George Mason University
College of Education and Human Development
Graduate School of Education: Elementary Education

ELED 242-002: Foundations of Elementary Education
Spring 2022, 3 Credits
F2F: Thursdays, 1:30 – 4:10 pm,
Horizon Hall, Room 4016

Instructor: Jeff Vomund
Office hours: Tuesdays, 3:00 – 4:00 pm, and by appointment
Office location: West Building 2103 (Suite 2100), Fairfax Campus
Mobile number: 202.246.7001
Email address: jvomund@gmu.edu (preferred, unless time sensitive)
Course format: In person

For COVID 19 procedures in Spring 2022: Students, please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: https://www2.gmu.edu/Safe-Return-Campus

Recommended Prerequisites: EDUC 200 and EDUC 301

University Catalog Course Description: Examines the historical, philosophical, and sociological foundations of education as they relate to elementary schools, with a particular emphasis on teaching a culturally diverse population. Develops an understanding of the relationship between society and education. Offered by School of Education. Limited to two attempts.

Expanded Course Description: N/A

Field Hours: This course requires 15 hours of field observation. Additional details are in the 'Assignments' section.

NATURE OF THE COURSE DELIVERY:
This course will be delivered in an in-person format, and may also have online synchronous or asynchronous components (as conditions require) via the Blackboard Learning Management System in your MyMason portal You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on or before January 19, 2022. Participants should be prepared to attend class in person each week, although class context may change and external conditions or internal needs apply. Students will be notified of any changes to the F2F format before they go into effect. Attendance at all sessions is especially important in this course as classroom interactions will play a critical role in the learning.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins and software for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/
  - Screencast-O-Matic - https://screencast-o-matic.com/
  - Zoom – https://zoom.us/

Expectations

- Course Week: Our course week will begin on the day that our face-to-face meetings take place as indicated on the Schedule of Classes.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access tocourse materials 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students can meet with the instructor

via in-perspon meetings or or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Classroom etiquette: The course environment (including when online) is a collaborative space meant to foster independent thought and critical analysis of complex ideas. Be open to the thoughts of others, particularly when they may be different from your own. Seek first to understand another's perspective from their point of view. Do not be afraid to ask one another difficult questions, but be positive in your approach and thoughtful with your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be similarly respectful in all communications.

- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to coursecontent and communication.

LEARNER OUTCOMES:
This course is designed to enable students to do the following:
1. identify important historical, philosophical, and sociological foundations underlying the role, development, and organization of public educational practice;
2. discuss contemporary educational initiatives and analyze their impact on educating a culturally diverse population of students;
3. discuss laws related to students' and teachers' rights and responsibilities;
4. exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society;
5. understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

PROFESSIONAL STANDARDS:
Upon completion of this course, students will have met the following professional standards:

INTASC (The Interstate Teacher Assessment & Support Consortium):
Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

8 VAC 20-25-30. Technology standards. <u>Virginia State Technology Standards for Instructional Personnel:</u>

    A. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.

    B. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.

    C. Instructional personnel shall be able to apply computer productivity tools for professional use.

    D. Instructional personnel shall be able to use electronic technologies to access and exchange information.

REQUIRED TEXTS:

    Canestrari, A. & Marlowe, B. (2021). *Educational Foundations: An Anthology of Critical Readings (4th edition).* Sage.

    Lewis, A.E. & Diamond, J.B. (2015). *Despite the best intentions: How racial inequality thrives in good schools*. New York: Oxford UP. Or you can download the e-book version of *Despite the Best Intentions* through GMU library for **free**.
    https://ebookcentral-proquest-com.mutex.gmu.edu/lib/GMU/detail.action?docID=2101588

    Virginia's Standards of Learning for K-6 (http://www.pen.k12.va.us)

    Additional selected readings will be posted on Blackboard

COURSE PERFORMANCE EVALUATION:

Students are expected to submit all assignments on time in the manner outlined by the instructor. If for some reason, assignments cannot be submitted on time, arrangements should be made prior to the due date/time with the instructor. Assignments that are turned in late may lose up to a full letter grade. Assignments over a day late may not receive any credit.

Assignments:

    1. Educational History

    We know from the research literature that our prior school experiences as a student (a.k.a. our apprenticeship of observation - Lortie, 1974) wield incredible influence on our views of teaching and learning. Therefore, it is essential that we explore our K-12 school experiences so that each of us is aware of the pre-existing perceptions that we bring to teacher preparation. This is also an opportunity for me to get to know you better as a learner and to find out the ways in which I can build upon your experiences and support your interests, strengths, skills, and perceived challenges.

    Your Educational History should be an introspective summary/reflection on your memories of teaching/learning across your educational experiences:

- Elementary school
- Middle school
- High School
- College

- 2-4 pages, double-spaced, 12-point font, 1-inch margins, title page, APA format for any citations or references (citations are not required on this assignment, but use if appropriate).

Questions to guide your introspection and reflection should include, but need not be limited to:
- When was a time that you felt seen as individual or as a learner by an educator (e.g. teacher, coach, advisor, staff member, principal, professor, etc.)? Why? What did that person see that others did not?
- What strengths and strategies have you employed to be successful in your educational experiences? Has there been a time when these strategies were not successful? If so, describe what happened and what you learned.
- What challenges have you encountered in your educational experiences? Why do you think you encountered them? What were the outcomes?
- When was a time that you felt unseen/misunderstood/overlooked as an individual or as a learner by an educator (e.g. teacher, coach, advisor, staff member, principal, professor, etc.)? Why?
- Has there been a time when you have observed one student or group of students being treated less fairly than others? What did you notice? What reasons, by your perceptions, were the basis of this different treatment? What were your feelings about it at the time? Now?
- What aspects of your education have served you well? What aspects have not served you well? Why do you think that is the case?

Assignment due by 1:30 pm, February 24th. Submit using the *Assignments* tab on Blackboard.

2. *Teacher Beliefs: Developing a Vision Statement*
You will identify, develop, and refine your beliefs about what teaching and learning entails. These beliefs will likely to shift, grow, and deepen as you gain more experience in the classroom and deepen your knowledge of theory and practice. This assignment serves as an initial tool to uncover what we think is best for teaching and learning and whether this is reflected in our actual teaching practice to support the acquisition of new knowledge and reflective examination of your own teaching practice.

Throughout the course, we will reflect on the prompts below, in three parts, and consider how they relate to one another. We will also take time to consider areas that intersect and sources of tension in your beliefs and preferred practices. You will create a Working Document (format discussed in class) that reflects how your thoughts are changing/evolving and we will revisit this as a basis for further reflection.

You will turn in each Part of the Working Document over the course of the semester. The Working Document should include your final beliefs statement which will address each of the following prompts:

- *Part One: due February 10, 1:30 pm, uploaded to Blackboard*
- I believe that learning…
- I believe that teaching…
- I believe the purpose of schooling is…

- I believe my classroom is…
- I believe my students learn best when **they**…
- I believe my students learn best when **I**…

- I believe community/family is/are…
- I believe collaboration is…

These three essays will serve as an evolving drafts of your Teach Beliefs Document and you will submit these three drafts to the instructor. Your ideas are expected to be "in progress" so questions and wonderings are acceptable.

The **Vision Statement** should draw upon your draft documents and other sources of reflective learning and **be only 1-3 sentences**. This should be succinct and get at the core of what you believe about teaching and learning. For example, here is my vision statement:

> *My vision as a teacher is to support each student in gaining the knowledge, habits, and character required to reach their full individual potential as well as their capacity to participate in, and contribute to, the world around them. A key contributor to this dynamic will be interpersonal relationships and a classroom community based on trust, respect, and support of one another.*

Your final vision statement is due May 5. You will upload your statement, your revised Teacher Beliefs Document, as well as a summary essay explaining the rationale behind your Vision and Revised Teacher Beliefs Documents.
- All writing should be double-spaced, 12-point font, 1-inch margins, title page, APA format for any citations or references (citations are not required on this assignment, but use if appropriate).
  - Teacher Beliefs Documents: approximately 1 page each
  - Vision Statement: 1 – 3 sentences
  - Summary Essay: 1 – 2 pages

3. *Professional Issues for Teachers: Group Presentation*

   What current events are topical for us, as future educators? For this assignment, you and two peers will consider a current event in the field of education as it relates to culture, religion, race, language, ability, gender, and socioeconomic class, as well as any broader topic of your interest.

   To this end, you and your peers will select and analyze a current event that is of particular interest or importance to you. You will research this event, noting historical significance and current trends/perspectives. You will reflect upon how this issue relates to your own experiences and make connections to your current field placement as appropriate. You will summarize this material in a 15-20 minute presentation to the class. Sign ups for presentations will be organized during the second class session.

The process of brainstorming, research, and initial analysis of your issue will be supported in class through peer conferences. Specific guidelines for this assignment, as well as the rubric, will be distributed in class.

Presentations will be given on March 31st.

4. Field Experience Reflection
In addition to your field hours, you will submit a brief (approximately 2 pages) reflection about an experience or observation during your field hours. The purpose of the reflection is to begin to develop an inquiry stance as part of your teaching praxis. Therefore, a strong reflection will focus on *noticing* and *questioning* more than *knowing* or certainty. The assignment will be discussed more thoroughly in class, but the general format is as follows:

Vignette: (1-2 paragraphs) A vignette is a description of the setting and/or event in such a way that the reader can imagine being in the middle of the action with you.

Reflection: (3-4 paragraphs) In your reflection you may choose to consider: What questions did the experience raise for you? What were you thinking/feeling? What do you wonder about? What assumptions, reactions, or confusions did you notice? Citations (1-2) from class readings are important to strengthen this section of the reflection, use APA style.

Field Experience Reflection can by turned in at any point but is due by 1:30 pm April 28th.

5. Professional Goals Paper or Video
What are your goals in the field of education? Who, what, and where would you like to teach?How will you define success? What will be your biggest challenges? What have you learned this semester that validates education as acareer path for you (or not)? What research spoke the most to you? Which theorist do you relate closely with? And what does this mean for you in the future?

You will either write a 3-4 page paper or create a 10-15 minute video addressing the previous questions in relation to a career in the field of education. Please reference at least 3 readings from the class. More information/rubric will be provided in class.

Paper or video will be due May 12, at 1:30 pm uploaded to Blackboard.

Other Requirements:
  1. Participation and attendance
  This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this it is expected that **you are on time and attend all scheduled class meetings outlined within the syllabus**. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for

any of these reasons, please make arrangements at least 48 hours in advance. In addition, you are expected to be on time to class each week unless advance notice has been provided to the instructor.

Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and activities to do. Not participating will be reflected with a zero for the week and as an absence. **Students with <u>two or more unexcused absences</u> will not receive credit for the course.**

In addition to the readings, you may be asked to watch videos, collect information, or explore other online resources prior to class. At times, guiding question(s) or tasks related to the readings and these resources will be posted to establish a purpose for reading. These guiding questions or activities will be directly related to discussion for the class session. Activities may require you to respond to a specific question, create a representation of ideas from the reading (e.g. concept map, picture), or analyze a piece of text or student work based on your understandings of the readings and other resources.
The products of these activities support learning in class meetings. Additionally, classroom activities may include simulations, debates, book club meetings, examination of student work, and quickwrites.

Different discussion structures will be organized to maximize participation and community building. This includes partners, small groups, and whole class discussion. Students are responsible for participating in discussions according to the expectations and norms discussed in class. These expectations and norms will also apply to any online discussions. See the rubric for informed participation in class at the end of the syllabus for more information.

2. **Field Hours**
This class requires 15 hours of field observation with the intention that these hours will enrich and ground our discussions as well as provide real-life context for our readings. Studnets are encouraged to bring field experiences as well as the questions or insights they offer into the classroom. For questions or concerns regarding field experiences, please contact Dr. Amanda Bean at abean5@gmu.edu.

The professor reserves the right to modify or alter assignments, tasks, due dates, and other requirements during the duration of the course to maximize the learning experience.

3. **Assignment Points**

Course Outcomes	Requirements & Assignments	Points	Due Date
1, 2, 3, 4, 5	Participation - 18 points per class	250	Weekly
1	Educational History	100	February 24

1, 2	Drafts of the three Belief Statements	50 each	February 10 March 3 April 14
1, 2, 3, 4, 5	Presentation: Professional Issues	100	March 31
1, 2, 3, 4, 5	Field Experience Reflection	100	April 28
1, 2	Vision Statement, Final Teacher Beliefs Essays, and Summary Essay	150	May 5
1, 2, 3, 4, 5	Professional Goals Paper or Video	150	May 12
		1000	

3. Grading Policies

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	98-100	4.00	**Represents mastery of the subject through effort beyond basic requirements**
A	94-97	4.00	
A-	90-93	3.67	
B+	85-89	3.33	**Reflects an understanding of and the ability to apply theories and principles at a basic level**
B	80-84	3.00	
C*	70-79	2.00	**Denotes an unacceptable level of understanding and application of the basic elements of the course**
F*	<69	0.00	

Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the School of Education.

Other Expectations:
APA format:
All written papers are **expected to be double-spaced, with 1" margins, and in 12-point font** (Times New Roman, Calibri, or Arial). **APA format is expected**. If you do not have a 7th Edition APA manual, please use the APA website (http://www.apastyle.org/) or the OWL at Purdue as a resource (http://owl.english.purdue.edu/owl/resource/560/01/).

*Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

Late work policy:
It is expected that all class assignments will be submitted on time to the correct location: **late assignments will not receive full credit**. All assignments must be submitted via **Blackboard** on the due date stated within the syllabus (see below) prior to class. If extraordinary circumstances prevent you from submitting your work in a timely manner, **it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to**

complete your work. It is up to the discretion of the instructor to approve the late/makeup work. Assignments turned in late without prior communication will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B).

Revise & Resubmit:
If a student submits an assignment that may indicate limited understanding or confusion about the content as indicated by scoring on the assignment rubric, the instructor may request for a student to revise and resubmit the assignment based on feedback. This is an opportunity for a student to clarify understanding of the content and demonstrate growth. In most cases, the original assignment and revision will be averaged for a new final grade. The instructor will communicate with the student to determine a reasonable timeframe within which to complete the revision.

Professional Dispositions: See https://cehd.gmu.edu/students/polices-procedures/

TENTATIVE CLASS SCHEDULE
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Class	Date	Guiding Questions/Topics	Readings/Assignments Due
1	January 27	What does *foundations of education* mean? Who are we as individuals? Who are we as future teachers? What personal characteristics are most important for teachers to have and develop?	**Read:** Anthology, chs. 1 and 2 Willing To Be Disturbed Seeing the Student A Message from a Black Mom … **Prep:** See Guiding Questions on Blackboard **Due:** N/A
2	February 3	What are the purposes of school? Who decides what purposes school serves? Review articles for February 10 class and choose groups.	**Read:** DTBI: Ch 1 Failure Factories **Prep:** Graphic Organizer: Purposes of Schools Use FCPS Portrait of a Graduate as a thought starter **Due:** N/A
3	February 10	Who are our students and how are they different from/alike each other, us, and peers from decades past? *Particularly considering Gender and Special Needs	**Read:** DTBI: Ch. 2 Anthology: Chs 6 and 7 **Prep:** Bb: Module 3 • Choose 1: • Beyond the Dilemma of Difference (special needs/exceptionalities) • Girls and the Curriculum- How schools shortchange girls (gender) • The boy-turn in research (gender) **DUE:** Belief statement 1

4	February 17	Presentation from groups re: February 10 articles	**Read:** Anthology: Chs 4 and 5 **Prep:** Bb: Module 4 **DUE:** Presentations for Group readings
5	February 24	Who are our students and how are they different from/alike each other, us, and peers from decades past? *Considering Global Migration, Poverty, and Race Choose groups for Current Events Presentation	**Read:** DTBI: Chs. 3 and 4 **Prep:** Bb: Module 5 **DUE:** <mark>Educational history</mark>
6	March 3	For whom does school 'work'? For whom does school not 'work'?	**Read:** Anthology: Ch 8 **Prep:** Current Events Presentations **DUE:** <mark>Belief statement 2</mark>
7	March 10	How should students be taught?	**Read**: InTASC Standards **Prep:** InTASC Standards **DUE**: NA
	March 17	Spring Recess	No class
8	March 24	Work on your Current Event presentation with your group.	**Read:** DTBI: Ch 5 Anthology: Chs 14 and 15 **Prep:** Bb: Module 8; 2 articles and SpEd. Referral process **DUE:** NA
9	March 31	Current Event Presentations	**Read:** NA **Prep:** NA

			DUE: ==Professional Issues for Teachers Presentation due== and posted on Blackboard
10	April 7 **Online, Asynchronous**	What are the major federal, state, and local policies impacting schools today?	**Read:** Anthology: Chs 16 and 17 **Prep:** Bb: Module 10, 2 articles and assessment **DUE:** NA
11	April 14	What is most important for our students to learn?	**Read:** Anthology: Ch 18 **Prep:** Bb: Module 11, Philosophies readings (choose one): ● Noddings (care) ● Montessori (constructivism) ● Skinner (behaviorism) ● Dewey (pragmatism) ● Gay (Culturally Responsive Teaching) **DUE:** ==Belief statement 3==
12	April 21	What is the best evidence of student learning?	**Read:** **Prep:** Module 12 **DUE:**
13	April 28	What is the best evidence of teacher success? Summary discussion of DTBI as foundation for looking at the best evidence of teacher success.	**Read:** DTBI: Ch 6 Anthology: Ch 3, Ch 20, and Epilogue **Prep:** Bb: Module 13 **DUE:** ==Field Experience Reflection==

14	May 5	Last Class	**Read:**
			Prep:
			DUE: <mark>Teacher Vision Statement with Revised Teacher Belief Statements; Summary essay</mark>
	May 12	Reading Week	**Read:** NA **Prep:** NA **DUE:** <mark>Professional Goals Paper or Video due</mark>
	May 19	Finals Week	**NA**

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- <mark>Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.</mark>

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/

Rubric for informed participation in class
(This is what I will be listening for)

	Exemplary 6	Proficient 4	Developing 2	Absent 0
Frequency of participation	I initiated contributions more than once today.	I initiated a contribution once today.	I contributed when someone solicited input from me.	I did not contribute today.
Quality of comments	My comments were insightful & constructive; used appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. I used specific information from class readings.	My comments were mostly insightful & constructive; mostly used appropriate terminology. Occasionally comments were too general or not relevant to the discussion. I mad general references to class readings.	My comments were sometimes constructive, with occasional signs of insight. My comments were not always relevant to the discussion. I did not reference class readings.	My comments were uninformative, relied heavily on opinion, or I did not comment.
Listening Skills	I listened attentively the majority of the time when others presented/shared material and or perspectives.	I was mostly attentive when others presented ideas, materials.	I was somewhat inattentive today. Occasionally I spoke while others were speaking.	I did not listen to others; talked while others were speaking or did not pay attention when other students were speaking. I was distracted (or sleeping).

Professional Issues for Teachers Presentation Rubric	Exemplary 20	Proficient 15	Developing 10	Absent 0
Description of the education topic	Presents appropriate and complete description of the education topic, and includes 5-6 supporting references	Presents appropriate description of the education topic, but is incomplete and/or includes 3-4 supporting references	Presents some description of the education topic, but is not sufficient and/or only has 1-2 supporting	Lacks description of the education initiative
Description of historical/ cultural significance of topic	Presents appropriate and complete discussion of historical and/or cultural significance	Presents some discussion of historical and/or cultural significance	Presents incomplete discussion of historical and/or cultural significance	Lacks discussion of historical and/or cultural significance
Connection to the classroom/ teachers/ students	Presents appropriate and complete connection to classroom, teachers, and/or students, and includes multiple supporting references	Presents appropriate connection to classroom, teachers, and/or students, but is incomplete and/or includes only some supporting references	Presents some connection to classroom, teachers, and/or students, but is not sufficient and/or lacks supporting references	Lacks connection to classroom, teachers, and/or students
Presentation	Well prepared: gives balanced presentation with time for questions/discussion	Adequately prepared: Gives imbalanced presentation with little time for questions/discussion	Poorly prepared: Gives one- sided presentation with too much/too little time in either presentation or questions/discussion	Poorly prepared: Gives one- sided presentation with too much/too little time in either presentation or questions/discussion
Group Participation	All members of the group presented equally. The group was well organized and prepared	The majority of the members presented equally. The group was organized and prepared.	The majority of the members did not present equally. The group was not organized and unprepared.	At least one member did not present at all. The group was not organized and wasted time. The group was unprepared.

Professional Goals Assignment Rubric

	Exemplary 30	Proficient 20	Developing 10	Absent 0
Professional Goals	Established two or more professional goals for oneself and goals are clear and show an understanding of the teaching profession.	Established one professional goal for oneself or goal are somewhat clear and show a beginning understanding of the teaching profession.	Professional goals were unclear and show a lack of understanding of the teaching profession.	Did not establish a professional goal for oneself
Success	Thoroughly describes what is needed to be successful in teaching. Reflects on own abilities and strengths.	Adequately describes what is needed to be successful in teaching. Reflects on general abilities and strengths of teachers.	Does not adequately describes what is needed to be successful in teaching.	Does not include a reflection on general abilities and strengths of teachers.
Challenges	Thoroughly describes the biggest personal challenge they will face. Addresses what will be done to overcome this challenge.	Adequately describes the biggest personal challenge they will face. Does not address what will be done to overcome this challenge.	Does not adequately describe the biggest personal challenge they will face. Focuses on challenges the teaching profession faces.	Does not include a reflection on the personal challenges they will face in achieving their individual teaching goals.
Validation	Thoroughly discussed what validated their decision to pursue or not pursue education as a career. Included the deciding factor, research or theorist that most influenced the decision.	Adequately discussed what validated their decision to pursue or not pursue education as a career. Vaguely referenced the deciding factor, research or theorist that most influenced the decision.	Did not reference the deciding factor, research or theorist that most influenced the decision.	Did not adequately discuss what validated their decision to pursue or not pursue education as a career.
Connection to Course Readings and Discussions	Demonstrates a thorough understanding of course readings and discussions. Cites at least three class readings or discussions in an appropriate manner.	Demonstrates a general understanding of course readings and discussions. Cites at least two class readings or discussions in an appropriate manner.	Demonstrates a superficial understanding of course readings and discussions. Cites one or no class readings or discussions in an appropriate manner.	Does not cite course readings in personal goals statement.

Educational History Assignment

	Exemplary 20	Proficient 15	Developing 10	Absent 0
Sets educational experience in historical context	Clearly communicates important aspects of the various educational settings (age, grade, school, learning environment) in a way that shows why they are significant to the author	Communicates important aspects of educational settings, but does not consisten tly explain their significance.	Important aspects of the author's educational settings are not included in the essay.	Few if any references to educational context are included in the writing.
Discusses educational strengths and strategies	Several strengths (at least 2) as a learner and successful learning strategies are stated clearly and a brief explanation of why they were strengths is offered.	Only one strength as a learner or successful learning strategies is stated, but it is clearly explained as a strength.	Learning strengths and successful strategies are listed but not discussed	No learning strengths or successful learning strategies are listed.
Discusses educational challenges	Several learning challenges (at least 2) are clearly stated and a brief explanation of why they were challenging is offered.	Only one learning challenge is stated, but it is clearly discussed as a challenge to learning.	Learning challenges are listed but not discussed.	No learning challenges are listed.
Applies educational history to current role as a preservice teacher	At least two connections are clearly made between educational history and current practices, beliefs, or approaches to teaching.	Only one connection is made between educational history and current practices, beliefs, or approaches to teaching.	Connections between educational history and current educational practices, beliefs, or approaches is not clear	No connection is made between educational history and current educational practices.
Writing	Writing is clear and concise with no spelling, syntax, or grammatical errors. The paper as a whole is correctly formatted and APA style is used consistently.	Writing is clear and concise with 1-2 spelling, syntax, or grammatical errors. The paper as a whole is correctly formatted and APA style is used consistently with no more than two errors.	Writing does not convey a clear meaning, and/or there are 3 or more spelling, syntax, or grammatical errors. The paper as a whole is not correctly formatted and APA style is used inconsistently.	NA

Field Experience Reflection

	Exemplary 25	Proficient 20	Developing 15	Absent 0
Vignette	Description of setting and event helps the reader clearly "see" what is occurring and all details pertinent to the reflection are included.	Description of setting and event helps the reader clearly "see" what is occurring but some important details are missing.	The pertinent event and setting is only partially described and a clear picture of the scene is not set.	The essay contains no vignette.
Reflection	Shows a clear connection from the vignette to the resulting questions and/or feelings that it raises. States both why the given event raises questions and what questions were raised.	Connects vignette to subsequent reactions but does not describe why those reactions occurred.	Shows only a minimal connection between the described event and subsequent questions, feelings, and reactions.	The essay contains little or no written evidence of reflection upon the described scenario.
Connections to course content	Cites course materials that give insight or context to the described event and clearly explains why they are pertinent.	Cites appropriate course materials but does not clearly explain their connection to the event.	Citess course materials that are not clearly connected to the described event.	The essay does not cite course materials.
Writing	Writing is clear and concise with no spelling, syntax, or grammatical errors. The paper as a whole is correctly formatted and APA style is used consistently.	Writing is clear and concise with 1-2 spelling, syntax, or grammatical errors. The paper as a whole is correctly formatted and APA style is used consistently with no more than two errors.	Writing does not convey a clear meaning, and/or there are 3 or more spelling, syntax, or grammatical errors. The paper as a whole is not correctly formatted and APA style is used inconsistently.	NA

Vision Statement, Final Teacher Beliefs Essays, and Summary Essay

	Exemplary 30	Proficient 20	Developing 10	Absent 0
Vision Statement	Succinctly and clearly communicates one's central beliefs about teaching and learning.	Communicates central beliefs about teaching and learning, but not in a clear and succinct way.	Communicates peripheral beliefs about teaching and learning.	No vision statement is included in the submission.
Teacher Beliefs #1	Completes the prompts in such a way that personal beliefs are clearly communicated and previous feedback and course content are incorporated.	Completes prompts but shows little evidence of incorporating feedbabck from prior drafts or course materials.	Completes prompts but shows no evidence of incorporating feedbabck from prior drafts or course materials.	Teacher Beliefs # 1 essay is not submitted
Teacher Beliefs #2	Completes the prompts in such a way that personal beliefs are succinctly and clearly communicated and previous feedback incorporated.	Completes prompts but shows little evidence of incorporating feedbabck from prior drafts or course materials.	Completes prompts but shows no evidence of incorporating feedbabck from prior drafts or course materials.	Teacher Beliefs # 2 essay is not submitted
Teacher Beliefs #3	Completes the prompts in such a way that personal beliefs are succinctly and clearly communicated and previous feedback incorporated.	Completes prompts but shows little evidence of incorporating feedbabck from prior drafts or course materials.	Completes prompts but shows no evidence of incorporating feedbabck from prior drafts or course materials.	Teacher Beliefs # 3 essay is not submitted
Summary Essay	Clearly explains thought processes behind Teacher Vision Statement and changes to Teacher Belief Statements	Explains thought processes behind Vision and Belief statements, but the connections between processes and final written forms are not clear.	Explain only some of the processes behind Vision and Belief statements.	Summary Essay not submitted.
Writing	Writing is clear and concise with no spelling, syntax, or grammatical errors. The paper as a whole is correctly formatted and APA style is used consistently.	Writing is clear and concise with 1-2 spelling, syntax, or grammatical errors. The paper as a whole is correctly formatted and APA style is used consistently with no more than two errors.	Writing does not convey a clear meaning, and/or there are 3 or more spelling, syntax, or grammatical errors. The paper as a whole is not correctly formatted and APA style is used inconsistently.	NA