History and Social Science Education Program

Department of History

Illinois State University

May 2005

Contents

Introduction ……. 3
Illinois State University Faculty and Staff …….. 3
Partnership School Department Chairs …… 3
Instructional Assistant Professors – University Supervisors …….. 4
Teacher Advisory Committee ……. 4
History and Social Science Education Pre-Service Teachers' Coursework …… 5
And Preparation
Five Pillars of History and Social Science Education ……. 6
Historical Thinking Benchmarks ……. 7
Collaboration Benchmarks …….. 7
Assessment Benchmarks ……. 8
Professional Development Semester: History and Social Science …….. 9
Teaching Methodology II, 390; Professional Development Schools;
And Student Teaching
Principles Underpinning the Structure and Process of …… 11
Mentoring and Student Teaching: Apprenticeship,
Skills-Performance, and Inquiry-Reflection
The Reflective Practitioner and the Teaching and Learning …… 16
of History Diagram
Mentoring Experiences …… 17
Thinking about Teaching History and the Social Sciences ……. 18

Appendix A: Mentor's Assessment of 390 Intern – …… 20
Student Teacher Candidate
Appendix B: Different Ways to Think about Teaching …….. 23

History and Social Science Education Program
Department of History
Illinois State University

Introduction

The purpose of this handbook is to describe the preparation of history and social science education majors at Illinois State University. The preparation of history and social science teachers is a collaborative endeavor. All who contribute to the history and social science education program play a vital role in educating students in Illinois and the nation.

The handbook seeks to identify the importance of history and the social sciences in the curriculum. Briefly, the handbook provides an overview of pre-service coursework and preparation, the five pillars of the history and social science education program, benchmarks for critical historical literacy and collaboration, and principles underlining the structure and processes of the Professional Development Semester experience.

Frederick D. Drake is the principal author and his colleagues at Illinois State, Richard Hughes and Molly Munson-Dryer, have reviewed its contents. Additionally, reviewers of the handbook's contents include department chairs from the Partnership Schools, the history department's University Supervisors, and members of Illinois State's History Education Teacher Advisory Committee.

Illinois State University

Frederick D. Drake, Associate Professor of History and Director
Richard L. Hughes, Assistant Professor of History
Molly Munson-Dryer, Coordinator of Student Teaching
Mike Tilford, Instructional Assistant Professor
Fred Walk, Instructional Assistant Professor

Partnership Schools

Chicago Metropolitan Area

Terry Jozwik, Glenbrook South High School
Grant Phillipp, Kelvyn Park High School
Katie Roland, James H. Bowen High School
Jeana Naujokas, Lincoln-Way Central High School
Eric A. Byar, Lincoln-Way East High School

Central Illinois Area

Rich Baldwin, Bloomington High School
Keith Pogue, Mahomet-Seymour High School
Anne Libert, Normal Community High School
Diane Mueller, Normal West High School
Paul Swanson, Olympia High School
Richard Schurter, Pekin High School
Richard White, Pekin High School
Paula Seifert, Springfield Lanphier High School

Instruction Assistant Professors – University Supervisors

Marylee Bales
Shelby Balik
Gerald Boevers
Terry Kohl
Marcel Lewinski
Don Manahan
Howard Romanek
Mike Tilford
Fred Walk
Joe White
Mary Kay Zeter

Teacher Advisory Committee

Eugene Burnett, Pontiac High School
James Kelly, University High School
Stan Otto, Bloomington High School
Gerald Sax, El Paso-Gridley High School
Barb Sullivan, Williamsville High School
Richard White, Pekin High School
Tonya Faloon-Sullivan, Williamsville High School
Kelly Keogh, Normal Community High School
Robin Roberts, Tri-Valley High School
Peggy Scott, University High School
Mike Tilford, Instructional Assistant Professor
Fred Walk, Instructional Assistant Professor
John Wille, Dwight High School

May 2005

History and Social Science Education Pre-Service Teachers' Coursework and Preparation

Prior to the Professional Development Semester, all pre-service teachers in history and social science education have completed their coursework in history and or the social sciences; they have completed History and Social Science Teaching Methodology I, 290; and they have completed coursework in curriculum and instruction in the College of Education. All pre-service teachers, while taking several courses from the College of Education, are majors from the College of Arts and Sciences and they have passed the State of Illinois Content examination in the social sciences prior to admission to the Professional Development Semester.

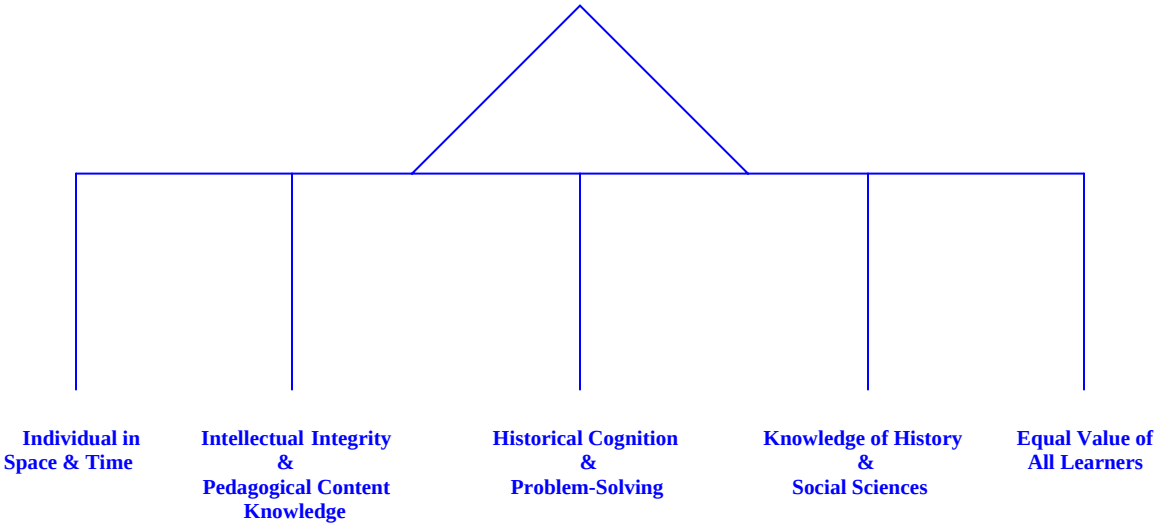
All history and social science pre-service teachers are expected to contemplate how history is an integrative discipline, and they are expected to help students think historically. The History and Social Science Teaching Methodology I, 290, and II, 390, courses, which are housed in the Department of History distinguish themselves from general teaching methods courses. Critical historical literacy is emphasized throughout the domain-specific methods courses. Both 290 and 390 identify three strands that emphasize history as a problem of knowledge and focus on the importance of historical cognition. The three strands are:

- History as inquiry and evidence based on interpretation.
- History as literacy, emphasizing sourcing and corroboration heuristics.
- History as unit design, emphasizing Vital Themes and Narratives, Habits of Mind, Primary Sources, and Secondary Sources.

Both 290 and 390 are courses offered in Illinois State's history department. Both courses emphasize to varying degrees historical thinking:

- As reflecting discussion
- As a higher order thinking that subsumes critical thinking
- As requiring knowledge of subject matter
- As emphasizing reading and writing
- As pursuing equity and justice/social justice
- As a foundation for civic education

Five Pillars of History and Social Science Education



At the core of the history and social science education program is historical cognition. Historical thinking serves as a pillar for problem-solving as citizens. The pre-service candidate seeks inquiry as a viable means to understanding who we are in space and time. The pre-service teacher possesses intellectual integrity and utilizes best teaching practices in helping students understand content and the ways historians think. Each pre-service teacher must have knowledge of history and the social sciences so that knowledge can be furthered and created. Each pre-service teacher believes that all students can learn.

To augment thinking historically each pre-service teacher must experience designing their classrooms as a laboratory of history (Drake & Nelson, *Engagement in Teaching History*, 2005) so students will improve their ability to "do history." Yet, the temptation to just tell students what we know (i.e. lecture) remains strong. Mentors in Partnership Schools, Cooperating Teachers in student teaching sites, and University Supervisors play a vital role to model and reinforce designing classrooms as a laboratory of co-investigation about the past, present, and future.

The history and social science education program draws from the American Historical Association's "Benchmarks for Professional Development in Teaching of History as a Discipline," developed in cooperation with the Organization of American Historians, the National Council for the Social Studies, the U.S. Department of Education, and the National Coalition for History. The set of benchmarks speak forcefully to the teaching of history and an eleven member working group developed a set of benchmarks pertaining to the teaching of history ("Benchmarks for Professional Development in Teaching of History as a Discipline" in its May 2003 issue of *Perspectives*). This document set out benchmarks for guiding and shaping collaborative programs aimed at professional development of teachers of history.

Historical Thinking Benchmarks

The "Benchmarks for Professional Development in Teaching of History as a Discipline" identified ten benchmarks pertaining specifically to historical thinking. These benchmarks serve as a helpful reminder of the purposes of Illinois State's history and social science education program and the key contributions of Mentors in Partnership Schools:

- Analysis of primary and secondary sources
- An understanding of historical debate and controversy
- Appreciation of recent historiography through an examination of how historians develop differing interpretations
- Analysis of how historians use evidence
- An understanding of bias and points of view
- Formulation of questions through inquiry and determining their importance
- Determination of the significance of different kinds of historical change
- Sophisticated examination of how causation relates to continuity and change
- Understanding of the interrelationship among themes, regions, and periodization
- Understanding that although the past tends to be viewed in terms of present values, a proper perception of the past requires a serious examination of values of that time.

The benchmarks' eleven member working group emphasized that content, pedagogy, and historical thinking should be interwoven in the professional development of history educators. At the heart of the Partnership Schools work with Illinois State is a belief in the integration of content, pedagogy, and historical thinking.

These benchmarks, moreover, serve as a reminder of the special modes of inquiry and guiding concepts that history offers its students/teachers/scholars as we engage in a joint exploration of the past. These benchmarks serve as a reference point for pre-service teachers, Mentors in Partnership Schools, Cooperating Teachers, and University Supervisors throughout the Professional Development Semester.

Collaboration Benchmarks

Collaboration is essential to professional development. The "Benchmarks for Professional Development in Teaching of History as a Discipline" stated the following:

> Professional development for teaching history must include three interrelated and integrated parts: *Content, Pedagogy that includes Student Learning, and Habits of Mind for History/Thinking Historically*. These three parts should be mutually enforcing rather than separated. Training in content and thinking historically must be connected with

pedagogy. Lastly, assessments must be directly tied to the goals of professional development, most importantly the "historical thinking benchmarks" that are, in turn, dependent on content and pedagogy.

The collaboration between the history and social science education program and the Partnership Schools looks to the following benchmarks in collaboration:

- For sound professional development, Partnership Department Chairs and Mentors should be involved at the beginning of planning.
- Content and classroom needs of teachers and students should be assessed at the beginning.
- The goals of teachers and students as determined through the assessment should be the central focus of the program.
- Professional development programs should be sustained over time.
- Professional collaboration of teachers with their colleagues should be encouraged.
- Workshops conducted by master teachers for their colleagues at home institutions should be a requirement.
- Teachers with strong abilities as facilitators should be identified and given leadership roles within the project.
- As many university/college history faculty should be involved in the project as is possible, especially those with experience in primary and secondary school education.
- If the professional development program is focusing on a particular school district, the coordinator of history and social studies in that school district should be consulted at the start of planning a project. In such cases where specific schools and colleges are involved, activities should be held both at schools and the college. Those responsible for training new history teachers should be included in these activities.

Assessment Benchmarks

Assessment benchmarks include assessment of the professional development program and assessment of teachers and students.

Assessment of the Professional Development Program

- Learning outcomes on the part of all participants in the program should be assessed.
- Student historical understanding should be tested prior to and after conducting collaborative programs.
- Assessment should be directed toward the continual and constructive improvement of teaching, learning, and professional development. Program goals and procedures should be adapted as necessary based on assessment evidence.
- Assessment should provide aggregate data on students, teachers, and other participants, not summary evaluation of individuals.

- All assessment measures should be developed, implemented, and analyzed with the full participation of teachers, historians, post-secondary educators, and when possible, students.
- Assessment should provide evidence of learning over the course of the professional development program by including measures of student achievement or teacher performance both before and after participation in the program.

Assessment of Teachers and Students

- Teachers' classroom practices should be assessed on the extent to which they incorporate the "Pedagogy Benchmarks" and are directed toward students' achievement of the "Historical Thinking Benchmarks."
- Student assessment should be tied directly to elements of historical thinking as outlined in "Historical Thinking Benchmarks." Additionally, assessment includes attention to state or local curriculum standards.

Professional Development Semester: History and Social Science Teaching Methodology II, 390; Professional Development Schools; And Student Teaching

During the Professional Development Semester, all pre-service teachers enroll in the second of two teaching methods courses, History and Social Science Teaching Methodology II, 390, while student teaching at one of over 170 potential student teaching sites.

In preparation for student teaching, all pre-service teachers work with a Mentor during the first few weeks of the Professional Development Semester. The Mentor is a history or social science teacher at one of ten Partnership Schools (Professional Development Schools, hereafter PDSs).

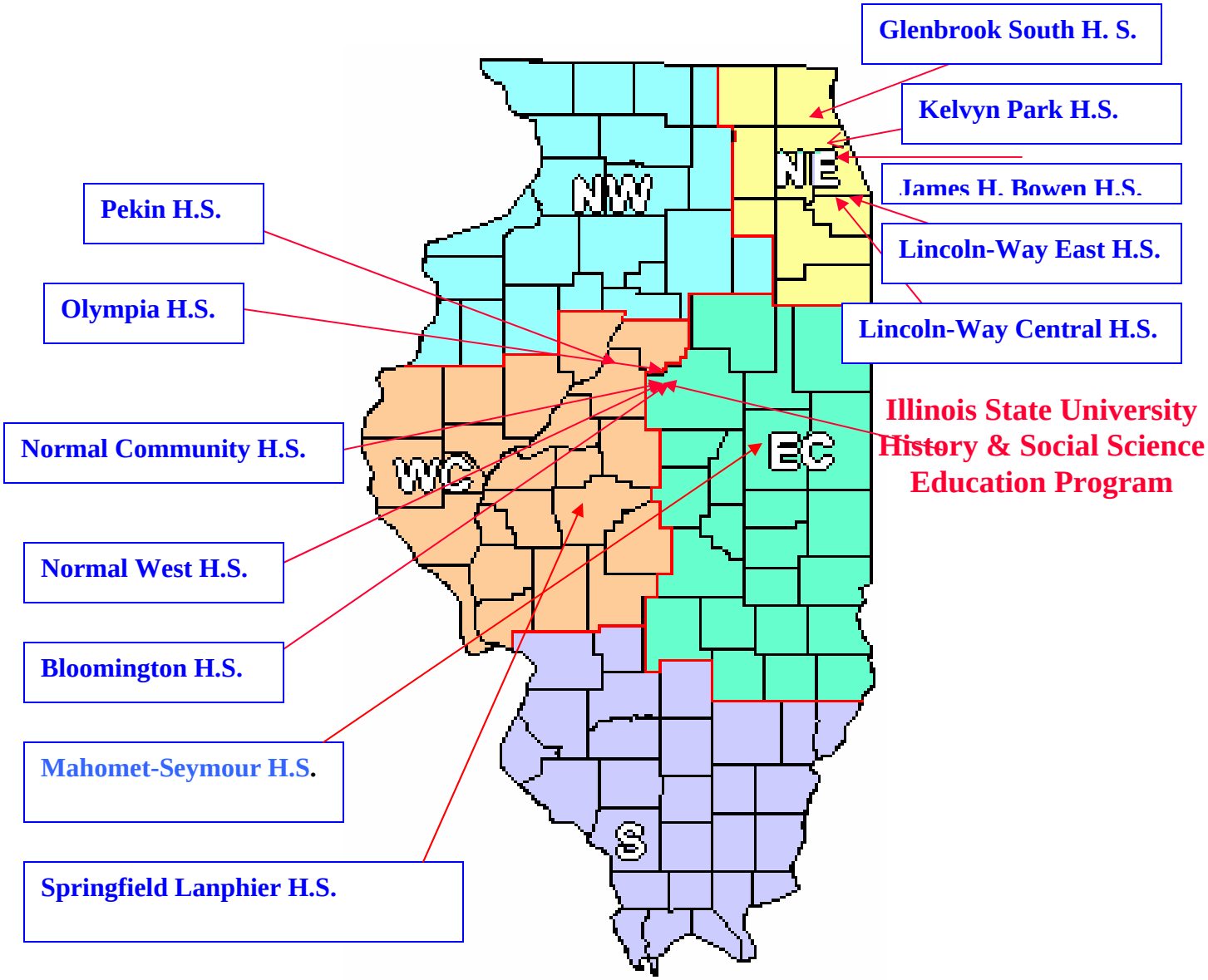
Five PDSs are located in the Chicago metropolitan area:

- Glenbrook South High School in Glenview, Illinois
- Kelvyn Park High School in Chicago, Illinois
- James H. Bowen High School in Chicago, Illinois
- Lincoln-Way East High School in Frankfort, Illinois
- Lincoln-Way Central High School in New Lenox, Illinois

Seven PDSs are located in the Central Illinois area:

- Bloomington High School in Bloomington, Illinois
- Normal Community High School in Normal, Illinois
- Normal West High School in Normal, Illinois
- Mahomet-Seymour High School in Mahomet, Illinois
- Olympia High School in Stanford, Illinois
- Pekin High School in Pekin, Illinois
- Lanphier High School in Springfield, Illinois

Partnership Schools



Principles Underpinning the Structure and Process of Mentoring and Student Teaching

The History and Social Science Education Program at Illinois State University works with Partnership Schools during the Professional Development Semester. PDSs provide a valuable asset to the development and growth of all history and social science education pre-service teachers.

Educational literature suggests there are at least three prime conceptual frameworks for student teaching: *Apprenticeship*, *Skills-Performance*, and *Inquiry-Reflection*. The Partnership Mentors' contributions and roles are briefly described in narrative and outline below.

I. Apprenticeship

The Professional Development Semester is a one-semester experience. During this semester the pre-service teacher is enrolled in a course, History and Social Sciences Teaching Methods II, 390. The pre-service teacher has a mentoring experience at a Partnership (professional development school), and student teaches at a student teaching site.

During **Apprenticeship** the teacher candidate learns more about reflective practice that is organized around knowledge of content and pedagogy, performance in the classroom, and disposition. Within each of these, there is a knowledge, reasoning, and communication dimension. The following briefly describes knowledge of content and pedagogy, performance in the classroom, and disposition.

The first, knowledge of content and pedagogy, calls upon pre-service teachers to know the structure of the discipline of history and to know methods of teaching and enhancing the learning of content. A major emphasis is to teach critical historical literacy and to devise teaching strategies that enhance students' historical thinking. The pre-service teacher is to use reasoning within the discipline by being capable of identifying themes to organize content and to identify key turning points in history to contribute to student learning. The pre-service teachers should be able to communicate both content and pedagogical knowledge and be able to explain how history is an integrative discipline with the capacity to draw upon disciplines within the social sciences.

The second, performance in the classroom, requires knowledge of the discipline of history and also requires use of appropriate teaching methods to enhance learning specific to critical historical literacy. The pre-service teacher should reason why a particular method of teaching helps in the understanding of particular content and the age-appropriateness of content. Pre-service teachers should utilize a core of learning experiences that reflect stages of development – enactive, iconic, and symbolic – as they consider appropriate learning activities. The pre-service teacher should reason why the method of teaching helps in the understanding of particular content and that various methods help various learners in the classroom. The pre-service teacher should

communicate clearly classroom purposes and demonstrate teaching abilities and knowledge of content through inquiry.

The third, disposition, means that a pre-service teacher should have a disposition as a scholar of the discipline who wants to continue to read primary and secondary sources and believes in history's habits of the mind, a disposition as a teacher who believes all students can learn, and the pre-service teacher should have a disposition that communicates a desire to continue to grow as a person and life-long learner.

The **Apprenticeship** stage begins under the watchful eye of a **Partnership Mentor**. The Partnership Mentor discusses with the per-service teacher content, planning, instruction, and assessment. The pre-service teacher teaches the Mentor's classes and the pre-service teacher assesses the students' abilities to grasp meaningful concepts and themes. This assessment includes a description of students' critical historical literacy, and a description of the students' abilities to communicate what they know and think about the past. The pre-service teacher identifies a representative of three different students: a student who has an excellent understanding of a theme, concept, or habit of the mind; a student who understands a theme, concept, or habit of the mind; and a student who does not have an understanding of a theme, concept, or habit of the mind. The pre-service teacher describes the assignment, describes each student's abilities, and explains what he or she would do to help each of the three students gain further understanding. The pre-service teacher uses A History Rubric for Performance Assessment to assess students and to help them grow in their knowledge, reasoning, and ability to communicate.

Partnership Mentors are aware of History's Vital Themes and Narratives and Habits of the Mind. They are also aware of NCSS themes. Partnership Mentors complete a form that assesses a pre-service teacher's knowledge of content and pedagogy, performance skills as a teacher, and disposition toward learning and teaching at this early time in the Professional Development Semester. The Apprenticeship stage continues into the early weeks of student teaching at a student teaching site. While student teaching, the pre-service teacher can call upon the Partnership Mentor for advice and guidance.

During the Apprenticeship stage, a pre-service teacher's **University Supervisor** provides assistance in content, planning, instruction, and assessment. The University Supervisor meets with a pre-service teacher no less than eight times. The first meeting is during 390. The University Supervisor, who is also familiar with History's Vital Themes and Narratives and Habits of the Mind as well as NCSS themes, lays out a program and schedule for the pre-service teacher's development. The University Supervisor also meets with the pre-service teacher and Cooperating Teacher to ensure that the plan of action for the semester stresses growth in knowledge of content and pedagogy, skills as a classroom teacher, and disposition as a scholar, teacher, and life-long learner.

I. Apprenticeship

A. Pre-service teachers are informed of the expectations of knowledge of content and pedagogy, performance in the

classroom, and disposition in the first 390 class. 390 Seminars reinforce each dimension.

B. Pre-service teachers create a unit of instruction that is inquiry based in history and the social sciences.

C. Pre-service teachers work with Partnership Mentors to teach and assess student learning. Pre-service teachers identify three levels of students and develop plans to help each student learn content and improve the desire to learn. Pre-service teachers communicate with Partnership Mentors throughout the Professional Development Semester.

II. Skills-Performance

The pre-service teacher can call upon the 390 Professor and the Partnership Mentor throughout the Professional Development Semester. Another key person during the Apprenticeship and Skills-Performance is the **University Supervisor**. The University Supervisor is an experienced classroom teacher of history and the social sciences. The University Supervisor knows the content of history and the social sciences and has experiences using sound pedagogical practices. The University Supervisor is also a person with the attributes of a life-long learner.

The University Supervisor meets with a pre-service teacher no less than eight times, that is at an orientation to student teaching during a 390 class, classroom observations, at student teaching sites, 390 seminars, an Exit Interview, and the culminating 390 seminar held on the last day of the semester.

The University Supervisor observes the pre-service teacher teaching no less than four times during the Professional Development Semester. The University Supervisor writes reports upon observing a pre-service teacher that describe growth in the aforementioned three areas. The University Supervisor confers with the Cooperating Teacher to affirm the development and skills of the pre-service teacher. The University Supervisor and the Partnership Mentor also participate in an **Exit Interview** with each of the **pre-service teachers.** Finally, the University Supervisor meets an eighth time with each pre-service teacher at the last 390 seminar, held the last day of the semester.

The University Supervisor provides the 390 Professor and the History and Social Science Education faculty and staff with progress reports in skills-performance during 390 seminars and through periodic meetings and email.

II. Skills-Performance

A. Pre-service teachers teach in a Partnership Mentor's classes and practice introducing a theme, concept, or one of history's habits of the mind and assessing what students have learned.

B. Pre-service teachers meet and work with University Supervisors throughout student teaching and reinforce

knowledge of content and pedagogy, performance in the classroom, and disposition.

C. Pre-service teachers student teach with a Cooperating Teacher who has met with the University Supervisor and understands the expectation of the History and Social Science Education Program.

D. Student teachers use the unit plan they have created during student teaching and create additional unit plans.

III. Inquiry-Reflection

During the Professional Development Semester, each pre-service teacher writes a weekly reflection upon one or more of the INTASC Standards (now **I**llinois **P**rofessional **T**eaching **S**tandards). Each of the INTASC or IPTS Standards must be addressed at some time during the Professional Development Semester in the weekly reports.

During the Professional Development Semester, each pre-service teacher attends **eleven** 390 sessions. Four of the eleven sessions are scheduled before student teaching begins. The remaining 390 sessions are **seminars** that include attending and participating in a professional conference and meetings to discuss planning, instruction, and assessment during student teaching as a reflective practitioner. Throughout the seminars emphasis is placed upon the ability to teach critical historical literacy and to draw upon the social sciences to inform historical thinking.

Finally, throughout the pre-service teacher's experiences in the History and Social Science Education Program, pre-service teachers have been creating a developmental portfolio. During the Professional Development Semester, pre-service teachers create a **Summative Teaching Portfolio**, which demonstrates reflection upon their knowledge of content and pedagogy, skills as a teacher, and disposition toward scholarship, teaching, and life-long learning. University Supervisors and History and Social Science Education faculty and staff assess each candidate's Summative Teaching Portfolio and provide feedback to each pre-service teacher. University Supervisors and History and Social Science Education faculty use a three dimensional, deficit model rubric that corresponds to knowledge of content and pedagogy, performance in the classroom, and disposition.

III. Inquiry-Reflection

A. Pre-service teachers write weekly reflections that relate to INTASC and IPTS.

B. Pre-service teachers reflect upon the unit plan they have created and the content students have learned, the teaching strategies they have used, and the ways they have assessed their students.

C. Pre-service teachers meet to discuss growth in content and pedagogy, skills as a teacher, and disposition during 390 Seminars held throughout the semester.

D. Pre-service teachers create a Summative Teaching Portfolio

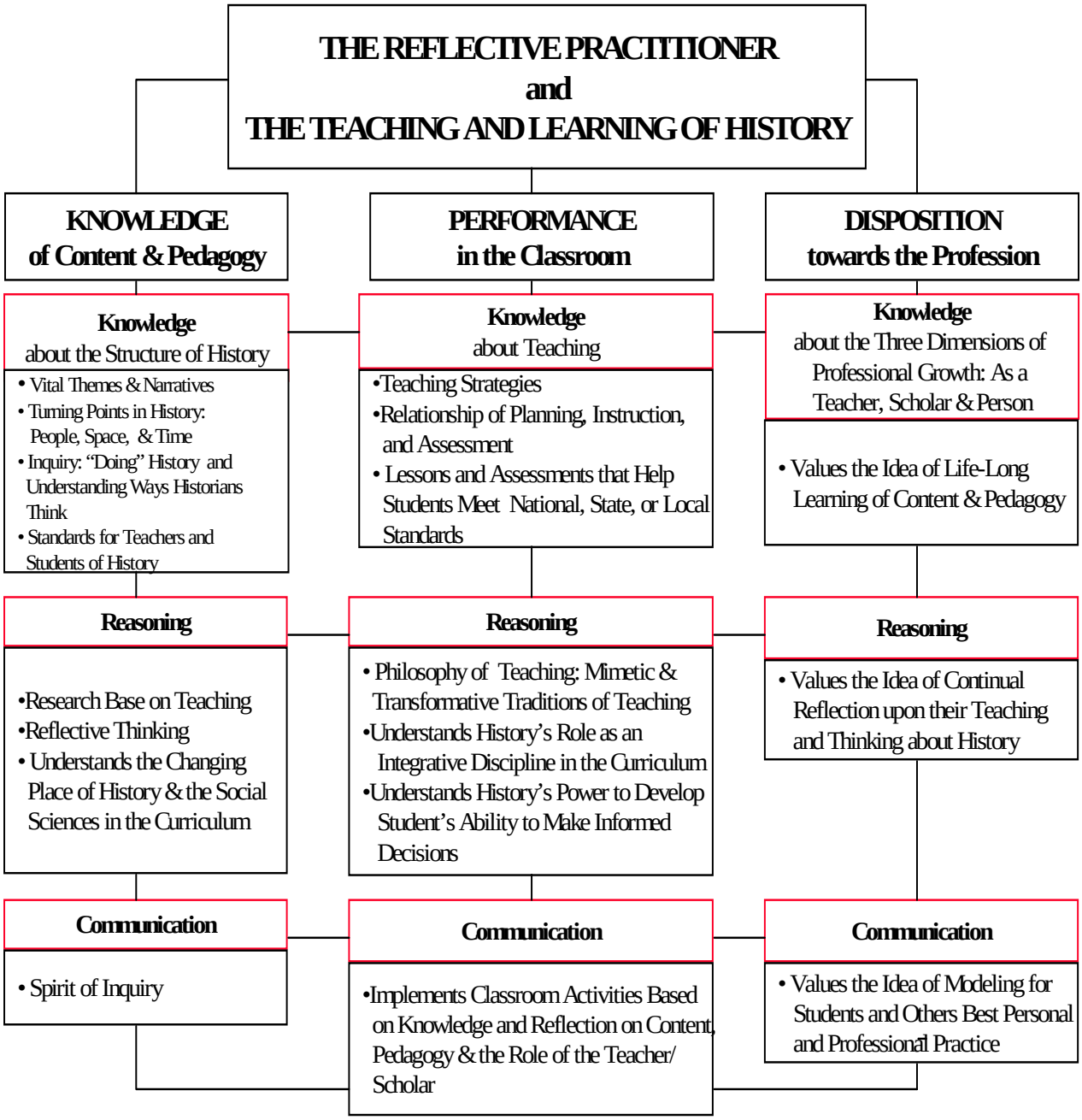
throughout the semester to demonstrate what they know and think and their abilities to reflect as practitioners of history and the social sciences.

E. Pre-service teachers bring their Summative Teaching Portfolios to an Exit Interview at their Partnership Mentor's school (professional development school).

F. Pre-service teachers meet with History and Social Science Education faculty and University Supervisors in a culminating 390 seminar.

G. Pre-service teachers receive their Summative Teaching Portfolios with each pre-service candidate's Summative Teaching Portfolio assessed by a team comprised of university supervisors and History and Social Science Education faculty and staff. The assessment is related to knowledge of content and pedagogy, performance in the classroom, and disposition.

Of the INTASC or IPTS Standards available to teacher education programs, only one emphasizes content knowledge. To overcome this potential weakness in a general model of standards, ISU's history and social science education program stresses inquiry and reflection in the discipline of history. The following graph illustrates how a pre-service teacher is to reflect upon content in history as well as other disciplines in the social sciences with an aim toward pedagogical content knowledge and critical historical literacy.



See 390 Syllabus for additional information. Also see Frederick D. Drake and Lawrence W. McBride, "The Summative Teaching Portfolio and the Reflective Practitioner of History," *The History Teacher* 34, No. 1 (November 2000): 41-60.

Mentoring Experiences

When Mentors and pre-service teachers meet at the PDS, the experience should focus on the pre-service teacher preparing an important content lesson, assessing how students are learning, and helping the pre-service teacher collect examples for his/her Summative Teaching Portfolio.

Teaching toward larger themes organizes what is otherwise discrete content for students. Our pre-service teachers need this reinforcement that content needs to be organized meaningfully. The Mentor serves as a role model, and the Mentor provides an opportunity for the pre-service teacher to participate in a meaningful discussion of content and how best the content can be taught with students in mind.

The experience between Mentor and pre-service teacher should include creating a lesson plan and a form of assessment. Typically, a Mentor and pre-service teacher(s) engage in the following.

1. Mentors and pre-service teachers discuss subject matter content as it relates to:
   (a) Larger Themes (such as History's six Vital Themes and Narratives or ten NCSS Themes) and
   (b) One of the Illinois Learning Standards in the Social Sciences.

2. Mentors and pre-service teachers create a lesson that addresses subject matter content in the Mentor's course. Our program encourages the Mentor to work with the pre-service teacher. If the Mentor has more than one pre-service teacher, then we suggest the Mentor encourages the pre-service teachers to work together on a lesson plan and materials and to coordinate the responsibilities for a successful lesson. The lesson should be taught with themes as well as the Illinois Learning Standards in mind. The lesson may be short (15 minutes), a class period, or longer. The length of a lesson is based on the planning that the Mentor and pre-service teacher(s) have made.

3. A key component of the Mentor/pre-service teacher experience is creating a way to assess how well students are learning about larger historical themes and, importantly, one of the Illinois Learning Standards. (For example: a pre-service teacher might ask a Mentor's students to write a journal entry, construct a map, or analyze a primary source that relates to the subject matter in the Mentor's class and the identified Theme and Illinois Learning Standard. The pre-service teacher should be able to do the following:

   a. Identify a student who excels in understanding, one whose understanding is average, and one whose understanding is below average on the assessment.
   b. Explain to the Mentor and 390 professor his/her assessment in general and specifically the criteria used to evaluate the students.

c. Describe a plan of action to enhance the learning of students who excel, have an understanding that is average, and an understanding that is below average.
d. Illustrate how he/she will use the experience of teaching and assessing in his/her Summative Teaching Portfolio.

Most schools in Illinois require their teachers to teach toward the Illinois Learning Standards. This assignment during the Mentoring experience will assist our pre-service teachers when they student teach and when they interview for a teaching position. Many administrators are asking candidates interviewing for a teaching position how they teach toward the Illinois Learning Standards.

Thus, the pre-service teacher's experience with his/her Mentor serves as an opportunity to work in a concentrated way on planning and creating a lesson, finding primary sources that are age-appropriate, assessing student learning, and developing a plan of action that will help *all learners*. **(See Appendix A for Mentor Assessment Form.)**

This assignment provides our pre-service teachers with a base experience from which they can draw upon during student teaching. This experience serves as an opportunity for pre-service teachers to remember and to use to their advantage when they are interviewing for a teaching position.

Thinking about Teaching History and the Social Sciences

The Professional Development Semester is a one-semester experience. During this semester the pre-service teacher is enrolled in a course, History and Social Sciences Teaching Methods II, 390, has a mentoring experience at a Partnership (professional development school), and student teaches at a student teaching site. The Partnership Mentor discusses with the pre-service teacher content, planning, instruction, and assessment. The pre-service teacher teaches the Mentor's classes and pre-service teachers assess their students' abilities to grasp meaningful concepts and themes. This assessment includes a description of students' critical historical literacy, and a description of their students' abilities to communicate what they know and think. The pre-service teacher identifies a representative of three different students: a student who has an excellent understanding of a theme, concept, or habit of the mind; a student who understands a theme, concept, or habit of the mind; and a students who does not have an understanding of a theme, concept, or habit of the mind. The pre-service teacher describes the assignment, describes each student's abilities, and explains what he or she would do to help each of the three students gain further understanding. The pre-service teacher uses A History Rubric for Performance Assessment to assess students and to help them grow in their knowledge, reasoning, and ability to communicate.

The teacher candidate continues to draw upon the experiences in the Partnership Mentor's classes when at a student teaching site and working with a Cooperating Teacher. The History and Social Science Education program requires that all teacher

candidates (pre-service teachers) complete an assessment of themes, concepts, and habits of the mind at least ten times during the Professional Development Semester.

When a teacher candidate has a special methods professor who maintains contact with the teacher candidate throughout the semester regarding reflection upon teaching and assessment within an academic discipline, a Partnership Mentor and Cooperating Teacher who understand reflective practice and call upon the teacher candidate to engage in reflection, and a University Supervisor who continuously calls upon the teacher candidate to be reflective rather than unreflective in teaching practices and content knowledge, then teacher candidates can focus on ways their students learn and think. Frequent opportunities to discuss experiences at well-planned seminars and to write thoughtfully in weekly reflection reports serve as ways for students to reflect upon their teaching.

While there are numerous ways to think about teaching, the following five ways are helpful descriptions of various pathways to be a thoughtful teacher. **(See Appendix B Form.)** During the Professional Development Semester, each pre-service teacher is asked to identify numerous emphases of his/her Mentor, Cooperating Teacher, University Supervisor as well as themselves. The pre-service teachers' perceptions and subsequent discussions of their perceptions provide a foundation for graduates of the history and social science education program to draw upon during their initial as well as continuing years in the profession.