CRN # 41820 M/W 8:30 AM - 12:30 PM

Mission Statement of the College of Education, CSUSM

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.

Infused Competencies

Authorization to Teach English Learners Senate Bill (SB) 2042
This program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is addressed by SB 2042. The competencies needed to teach these students are met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework.

Special Education
Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology
This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

Instructor	**Office**	**Office Hours**	**Phone**	**E-mail Address**
Nancy Dome, Ed.D.	UH 416	Appointment	760.750.8539	ndome@csusm.edu

Course Description and Goals
This course is intended to begin the preparation of secondary teachers. Students will be exposed to and have experiences with the research, theory, and practice which form the foundation of the profession. The course will focus on facilitating students to improve knowledge and develop skills in six fundamental areas of the teaching profession. These are:

1. **PURPOSE FOR TEACHING:** Student teachers will develop a unique sense of who they want to be as teachers and how their past experiences shape their current philosophy and purpose for teaching. (TPE 13)
2. **REFLECTIVE PRACTITIONERS:** Student teachers will become active learners who continuously research, assess, apply and refine knowledge throughout their careers. (TPE 12 & 13)
3. **PROFESSIONAL KNOWLEDGE:** Student teachers will increase their understanding of the principles of learning, curriculum, instruction and assessment as well as demonstrate application of this knowledge in the effective development of learning opportunities for all students. (TPE 3, 6c, 6d, 9, 2, 4, 7, 10, 14)
4. **STUDENT FOCUS:** Student teachers will work equitably and effectively with all students by respecting the diversity of ethnicity, race, gender, language, and distinctive characteristics of each individual and by creating environments suitable for academic and social achievement. (TPE 8, 11, 2, 15)

5. **TEACHING AS A PROFESSION:** Student teachers will exhibit appreciation and practice of the principles, ethics and responsibilities of the profession. (TPE 12 & 13)
6. **COLLABORATIVE RELATIONSHIPS:** Student teachers will collaborate and create partnerships with colleagues, students, parents, businesses and community agencies. (8, 11, 12, 13)

Teacher Performance Expectations (TPE) Competencies

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing effective programs for students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are primarily addressed in this course (a full version of the TPE descriptions can be downloaded from the CoE webpage: www.csusm.edu--link to the College of Education via the Department Directory):

TPE 6c - Developmentally appropriate practices in grades 9-12
TPE 6d – Engaging and supporting all learners (Student Study Team Assignment)
TPE 9 – Instructional Planning

Required Text
- Borich, Gary D. (1999). *Observation Skills for Effective Teaching.* (3rd ed.). Upper Saddle River, NJ: Prentice-Hall. [shared with EDSS 530, Professor Keating]
- Callahan, Joseph F., Leonard H. Clark, and Richard D. Kellough. (1998). *Teaching in the Middle and Secondary Schools.* (7th ed.). Upper Saddle River, NJ: Merrill.
- Choate, J.S. (2000). *Successful Inclusive Teaching*. (3rd ed.). Needham Heights, MA: Allyn and Bacon. [shared with all courses in the program]
- Course Website: http://courses.csusm.edu (WebCT used for online coursework and communications)
- Bigelow, B. et. al., Eds. (1994). *Rethinking Our Classrooms,* Volume 1. WI.: Rethinking Schools. (ROC)
- Villa, R., and Thousand, J. (1995). *Creating an Inclusive School.* Alexandria, VA: Association for Supervision and Curriculum Development. [This text is required reading for EDUC 350. If you didn't take this prerequisite class at CSUSM, you'll need to buy and read the book on your own. Reference will be made to it in several courses throughout the year.]
- *www.taskstream.com* (2004) Web page access for assessment/reflection of TPE's and for unit and lesson planning. Subscription required each semester. Will be used by most courses in the program.
- Tomlinson, Carol Ann and Caroline Cunningham Eidson. (2003). *Differentiation in Practice: A Resource Guide for Differentiating Curriculum Grades 5-9.* Alexandria, VA.: Association for Supervision & Curriculum Development.

Choice Books (choose ONE to read after attending first class)
- Gardner, Howard. (2000). *Intelligence Reframed: Multiple Intelligences for the 21st Century.* Basic Books.
- Gruwell, Erin. (1999). *The Freedom Writers Diary*. Doubleday.
- Kohn, Alfie. (1996). *Beyond Discipline: From Compliance to Community*. Association for Supervision and Curriculum.
- Marzano, Robert J. (2000) *Transforming Classroom Grading.* Association for Supervision & Curriculum Development.
- Pipher, Mary. (1995). *Reviving Ophelia: Saving the Selves of Adolescent Girls.* Ballantine Books.
- Pollack, William S. and Mary Pipher. (1999) *Real Boys: Rescuing Our Sons from the Myths of Boyhood*. Owl Books.

Other Texts Worth Reading Early in Your Career
- Fried, Robert L. (1995). *The Passionate Teacher*. Boston, MA: Beacon Press.
- Nelson, J., Lott, L., & Glenn, H.S. (1997). *Positive Discipline in the Classroom.* (2nd ed.). Rocklin, CA: Prima Publishing.
- Palmer, Parker. *The Courage to Teach*
- Cushman, (2003). Fires in the Bathroom: Advice for Teachers from High School Students. What Kids Can Do, Inc.

Accommodation for Disabilities
Please discuss your needs with the instructor within the first week of the semester & contact Disabled Student Services, 5025A Craven Hall, (760) 750-4905 or (760) 750-4909 (TDD).

Plagiarism
All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 5th edition. Failure to do so may result in failure of the course.

Grading Policy
All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due.

All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to a "B"). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor.

It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment's grade will be negatively affected as a result of this oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.

Grading will also include a component of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:
- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

Course Assignments

Student Study Team	10 points
Special Education Matrix	15 points
Observation #1 Instructional Variety	10 points
Observation #2 Higher thought Processes	10 points
Unit and Lesson Plan	15 points
Electronic Portfolio/Reflections	15 points
Reading Responses	10 points
Highly Effective Teacher Attributes	5 points
Attendance/Participation	10 points
Total	**100 points**

Grading Scale

A= 93-100	B+=86-89	C+= 77-79		
A-=90-92	B=83-86	C= 73-76	D=60-69	F=59 or lower.
	B-=80-82	C- =70-72		

Please note assignments are due whether or not you are present in class that day.

While this syllabus is carefully planned, it may be modified at any time in response to the needs and interests of the class.

College of Education Attendance Policy
Due to the interactive nature of courses in the COE, and the value placed on the contributions of every student, students are expected to prepare for, attend, and participate in all classes. For extenuating circumstances contact the instructors **before** class is missed, and make arrangements to make up what was missed. At minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade for the course. If a student misses two class sessions or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a "C". **Notification of absences does not allow students to assume they are automatically excused from class or making up missed class.**

_____   _____
student's name printed   **Fall placement**

_____   _____
signature   **date**

_____   _____   _____
home telephone   **cell phone**   **email**

Attendance/participation/quiz & homework grade (10%)

Day 1 _____   Day 2 _____   Day 3 _____   Total Points _____ / 10 %

Day 4 _____   Day 5 _____   Day 6 _____

Day 7 _____   Day 8 _____   Day 9 _____

Day 10 ____   Day 11 ____   Day 12 ____

Day 13 ____   Day 14 ____   Day 15 ____

Assignments (90 %)	**Percentage**	**Due Dates**
Unit and Lesson Plan	____ /15 %	
Student Study Team	____ /10 %	
Special Education Matrix	____/ 15 %	
Observation #1	____ / 10 %	
Observation #2	____ / 10 %	
Electronic Portfolio Reflection	____ / 15 %	
Reading Responses	____ / 10 %	
Highly Effective Teacher Attributes	____ / 5 %	
Total	**____ / 100 % = _____ Grade**	

Grading

A= 93-100	B+=86-89	C+= 77-79		
A-=90-92	B=83-86	C= 73-76	D=60-69	F=59 or lower.
	B-=80-82	C- =70-72		

Course Outline
(Timeline Subject to Change pending "Teachable" Moments)

Date	Topic	Reading / Assignment Due
Session 1 8/30/04	Orientation/Team building (combined with EDSS 530)	Download and review *Single Subject Credential Handbook* (full-time) Villa/Thousand if not read during EDUC 350
Session 2 9/1/04	Course Overview Purpose, perceptions, and philosophy of teaching CSTP/TPE Video- Freedom Writers Intro to WebCT Directors	Syllabus Callahan: Mod. 1 ROC: 4-5, 19-22, 30-33, 35-38, & 50-55 Reader Response: Double-entry journal for **one** of the readings **and** exercise 1.1 (pg 25 in Callahan)
Session 3 9/8/04	Professional ethics/legal responsibilities Set up Literature circle groups Democratic and inclusive classrooms	WebCT: "Courage for the Discourage" article Choate: Chapter 1 Reader Response: Create visual response (symbolic or literal) that demonstrates the four areas of the circle Make margin notes in Choate, highlighting ideas you especially want to remember Identify your 1st, 2nd, & 3rd choice of books from the "Choice" list to read
Session 4 9/13/04	Literature circles meet Democratic classrooms and adolescents	WebCT: Reflective writing assignment for "Courage" article (Under "Assignments") Submit paper online via WebCT mail. Create your document in Word, then cut and paste it into the body of the e-mail (no attachments, please). Bring choice book to class.

Session 5 9/15/04	Learning and Learning theories Video - First Day of School	Callahan: Mod. 2 Reader Response: Download the free trial version of Inspiration software from www.inspiration.com (do NOT wait until the last minute to do this!) Using this software, create a graphic organizer that helps you to organize the major ideas from module 2. Print the organizer to bring to class. If you do not have a computer at home, make arrangements to complete this assignment with a partner who does have a computer or come to school and use the computer lab.
Session 6 9/20/04	Learning and Learning Theories Model Borich observation report	ROC: 126-128, 134-135, &178-181 Borich: Chapter 7 Reader Response: Margin notes/annotations (written in book or on post-its) for ALL articles and Borich Bring both books to class
Session 7 9/22/04	Learning and Learning Theories Literature circles meet Learning for the typical 'atypical' student: intro to handicapping conditions matrix (assign groups) MEET AT COMPUTER LAB CSUSM ROOM: _____	Choate: Chapter 2 Book choice: 1st chunk Reader Response: Margin notes/annotations. Be prepared to use for an in-class case study activity Book Choice: Book and completed role
Session 8 9/27/04	Planning and Instructional Strategies: The big picture down to lesson plans	Callahan: Mods 3 & 4 (except pages 123-132) Download, review, and bring your content area's frameworks or standards—grades 6-12 (available at www.cde.ca.gov) Reader Response: complete the organizer given to you in class or available via WebCT (this is a pre-established organizer) Complete exercises 3.7, 3.9, 3.10, and 4.5 (questions 3, 6, 7, 8) as you read Callahan.

Session 9 9/29/04	Planning and Instructional Strategies Unit Plan Development	Callahan: Mods. 6 & 7 Reader Response: Create a two-column list with one column labeled "Student-centered activities" and the other labeled "Teacher-centered activities." While you read, make a list of strategies in each column. Put a star next to those you particularly want to use in your planning because they are especially effective in your discipline. Put a ? next to those strategies you want to discuss with someone else for greater clarity. Complete exercises 6.2, 7.1 (questions 1-8), and 7.2 as you read Callahan.
Session 10 10/4/04	Planning and Instructional Strategies Unit Plan Development	Borich: Chapter 8 **Observation report for instructional variety due.** Add to/flesh out your developing unit plan based on what you started in class on Wed. Bring all your planning work to class. Discussion board responses to the CoE mission statement (prompts 1 & 2) due by today (WebCT).
Session 11 10/6/04	Literature Circles meet Intro to SST and relationship to differentiating instruction	Book Choice: 2nd chunk Choate: Chapter 3 Universal Design Article **Matrix assignment due**
Session 12 10/11/04	Planning and Differentiating instruction re-visited Unit Plan feedback	ROC: Choose any two articles from pages 68-124 Borich: Chapter 12 Reader Response: Reflective response to the two articles describing implications for your own teaching—what do these articles offer you or make you consider, and why is that important? **Observation report for higher level thinking due.** Bring in rough draft of unit plan for feedback and work.

Session 13 10/13/04	SST presentation and Processing Assessment options and tools	**SST presentation Due** ROC: 171-175 Visit the state's assessment website: www.cde.ca.gov/statetests/star/ and read and review information about the STAR (Standardized Testing and Reporting : The parent packet is at www.cde.ca.gov/ta/tg/sr/documents/star04infopkt.pdf It is an Adobe Acrobat document. The sample student report is at www.cde.ca.gov/nr/re/ht/documents/newstarreport.pdf It is also an Adobe Acrobat document. **Print the student report and bring to class.** The CAHSEE (CA. High School Exit Exam. An overview is at: www.cde.ca.gov/ta/ Read the "Program Overview" and skim the other links to find other interesting information such as sample questions, results, etc.

Session 14 10/18/04	Assessment options and tools	Callahan: Mod. 9 Reader response: using your own unit plan and lesson plans, do the following: 1. Choose two specific objectives from a lesson plan. 2. For each objective, identify a "traditional" means of assessment you might use to measure accomplishment of that objective, and identify an "authentic" means of assessment you might use to measure accomplishment of that objective. Develop a rough draft 3-column list of criteria that describes what a student would need to do/achieve in order to earn an A, B, or C in your class (think beyond just an accumulation of points; what learning accomplishments would a student need to demonstrate in order to earn an A, B, C? As you develop this list, consider how you identify the difference between the A student and the C student.). Next to the criteria, identify how you would know whether a student had met the criteria (what methods would you use to measure the criteria?). Bring in rough draft of unit plan for feedback and work.
Session 15 10/20/04	Literature circles and whole class book sharing Philosophy/belief statement wrap up Making the transition to student teaching	Book Choice: Last chunk Using your choice book notes, identify 5-10 key points you think your cohort members should know from your book—what are the major "learnings" you would like to share with the whole class? Bring in your choice book notes and list to be used for discussion and class presentation. **Unit plan due** **Course self-evaluation due** WebCT: Discussion board responses to the CoE mission statement (prompts 3 & 4) due by today Bring EDUC 350 (or equivalent) philosophy of teaching/belief statements to class.

Assignments

- **Highly Effective Teacher Attributes:** See page 11-12 for a full description. Generally, these attributes have to do with professional and responsible behavior and work habits.

- **Reading Responses/Participation**: Critical, engaged discussion will make this a richer class for all of us. In preparation for this kind of thoughtful discourse, you will be responsible for reading and responding to a variety of texts in a variety of ways. Response methods will be introduced and explained in class. The goal of all reading responses is to help you better contemplate, organize, and understand your reading and to be better prepared for thoughtful discussion. If your responses cease to function in these ways and seem to be "busy work" then you need to adjust what you're doing. Seek alternative ways of responding in order to meet the goal—it is your responsibility to make the work worthwhile. Ask for help if you need it. Come to class prepared to participate fully, using your reading responses as a "jumping off" point. Because you will be reading your "Choice book" over the course of the eight weeks, your reading responses will be on-going. For this book, you should keep a series of notes (margin notes/annotations, post-it notes in the book, separate paper notes, etc.) that you can use for literature discussions with your colleagues who have read the same book. This assignment includes: assigned reader responses (see calendar), literature circle participation and whole class sharing, learning theories poster session and synthesis quick-writes, in-class discussions, and other in-class role plays, reviews, etc. (Scored: check, check-plus, check-minus for individual responses/participation activities).

- **Observation Reports:** Two "reports" will be generated which focus on two specific elements of classroom life and student behavior. The focus of each observation is described in the Borich text: higher thought processes (chapter 12) and instructional variety (chapter 8). A format for the reports as well as a student sample can be found on WebCT and will be discussed in class. This assignment requires observation time in a classroom.

- **Unit and Lesson Plans:** Students will develop a unit plan and two lesson plans relevant to their content area. The unit plan will include student/class background, objectives, instructional and assessment strategies, timeline, and reflection. This assignment requires consultation with a practicing teacher in your content area who views planning as a serious part of their professional responsibilities—preferably your cooperating teacher. Assignment details and a student sample can be found on WebCT.

- **SST:** Participation in a group presentation modeling the SST process. Preparation for this assignment will take place in class and through some online work. Assignment details can be found on WebCT.

- **Special Education Matrix: The Thirteen Handicapping Conditions:** Students will create a master chart that includes information about environmental, curricular, instructional, and assessment adaptations and accommodations for students who qualify for special education according to the state and federal criteria under any of the 13 handicapping conditions. Further instructions can be found on WebCT and will be explained in class.

- **Reflections on TPE's 6c, 6d, and 9:** It is important to recognize that the TPEs are threaded throughout the credential program, as a whole, and are addressed multiple times in each course, as indicated in the TPE matrix for this course. Even though we are referencing and seeking to understand several TPEs in this course, you are specifically responsible for writing a reflective statement for TPE 6c, 6d, and 9 in the Task Stream Electronic Portfolio. Each assigned reflection will follow a pertinent assignment, discussion, and/or reading,

which provides a deeper understanding of the specified TPE. The reflection should be approximately 250-350 words (the goal is to be succinct not to count words) and focus on a description, analysis, reflection sequence. You must attach one or more artifacts to support your ideas in the reflection. One artifact will be the pertinent assignment accompanying the specific TPE. You may attach other artifacts, such as assignments from other classes, which also support your ideas. The same artifact may appear in multiple TPE reflections. When you submit each TPE reflection, you will receive feedback from me. When the reflection is finalized, it will become a permanent record in your Task Stream Portfolio. You may return to the TPE at another point in your program and make modifications as your understanding deepens.

Reader Response and Participation Traits

✓+   = * Goes beyond the obvious when reflecting, summarizing, discussing, etc.
      * Considers implications
      * Gets at "so what?"
      * Thinks on the page or aloud, trying to figure things out
      * Speculates about answers to questions posed in the
        response or discussion
      * Shows high quality work that is complete and reflects
        time, effort, and thought
      * In discussion or group activities, elicits information from
        other members, listens carefully, doesn't dominate the group, manages
        time well, is enthusiastic about learning, etc. Contributes enormously to
        the group effort.

✓   =   * Thinks about why text or idea is important and attempts to write or talk about it
      * May summarize more than really explore implications, but
        there's some sense of attempting to make some kind of personal or
        professional connection
      * Responds to the ideas in the text or of others in discussion
      * Shows quality work that is complete and thoughtful
      * In discussion or group activities, works well with others and is productive
        and positive

✓-   = * Restates the author or others in discussion
      * Doesn't develop own line of thinking
      * May have difficulty staying focused on the ideas in the text or of others
      * Work is generally incomplete and/or lacks thought
      * In discussion or group activities, lets others carry the load of the work,
        doesn't take work seriously, little effort to learn from the endeavor

Summative Assessment Criteria for EDSS 511

"A" students:
1. demonstrate serious commitment to their learning, making full use of the learning opportunities available to them and searching out the implications of their learning for future use.
2. complete ALL major assignments thoroughly, thoughtfully, and professionally, receiving 3+/3.5 – 4 average on all assignments.
3. make insightful connections between all assignments and their developing overall understanding of teaching and learning; they continually question and examine assumptions in a genuine spirit of inquiry.
4. show high level achievement of or progress toward course goals (see syllabus).
5. always collaborate with their colleagues in professional and productive ways, working with integrity to enhance each participant's learning .
6. consistently complete all class preparation work and are ready to engage in thoughtful and informed discourse.
7. demonstrate responsibility to meeting attendance requirements (see syllabus).

"B" students:
1. comply with the course requirements and expectations.
2. complete ALL major assignments, usually thoroughly, thoughtfully, and professionally, receiving 2.5 –3+/3.5 on assignments.
3. usually connect assignments to their developing overall understanding of teaching and learning; may be satisfied with "accepting" their learning as it's "received" without examining, very deeply, their and others' assumptions or seeking a deeper understanding of the implications.
4. show reasonable achievement of or progress toward course goals (see syllabus).
5. generally collaborate with their colleagues in professional and productive ways, enhancing each participant's learning.
6. complete most class preparation work and are usually ready to engage in thoughtful and informed discourse
7. demonstrate responsibility to meeting the attendance requirements (see syllabus).

"C" students:
1. demonstrate an inconsistent level of compliance to course requirements and expectations.
2. complete ALL assignments but with limited thoroughness, thoughtfulness, and/or professionalism, receiving 1.5 – 2.5 average on all assignments, OR fail to complete one major assignment.
3. make limited connections between assignments and their developing overall understanding of teaching and learning; may not be open to examining assumptions or implications.
4. attempt but show limited progress in achieving course goals (see syllabus).
5. collaborate with their colleagues in ways that are not always professional or productive; participant's may be distracted from learning.
6. complete some class preparation work and are generally under-prepared to engage in thoughtful or informed discourse.
7. meet the minimum attendance requirements (see syllabus).

"D" or "F" students fail to meet the minimum requirements of a "C." The specific grade will be determined based on rate of assignment completion, attendance, etc.

The Maintenance and Development of Positive Teacher Behaviors
in the College of Education Courses
(These are the AFFECTIVE objectives for our single subject courses.)

Purpose/Rationale

A variety of practitioner and university research suggests the importance of linking affective objectives (feelings, attitudes, values, and social behaviors) to all cognitive objectives (mental operations, content knowledge) in all subject areas (Roberts and Kellough, 2000). Krathwohl, Bloom and Masia (1964) developed a useful taxonomy for teachers to use in defining and implementing affective objectives. These student behaviors are hierarchical from least internalized to most internalized: 1) receiving; 2) responding; 3) valuing; 4) organizing; 5) internalizing and acting. There is a correlation between students' academic success and the degree to which teachers incorporate these affective objectives (Roberts and Kellough, 2000; Baldwin, Keating and Bachman, 2003).

In order for teachers to facilitate and integrate these affective expectations into their own teaching, it is essential that they demonstrate corresponding personal attributes (characteristics, qualities) in their own learning. In light of this, it is critical for pre-service teachers to be given an overall dispositional model (a range of these personal attributes) that can be used by them, as future teachers, and that illustrates the importance of and encourages the practice of these attributes. This dispositional model generally reflects the high expectations of quality teaching such as enthusiasm, positive attitudes, positive interactions and supportive interpersonal relationships within the teaching environment. In summary, there is a general consensus within the educational community that these attributes are considered highly desirable professional qualities in teachers (with an obvious range of individual manifestations) that will assist in promoting successful teaching and learning outcomes (Stone, 2002; McEwan, 2002; Dewey, 1910).

Scoring Criteria

Each of these seven attributes will be scored on a 4-point rubric in terms of level of accomplishment. Reflective and "supported" assessment is the goal; you will be asked for evidence in support of your scores. "Perfection" (all 4's) is NOT the goal. While these attributes define professional and collegial behavior to which we expect all students to aspire, it is recognized that individuals will have areas in need of improvement (we are, after all, human!). Earning full credit for this "assignment" is predicated on your ability to provide evidence of your assessments and your ability to work conscientiously toward increased accomplishment. Peer input, self-evaluation, and intermediate conferences will assist in formative assessments.

4 = **Exceeds expectations:** Student has demonstrated an especially high level of functioning with respect to this attribute (no sub par examples)

3 = **Meets expectations:** Student has demonstrated an acceptable level of functioning with respect to this attribute (some qualities may be high while others are more limited; while there is room for continued growth, this student is generally solid; no concerns exist)

2 = **Below expectations**: Student has demonstrated inconsistent levels of functioning with respect to this attribute; the student is on his/her way to meeting expectations, but needs time or a conscientious focus on this attribute in order to do so (numerous limitations or examples noted)

1 = **Well below expectations**: Student has demonstrated a low level of functioning with respect to this attribute (serious overall limitations noted in this area)

Generally Accepted Attributes of Highly Effective Teachers
(as seen in pre-service programs)

(Roberts and Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin,
Keating and Bachman, 2003; Johnson and Johnson, 1994; COE Mission Statement, 1997)

The following will be used as a guideline for defining each attribute:

1. **General classroom attendance, promptness, and participation:** is on time, respects time boundaries (breaks, etc.), regularly attends class, and actively participates.

2. **Attention to classroom discussion protocols** (per Epstein's Five Stage Rocket)**:** respects time limitations, recognizes and respects the perspectives of fellow classmates, gives wait time, listens actively, uses non-interruptive skills, mediates disagreements by working to understand others' perspectives and finding common ground, genuinely encourages all to participate.

3. **Social and cooperative skills (as illustrated in cooperative projects)**: assumes responsibility of one's roles, is open to consensus and mediation, effectively communicates ideas, attends group meetings, is dependable, respects others' ideas, expects quality work from self and colleagues, manages time effectively, uses organizational skills and leadership skills, is assertive but not aggressive, uses reflection as a means of evaluation, motivates and offers positive reinforcement to others.

4. **Attention to assignments:** meets time deadlines, produces quality products, responds cooperatively to constructive criticism, uses rubrics or other stipulated criteria to shape an assignment, prioritizes tasks and performs/supervises several tasks at once.

5. **General classroom demeanor:** is professional, creative, kind, sensitive, respectful, has a sense of humor, is supportive of fellow classmates and instructors; recognizes others' perspectives as valid and works to include all "voices" in the classroom; is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom.

6. **Flexibility:** is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; "bounces" back easily; can work calmly under stress.

7. **Openness to and enthusiasm for learning:** can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and metacognition of learning across the curriculum and within discipline areas; takes advantage of learning opportunities and seeks out additional opportunities for learning.