

FOUNDATIONS OF TEACHING AS A PROFESSION

Summer 2001: June 18-August 10

MWR 8:00 – 9:50, ACD 115

EDUC 350

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311 University Hall
After class on Thursdays
and by appointment

Texts:

Segall, William E. and Anna V. Wilson. *Introduction to Education: Teaching in a Diverse Society*. New Jersey: Prentice Hall, 1998.

California Department of Education: Elementary, Middle or Secondary book. Sacramento, CA.
(choose one)

Course Description: This required course serves as an orientation to careers in elementary, middle, and high school education. Upon completion of this course, the student should understand the nature of formalized education in the United States and be able to assess his or her interest in teaching as a career. Major topics include:

1. understanding the role of schools in society.
2. exploring philosophies and contemporary issues in education.
3. assessing the roles of teachers in schools.
4. understanding the qualifications and credentialing process for California teachers.
5. understanding and appreciating the student as an individual.
6. understanding factors affecting student achievement.
7. understanding critical issues in curriculum and instruction.
8. understanding reform movements, nationally and statewide, for elementary, middle level, and secondary schools.
9. clarifying motives for choosing teaching as a career.

College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

CLAD Infusion

In 1992, the College of Education voted to infuse Crosscultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

Course Requirements

Field Experience: In addition to in-class work, assigned readings, and projects, students will participate in forty-five (45) hours of supervised fieldwork assignments in a variety of public school classroom settings. A recommendation (usually from the classroom teacher where most of the fieldwork is done), as well as a Field Experience Form with documented hours and teacher verification are requirements for admission to the CSUSM Teacher Credential programs. A minimum grade of C+ in the course is also required.

Professionalism: It is expected that students will come to class prepared to discuss the required readings, submit required assignments, and to participate in class activities. Teacher education is a professional preparation program. Students will be expected to adhere to standards of dependability, academic honesty and integrity, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, colleagues, parents and administrators, writing that is original, clear and error-free is a priority in the College of Education. It is expected that work will be turned in on time. Late assignments will receive a 10% reduction in points for each day late. After one week, late assignments will receive no credit. Absences do not change due dates.

COE Attendance Policy: Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the professor. Individual professors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the professor as soon as possible. In this section of EDUC 350, the professor has adopted this additional policy: If you miss two class sessions, you cannot receive a grade of A or A-; if you miss three class sessions, you cannot receive a grade of B+ or B.

Credential Program Recommendations: As one of several evaluation methods, EDUC 350 professors are asked for feedback concerning credential candidates who are applying for programs at CSUSM. Keep in mind that your professionalism and hard work in this class not only affect your course grade, but also indicate your readiness for a credential program.

Course Assignments

Class Discussion and Participation	5%
Class Directorship	5%
Field Experience Log and Journal	20%
Reading Responses	20%
Interview Assignment	10%
Educational Realities Assignment	10%
Group Oral Presentation	10%
Personal Philosophy of Teaching	15%
Final Project	5%
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TOTAL	100%

Class Discussion and Participation

GOAL: To understand the interactive nature of teaching and learning and the importance of active learning.

Specifics: Students will engage in hands-on learning that requires some “stepping out” in order to better understand the role of teacher and learner. Some of these assignments include simulations, group discussions, and different kinds of writing. The primary purpose of these assignments is personal reflection and growth, as well as serving as fuel for our discussions. Come prepared to discuss assigned readings/topics and to be a cooperative participant in class.

Key skills/knowledge I’ll be evaluating:

- Can you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately in group work, doing your “share”?
- Are you able to accept others’ opinions?
- Are you supportive of others’ ideas?
- Did you support your peers during their presentations?
- Can you monitor and adjust your participation to allow for your ideas as well as others to be heard?

Field Experience Form (log) and Journal

GOAL: For you to understand the complexity of today's classrooms and students and the various ways teachers address the needs of their classes. For you to engage in a variety of classroom settings in order to determine if, and at what level, you might want to teach.

Specifics: Students will maintain a log of hours spent observing/participating in classrooms. This log should reflect a minimum of 45 hours spent in various classrooms at different grade levels and on different sites. In addition, students will maintain a journal documenting assumptions/expectations, interesting observations, connections to concepts studied in EDUC 350, analyses, and questions. A minimum of 15 journal entries is required. The format to be used will be explained in class.

Key skills/knowledge I'll be evaluating:

- Can you articulate your assumptions/expectations about a given setting and then identify how your observation affects those assumptions/expectations?
- Can you observe pertinent details, and can you see both the "big picture" of the classroom as well as focus in on specific methods, interactions, etc.?
- Can you monitor and take responsibility for your placement to include meeting the requirements of varied settings and minimum hours?
- Can you relate your classwork and reading to your observations and provide insightful analysis about that relationship?
- Were you able to move from passive observer to participant in your field experience?

Reading Responses

GOAL: For you to understand the reading and to reflect on and discuss with colleagues your thoughts about issues raised in the reading.

Specifics: Students will be assigned readings and should present their responses in one of the following forms:

- a double entry reading response log (a sample is attached to this syllabus)
- a visual or symbolic representation of the most important ideas you gleaned from the reading, with a written reflection included
- a graphic organizer that demonstrates the main ideas and their relationships to one another (samples will be provided in class)
- a written response to 1-2 prompts from the "Applying What You Have Learned" or "Interactive Learning" sections at the end of the text chapter
- another form you'd like to try--to be discussed with and approved by the professor

The responses may be typed or handwritten, but must be legible. These responses will be the basis for in-class discussion with your colleagues. I will check them off for completion in class each meeting and collect representative samples for closer reading.

Key skills/knowledge I'll be evaluating:

- At what level have you comprehended the reading?
- Is your work reflective of the issues and your thinking?
- What connections and relationships have you been able to make with the reading and prior class discussions, fieldwork, and class activities?
- To what degree have you explored various options for responding to text or fine-tuned a couple of particular approaches?

Teacher Interview

GOAL: For you to understand how a teacher interacts with, feels about, and works within the educational environment. For you to understand the motivations, theories, and philosophy of a teacher.

Specifics: Students will interview a public school teacher who has been teaching at least three years or has retired within the past year. In a two-page paper, students will write a summary and analysis of what (s)he learned from the teacher. Students should describe the teacher's experiences and views in a way that portrays a distinct philosophy and experience.

Key skills/knowledge I'll be evaluating:

- Were you able to arrange, organize, and conduct an interview that yielded useful and interesting information?
- If you were not sure of answers, did you ask your interviewee for clarification so you understood? Did you use follow up questions to probe for deeper responses?
- Were the questions you created thought provoking?
- Were your analyses and reflections based on information you have learned in EDUC 350 and prior knowledge?

Gathering Information:

Interview a current or recently retired teacher who has had at least 3 years of full-time experience in K-12 classrooms. Example questions to ask:

- Describe one or two of the most helpful teaching tips you would share with a beginning teacher.
- Why did you choose to enter teaching?
- How attractive was the profession to prospective teachers at that time?
- What were the other career paths available? Did you seriously consider other careers?
- Do you have any regrets about having become a teacher?
- What professional education did you have? How helpful was it in learning to teach?
- At what point did you feel comfortable as a teacher?
- What career moves (school buildings, grade level, special students, subject matter, etc.) have you made? To what extent were these moves voluntary?
- Do you desire other moves? (for current teachers) If so, what are they, and why?
- What have been the major joys and frustrations of teaching?
- What would help increase the joys and minimize the frustrations?
- Are there issues you feel should be changed in terms of the way that schooling now occurs?
- Have you ever encountered an ethical dilemma in the course of your work? What was it and how did you solve it?
- What are some favorite memories from your classroom?
- How would you best characterize your approach to teaching?
- What have you learned from being a teacher?

Analysis:

After collecting your information, think about what you have learned about this teacher. Focus on a few themes that best characterize what you have heard. Do not try to be all-inclusive. Be sure to protect your teacher's confidentiality by using a pseudonym and masking identifying details where necessary.

In your analysis, incorporate what you have been learning about becoming and being a teacher. How does your teacher fit within the material covered in your readings and in class thus far? What issues are raised through your interview? What are the implications of your interview as you think about becoming a teacher?

Note: The paper should not be a list of questions and answers. Follow specific instructions above.

Educational Reality Assignment

GOAL: For you to experience other “realities” of education that might not be clear from classroom observations and reading alone. For you to reflect upon and learn where you stand with regard to such realities, better informing your decision to become a teacher.

Specifics: Students will choose one of the following experiences. Each choice requires that you chronicle your experience and write an analysis and reflection about its implication for teaching/learning and for you as an individual considering teaching as a career. You will draft a proposal identifying which experience you will engage in, and when you plan to do it. Students will be required to share their experiences with the class in a 5 minute informal presentation. Choices to consider:

- Two professional journal article analyses. These analyses will include: article title, author, source, date, a concise overview of the main ideas of the article (summarized in your words, please, or quoted), and an analysis of the article’s significance and how it relates to concepts studied in EDUC 350. Check with the professor to ensure you select professional journals.
- Visit the Joe Rindon Center at the SDCOE, the premier technology spot for the county. You will have to make a reservation and ask for guidance in terms of a “tour” of the center. You must sample a variety of technological resources, getting hands-on exposure.
- Visit the Curriculum Center at the SDCOE, and examine curricula for different subjects and different grade levels. You will have to make a reservation and ask for guidance in terms of a “tour” of the center.
- Attend a school board, school site council, bilingual advisory committee, public forum meeting, etc. sponsored by a local district or school. You must attach a copy of the agenda or announcement with your chronicle and analysis.
- Interview three parents who have students in public schools to determine their attitudes and beliefs about schooling and their level of satisfaction with the schooling of their children.
- Interview two people from a district office (from personnel, finance, business services, curriculum development, etc.) in order to gain a better understanding of what occurs at a district office.
- Attend a designated staff development day at a site, participating or observing as many of the options available to staff as possible.

Key skills/knowledge I’ll be evaluating:

- Are you able to develop a proposal and adhere to it?
- Can you chronicle your experiences so that others have a sense of what happened to you?
- Can you analyze your experiences, making connections between the experience and class/fieldwork and exploring its significance to teaching and learning?
- Can you reflect on your experience as it relates to yourself as a future teacher?
- Have you demonstrated an attention to a wide range of topics and a willingness to get into the complex issues of education?

Group Presentation

GOAL: For you and your group member(s) to become familiar with a contemporary issue in education and to present your learning to your peers in order to broaden the class's knowledge and perspective of education issues they will be faced with as teachers.

Specifics: In groups of 3-4, students will plan and present a **25-30 minute oral report** on a major contemporary issue in education. The presentation should provide a description of the issue, its pros and cons, an analysis of the issue's implications (the "so what"), and a summary or conclusion. In addition, the group must demonstrate successful and effective use of some kind of technology as a component of the presentation. **Each group will provide a one-two page typed abstract AND a selected reading list (12-15 references in bibliographic form) for each class member at the time of the presentation. Group members' names should be at the top of the stapled handout.**

Each group will also be responsible for developing a peer and self-evaluation for their presentation. The peer evaluations should be given to selected members of the class prior to the presentation. The self-evaluation (completed by all group members) should be given to the professor after the oral presentation is completed. The self-evaluation should also include a description of each person's role in researching the topic and developing the presentation.

Additional guidelines, format, and suggested topics will be discussed in class. You must have your topic approved by the professor. We will have 10 groups of 4.

Key skills/knowledge I'll be evaluating:

- Do you understand a major issue affecting education and can you speak intelligently to your peers so they understand the issue?
- Did you read from enough sources to gather relevant information?
- Are you able to synthesize information to present a concise yet thorough report?
- Are you able to organize resources (materials, people, etc.) in support of a goal (in this case, your presentation)?
- Did you present your information confidently, creatively, and in an organized manner?
- Are you able to apply what you've learned about effective teaching to engage your audience during your presentation?
- Are you able to use technology to support a presentation?
- Are you able to develop an appropriate abstract and bibliography?

Personal Philosophy of Teaching

GOAL: For you to clearly articulate your emerging beliefs about teaching, learning, and schooling. For you to experience the process of drafting, giving and receiving reader response, and revision as stages of the writing process (experiencing firsthand what you should do as a teacher with your students).

Specifics: Students will be responsible for writing a 3-4 page paper (typed/one and one-half or double spacing) that reflects their personal philosophies of teaching. This paper will be developed over the course of the semester with drafts 1, 2, and the final paper due at various points. Thought question: "What do you believe about the teaching and your role as a teacher, students and learning, the goal of education, and the purpose of schools?"

Key skills/knowledge I'll be evaluating:

- Did you draw on all your resources/experiences to write your philosophy and not just the book?
- Are you clear about your own beliefs?
- Can you articulate your ideas fluently and coherently with correctness?
- Is it clear you have had enough exposure to schools to write your current philosophy?
- Did you address the areas of teaching, learning, and schooling?

Final Project

The final project is designed for you to demonstrate key insights you've gained as a result of your multiple experiences in EDUC 350. Guidelines will be given in class.

Class Directorship

Based on the philosophy that classes should be driven by "real work" in the "real world," each student will take responsibility for one key classroom task. Each student's directorship will include one class task.

Grading

Criteria for Grading Assignments

A	Outstanding work on assignment, excellent syntheses of information and experiences, great insight and application, and excellent writing.	90-100%
B	Completion of assignment in good form with good syntheses and application of information and experiences; writing is good.	80-89%
C	Completion of assignment, adequate effort, adequate synthesis of information and application of information and experiences, writing is adequate.	70-79%
D	Incomplete assignment, inadequate effort and synthesis of information, writing is less than adequate.	60-69%

Grading Scale for Course

Grade	Criteria according to the CSUSM General Catalog	Average
A	Performance at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.	90-100%
B	Performance has been at a high level, showing consistent and effective achievement in meeting course requirements	80-89%
C	Performance of the student has been at an adequate level, meeting the basic requirements of the course.	70-79%
D	Performance has been less than adequate, meeting only the minimum course Requirements	60-69%

EDUC 350 - READING LOGS

Your reading log will take the format of a conversation with yourself in which you will both summarize and comment on the week's assigned readings. By reflecting on your readings in this manner, it is expected you will both better remember what you have read, as well as become more focused on the issues you feel are the most important, intriguing, usable or questionable.

Format

- Reading Logs should be legible and either typed or printed by hand.
- Divide your paper down the middle.
- Enter headings according to the example below, including your name, the course number, your nickname, the date, the chapter/author.
- Use the left column to write a summary of the reading. This may include quotes (note page number), prose and bulleted points of information. Choose the key points that YOU feel are most essential. Aim for 7 to 10 points.
- Use the right column to record your comments, thoughts, impressions, questions, etc. These comments should directly correspond to what you have written in the left column, so try to line up the corresponding pieces of text.
- Each entry should be in a complete sentence and should make sense on its own, to the reader.

READING LOGS

Name

6/20/01

Reading:

Chapter 1
Becoming a Teacher

SUMMARY

APPLICATION/REFLECTIONS

CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES

<p align="center">PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND- LANGUAGE DEVELOPMENT</p>	<p align="center">PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANG DEVELOPMENT, AND CONTENT INSTRUCTION</p>	<p align="center">PART 3: CULTURE AND CULTURAL DIVERSITY</p>
<p>I. Language Structure and Use: Universals and Differences (including the structure of English)</p>	<p>I. Theories and Methods of Bilingual Education</p>	<p>I. The Nature of Culture</p>
<p>A. The sound systems of language (phonology)</p>	<p>A. Foundations</p>	<p>A. Definitions of culture</p>
<p>B. Word formation (morphology)</p>	<p>B. Organizational models: What works for whom?</p>	<p>B. Perceptions of culture</p>
<p>C. Syntax</p>	<p>C. Instructional strategies</p>	<p>C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)</p>
<p>D. Word meaning (semantics)</p>	<p>II. Theories and Methods for Instruction In and Through English</p>	<p>D. Physical geography and its effects on culture</p>
<p>E. Language in context</p>	<p>A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction</p>	<p>E. Cultural congruence</p>
<p>F. Written discourse</p>	<p>B. Approaches with a focus on English language development</p>	<p>II. Manifestations of Culture: Learning About Students</p>
<p>G. Oral discourse</p>	<p>C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)</p>	<p>A.What teachers should learn about their students</p>
<p>H. Nonverbal communication</p>	<p>D. Working with paraprofessionals</p>	<p>B.How teachers can learn about their students</p>
<p>II. Theories and Factors in First- and Second-Language Development</p>	<p>III. Language and Content Area Assessment</p>	<p>C.How teachers can use what they learn about their students (culturally responsive pedagogy)</p>
<p>A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy</p>	<p>A. Purpose</p>	<p>III. Cultural Contact</p>
<p>B. Psychological factors affecting first- and second-language development</p>	<p>B. Methods</p>	<p>A. Concepts of cultural contact</p>
<p>C. Socio-cultural factors affecting first- and second-language development</p>	<p>C. State mandates</p>	<p>B. Stages of individual cultural contact</p>
<p>D. Pedagogical factors affecting first- and second-language development</p>	<p>D. Limitations of assessment</p>	<p>C. The dynamics of prejudice</p>
<p>E. Political factors affecting first- and second-language development</p>	<p>E. Technical concepts</p>	<p>D. Strategies for conflict resolution</p>

TENTATIVE COURSE SCHEDULE

Class	Date	Topic	Assignment to <u>Turn In</u>	<u>Reading for Next Class</u>
<u>Week 1</u>				
1	M 6/18	Orientation and Overview Class, Assignments and Field Experiences Sign up for Directorships Introduction to Teaching		Ch1-2
22	W 6/20	News/Teacher Tips/Local Event Sharing Becoming a Teacher/Teaching as a Profession Group Work-Oral Presentations	Reading Responses Ch1-2	Ch3
3	R 6/21	Visit School Sites to set up and begin 45 hours of Observations		
<u>Week 2</u>				
4	M 6/25	News/Teacher Tips/Local Event Sharing Our Multicultural Nation Group Work-Oral Presentations	Reading Responses Ch3 Topics for Group Present.	Ch4
5	W 6/27	News/Teacher Tips/Local Event Sharing Education in the Twentieth Century Personal Philosophy Prompt	Reading Responses Ch4 Educ. Reality Proposal	Ch5
6	R 6/28	News/Teacher Tips/Local Event Sharing Schools in the Global Community Discuss Field Experiences Dr. Jacque Thousand, Coordinator of Special Education	Reading Responses Ch5	E,M,S
<u>Week 3</u>				
7	M 7/2	News/Teacher Tips/Local Event Sharing Elementary, Middle, Secondary Educ. Jigsaw--It's Elem, Middle, Secondary Education CA books Group Work-Oral Presentations	Teacher Interview	E,M,S
	W 7/4	4 th of July Holiday		
8	R 7/5	News/Teacher Tips/Local Event Sharing Jigsaw-- Elem, Middle, Sec. Books Educational Realities Experience Sharing Discuss Field Experiences	Personal Phil. Draft 1	Ch6
<u>Week 4</u>				
9	M 7/9	News/Teacher Tips/Local Event Sharing Philosophical Perspectives Educational Realities Experience Sharing Personal Phil. Draft 1 Editing	Reading Responses Ch6	Ch7
10	W 7/11	Ms Kay Meredith, Credential Analysis, College of Education		
11	R 7/12	Oral Presentation Group Meetings (place TBA for each group)		

Week 5

12 M 7/16 News/Teacher Tips/Local Event Sharing Reading Responses Ch7 Ch8
Educational Realities Experience Sharing Field Exp. Log & Journal
Learning and Teaching
Group 1 Presentation

13 W 7/18 News/Teacher Tips/Local Event Sharing Reading Responses Ch8 Ch 9
Educational Realities Experience Sharing
School Organization and Governance
Group 2 Presentation

14 R 7/19 News/Teacher Tips/Local Event Sharing Reading Responses Ch9
Educational Realities Experience Sharing Personal Philosophy Draft 2
Rights and Responsibilities of Teachers and Students
Group 3 Presentation
Discuss Field Experiences

Week 6

15 M 7/23 News/Teacher Tips/Local Event Sharing Ed. Reality Assignment Ch10
Educational Realities Experience Sharing
Discuss Final Project
Personal Phil. Draft 2 Editing
Group 4 Presentation

16 W 7/25 News/Teacher Tips/Local Event Sharing Reading Responses Ch10 Ch11
Educational Realities Experience Sharing
Financing Schools
Groups 5 Presentation

17 R 7/26 News/Teacher Tips/Local Event Sharing Reading Responses Ch11 Ch12
Educational Realities Experience Sharing Field Exp. Log & Journal
The Child's World Beyond the Classroom
Group 6 Presentations
Discuss Field Experiences

Week 7

18 M 7/30 News/Teacher Tips/Local Event Sharing Reading Responses Ch12 Ch13
Educational Realities Experience Sharing
The Child's World of the Classroom
Group 7 Presentation

19 W 8/1 News/Teacher Tips/Local Event Sharing Reading Responses Ch13 Ch14
Educational Realities Experience Sharing
Educational Reform and Effective Classrooms
Group 8 Presentation

20 R 8/2 News/Teacher Tips/Local Event Sharing Reading Responses Ch14
Educational Realities Experience Sharing Final Personal Phi. Paper
Joining the Profession
Group 9 Presentation
Discuss Field Experiences

Week 8

21 M 8/6 News/Teacher Tips/Local Event Sharing FINAL PROJECT DUE
Educational Realities Experience Sharing

Group 10 Presentation

22 W 8/8 News/Teacher Tips/Local Event Sharing Final Field Exp. Log & Journal
Discuss Field Experiences
Final Project

23 R 8/9

A Holistic View – Grading for EDUC 350

An “A” student is one who:

- 21 completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at high levels.
- 22 varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- 23 completes all the reading assignments and develops thoughtful and thorough responses.
- 24 produces papers that reveal a commitment to self-discovery and learning.
- 25 produces papers at a professional level in terms of both writing and content.
- 26 develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- 27 presents confidently and intelligently, demonstrating effective teaching skills.
- 28 completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- 29 attends almost every class meeting and is fully engaged during class.
- 30 pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others’ perspectives.
- 31 contributes to the positive environment of the class by respecting all members.
- 32 completes a final that reveals significant understanding of the complexities of the education profession and demonstrates learning around the goals of the course.
- 33** completes all field experience work (45 hours, 3 different settings, & 15 journals) with high quality analysis and reflection, and a willingness to “stretch” beyond what s/he already knows.

34 A “B” student is one who:

- completes all or almost all assignments, all or most on time, and demonstrates the ability to summarize, analyze, and/or reflect at fairly high levels, showing consistent improvement over time.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all or most of the reading assignments and develops thoughtful and fairly thorough responses.
- produces papers that reveal a commitment to self-discovery and learning.
- produces papers that are close to professional level in terms of both content and writing, working to develop a strong command of writing.
- develops a quality presentation, demonstrating significant learning around a contemporary issue.
- presents confidently and intelligently, demonstrating effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- attends almost every class meeting and is regularly engaged during class.
- pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others’ perspectives.
- contributes to the positive environment of the class by respecting all members.
- completes a final that reveals significant understanding of the complexities of the education profession and demonstrates learning around the goals of the course.
- completes all field experience work (45 hours, 3 different settings, & 15 journals) with quality analysis and reflection, and a willingness to “stretch” beyond what s/he already knows.

A “C” student is one who:

- completes or attempts most of the assignments, mostly on time, and demonstrates the ability to do some quality summarizing, analysis, and reflection, showing improvement over time.

- varies sources of information for assignments, demonstrating effort in pursuing varied perspectives around important educational issues.
- completes most of the reading assignments and develops thoughtful and sometimes thorough responses.
- produces papers that reveal a commitment to some self-discovery and learning.
- produces papers that are not yet at a professional level in terms of both writing and content.
- develops a quality presentation, demonstrating learning around a contemporary issue.
- presents confidently and intelligently, demonstrating some effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself a little to better understand the profession.
- attends most class meetings and is often engaged during class.
- pushes him/herself to some new understandings by participating to a moderate degree in discussions, sharing his/her opinions, and valuing others' perspectives.
- contributes to the positive environment of the class by respecting all members.
- completes a final that reveals some understanding of the complexities of the education profession and demonstrates some learning around the goals of the course.
- completes all field experience work (45 hours, 3 different settings, & 15 journals) with fair analysis and reflection and a willingness to "stretch" a little beyond what s/he already knows.

A "D" student is one who doesn't meet all of the minimal standards of a "C" student; "F" is earned by someone who hasn't completed significant portions of the required work and fails to meet the "C" student standards.