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Douglas R. Pietrzak
Illinois Wesleyan University

Michael Theune, Faculty Advisor
Illinois Wesleyan University

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Oral Presentation O7.4

SCHOOL / RECESS

Douglas R. Pietrzak and Michael Theune*

Educational Studies/English Departments, Illinois Wesleyan University

The movement for standardization essentially derives from the hope that all schools can be improved by instituting a set of standards and holding teachers and schools accountable for them. The standardization movement is based on the principal that teaching can be measured and its results can be empirically validated. The problem that standardization encounters is that schools lack the kind of consistency necessary for such a scientific treatment. Instead of aiding in the classroom, standardization is negatively prescriptive in form, which is disingenuous to the standards it claims to uphold, constrictive to the teachers, and devoid of any practical means of measuring its own standards. In order to reach a better understanding of standards, student teachers are required to reflect in an essay form on their own experiences relating to these standards. The form that Illinois State Standards are presented in as well as the form that reflections are written in are prescribed and largely influence the content. In order to circumvent this problem, I wrote a collection of poetry in a range of forms and from a multitude of perspectives reflecting on the current educational system as well as my own experience as a student. Essentially, this project hopes to expose the intangible magic of the educational system that cannot be regimented in an attempt to seek a deeper understanding.