

The College of Education and Behavioral Studies
School of Education
Houston Baptist University
Course Syllabus

EDUC 4400/4000 Student Teaching Seminar
Fall 2014

COURSE DESCRIPTION

This interactive seminar for student teachers includes exploration of issues of particular interest and value to students as they complete their teacher preparation programs. These issues include the process of acquiring a teaching position (applications, resumes, interview skills, etc.), classroom management/discipline, ethical and legal issues related to teaching, communication with parents, portfolio construction and other issues encountered during student teaching. Support and encouragement in the form of sharing and problem solving will occur during each of the weekly sessions.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

This course is normally one of the last courses taken and must be completed along with student teaching. The prerequisites for this course are admission to the Teacher Preparation Program and Acceptance to Student Teaching.

DATE AND TIME OF CLASS MEETINGS: Tuesday 4:00-6:25 PM

ROOM NUMBER: H114

INSTRUCTOR INFORMATION

Name: Dr. Julie Fernandez
E-mail: jfernandez@hbu.edu
Office Phone:
Office Location: H 365
Office Hours:
M 3:00-4:30 T 5:30- 6:00 W 10:00-2:00 Th 4:00- 5:00 F by appointment

LEARNING RESOURCES

1. *HBU Student Teaching Handbook
2. **For EDUC 4400 only** : Classroom Management Text:

If Elementary:

Evertson, C., and Emmer, E. (2013). *Classroom management for elementary teachers* (9th ed.). US: Pearson. ISBN-10: 0132693267

If Secondary:

Emmer, E, Evertson, C., and Worsham, M. (2013). *Classroom management for middle and high school teachers* (9th ed.). US: Pearson ISBN-10: 0132689685

RELATION TO THE MISSION OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”

In relation to the mission of the University, this course will help students explore the profession of teaching within the context of a rigorous academic material as well as application of principles while student teaching.

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop both knowledge and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

This course is an important part of the theoretical and skills training required for students to become effective, ethical, responsible professionals in the field of teaching.

**RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES
DEPARTMENT OF CURRICULUM AND INSTRUCTION**

The mission of the Department of Curriculum and Instruction is to assist in the development of knowledgeable and effective teachers so they may realize their fullest potential in service to God and humanity.

To accomplish this mission, we will provide students with the following:

- courses containing essential concepts and teaching strategies that reflect sound theories and research-based instructional practices as well as in depth content knowledge;
- courses designed to give students supported fieldwork experiences in local schools allowing them to put theory into practice;
- coursework and fieldwork designed to address the complex challenges of an increasingly diverse and technological society; and
- an enriched educational experience that allows students to develop a sound philosophy of education that reflects Christian values and ethical principles.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. successfully fulfill the roles and responsibilities of student teaching;
2. articulate and apply learnings about classroom management through a series of classroom management papers;
3. create a resume and demonstrate interviewing skills as well as knowledge about how to obtain a professional teaching position; and
4. complete and present an online teaching portfolio that includes (but is not limited to) a resume, an educational philosophy statement, evidence of effective teaching, evidence or assessment and feedback expertise and evidence of technology proficiency.

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

SCHOOL OF EDUCATION REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS

- The course learning objectives acquired through the experiences in this course support-state and national standards including the TEA Standards for Pedagogy and Professional Responsibilities and requirements of the Texas Administrative Code 9 (TAC §228.30) and H.B.2012.
- Appropriate grade level TEA guidelines and TEKS are also included as part of this course.
- A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed
- A list of specific TExES competencies for this course is presented below.

TExES Competencies

The following TExES Pedagogy and Professional Responsibilities Standards (Domains) and Competencies are addressed in part or in full in this course:

- Domain I.** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- 001 The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.
 - 002 The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among student and that promote all students' learning
 - 003 The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
 - 004 The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

005 The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

006 The teacher understands strategies for creating an organized and Productive learning environment and for managing student behavior

Domain III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback

007 The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

008 The teacher provides appropriate instruction that actively engages students in the learning process.

009 The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.

Domain IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

011 The teacher understands the importance of family involvement in Children's education and knows how to interact and communicate effectively with families.

012 The teacher enhances professional knowledge and skills by effectively Interacting with other members of the educational community and Participating in various types of professional activities.

013 The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. *Expectations and requirements of student teachers
2. *Professional organizations
3. *Resumes
4. *Acquisition of teaching positions (applying and interviewing)
5. *Classroom management and discipline
 - Organization of the Classroom and Supplies
 - Rules and procedures
 - Management of student work
 - The first day and week: getting off to a good start
 - Management of instruction
 - Management of cooperative learning groups
 - Maintenance of appropriate student behavior
 - Communication skills for teaching
 - Managing problem behaviors
 - Management of special groups

6. *Communication with parents
7. * Ethical and legal issues related to teaching
8. *Portfolio construction
9. *Portfolio sharing
10. *Problem solving and exploration of issues that arise during student teaching

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Lecture
2. Discussion
3. Video Presentation
4. Guest Speakers
5. Demonstration/Modeling
6. Cooperative Learning Groups
7. Inductive Learning Experiences

ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

Course Requirements. See the agenda at the end of this syllabus for due dates.

Assignment	Learning Objective(s)	Competencies	Point Value
Attendance and Participation Including HATC workshop sessions, resume and interview simulation	1, 3, 6	PPR I: 1, 2 PPR: II 5, 6 PPR IV: 11, 12, 13	50% if 4400 90% if 4000
5 Classroom Management Papers [EDUC 4400 only]	2	PPR II: 5, 6	40% if 4400
Electronic Portfolio (sharing)	4, 5, 7, 8	PPR I: 3, 4 PPR III: 7, 8, 9	10%

Grading Scale:

EDUC 4400 92- 100 (A) 84-91 (B) 76-83 (C) 70-75 (D) <70(F)

EDUC 4000 Pass (70 or higher) or Fail (Less than 70)

It is the student's individual responsibility to be aware of his/her current grade standing in the class and to confer with the professor regarding any assessment concerns/questions during designated office hours.

Student Appraisal: Students will complete faculty evaluation forms as regularly administered by the University.

CLASS POLICIES

Absence and Tardy Policies . In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than four absences occur, the course grade will be “F” no matter what test and paper scores might be.

ACADEMIC ACCOMMODATIONS:

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. Documentation of Difficulties If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

LATE WORK STATEMENT. Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

Missed Tests. All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class

policies listed here, it includes basic class policies that apply in all HBU classes.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

—— **Julie Fernandez**

Name

August 1, 2014

Date

Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30

PPR Standard	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	1. Reading Instruction : A variety of theories and methods appropriate for teaching these five essential components of reading instruction.	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations)	
II, IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qz1NjEWFEMtxaBMvC	
I, II, III	3. Child Development	A variety of theories for child development.	
I, II, III,	4. Motivation	A variety of theories & methods appropriate for teaching motivation.	
I, II, III	5. Learning Theories	A variety of learning theories	
I, III	6. TEKS Organization,	http://ritter.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	
I, III	7. Content TEKS		
I, II, IV	8. State Assessment of Students & STAAR: Testing,	Requirements , responsibilities, scoring, analysis & use of results http://www.tea.state.tx.us/student.assessment/staar/	
I, II, III	9. Curriculum Development & Lesson Planning	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	
I, III	10. Classroom Assessment and Diagnosing Learning Needs	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	
II, IV	11. Classroom Management	A variety of theories & methods appropriate for teaching classroom management.	5 papers
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	A. ESL/ Bilingual /ELPS : Learning strategies , Listening ,Speaking , Reading & Writing	
		B. G/T: Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	
		C. Special Education: Acronyms/Terms , Modifications/ Accommodations, Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	
III, IV	13. Parent Conferencing and Communication Skills	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	Guest speaker
I, III	14. Instructional Technology http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp	SBEC Technology Standards for All Teachers 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	Portfolio sharing
I, III, IV	15. Pedagogy/ Instructional Strategies	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. http://olc.spsd.sk.ca/DE/PD/instr/index.html	Portfolio
I, II, III, IV	16. Differentiated Instruction	A variety of instructional strategies suitable for differentiating instruction.	
IV	17. Certification Test Preparation (6 clock hrs required)	Testing study guides, standards, frameworks, competencies, practice tests www.texas.ets.org	
TAC §228.35 & H.B. 2012 Requirements			
I,	Dyslexia: Detection and education of students with dyslexia [TAC RULE §228.35 (4)]	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia Dyslexia Informational Power Point Dyslexia Handbook - English (PDF, 2.45 MB, outside source)	
IV	Legal & Employment Issues	Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I 35 Corridor from Dallas/Ft Worth to San Antonio)	Guest speakers
	Status of HBU program	Pass rates & accreditation status	

IV	Teacher & principal evaluation PDAS: http://www4.esc13.net/pdas/	PDAS, the purpose & process, what is evaluated, what the evaluation instrument look like, how could you can appeal; the PDAS Teacher Manual which is required to be given to all teachers.	Portfolio
I,II,III,IV	Skills & Expectations of Educators	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	HACT presentation

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the course syllabus. These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TExES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed.

. If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies**. I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print**

TENTATIVE SCHEDULE
EDUC 4400/4000 Student Teaching Seminar /FALL 2014

DATE	TOPIC	TEXT Chapters	WORK DUE
Aug. 26	Orientation		
Sept. 2	Overview of Classroom Management	1	
9	*Resume writing		
16	Classroom Management	2-3	Paper 1 due
23	*TEExES Practice Exams		
30	*Portfolio Construction		
Oct. 7	Classroom Management	4-5	Paper 2 due
14	*Applications and Interviews		
21	Classroom Management	6-7	Paper 3 due
28	* Communication with Parents		
Nov.4	Classroom Management	8-9	Paper 4 due
11	*HATC Student Teacher Workshop *Ethical & Legal Issues		
18	*Bullying in Schools		
25	Classroom Management	10-11	Paper 5 due
Dec.2	*Portfolio and Video Sharing		
9	*Evaluation of Program		

EDUC 4400 Classroom Management Papers
Analytical Reflection Papers on Chapters 2-11 of Text

1. Introduction to Classroom Management
Chapters for First Paper
2. Organizing Your Classroom and Supplies
3. Choosing Rules and Procedures
Chapters for Second Paper
4. Managing Student Work
5. Getting Off to a Good Start
Chapters for Third Paper
6. Planning and Conducting Instruction
7. Managing Cooperative Learning Groups
Chapters for Fourth Paper
8. Maintaining Appropriate Student Behavior
9. Communication Skills for Teaching
Chapters for Fifth Paper
10. Managing Problem Behaviors
11. Managing Special Groups

Write a reflection for each chapter in your text. Each should contain the following:

- ✓ Reflection on the text information itself (summary and agree, disagree, opinion, etc.)
- ✓ Reflection of personal observations of teachers (in your student teaching placement and in previous field placements)
- ✓ Reflection of influence on your future professional practice

This is a senior research paper. There should be an introduction for the whole paper and an introduction for each chapter. Sections should be labeled and include multiple paragraphs. Even though there is only one source (your text), the paper still needs to be written in an academically appropriate way--with the authors credited for their ideas. An example of how this might sound:

[In the second chapter of *Classroom Management for Elementary Teachers*, Evertson and Emmer (2013) suggest four important guidelines for room arrangement. These include the following: [then paraphrase their four guidelines.]

When you are stating your views, it is appropriate to use "I." E.G.: Unlike Evertson and Emmer, I believe that eight rules would be too many for elementary students. I believe that four or five would be more appropriate.

The format should be as follows:

- Title page including your name, course name, date
- Double-spaced
- New Times Roman
- Font size—12
- 1" margins
- Your name and page number included as header or footer
- Pages stapled together
- EDIT CAREFULLY!

EDUC/INDC 4400: Classroom Management

ASSESSMENT RUBRIC FOR PAPER 1: CHAPTERS 2-3

REQUIRED COMPONENTS				
	Text Material (15 Points Possible)	Observations of Other Teachers (15 Points Possible)	Influence on Personal Experience (15 Points Possible)	POINTS EARNED
Chapter 2	Summarizes key ideas <input type="checkbox"/> Accurately <input type="checkbox"/> Thoroughly Reflects on content (opinions) <input type="checkbox"/> Areas of agreement <input type="checkbox"/> Areas of disagreement	Relates the ideas to what you have experienced <input type="checkbox"/> In your student teaching assignment <input type="checkbox"/> In other classroom settings	Describes how you will use this information in your own classroom	
Chapter 3	Summarizes key ideas <input type="checkbox"/> Accurately <input type="checkbox"/> Thoroughly Reflects on content (opinions) <input type="checkbox"/> Areas of agreement <input type="checkbox"/> Areas of disagreement	Relates the ideas to what you have experienced <input type="checkbox"/> In your student teaching assignment <input type="checkbox"/> In other classroom settings	Describes how you will use this information in your own classroom	

Exceptional Quality: 10 Points [Points awarded for exceptional quality: insight, practicality] _____

Penalties:

Title page does not have appropriate information (5 points)

Pages not stapled together (5 points)

Name and page number not included on each page (5 points)

Up to 30 additional points for writing difficulties

Name _____

Date _____

Score _____
(100 Possible)

EDUC/INDC 4400: Classroom Management

ASSESSMENT RUBRIC FOR PAPER 2: CHAPTERS 4-5

REQUIRED COMPONENTS				
	Text Material (15 Points Possible)	Observations of Other Teachers (15 Points Possible)	Influence on Personal Experience (15 Points Possible)	POINTS EARNED
Chapter 4	Summarizes key ideas <input type="checkbox"/> Accurately <input type="checkbox"/> Thoroughly Reflects on content (opinions) <input type="checkbox"/> Areas of agreement <input type="checkbox"/> Areas of disagreement	Relates the ideas to what you have experienced <input type="checkbox"/> In your student teaching assignment <input type="checkbox"/> In other classroom settings	Describes how you will use this information in your own classroom	
Chapter 5	Summarizes key ideas <input type="checkbox"/> Accurately <input type="checkbox"/> Thoroughly Reflects on content (opinions) <input type="checkbox"/> Areas of agreement <input type="checkbox"/> Areas of disagreement	Relates the ideas to what you have experienced <input type="checkbox"/> In your student teaching assignment <input type="checkbox"/> In other classroom settings	Describes how you will use this information in your own classroom	

Exceptional Quality: 10 Points [Points awarded for exceptional quality: insight, practicality] _____

Penalties:

- Title page does not have appropriate information (5 points)
- Pages not stapled together (5 points)
- Name and page number not included on each page (5 points)
- Up to 30 additional points for writing difficulties

EDUC/INDC 4400: Classroom Management
ASSESSMENT RUBRIC FOR PAPER 3: CHAPTERS 6-7

REQUIRED COMPONENTS				
	Text Material (15 Points Possible)	Observations of Other Teachers (15 Points Possible)	Influence on Personal Experience (15 Points Possible)	POINTS EARNED
Chapter 6	Summarizes key ideas <input type="checkbox"/> Accurately <input type="checkbox"/> Thoroughly Reflects on content (opinions) <input type="checkbox"/> Areas of agreement <input type="checkbox"/> Areas of disagreement	Relates the ideas to what you have experienced <input type="checkbox"/> In your student teaching assignment <input type="checkbox"/> In other classroom settings	Describes how you will use this information in your own classroom	
Chapter 7	Summarizes key ideas <input type="checkbox"/> Accurately <input type="checkbox"/> Thoroughly Reflects on content (opinions) <input type="checkbox"/> Areas of agreement <input type="checkbox"/> Areas of disagreement	Relates the ideas to what you have experienced <input type="checkbox"/> In your student teaching assignment <input type="checkbox"/> In other classroom settings	Describes how you will use this information in your own classroom	

Exceptional Quality: 10 Points [Points awarded for exceptional quality: insight, practicality] _____

- Penalties:**
- Title page does not have appropriate information (5 points)
 - Pages not stapled together (5 points)
 - Name and page number not included on each page (5 points)
 - Up to 30 additional points for writing difficulties

Name _____

Date _____

Score _____
(100 Possible)

CDEV 4400 EDUC/INDC 4400. Senior Seminar in Classroom Management
ASSESSMENT RUBRIC FOR PAPER4: CHAPTERS 8-9

REQUIRED COMPONENTS				
	Text Material (15 Points Possible)	Observations of Other Teachers (15 Points Possible)	Influence on Personal Experience (15 Points Possible)	POINTS EARNED
Chapter 8	Summarizes key ideas <input type="checkbox"/> Accurately <input type="checkbox"/> Thoroughly Reflects on content (opinions) <input type="checkbox"/> Areas of agreement <input type="checkbox"/> Areas of disagreement	Relates the ideas to what you have experienced <input type="checkbox"/> In your student teaching assignment <input type="checkbox"/> In other classroom settings	Describes how you will use this information in your own classroom	
Chapter 9	Summarizes key ideas <input type="checkbox"/> Accurately <input type="checkbox"/> Thoroughly Reflects on content (opinions) <input type="checkbox"/> Areas of agreement <input type="checkbox"/> Areas of disagreement	Relates the ideas to what you have experienced <input type="checkbox"/> In your student teaching assignment <input type="checkbox"/> In other classroom settings	Describes how you will use this information in your own classroom	

Exceptional Quality: 10 Points [Points awarded for exceptional quality: insight, practicality] _____

- Penalties:**
- Title page does not have appropriate information (5 points)
 - Pages not stapled together (5 points)
 - Name and page number not included on each page (5 points)
 - Up to 30 additional points for writing difficulties

Name _____

Date _____

Score _____
(100 Possible)

EDUC/INDC 4400: Classroom Management
ASSESSMENT RUBRIC FOR PAPER 5: CHAPTERS 10-11

REQUIRED COMPONENTS				
	Text Material (15 Points Possible)	Observations of Other Teachers (15 Points Possible)	Influence on Personal Experience (15 Points Possible)	POINTS EARNED
Chapter 10	Summarizes key ideas <input type="checkbox"/> Accurately <input type="checkbox"/> Thoroughly Reflects on content (opinions) <input type="checkbox"/> Areas of agreement <input type="checkbox"/> Areas of disagreement	Relates the ideas to what you have experienced <input type="checkbox"/> In your student teaching assignment <input type="checkbox"/> In other classroom settings	Describes how you will use this information in your own classroom	
Chapter 11	Summarizes key ideas <input type="checkbox"/> Accurately <input type="checkbox"/> Thoroughly Reflects on content (opinions) <input type="checkbox"/> Areas of agreement <input type="checkbox"/> Areas of disagreement	Relates the ideas to what you have experienced <input type="checkbox"/> In your student teaching assignment <input type="checkbox"/> In other classroom settings	Describes how you will use this information in your own classroom	

Exceptional Quality: 10 Points [Points awarded for exceptional quality: insight, practicality] _____

- Penalties:**
- Title page does not have appropriate information (5 points)
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 - Name and page number not included on each page (5 points)
 - Up to 30 additional points for writing difficulties