigenvectors of a matrix, where applicable. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to linear algebra, such as: basic properties of matrices (e.g., dimension, nonsingular, symmetric); algebraic computations on and with matrices; Gaussian Elimination and using this technique to solve systems of linear equations; finding the inverse of a matrix, where applicable; elementary matrices and their relationship to the Reduced-Row Echelon form and inverse of a matrix; vector spaces, including subspaces, linear independence, basis, and dimension; linear transformations, including image, kernel, inverse transformation, and matrix representations; computing the determinant of a square matrix, understanding its properties and uses; and  computing the eigenvalues and eigenvectors of a matrix, where applicable. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to linear algebra, such as: basic properties of matrices (e.g., dimension, nonsingular, symmetric); algebraic computations on and with matrices; Gaussian Elimination and using this technique to solve systems of linear equations; finding the inverse of a matrix, where applicable; elementary matrices and their relationship to the Reduced-Row Echelon form and inverse of a matrix; vector spaces, including subspaces, linear independence, basis, and dimension; linear transformations, including image, kernel, inverse transformation, and matrix representations; computing the determinant of a square matrix, understanding its properties and uses; and  computing the eigenvalues and eigenvectors of a matrix, where applicable AND emerging knowledge in: orthogonal subspaces in Rn and how to compute them;  the Singular Value Decomposition; and Positive Definite matrices. |

6. Mathematical Probability (Standard 10)

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to mathematical probability, such as: basic definitions and properties of probability and probability distributions; using rules of counting to compute probabilities under an equal probability model; understands the concept of independent events, conditional probability, and use of Bayes Theorem; computing the mean, variance, and higher moments of both discrete and continuous random variables; computing the mean and variance of both discrete and continuous random variables using moment-generating functions; understands the context in which use of the following discrete distributions are appropriate: the binomial, negative binomial, hypergeometric, uniform, and Poisson; computing probabilities based on the binomial, normal, and gamma distributions;  competence computing joint and marginal probabilities; and demonstrates understanding and use of the Central Limit Theorem. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related mathematical probability, such as: basic definitions and properties of probability and probability distributions; using rules of counting to compute probabilities under an equal probability model; independent events, conditional probability, and use of Bayes Theorem; computing the mean, variance, and higher moments of both discrete and continuous random variables, directly; computing the mean and variance of both discrete and continuous random variables using moment-generating functions; the context in which use of the following discrete distributions are appropriate: the binomial, negative binomial, hypergeometric, uniform, and Poisson; computing probabilities based on the binomial, normal, and gamma distributions;  computing joint and marginal probabilities; demonstrates understanding and use of the Central Limit Theorem. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to mathematical probability, such as: basic definitions and properties of probability and probability distributions; using rules of counting to compute probabilities under an equal probability model; understands the concept of independent events, conditional probability, and use of Bayes Theorem; computing the mean, variance, and higher moments of both discrete and continuous random variables, directly; computing the mean and variance of both discrete and continuous random variables using moment-generating functions; understands the context in which use of the following discrete distributions are appropriate: the binomial, negative binomial, hypergeometric, uniform, and Poisson; computing probabilities based on the binomial, normal, and gamma distributions;  computing joint and marginal probabilities; and demonstrates understanding and use of the Central Limit Theorem AND emerging knowledge in the following: Chebyshev’s Theorem;  distributions of sums of two general random variables (convolutions). |

7. Mathematical Statistics (Standard 10)

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to mathematical statistics, such as: methods of parameter (point) estimation, including the method of maximum likelihood; properties of parameter estimators, including unbiased, sufficient, and minimum variance; basic data summary statistics, including the mean, median, and sample standard deviation; computing confidence intervals for means, proportions, and variances; simple linear regression analysis, including model checking techniques; competence performing hypothesis tests for means, proportions, and variances, including use and interpretation of *p*-values; demonstrate understanding of the context in which the following distributions are appropriate: *t*-distribution, chi -square, normal, and *F*-distribution; and appropriate use of nonparametric test procedures. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related mathematical statistics, such as: methods of parameter (point) estimation, including the method of maximum likelihood; properties of parameter estimators, including unbiased, sufficient, and minimum variance; basic data summary statistics, including the mean, median, and sample standard deviation; computing confidence intervals for means, proportions, and variances; simple linear regression analysis, including model checking techniques; performing hypothesis tests for means, proportions, and variances, including use and interpretation of *p*-values; demonstrate understanding of the context in which the following distributions are appropriate: *t*-distribution, chi-square, normal, and *F*-distribution; and appropriate use of nonparametric test procedures. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to mathematical statistics, such as: methods of parameter (point) estimation, including the method of maximum likelihood; properties of parameter estimators, including unbiased, sufficient, and minimum -variance; basic data summary statistics, including the mean, median, and sample standard deviation; competence computing confidence intervals for means, proportions, and variances; simple linear regression analysis, including model checking techniques; competence performing hypothesis tests for means, proportions, and variances, including use and interpretation of *p*-values; demonstrate understanding of the context in which the following distributions are appropriate: *t*-distribution, chi-square, normal, and *F*-distribution; and appropriate use of nonparametric test procedures AND emerging knowledge in: tests for use with r x c contingency tables (chi-square tests); two -way analysis of variance models and test procedures; Goodness-of-fit test procedures; Bayesian Statistics; and Chebyshev’s Theorem |

## Checkpoint III: Advanced Content Area Reflection Paper, K-12 French/Spanish

**Directions**: See also above *general* directions for advanced content area reflection paper for ALL teacher candidates/programs. Additional directions here are relevant for the K-12 French/Spanish-specific content area categories for the advanced content area reflection.

Write ONE 2-4-page reflective essay that addresses your strengths and areas of growth in your advanced content knowledge and skills as well as your emergent pedagogical content knowledge for each enumerated content area category below. (Note: you will write ONE paper for all three content area categories, not one paper for each content category). At least two artifacts should be included for each content area category below. Refer to the general rubric criteria for all content area reflection papers (above) as well as the rubric criteria for each content area category below to inform your reflection.

**K-12 French/Spanish Content Area Categories**

1. Successful oral communication and comprehension in the target language (Standards 1, 2, 3, 4, 10)
2. Successful written communication in the target language (Standards 1, 3, 4, 10)
3. Understanding of target language cultures (Standard 5, 6, 7, 8, 9, 10)

**Criteria for K-12 French/Spanish Content Area Categories**

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

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to successful oral communication and comprehension in the target language, such as the ability to: using verb tense conventions and mood expressions; consistently using formal and informal speech patterns; using culturally authentic (or near heritage-level) pronunciation; demonstrating sound patterns; recognizing regional differences in spoken language. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to successful oral communication and comprehension in the target language, such as: using verb tense conventions and expressing mood and doubt;  consistently using conventions of formal and informal speech patterns; using culturally authentic (or near heritage-level) pronunciation; demonstrating sound patterns; recognizing regional differences in spoken language. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to successful oral communication and comprehension in the target language, such as: conjugating verbs easily and without hesitation; expressing moods consistently without difficulty; consistently demonstrating understanding of nuances of formal and informal speech; consistently using culturally authentic (or near heritage-level) pronunciation; explaining how to articulate sound patterns; explaining regional differences in speech; using target language to communicate orally in a career (for example, in a fieldwork practicum, as peer teacher, or service-learning experience) or achieves outstanding oral work in Spanish/French for International Affairs/Business Spanish. |

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

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to knowledge and skills in writing in the target language, such as: progressing beyond written expression related to daily situations; identifying errors of semantics, grammar, or use circumlocution; conveying information from sources in the target language, or citing them properly. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to successful written communication in the target language, such as: writing on a variety of topics, demonstrating strong knowledge of grammar and spelling; using idiomatic expressions circumlocution; research in the target language and citing sources appropriately; demonstrating awareness of how writing is used in the target language in a variety of contexts. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to successful written communication in the target language, such as: writing on specialized or advanced topics, demonstrating superior knowledge of stylistic expression; identifying errors of written expression and assisting others in their correction (for example, the work of a tutor or peer teacher); using target language in written communication: for example, reports in an fieldwork practicum, correction of written assignments as a peer teacher, or written communication in a service- learning experience; producing outstanding written work in Spanish/French for International Affairs/Business Spanish. |

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

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to understanding of target language cultures, such as: understanding of and sensitivity to cultural differences; showing expressive forms (e.g. music, dance, art, drama, architecture) in various societies; demonstrating capability to read/understand representative types of literature and media in target language societies; demonstrating knowledge of history, geography, social and religious institutions and current events of various target language cultures; making connections between different disciplines in the target cultures; demonstrating awareness of career options related to using the target language. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to understanding of target language cultures, such as: demonstrating understanding of and sensitivity to cultural differences; discussing expressive forms (e.g. music, dance, art, drama, architecture) in various societies; reading/understanding representative types of literature and media in target language societies; demonstrating basic knowledge of history, geography, social and religious institutions and current events of various target language cultures; making connections between different disciplines in the target cultures; showing awareness of career options related to using the target language. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to understanding of target language cultures, such as: reflecting on experiences of cultural difference and successfully articulating those differences (e.g. from successful study abroad seen in post-study reflection, symposium participation, news article, photographic documentation, class talk, etc.); successfully producing creative endeavor related to the target language culture: original poetry/prose/drama, performance, or visual arts; interpreting/analyzing representative types of literature and media in target language societies; demonstrating some specialized knowledge of history, geography, social and religious institutions and current events of various target language cultures; completing coursework in another discipline in the target language (e.g. course at a university abroad in social sciences, sciences or other humanities); carrying out interdisciplinary research paper in the target language; sings target language in a career (for example, in a fieldwork practicum, as peer teacher, or service-learning experience) or achieving outstanding work in Spanish/French for International Affairs/Business Spanish. |

## Checkpoint III: Advanced Content Area Reflection Paper, K-12 Music

**Directions**: See also above *general* directions for advanced content area reflection paper for ALL teacher candidates/programs. Additional directions here are relevant for the K-12 Music-specific content area categories for the advanced content area reflection.

Write ONE 2-4-page reflective essay that addresses your strengths and areas of growth in your advanced content knowledge and skills as well as your emergent pedagogical content knowledge for each enumerated content area category below. (Note: you will write ONE paper for all three content area categories, not one paper for each content category). At least two artifacts should be included for each content area category below. Refer to the general rubric criteria for all content area reflection papers (above) as well as the rubric criteria for each content area category below to inform your reflection.

**K-12 Music Content Area Categories**

1. Music Performance (Standards 1, 2, 4)

2. Music Theory (Standards 1, 2, 4)

3. Music History/Culture (Standards 1, 3, 4)

**Criteria for K-12 Music Content Area Categories**

1. Music Performance (Standards 1, 2, 4)

Relevant required courses: MUSA 111, 112, 211, 211, 212, piano applied lessons

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to music performance, such as: completing a jury and performance on primary instrument/voice at a basic level; writing program notes representing basic level of knowledge of the performance practices, historical, and theoretical elements of the pieces. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to music performance, such as: completing a jury and performance on primary instrument/voice at a proficient level; writing program notes for your performance representing a basic level of knowledge of the performance practices, historical, and theoretical elements of the pieces. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to music performance, such as: successfully completing a jury and performance on primary instrument/voice at a superior level; writing program notes for your performance representing thorough knowledge of the performance practices, historical, and theoretical elements of the pieces. |

2. **Music Theory** (Standards 1, 2, 4)

Relevant required courses: MUSC 251, 252, 351, MUSC 352

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to music theory, such as: utilizing properties of compositional and theoretical elements; utilize music theory to create a composition; using techniques appropriate to concepts being expressed. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to  music theory, such as: demonstrating technical proficiency in composition; exhibiting a level of craft that shows sustained care; demonstrating a commitment to improvement; composing in technically correct ways (without a creative component). | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to music theory, such as: demonstrating comprehension of theoretical components necessary to compose at a fundamental level; exhibiting a level of craft that shows sustained care and a sense of completion; composition with evident creativity |

**3. Music History/Culture** (Standards 1, 3, 4)

Relevant required courses: MUSC 217, 360, 361

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to music history/culture, such as: recognizing the cultural and historical importance of music; perceiving links between form and content; performing analysis of works of music; producing papers that are appropriately researched, argued or written. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to music history/culture, such as: recognizing the cultural and historical importance of music; performing analysis of works of music in written and oral forms; writing a properly researched and cited paper using the vocabulary of music history that contains an adequate thesis. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to music history/culture, such as: recognizing the cultural and historical importance of music; articulating awareness of the role of institutions in the shaping of the history of music; defining the links between form and content in works of music; performing analysis of works of music in written and oral forms; performing cultural and historical interpretation of works of music; writing papers with strong thesis statements and good historical awareness, with clarity of argument and depth of research. |

## Checkpoint III: Advanced Content Area Reflection Paper, K-12 Visual Arts

**Directions**: See also above *general* directions for advanced content area reflection paper for ALL teacher candidates/programs. Additional directions here are relevant for the K-12 Visual Arts-specific content area categories for the advanced content area reflection.

Write ONE 2-4-page reflective essay that addresses your strengths and areas of growth in your advanced content knowledge and skills as well as your emergent pedagogical content knowledge for each enumerated content area category below. (Note: you will write ONE paper for all three content area categories, not one paper for each content category). At least two artifacts should be included for each content area category below. Refer to the general rubric criteria for all content area reflection papers (above) as well as the rubric criteria for each content area category below to inform your reflection.

**K-12 Visual Arts Content Area Categories**

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

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

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

**Criteria for K-12 Visual Art Content Area Categories**

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

Relevant required courses: ARTH 212, 218, 349, 360

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to history and culture, such as: recognizing historical periods and styles in the history of art; showing awareness of global cultural traditions; exhibiting awareness of role of institutions in shaping the history of art; performing an effective visual analysis; perceiving links between form and content; interpreting historical and cultural context; producing papers that are appropriately researched, argued or written. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to history and culture, such as: recognizing historical periods and styles in the history of art; exhibiting awareness of cultural characteristics of art from across the globe; recognizing the importance of institutions in the development of the history of art; defining the links between form and content in works of art; performing visual analysis of works of art in written and oral forms; performing an interpretation rooted in historical and cultural context; writing a properly researched and cited paper using the vocabulary of art history that contains an adequate thesis. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to history and culture, such as: recognizing historical periods and style in the history of art; exhibiting awareness of cultural characteristics of art from across the globe; recognizing the importance of institutions in the development of the history of art; defining the links between form and content in works of art; contributing new research and insight to the history and/or theory of art; displaying exceptional skills at analysis and interpretation; writing papers with strong thesis statements and good historical awareness, with clarity of argument and depth of research. |

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

Relevant required courses: ART 230, 231, 232, 233, 236, 242, 330, 331, 333, 335, 342, 343, 344

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to materials and techniques, such as: properly utilizing properties of drawing and other media to demonstrate capability to engage fundamental techniques; combining media effectively or using techniques appropriate to concept being expressed; demonstrating awareness of links between materials and techniques and the communication of ideas; following through to bring works to completion. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to materials and techniques, such as: demonstrating technical proficiency extending to a variety of media, including drawing, design and at least one other medium; combining media effectively using techniques appropriate to mode of expression; exhibiting a level of craft that shows sustained care and creates a sense of completion in the work of art; choosing materials and techniques to effectively express ideas. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to materials and techniques, such as: demonstrating technical expertise extending to a variety of media, including drawing, design and other media, such as painting, sculpture, photography, ceramics and/or digital media; combining media effectively using techniques appropriate to mode of expression; exhibiting a level of craft that shows sustained care and creates a sense of completion in the work of art; exhibiting proficiency at high level of technique that forefronts issues of concepts and pushes the limits of technique to expand expressive capabilities of media; choosing materials and techniques to effectively express ideas, and go beyond the basics to invent new uses for materials. |

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

Relevant required courses: ART 230, 232, 233, 236, 242, 330, 331, 333, 335, 342, 343, 344, 481

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| **Not Met** | **Met** | **Distinguished** |
| The reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to style and expression, such as: communicating through visual forms; making formal choices appropriate for subject matter or source material; working in abstract and representational modes; articulating why stylistic and technical choices were made; developing a portfolio and artist statement. | The reflection paper describes in sufficient detail and provides sufficient evidence to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to  style and expression, such as: organizing a composition to effectively express an idea or emotion; making formal choices appropriate to subject matter and source material; working in abstract and representational modes; generating creative ideas for artistic expression; articulating reasoning behind technical and stylistic choices; developing a substantial body of work, a portfolio and artist statement. | The reflection paper provides thorough, insightful, nuanced assessment, with compelling evidence, to address a range of deepened/growing knowledge and skills and pedagogical content knowledge related to style and expression, such as: organizing a composition to effectively express an idea or emotion; making formal choices appropriate to subject matter and source material, working in abstract and representational modes; demonstrating originality and creative thinking in generating works with a personal style in a chosen medium; creating effective connections to the audience in communicating ideas visually; working with other artists in collaborative efforts; developing a cohesive body of work and an outstanding professional quality portfolio, including a polished artist statement and resume. |

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# **CHECKPOINT IV**

# Overall Guidelines for Checkpoint IV

**Reflection on Student Teaching - Exiting the Program**

Checkpoint IV comprises two separate assignments as part of the process of reflecting on your student teaching. By successfully completing requirements for Checkpoint IV outlined below, you will officially complete your student teaching and exit the Education program to be eligible for Illinois teacher licensure.

Checkpoint IV involves satisfactorily completing, submitting, and passing the following two assignments:

* Checkpoint IVA: State required educative performance assessment (edTPA).
* Checkpoint IVB: Reflection on student teaching, including reflective paper and exit interview.

**Additional requirements:**

1. Recommendation from EDUC 418/518 or EDUC 421/521 instructor for exiting the program as supported by final evaluations of student teaching (including teaching competencies and LFC Disposition assessment).

2. Passing (SCR) grade for student teaching.

# Detailed Guidelines for Checkpoint IV

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## Checkpoint IVA: Educative Teacher Performance Assessment

To officially exit student teaching, all candidates will successfully complete, submit, and pass the state required performance assessment, edTPA. The edTPA educative teacher performance assessment “requires aspiring teachers to demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning, and adjust their instruction to become more effective” (edTPA.com).

**Directions**: See subject-specific edTPA handbook and other edTPA resources for instructions.

## Checkpoint IVB: Reflection on Student Teaching

As a bookend to the Checkpoint I Program Entrance process (in which candidates reflected on the pre-professional component of the Lake Forest College Identifying Dispositions), this final checkpoint serves as a culminating reflection on the teacher candidate’s demonstration of additional Lake Forest College Identifying Dispositions as well as their areas of strength and growth in planning, instruction, and assessment. The key Dispositions to be assessed at program completion are *responsiveness, resourcefulness, teacher efficacy, and an overall capacity for meaningful long-term reflection*. Evidence for this reflection should come from the candidate’s experiences during the student teaching semester and the course of the program in general.

Checkpoint IVB involves a) satisfactorily completing and submitting an evidence-based reflection paper, and b) satisfactorily completing an exit interview.

**Checkpoint IVB: Reflection Paper**

**Directions**: Write a 2-4 page reflective paper describing:

* Your areas of strength and continued growth in terms of your *responsiveness, resourcefulness, teacher efficacy, and an overall capacity for meaningful long-term reflection* as a current and future teacher. Refer to the Lake Forest College Identifying Dispositions to inform your reflection.
* Your development of a strong knowledge base and ability to connect theory to practice with respect to your planning, instruction, and assessment. Address specific areas of strength and growth in your planning, instruction, and assessment during your student teaching, as well as targeted plans for continued growth in each of these three areas for your first year of teaching.

Be sure to weave evidence into your reflective essay to support your points, including but not limited to: feedback from your cooperating teacher(s), feedback from your student teaching supervisor(s), feedback from content-area faculty mentor(s), your performance on edTPA. Be sure to also refer to specific edTPA rubric categories as well as domains from the Danielson Framework to support your specific points.

**Checkpoint IVB: Exit Interview**

**Directions:** After you submit your Checkpoint IVB reflective essay, you will engage in an interview with the Education Department faculty and Lake Forest College content-area faculty (for Secondary and K-12 candidates) to discuss your strengths and continued growth in your dispositions and your student teaching planning, instruction, and assessment, as well as your future journey as a teacher.

**Criteria for Program Completion Reflection and Interview**

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| **Not Met** | **Met** | **Distinguished** |
| Provides unclear, unrealistic, and/or unreflective articulation not rooted in clear evidence across a range of sources in the reflective essay or during the exit interview for the following areas:   * strengths and areas for growth in *responsiveness, resourcefulness, teacher efficacy, and an overall capacity for meaningful long-term reflection* as a current and future teacher; * strengths and areas for growth in planning, instruction and assessment with well thought out and appropriate strategies for future support and resources; * sustained and consistent commitment toward reaching goals without defensiveness * reflective processes through discussion about one’s thinking processes during exit interview in an articulate and professional manner | Provides clear, honest, introspective articulation based on clear evidence across a range of sources in the reflective essay and during the exit interview for the following areas:   * strengths and areas for growth in *responsiveness, resourcefulness, teacher efficacy, and an overall capacity for meaningful long-term reflection* as a current and future teacher; * strengths and areas for growth in planning, instruction and assessment with well thought out and appropriate strategies for future support and resources; * sustained and consistent commitment toward reaching goals without defensiveness * reflective processes through discussion about one’s thinking processes during exit interview in an articulate and professional manner | Provides exceptionally clear and honest, deeply insightful, and nuanced articulation, with multiple indicators and an array of compelling evidence across a range of sources in the reflective essay and during the exit interview for the following areas:   * strengths and areas for growth in *responsiveness, resourcefulness, teacher efficacy, and an overall capacity for meaningful long-term reflection* as a current and future teacher; * strengths and areas for growth in planning, instruction and assessment with well thought out and appropriate strategies for future support and resources; * sustained and consistent commitment toward reaching goals without defensiveness * reflective processes through discussion about one’s thinking processes during exit interview in an articulate and professional manner |