EDF 301  Teaching: An Orientation
SYLLABUS AND WORKBOOK
Spring Quarter  March 29 – June 03, 2011

INSTRUCTOR:

OFFICE:

EMAIL:

OFFICIAL DESCRIPTION: “Teaching as a career and essential features of preparation. Study of the teacher's role and function in the school; characteristics of good teachers; preparation for professional competencies and certification; and the responsibilities of schools in a democratic society.”

http://catalog.cwu.acalog.com/content.php?catoid=21&navoid=450

PREREQUISITES: Application to the Teacher Education Program must be started through the Certification Office, Black Hall 228, in order to register. NOTE: This course is designed to be experienced before other education-related courses, whether provided by an endorsement program or by the Professional Education Program.

SYLLABUS CONTENTS

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EDF 301 LEARNER OUTCOMES

1. You will be able to explain career requirements, including the process of preparation for admission into the Teacher Education Program in the CWU Department of Education; and chart your own educational program through earning Resident certification and advancement to professional certification.

2. You will be able to examine your reasons for entering the teaching profession in terms of the major schools of educational philosophy and psychology, and a range of cultural, historical, legal, and ethical influences.

3. You will be able to articulate your emerging personal ideology of education, including the purpose of schools, the role of teachers, the diversity of students, the dynamics of learning, and the knowledge of most worth.

4. You will be able to reflect on your own personal characteristics in light of the characteristics of effective teachers, and analyze teaching/learning scenarios using the language of the profession.

5. You will be able to interact effectively with faculty, staff, and fellow students to contribute to a positive and dynamic learning environment, and you will be able to anticipate developing an interactive classroom environment. This includes recognizing one’s influence on the community of learners.

WASHINGTON STATE STANDARDS FOR PROFESSIONAL EDUCATORS

This course, EDF 301, addresses Central Washington University Center for Teaching and Learning Standards CWU-CTL-1.1.3; 1.2.1; 1.3.1; 1.3.2; and 1.4. It also aligns with the Washington Administrative code defining teacher candidates’ required competencies. This law replaces WAC 181-78A-270. Standard 5.4: Understanding Teaching as a Profession is the focus of this course. The following is the legal definition:

**DESCRIPTION OF PRACTICE:** Teacher candidates demonstrate dispositions that enhance learning and professional development. They demonstrate knowledge about professional and ethical responsibilities, know relevant law and policy, and use appropriate and respectful verbal and written communication. They additionally increase knowledge of key concepts, tools of inquiry, effective interventions, and assessments for the subjects they teach; and adjust instruction based on reflection in practice.

<table>
<thead>
<tr>
<th>CRITERIA Teacher candidates positively impact student learning that is:</th>
<th>TEACHER-BASED EVIDENCE Teacher demonstrates capacity to provide effective learning experiences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. <strong>Informed by professional responsibilities and policies.</strong> All students benefit from a collegial and professional school setting.</td>
<td>● Participate in collaborative learning communities and develop collegial relationships.</td>
</tr>
<tr>
<td>B. <strong>Enhanced by a reflective, collaborative, professional growth-centered practice.</strong> All students benefit from the professional growth of their teachers.</td>
<td>● Complete regular needs-based self reflection resulting in a draft professional growth plan.</td>
</tr>
<tr>
<td>C. <strong>Informed by legal and ethical responsibilities.</strong> All students benefit from a safe and respectful learning environment.</td>
<td>● Demonstrate dispositions that enhance learning and professional development.</td>
</tr>
<tr>
<td></td>
<td>● Abide by the Washington State Code of Professional Conduct.</td>
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<tr>
<td></td>
<td>● Understand the issues related to abuse and neglect as well as mandated reporting procedures.</td>
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</table>
REQUIRED READINGS include the following plus materials provided in class and online.


- A story (fiction) featuring some teaching and learning is required for Task #2. This can be in any medium, not just a book. See the description of Task #2 for suggestions. If you are unfamiliar with the fiction typically read or viewed by the grade level you hope to teach, this is an opportunity to become familiar with their tastes by choosing fiction that would be appropriate for them.

- A teachers’ narrative (nonfiction) is required for Task #6. The title is your choice, but the reading of it is required and on at least two occasions you must bring the book with you to class. See Task #6 description for suggestions. Several titles have been ordered for the bookstore.

REQUIRED TECHNOLOGY includes access to a word processor with Internet connection.

- You must check your CWU e-mail and Blackboard announcements and e-mail before each class session. You must be sure that your Blackboard account is fully functional, e.g., able to post attachments.


CAUTION! Designated assignments must be posted via your *LiveText Professional Education Sequence CTL Transition II Portfolio*, NOT attached through the dashboard. Students who fail to do so will not receive credit for these assignments, and this may result in failure of the course. Penalty for each day of delay following Friday of Week 10: 5% of the artifact grade.

RECOMMENDED TEXTS

If you are unfamiliar with APA (6th) editorial style, it would be wise to have the Publication Manual because this is the style required for the final paper in this course.

Although only one chapter of Bransford (2004) is required, you are encouraged to look through the rest of this free, online book. It has become one of the most frequently cited references, filled with practical, research-based information you can trust.
**ASSESSMENT OF STUDENT LEARNING**

The instructor has designed the course to include a variety of instructional methods, such as lecture, discussion, required readings, written assignments, performed demonstrations, and examinations; some assignments will be combinations thereof. The tasks used for grading are not measures of work but rather measures of learning. You should be able to identify which course objectives and state standards you are learning in each task. Every required task is intended to help you with the culminating assignment, the Philosophy Statement, which is the designated artifact to be posted online (LiveText) in the Professional Education Sequence portfolio.

**TASKS:** An important part of each task is to figure out what to do from reading rather than watching or listening. Step-by-step instructions for each task and their grading criteria are the workbook section of this document. They will be further explained during class sessions but you are expected to use this written resource as your primary source of information.

**SUBMISSION PROCEDURES:** All assignments will be submitted online; several require presentation through class discussion; two require hard copy submissions as well. The tentative calendar identifies the week that each item is targeted for completion but it is important to note that most tasks require a series of postings as the task is developed over several weeks. The submission target is usually Friday at 5PM. This means that beginning Friday evening, that assignment may be graded. You are welcome to submit any assignment as soon as you feel ready, and to revise it until the point when it is read for grading. Once an assignment is read and its grade is recorded, it is highly unlikely that the grade will be changed.

**“MARSHMALLOW DUE DATES”** Time management is an important part of developing a professional disposition: to consider a large block of time in which you must accomplish many tasks, to set your own targets for completing assignments, and to identify what you want to learning from the experience—rather than merely work to meet deadlines. If there are extenuating circumstances or you are struggling with the requirements, be in close communication with the instructor in order to receive help and some grace period. Follow the guidelines for email communication mentioned above. Express yourself without defensiveness or blame.

**GRADE WEIGHTS:** Grades measure degree of learning, not amount of labor. Each one is a measure from an opportunity to demonstrate your mastery of the course objectives, not on how long the tasks take nor how hard they are perceived to be. You should be able to see how each one is related to course goals and analyze how the experience prepares you to teach.

- **20%** Ten Weeks **Active Participation** in class, online, and interactions in which you are identified as a member of this class. See Workbook, pp 7-9.
- **25%** 3 **Examinations:** 2 Written and 1 Oral. See Workbook, p 10.
- **30%** Six Developmental **Tasks.** See pp 11-30.
- **25%** Several Philosophy Statement Progress Points and **Artifact.** See pp 31-33.
AMERICANS WITH DISABILITIES ACT STATEMENT: Students with disabilities who require academic adjustments in this class should have documentation of their “Confirmation of Eligibility for Academic Adjustments” from the Disability Support Services Office. Students with disabilities without this form should contact the Disability Support Services Office, Bouillon 205 or dssrecept@cwu.edu or 963-2171 immediately. This should be provided to the instructor as soon as possible so we can meet to discuss how the approved adjustments will be implemented in this class.

ACADEMIC DISHONESTY: Academic dishonesty is defined in the CWU Student Conduct Code (11.B). If academic dishonesty is confirmed, the instructor may issue a failing grade for the specific assignment and/or for the course. Withdrawing from a course does not excuse academic dishonesty. In circumstances when academic dishonesty is confirmed, a W can be replaced by a letter grade.

Please note that while collaboration is encouraged for developing your knowledge and skill, there are times when working independently is required. For instance, the two written examinations are structured as take-home exercises requiring a professional integrity to work independently. See Examinations section p. 10 and instructions for each examination.

DISPOSITION TOWARD WORKING INDEPENDENTLY. In this course, you are expected to read the written instructions. It is important to read the instructions carefully, to make it clear that you have read them, and to read written responses with equal care. It is important to trust that you have understood what you read without relying unnecessarily on others to interpret what can be easily understood. The challenge for many students appears to be in their quality of reading (details, university-level sentence structure, and thinking of connections to other knowledge and experience) as well as their quantity of reading (opening the book, planning on time to read without distraction, bringing the book to class). If you have difficulty reading, you must take the initiative to seek help but in a timely manner, that is, well in advance of any target dates.

Unfortunately, many students are accustomed to a much more passive role. Worse, some students cannot make a decision without the personal attention of the instructor. Some students ask to know if they are ‘on the right track’, when they simply want personal reassurance before taking a risk. This is a habit we are challenging directly. It is time to wean yourself from this dependence in order to prepare for a professional life of making decisions independently and with confidence. Strategies for being independent will be shared in this class, beginning with the challenge of doing tasks you have never done before, coping with unexpected life events, or facing a crisis of confidence because of the nature of the tasks demanding re-examination of your attitudes and assumptions. It takes time and it is not easy to confront old habits. Your sincere effort to develop independence will be readily observed.

EXTRA HELP; EXTRA ATTENTION; EXTRA TIME. Although instructions are provided in multiple formats with adequate time for you to be sure you understand them, you may still need further clarification of an assignment. Also, there may be extenuating circumstances that complicate your plans to complete tasks on time. It is reasonable to expect you to contact me with any questions well in advance of the target date. However, it is unreasonable to assume I know what you are thinking.
Therefore, let’s use some communication strategies that will also serve you well in the future. Follow these three steps:

1. **Review the fine print of the instructions and the rubric** and try to figure out what points were awarded based on what you actually submitted. Discussion with your colleagues is also good for being sure you comprehend what you read. However, this is counter-productive if there is no resolution and the conversation disintegrates into focusing on feelings instead of thoughts. I encourage you to contact me after you have sincerely tried to comprehend the reading independently.

2. **Email the instructor** at NJP@cwu.edu. Please use your CWU email and this format:

   a. **Subject line**: Your section, the assignment, and your focus of concern [e.g. [EDF 301.01: Task #2 PD grade; 301 Section 2: April 10 Absence followup]]. With this, your message becomes a priority. Without it, not so much.

   b. A **greeting** by name, [e.g. Dear Dr. Petersen; Hello NJP].

   c. Include **background**: what you know from having reviewed the assignment, quoting from the instructions or rubric, or recalling what was mentioned in class. **Make it clear that you have carefully read the instructions before you ask for help by mentioning the page numbers.** It is not wise to use hearsay or other people’s comments as a support for your query, which would suggest you have not tried to comprehend the reading available to you.

   d. Include the **specific details** you want addressed [‘this particular score is recorded for this particular assignment’] and the outcome you hope for. If you are concerned about a grade, it is important to recognize the inherent danger of mis-keying when so many students’ scores are being entered so quickly. It is gracious to assume that there is a simple clerical error. The **tone** should be professional: a polite request to double-check the accuracy of the entry based on a specific concern [‘after examining the instructions and rubric, I was expecting this particular score because’]. Acknowledge any misunderstanding or unintentional mistakes by either of us. Mention whether the topic was discussed face to face and that you were asked to follow up with an email. It never hurts to be gracious.

   e. A **signature**. This means the name you like to be called. And it never hurts to be gracious.

3. Then wait for a response. I try to respond within a few days. If none is forthcoming before our next class meeting, please politely bring it to my attention after class.

4. If several people raise the same issue and they each contact me individually, I may respond to the whole class with an announcement. Please accept this if it answers your question.

**Helpful Time Guides**: Suggested Pacing Chart, p. 11  Tentative Calendar, p. 35
To be a citizen of the community of learners, you must participate actively in the civic life of the class by interacting professionally, responding promptly, and reflecting rationally. In this class you must be aware of your demeanor and its influence on the learning community (see standards p. 2). You are invited to use the experience to predict the decisions you will make for developing a positive learning environment in your own class, but the primary purpose of focusing on your disposition is to help you recognize your own patterns of interaction.

This grade will be awarded Week 10 based on a cumulative impression of actively participating in all opportunities for classroom interaction with a professional demeanor. Feedback is given informally during class sessions and more directly during the midterm interview and other private conversations. No grade will be given until the end of the quarter, much like the type and rate of assessment given on the job. This is admittedly a subjective assessment based on perception of behavior and interpretation of motive over the course. Final assessment considers response to feedback and efforts to change but will nonetheless reflect absenteeism and any noncompliance.

There will be many opportunities to develop and demonstrate your professional disposition, beginning with class sessions which will include many invitations to use ‘your teacher voice’ that can be heard by everyone in the room. Concurrent with using a voice that can be heard, you will be expected to make eye contact with everyone in the room. In addition, you are expected to take an interest in others, especially those outside your certification program, as evidenced by introducing yourself, initiating conversation, voluntarily sitting near someone you do not yet know and making sure you do know each other very soon.

This display of interest in your colleagues is used as an indicator of your disposition toward future faculty and students and parents and administrators—all of whom require your attention and whose opinion of you is based on expectations of professionalism. Teaching is a highly interactive profession, and “they don’t care how much you know until they know how much you care”, whereas learning can be quite passive. Passive behavior that might be considered neutral for a student is considered unprofessional for a teacher who must assume a community leadership role.

**INTERACTION.** This class is your opportunity to demonstrate a collegial disposition toward your colleagues. A crucial adjustment many people must make is to become cooperative rather than competitive. The goal is to make friends or at least friendly co-workers. Especially important is emerging from the safe cocoon of your certification program which may have already fostered some close relationships. Instead, in this course your goal is to demonstrate an interest in others. This means initiating conversation and choosing to sit in closer proximity to people you don’t know already. **It is crucial to take an interest in others’ Blackboard Discussion forum postings.** The minimum response rate is to four people: two before you and two after you on the alphabetical roster of members of the class. For full credit, the responses will be in a timely manner, demonstrating a collegial disposition.
Civilility in this class includes all of the following expected behaviors:

- Read assigned texts;
- Respond with patience, encouragement, and intelligence to written and oral prompts;
- Share your understanding with colleagues via class discussions, class activities, online discussions, and examinations;
- Introduce yourself and sit next to new people,
- Arrive promptly with assigned textbook,
- Read assigned texts;
- Make eye contact with the speaker;
- Look for what you have in common with others more than what makes you different,
- Function cooperatively instead of competitively;
- Greet people by name, in person and online, and close all written communication with your name

In contrast to the above, examples of incivility include these unwelcome behaviors:

- absenteeism,
- wearing hats and otherwise indicating a preference to be outside,
- eating in front of others without sharing,
- coming late,
- leaving early,
- leaving the room during class (whether for urgent needs to attend to bodily functions, e.g. bathroom or food, or to respond to social networks, e.g. cell phone or text);
- distracting movements,
- sidechat,
- unprofessional dress,
- exclusivity toward other class members,
- unseemly behavior,
- passivity,
- unpreparedness,
- destructive comments,
- refusing to think analytically,
- failing to check Blackboard or email, and
- negative attitude including refusal to make eye contact with the person talking.

(See the Civility Rubric below, which provides the criteria for grading)

Absenteeism is probably the most crucial indicator of incivility, and it is an instant red flag to administrators regarding your professionalism. While nearly all information can be found on the Blackboard site, the interaction with your colleagues discussing the topics of the day cannot. In addition, your participation is crucial to the development of the classroom culture as a ‘community of learners’. Therefore, in this class, more than one absence indicates an intention to drop the class and take it later when you have planned to fully engage in every class session.

And if you are absent? As always, communication is key, so alert the professor as soon as you know you will be gone. If you cannot attend a different section, follow these three steps:

1. **Send an e-mail via Blackboard Student Tools to ‘all users’**. Explain that you were not part of the community of learners on a particular day, so you missed finding out what they found personally meaningful. Note that this is not “what did I miss” in terms of lecture notes or assignments due, but rather acknowledging that you know you missed talking to your colleagues.
2. **Summarize their thoughts**, with reference to them by name, in an email to the instructor, and connect their thoughts to your own interpretation of the assigned readings for that session.

3. **Email this summary and reflection to the instructor**, preferably before the next class session but certainly no more than a week after the absence.

**PLEASE NOTE:** This procedure is expected for ALL absences no matter what the justification. Furthermore, you will not be reminded by the professor to do this. Reading the policy here should be adequate for you to understand what is expected. You will be directed to this page (8) if you contact the professor with inadequate information.

**ALSO NOTE:** This is absenteeism procedure is part of Active Participation, and thus your participation in the process, both as an absentee and as a colleague contacted for information, will be considered for that grade at the end of the quarter.

<table>
<thead>
<tr>
<th>Tasks</th>
<th>NJP’s Civility Rubric</th>
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<tbody>
<tr>
<td>Interaction</td>
<td>Miss class; come unprepared; Return late from break; Passive; Cynical; Competitive; Sidechat; Distractions; unresponsive to feedback; Duplicate questions re: syllabus information. Never responds to others’ discussion board posts. Never brings book to class. Rarely submits materials in the appropriate format; never proofreads.</td>
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<td></td>
<td>Prompt, Prepared; Cooperative; Generous; Moderately engaged; Somewhat knowledgeable; May be cautious about offering opinions or seeking others out. Only response when others post directly on thread. May miss submission format criteria but will catch it and fix it quickly.</td>
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<tr>
<td></td>
<td>Prompt, prepared; Thorough reading; initiates interaction and fosters pleasant, productive learning community; Integrity; Curiosity about the topic and about colleagues’ experiences. Responds to others several times on each discussion board. Pristine format for all submissions.</td>
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<tr>
<td>Reflections</td>
<td>Superficial; lacking context; questionable understanding of text; Limited connection to self or life outside; late; incomplete. Defensive and possibly angry or cynical.</td>
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<td>Mentions specific passages from the reading; Uses professional language. Makes connections between concepts. May be somewhat defensive.</td>
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<td></td>
<td>Extends to real world; Demonstrates goals; focuses on continuous personal development. Connected to literature, legislation, current events, goals, standards.</td>
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<tr>
<td>Self-Assessment</td>
<td>Cursory; Limited to knowledge; Omits disposition issues. Unresolved problems with Internet access. Late. Vast difference between self-perception and that of colleagues. Refers to standards set by other professors or programs as justification for resistance.</td>
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<td></td>
<td>Candid but ambiguous or cautious; superficial efforts to analyze and extend experience. Notices trends. May make broad statements without examples. May prefer a different program’s standards but will grudgingly comply during this course. May not recognize a tendency to be disrespectful.</td>
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<tr>
<td></td>
<td>Notes own development; connects specific course experience to specific course goals. Includes metacognition regarding decisions involved in course, and parallels with outside experience. Focuses on the underlying concepts common to all standards. Looks for value.</td>
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</table>
II. Examinations. (100 + 100 + 50 = 250/1000 pts = 25%)

Tests will include a variety of items, including selected response tests of facts and concepts, essay prompts for interpreting and connecting concepts, and reflective prompts for articulating meaningfulness, personal growth, and practical application. The specific dates and format may be adjusted depending on the needs of the class, but as of this writing the following are likely to occur. Any changes will be made well in advance of due dates.

- **Post MidTerm Exam Online** approximately Week 5. ___________________(100 pts)
- **Attend Interview** following submission of midterm exam. Recite goals _____(50 pts)
- **Post Final Exam** Online during Finals Week. _________________________(100 pts)

Regarding the written expression required for the tests above and the tasks below, here is a rubric for professional communication that helps describe the criteria that will be used to grade your efforts. Use this to interpret your scores. This is one form of feedback.

<table>
<thead>
<tr>
<th>NJP’s WRITING RUBRIC FOR ESSAY QUESTIONS ON EXAMINATIONS</th>
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<tbody>
<tr>
<td><strong>INADEQUATE</strong></td>
</tr>
<tr>
<td>- Weak organization &amp; idea development;</td>
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<tr>
<td>- Inconclusive.</td>
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<tr>
<td>- Inaccurate word choice.</td>
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<tr>
<td>- Unpredictable format.</td>
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<tr>
<td>- Voice is biased; chatty or judgmental tone.</td>
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<tr>
<td>- Proofreading errors.</td>
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<tr>
<td>- Word limit and format violations and excesses.</td>
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<tr>
<td>- No outside references to readings or illustrative detail.</td>
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</tbody>
</table>

**Just to be clear:** Although you are not tested for specific facts in the reading, you are certainly tested for your capacity to make connections between the readings and the concepts of most questions, and to be accurate as you do so. These connections can range from the most superficial to the most profound, which will certainly indicate the depth and breadth of your understanding. Notice that ‘inadequate’ responses may have accurate information but fail nonetheless because there are no examples, no connections to readings, no connection to one’s own professional development, or no connection to the rest of the question. This is because the whole purpose is for you to develop self-direction.
III. Developmental Tasks

(6 tasks X 50 = 300/1000 p30%)  

These activities all include simulations of teachers’ decisions and communication. They are designed to help develop understanding of the key concepts and personal opinions and values that are required to write the philosophy statement.

Each one is also an opportunity to demonstrate your mastery of course goals (see p. 2). In addition, technological skill will be a focus for each one in terms of online posting.

Each one involves several steps, e.g. setting a personal goal, reading and experiencing something related to the goal and then producing something in writing to post on the Blackboard Discussion Forum, plus sharing your experience and thoughts in an informal discussion during class. A graphic organizer can be found near the syllabus calendar showing the parallel timelines as assignments are each begun, developed, and shared over the working life of the course.

This continuous overlap is a key component of the course which prepares you for a realistic teaching experience. Here is a suggested pacing chart to read assigned readings and to make progress on each task. Notice how it corresponds to the Tentative Calendar found on p. 35.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Read</th>
<th>Task #1: Intro</th>
<th>#2: PD</th>
<th>#3: Story</th>
<th>#4: Flowchart</th>
<th>Three EXAMS</th>
<th>#5: Goals</th>
<th>#6: Narrative</th>
<th>ARTIFACT: Philosophy Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>P1</td>
<td>SW 12-13 Post</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>P2, 3, SW 7-10</td>
<td>SW 7-10</td>
<td>SW 14-16</td>
<td>S SW 16-20</td>
<td>SW 21-24</td>
<td>SW 2, 12-13</td>
<td>SW 25-26</td>
<td>SW 27-30</td>
<td>Post</td>
</tr>
<tr>
<td>3</td>
<td>P13</td>
<td>LiveText info</td>
<td>SW 1st</td>
<td>SW 1st</td>
<td>SW 1st</td>
<td>SW 21-24</td>
<td>SW 21-24</td>
<td>SW 21-24</td>
<td>SW 21-24</td>
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<tr>
<td>4</td>
<td>P7</td>
<td>Respond</td>
<td></td>
<td>Progress</td>
<td>SW 25-26</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>5</td>
<td>P11,12</td>
<td>SW 27-30</td>
<td></td>
<td>Bring drafts</td>
<td>MID EXAM</td>
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<td>6</td>
<td>Review all</td>
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<td>2nd event</td>
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<tr>
<td>7</td>
<td>P4 P 6</td>
<td>SW 30-34</td>
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<tr>
<td>8</td>
<td>P4 P 6</td>
<td>SW 25-30</td>
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<tr>
<td>9</td>
<td>SW 14-16</td>
<td>Discuss</td>
<td>Reflect</td>
<td></td>
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<tr>
<td>10</td>
<td>SW 2, 30-34</td>
<td>Reflect</td>
<td></td>
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<tr>
<td>FINALS WEEK</td>
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**Read** = At least ‘helicopter’ before class that week. SW (Syllabus/Workbook) pages relate to tasks due.  
**Respond** = Reply to at least 4 others’ posts (2 before and 2 after you on the roster).  
**Discuss** = Talk about the assignment during the scheduled session.  
**Reflect** = Blackboard Discussion Board synthesis of task, readings, experience, values, future.
Task #1: Introduce yourself to the community of learners.

In order to demonstrate your proficiency with Blackboard and also to demonstrate your disposition toward the community of learners we are becoming, please introduce yourself on the Discussion Board.

- Post “Hello” by Week 1
- Respond to others’ posts Week 2 (10 pts) Minimum response (up to 8 pts depending on quality): two people before you and two people after you on the roster organized alphabetically by last name.
- Post LiveText Student Information by Week 3; copy and paste this as a reply to your own Blackboard “hello” thread. (10 pts).

Step by Step through the ‘Hello’ Assignment

This task requires a very fast turnaround: you post right after the first class session and you respond within days. Please use complete sentences so we know what question you are answering.

1. Please post this by Friday of Week 1 on the Blackboard Discussion Board.

2. Put the name you’d like us to use in the subject line such as “Hello, I’m Spongebob”

3. Tell us about yourself as a teacher candidate. Please use complete sentences so we know what question you are answering.
   
   a. What are your certification goals? Also, tell us the name(s) of your advisor(s) in your endorsement program(s). Haven’t declared a major? Do so. ASAP. Tell us what you are going to declare.
   
   b. What experience have you already had in K12 classrooms and with K12 aged students? What are you most concerned about in terms of becoming a full time teacher?
   
   c. Where and when do you want to do your student teaching? Where do you want to get your first job teaching?

4. Tell us about yourself as a fellow student.

   a. How long have you been attending CWU? What other colleges have you attended? What education courses have you already had or are in right now? What philosophy and psychology courses have you had?

   b. How is the reading for this class going so far? How much time is it taking?

   c. How comfortable are you with technology, especially word processing? Do you have a LiveText account activated? Are you proficient with online environments?

   d. What is your greatest challenge in being successful in this class this quarter? Tell us how far you commute to class and what else is demanding your attention.
5. **Show us yourself.**
   a. Attach a digital picture with a full exposure of your face. (If you need someone to take a digital picture of you, say so here, and in class remind us you need it. Post it ASAP.
   b. Tell us the **context of the picture**, and how to know which face is yours.
   c. You cannot attach it. You must figure out how to post it within your message box.

6. **Join the community of learners.**
   a. **Post** your introduction by 5 PM Friday of **Week 1**.
   b. **Respond** to others’ posts by Friday of **Week 2**.
      i. **Greet** your colleague by name,
      ii. Mention **what you have in common** and please comment on what they have shared in such a way that it is clear you are interested in getting to each other better.
      iii. **Sign** with your own name as you would like to be addressed.
   c. As mentioned on p. 7, the minimum response: Four. two people before you and two people after you on the roster organized alphabetically by last name. Who are those four people? If 10 points are reserved for this step, how many points would be the minimum for passing? Consider that 70 is a C-, the minimum grade in the TEP, so 7 out of 10 points would be a C- for this criterion. 4 responses will earn 7/10 points.

7. **Extend your professional community presence.**
   a. After you set up your LiveText Professional Education Sequence Portfolio, Click on ‘**Candidate Information**’ at the top of the side banner.
   b. Write professionally, thinking of a hiring committee at a K12 school.
   c. **Post a your LiveText introduction** by Friday of **Week 3**.
   d. **Post** a copy of it in on your Blackboard Task #1 thread by Friday of **Week 3**.

### Task #1 Introduction Assignment Criteria

<table>
<thead>
<tr>
<th>Task #1 Introduction Assignment Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Subject title “Hello I’m..” ; Posted by target date (Fri Wk 1).</td>
<td>30</td>
</tr>
<tr>
<td>2. Personal information; complete and candid answers to questions.</td>
<td></td>
</tr>
<tr>
<td>3. Insert a digital picture into the textbox and explain the context.</td>
<td></td>
</tr>
<tr>
<td>4. Respond to 4+ others by target date (Fri Wk2).</td>
<td>10</td>
</tr>
<tr>
<td>4. Post copy of LiveText Student Information by target date (Fri Wk 3).</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

NOTE: This forum will be graded beginning Friday evening of Week 3). The total score will be posted on Blackboard My Grades. Use this rubric to figure out the points.
Task #2 Choose, attend, and reflect on Professional Development (PD) events:

The difference between a professional and a wage-earner is that the professional is continuously becoming more expert in the profession and chooses to find opportunities to advance in knowledge, skill, and disposition in order to stay current and to be considered a leader. A wage-earner puts in the time necessary for the paycheck, focusing only on the immediate tasks and satisfying whoever controls the paycheck. This entire exercise demonstrates a disposition common to effective teachers: thinking about authentic experiences in terms of opportunities to learn more about becoming more expert.

This task is more self-directed than the other developmental tasks. It requires initiative, reflection, and collegiality. Here you will choose public events that help you think about some aspect of becoming a teacher. They are public if others can join you for the same event. You’ll share your reflection on the experience with your colleagues via Blackboard Discussion, you’ll respond to their posts, and you’ll also participate in an informal classroom discussions of the experiences. Start one thread and add all three posts to it. Don’t start new threads.

- Read Ch. 2 ‘Novice to Expert’ in Bransford for Week 2. Read Parkay all weeks.
- Post [My 1st PD Experience: (event)] Reflection by Friday of Week 4.
- Respond to others’ posts by Friday of Week 6.
- Post [My 2nd PD Experience: (event)] Reflection by Friday of Week 7.
- Respond to others’ posts by Friday of Week 8
- Discuss professional development in class Week 9;

STEP by STEP THROUGH the ‘PD’ ASSIGNMENT

A. Initiative: Decide to attend two public events for your own professional development.

The event can be just about anything of interest to teaching, e.g. attend a workshop, visit the special collection of children's literature in the library, watch a documentary on schools, interview a teacher, join a professional organization, visit someplace like the Renewable Energy Center at Wild Horse and think about field trip possibilities. Events of personal interest are encouraged, such as touring a special collection at Brook's Library, or participating in Habitat for Humanity. It could provide you with some focus for thinking about integrating curriculum. You might investigate the actual wording of the WACs. Maybe you could hold a discussion with some children about a particular movie and then draw conclusions about what teachable moments are in the movie or conclusions about the way kids think and learn.

I am happy to give you suggestions and help you troubleshoot a reasonable event that you can do in the next few weeks. Work ‘smarter not harder’ by exploiting something you want to do anyway: just look for the teaching possibilities in it. You can also use some event you have already experienced. Usually, I require that you choose an event that is NOT required for ANY
class. However, you might make a case for double dipping if this reflection is not at all similar to what is expected of you for the other class. You’ll receive notices about events as they become known; many will be announced in class and many posted on the Blackboard Announcements page. It is a courtesy to share the information about events you know of with the rest of the class so others can consider it, too.

B. Reflection: Connect the experience to your knowledge, beliefs, and goals.

Reflecting on the experience is a professional disposition, for it is necessary in order to find meaningful growth. This idea is introduced in Ch. 2 ‘Novice to Expert’ in Bransford (2001), a reading required for Week 1. Your thoughts will include a brief description of the organization presenting the event, a reason why this particular event appealed to you, a summary of what you experienced, and then a thoughtful discussion of how the event aligns with what you consider the function of schools. For instance, why would you decide to spend part of your students’ day attending it? You will also consider how the event might relate to future professional development events in your career. Your reflection should include some conceptual connection to assigned readings. Do this twice, by the two target weeks.

- Write the title and type of event in the subject line, for example “Wind Farm (field trip)” or “Ice Age 3 (talk with kids)” or “3rd Grade Teacher (interview)”. Copy and paste your reflection into the textbox.
- Identify the name, intended purpose of the event, and the specific time and place of your experience. Tell us what prompted you to choose this event over any other.
- Tell us what it was like to experience the event, using either the feel-think-do-use model (McCarthy, 1995) or the factual – conceptual – procedural - metacognitive model (Anderson, 2000) for organizing the report.
- Explain aspects of the experience by referring directly to required readings of this course at least three times.
- Consider how this experience helps you, personally, become a better teacher. This means identifying something that has changed about your knowledge, skill, or disposition as a result of the experience. Conclude with some thoughts about taking similar action to find professional development opportunities throughout your career.

D. Collegiality: Share your information and reflections with colleagues.

1. Post your reflections in a timely manner (Weeks 4 and 7) so others have a chance to find out about the experience and a chance to respond. This is good practice for teaching because you must develop skills of reporting and documenting your work and decisions. You are welcome to attach a picture representing the event.

2. Respond to others’ posts in a timely manner (Weeks 6 and 8) so they know they are not alone. This is good practice for teaching because you must develop skills of interaction in order to build community.
   - Write a greeting to the person by name, and sign with your own name.
• Include a ‘quote’ from the post that you are responding to.

3. Bring your book to class when the **culminating discussion** is scheduled (Week 9), and be ready to share your thoughts on the experiences in connection to your personal development of the course goals and your identity as a teacher.

4. Post (Friday of Week 9) a **final reflection** after the discussion in which you summarize aspects of your professional development related to all aspects of the task, from choosing to attend, to posting, to responding, to discussing, to self-assessing. This post will be the basis for the rubric criterion of discussion.

<table>
<thead>
<tr>
<th>TASK #2 PROFESSIONAL DEVELOPMENT ASSIGNMENT CRITERIA</th>
<th>PTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Event</strong></td>
<td></td>
</tr>
<tr>
<td>Post (Target: Week 4) with event title and type in subject line</td>
<td></td>
</tr>
<tr>
<td>Briefly describe event + context + why you decided to attend</td>
<td>15</td>
</tr>
<tr>
<td>Connect to past experience + required readings. &gt; personal meaning</td>
<td></td>
</tr>
<tr>
<td>Personal meaningfulness + own philosophy &amp; future teaching</td>
<td></td>
</tr>
<tr>
<td>Respond (Target: Week 6) to at least four others</td>
<td></td>
</tr>
<tr>
<td><strong>2nd</strong></td>
<td></td>
</tr>
<tr>
<td>Same criteria as 1st event above:</td>
<td>15</td>
</tr>
<tr>
<td>Post by Friday of Week 7; Respond by Friday of Week 8</td>
<td></td>
</tr>
<tr>
<td>Class discussion Week 9 plus post Final reflection on overall task re: personal professional development related to the goals of the course.</td>
<td>20</td>
</tr>
<tr>
<td>NOTE: This Forum will be graded beginning 5PM Friday of Week 9.</td>
<td>50</td>
</tr>
</tbody>
</table>

**Task #3: Identify effective teacher characteristics**

You are familiar with many stories, and in most of them, someone learns something. This exercise invites you to think of how effective the character in the teaching role (whether this is in school or not) is by sorting the character’s characteristics into the three standard categories for analyzing teaching: **professional knowledge, professional skill, and professional disposition**.

This task will be completed during Week 2. After a demonstration of how to analyze a story with a teaching-learning relationship, you will probably choose a story you are already familiar with so you can spend your time focusing on the analysis.

• Discuss the teaching characteristics in your story in class.

• Post the full analysis of your “**Story (Title) (Medium)**” by Friday of Week 2.

• Respond to 4+ others’ analyses by Friday of Week 3.
**Step by Step through the ‘Story’ Assignment**

A. **Initiative.**

1. **First, choose a story.** The story should be fiction. If you are not familiar with the sorts of stories commonly read by students in the grade level you hope to teach, you could use this as an opportunity to get to know one. But that is not as important as simply choosing a story in which you can notice how one character influenced another to learn something, to change, or to grow up. Note that the story does not have to take place in school. The story can be a chapter from a book, such as To Kill a Mockingbird or The Giver or Berenstein Bears; a scene from a film, such as Remember the Titans or Finding Nemo, or Harry Potter, a TV show, such as Blue’s Clues or Hannah Montana, or any other media, such as a play or game, or a music video, or even a commercial. Others should be able to find it, whether in a library or on YouTube.

B. **Focus.**

1. **Focus on the relationship, not the plot.** Identify who you are viewing as the teacher and who you are viewing as the student in the relationship. Unlike a typical movie or book review, you are not recalling the entire plot but merely setting the stage for the teaching-learning relationship you will analyze. It is only about how someone changed, that is, learned something, and how someone else was effective helping the learner learn.

2. **Focus on just one scene** with interaction between the person who is teaching and the person who is learning. If you choose a TV show, focus on just one episode. If you choose a novel, focus on just one chapter. Remind yourself: This is all an exercise in being more familiar with common professional vocabulary and with common challenges of the profession.

3. Look for at least one characteristic from each of the three dimensions: knowledge, skill, dispositional. Use the [Characteristics of Effective Teaching] chart below and any other descriptions of effective teaching in any of the assigned readings to describe the teaching and learning relationship in the story.

4. The worksheet below may also be helpful. Connect specific characteristics of teaching with the specific examples (or nonexamples) in the story.

<table>
<thead>
<tr>
<th>Story Title:</th>
<th>Medium:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher character:</strong></td>
<td><strong>Teacher-Student relationship and context.</strong></td>
</tr>
<tr>
<td><strong>Student character and how character changes.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge related to effectiveness:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Skills related to effectiveness:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Disposition related to effectiveness:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>How this relates to you:</strong></td>
<td></td>
</tr>
</tbody>
</table>

[EdF 301.00 Teaching: An Orientation Syllabus *Spring 2011* (NJP @cwu.edu) 22 March 2011]
C. **Discuss.** Participate in the informal discussion that will be based on the worksheet. This discussion will help you write the *analysis*.

1. **Link** aspects of effective (or ineffective) instructional leadership with specific events in the part of the story you are focusing on.

2. Use *professional language* found on the characteristics chart or in descriptions of quality teaching found in the textbook. You are also welcome to use language from Standard V and from INTASC standards, but specify the three categories of knowledge, skill, and disposition in relation to at least one observation for each.

D. **Analyze and Reflect.**

1. **Start a thread** on the Blackboard Task #3 forum. Replace "Story Title (Medium)" with your story’s title. In parentheses, indicate the medium (book, movie, TV show). For example: "To kill a Mockingbird (book chapter)" or “Despicable Me (movie)".

2. Others must be able to read or view the story, so include the *publication information*.

3. Briefly introduce the story’s *main characters* and the focus of the scene or episode you will analyze. This should not be longer than a sentence or two.

4. Address the three dimensions (knowledge, skills, dispositions). Briefly identify the teaching characteristics you think explain the effectiveness or ineffectiveness of the teacher in the relationship, or prompt your colleagues to offer their thoughts.

5. Extend your thoughts to your ideas about becoming effective.

E. **Be a part of our community of learners.**

1. **Post** the introduction and analysis on the Blackboard Discussion Forum Week 2.

2. **Copy and paste** your analysis into the text box. No attachments are permitted.

3. Respond to several colleagues’ analyses (see p. 7), perhaps repeating the comments you made during the class discussion and adding more connections to effective teaching characteristics and the goals of the course. Note the speed of response required.

### Task #3 Effective Teaching in a Story Criteria

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claim the story (title, medium) + Bibliographic information. Target: Week 2.</td>
<td>10</td>
</tr>
<tr>
<td>Interact in class: Bring visual; lead discussion. Target: Week 3.</td>
<td>10</td>
</tr>
<tr>
<td>• Focus on relationship between ‘teacher’ and ‘learner’ characters.</td>
<td>5</td>
</tr>
<tr>
<td>• Identify Knowledge, skills, dispositions, using professional language.</td>
<td>20</td>
</tr>
<tr>
<td>Interact online: Post analysis and reflection on discussion.</td>
<td>5</td>
</tr>
</tbody>
</table>

**NOTE:** This forum will be graded beginning Friday of Week 3. **Possible Points** 50
IDENTIFYING EFFECTIVE TEACHER CHARACTERISTICS IN POPULAR FICTION

The table below is a collection of descriptors from Cruickshank (1990) and Stronge (2002) based on their syntheses of a large body of research. Notice that they are organized according to the familiar domains of **knowledge**, **skill**, and **disposition**. Most of these will look familiar from your own common sense background of experiencing both effective and ineffective instruction. The purpose of this task is to become familiar with the language of the profession.

<table>
<thead>
<tr>
<th>KNOWLEDGE BASE</th>
<th>PERFORMANCE ABILITY (Skills teachers can perform)</th>
<th>DISPOSITIONS (teachers’ values or traits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Knowledgeable in subject fields</td>
<td>– Classroom management: consistent discipline; routines &amp; transitions; multitasking; variety &amp; balance; classroom set-up</td>
<td>– Caring</td>
</tr>
<tr>
<td>– Know a broad range of factual information</td>
<td>– “with-it-ness” – aware of all classroom activity</td>
<td>– Efficacy (believes he/she can make a difference)</td>
</tr>
<tr>
<td>– Knows appropriate teaching strategies for various subject areas</td>
<td>– Organization in classroom</td>
<td>– Fairness and respect</td>
</tr>
<tr>
<td>– Knowledge of diversity issues among students and how to teach to diverse students</td>
<td>– Time on task</td>
<td>– Positive personal interactions with students</td>
</tr>
<tr>
<td>– Understands child development</td>
<td>– Advance preparation and planning</td>
<td>– Professionalism</td>
</tr>
<tr>
<td>– Knows a variety of teaching strategies that are developmentally appropriate</td>
<td>– Links instruction to real-life for students</td>
<td>– Enthusiasm</td>
</tr>
<tr>
<td>– Knows how to promote literacy across the curriculum</td>
<td>– Links lessons with learning objectives and standards</td>
<td>– Motivation</td>
</tr>
<tr>
<td></td>
<td>– Uses a variety of questions effectively to increase student understanding</td>
<td>– Dedication to teaching</td>
</tr>
<tr>
<td></td>
<td>– Designs developmentally appropriate lessons</td>
<td>– Reflective practice</td>
</tr>
<tr>
<td></td>
<td>– Keeps momentum going</td>
<td>– Flexibility</td>
</tr>
<tr>
<td></td>
<td>– Uses a variety of teaching strategies</td>
<td>– Tolerant and democratic</td>
</tr>
<tr>
<td></td>
<td>– Emphasizes critical thinking</td>
<td>– Overcomes stereotypes</td>
</tr>
<tr>
<td></td>
<td>– Differentiates lessons to diverse students</td>
<td>– Holds high expectations for all students</td>
</tr>
<tr>
<td></td>
<td>– Giving quick and consistent feedback</td>
<td>– Expect family involvement</td>
</tr>
<tr>
<td></td>
<td>– Assesses student learning in a variety of ways to monitor progress toward goals</td>
<td>– Enjoys and respects students as individuals</td>
</tr>
<tr>
<td></td>
<td>– Maintains positive classroom climate</td>
<td>– Looks for win-win problem solving solutions</td>
</tr>
</tbody>
</table>

References


NOTE: This reference list is in APA style except for being single-spaced. You will use APA style for your final assignment. See Conventions criterion of assessment rubric p. 34.
**Task #4: Design a concise flowchart of professional development**

For this assignment, you will design a concise flowchart of professional development toward your personal goals. Organize the requirements and checkpoints necessary to successfully complete the teacher education program, to earn a residency certification, and to achieve promotion to professional certification. Share your design via electronic document posted on the [Path to Professional Certification] Discussion Board and also submit a hard copy during the midterm interview. This task contributes 50/1000 pts, 5% of final grade.

- Post [Mr/Ms] Last Name, (endorsement goal) teacher Week 3.
- Bring Hardcopy notes and drafts to Class Week 4-5.
- Bring Hard Copy Final Draft to Midterm Interview Week 6.
- Post Final Draft on Blackboard Week 7.

**Step by Step through the ‘Flowchart’ Assignment:**

This description of the assignment is organized according to the four quadrants of the McCarthy’s 4MAT model for different dimensions of meaningfulness: Feeling, Thinking, Doing, and Valuing, as depicted in the following circle graphic.

![Circle Graphic]

**4. value**
WHY we do anything
Theories & examples help
*I like a sense of purpose.*
*I like having a sense of personal meaning.*

**1. feel**
WHO we trust
Experience & familiarity
*I like a sense of safety.*
*I like to feel confident.*

**3. do**
HOW we accomplish tasks
Examples & rubrics
*I like to know what to do.*
*I like to do things well.*

**2. think**
WHAT we know
Facts & concepts
*I like things to make sense.*
*I like having information.*
FEEL

This assignment will help build your confidence in a skill important for teachers: planning ahead. It will also result in a more confident approach to registration and in taking the initiative to take advantage of opportunities. This description is intended to make you feel more sure of yourself, and to help you become more comfortable with extensive written instructions rather than face to face demonstrations. You should trust your ability to comprehend what you read. For instance, there is a difference between Residency and Permanent certifications.

THINK

The flowchart you develop will highlight the points where you must make decisions. Your first decision is to identify your personal goal. This small step is an important metacognitive event. By posting your goal only, you are identifying the focus for your flowchart to be developed in the next couple weeks. What do you want to be able to do when you complete the Teacher Education Program? What do you want to be qualified for five years after that when you go for Professional Certification?

1. Focus. Post the official certification title you are seeking by Friday of Week 2. Personalize the subject line "[(Mr/Ms) Last Name, (endorsement goal) teacher]" to include a title with your last name and your certification endorsement goal(s) for instance, "Mr. Squarepants, Middle Level Math /Science Teacher" or "a K-8/ Bilingual Teacher". Use the specific terminology for the certification as found on the OSPI website.


3. Consult. You will be reminded that it is time to declare your major(s) and minor(s) and to meet your advisors. To help you, representatives from most of the education programs (majors and minors) as well as the Certification Officer and the Field Experience Director will visit during the first few weeks of class.

DO

The actual activity is structured for discovery, decisions, and discussion.

4. Visualize. Make this a visual diagram showing the sequence of all actions you will take to reach two levels of certification (Residency and Professional).

   a. Time sequence. Group events by the quarter in which you guess they will occur. The flow should be through the time of your development from when you started working on a baccalaureate degree (necessary for certification). Note that this means starting when you began your bachelors' degree, at least summarizing everything up to this point. Transfer students can simply indicate a completed landmark, e.g. an A.A., and where it was granted.
b. **Integrate strands.** Somehow identify the different strands (Professional Education Program, major, minor) occurring simultaneously, e.g. a different color or font for each endorsement area and the Professional Education Program sequence. Use some sort of *coding* in order to save space.

c. **Details.** Include not just courses but also the application deadlines and tasks necessary for student teaching, graduation, certification, taking the West-E, etc. This type of table may be useful for planning.

<table>
<thead>
<tr>
<th>After High School Through Win 11</th>
<th>Spr 11</th>
<th>Sum 11</th>
<th>Fall 11</th>
<th>Win 12</th>
<th>Spr 12</th>
<th>Sum 12</th>
<th>Fall 12</th>
<th>Win 13</th>
<th>Spr 13</th>
<th>Sum 13</th>
<th>Fall 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen Eds</td>
<td></td>
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<tr>
<td>TEP ‘core’</td>
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<tr>
<td>Major</td>
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<tr>
<td>Minor</td>
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</tr>
</tbody>
</table>

Below is the new “Professional Core”, a sequence of courses, tests, and administrative actions that lead to certification. It is only part of what you will include in your flowchart.

---

**Apply** to Teacher Education Program ASAP after completing Basic General Education courses. **Full Admittance** requires:
- A complete application.
- Passing score on the **West B**.
- Fingerprints.
- Minimum GPA.
- Successful completion of these pre-admission courses:
  - **PSYCH 314** Human Development & the Learner
  - **Pre-Admission Observation**
  - **EFC 210** Seminar
  - **EFC 310** Orientation to Teaching

These courses may be taken concurrently, but **EFC 310 must not precede 210.**

---

Once you are **Fully Admitted** into Teacher Education Program and you are formally accepted into an **endorsable major**, you can take these courses:
- **EFC 315** Education Assessment
- **EFC 320** Multicultural
- **EFC 330** Field Experience
- **EFC 340** Instructional Methods

These courses may be taken concurrently, but **EFC 340 must not precede the other three.**

---

To continue, you must maintain a **3.0 GPA.**

- **EDSE 302** Intro to Student Exceptionalities
- **EFC 350** Classroom Management
- **EDBL 401** Linguistically Diverse Students
- **EFC 416** Technology
- **EFC 440** Education Law

Any of these courses may be taken concurrently, but **all five must be taken after EFC 340.**

---

To complete the program, you must:
- Satisfy the requirements of your major.
- Maintain a 3.0 GPA.
- **Apply** to Student Teach (EFC 480).
- **Apply** for Graduation.
- **Apply** for Certification.
- Take the West-E.
- Have insurance.
- Current fingerprints

**Very few courses may be taken after EFC 480. Consult your advisor.**

---

**KEY**
- *Pre-Admission Course*
- *Checkpoint course*
5. **Share** your progress and take interest in others’ progress online and in person.
   
   a. **Post.** On the Blackboard discussion board share thoughts about your progress if not an early draft by Week 4. Do not start a new thread, but ‘reply’ to your first post announcing your endorsement goal(s). Use any means you like, but it must be posted electronically, embedded into the textbox. Ask Blackboard for help.
   
   b. **Respond** to others’ early efforts with specific comments related to the rubric.
   
   c. **Bring hard copy** notes and drafts to class for discussion and feedback Weeks 4 and 5; and to the Midterm Exam Interview Week 6.
   
   d. **Post** your final design electronically and turn in a **hard copy** by Friday of Week 7.

### USE/VALUE

The purpose of doing the flowchart is to actively engage you in the long and complex process of achieving certification at two levels (Residency and Professional). It is also intended to acquaint you with the larger blocks of time you will be using to plan your curriculum, and to encourage you to begin making decisions about how best to spend your time.

6. **Reflect** on the Task #4 experience; predict connection to your future by Friday of Week 7.

   a. **Write** ‘reflection’ in the subject line of your final reply to your own thread.
   
   b. **Discuss** the learning process as well as the content of the flowchart. Your reflections should include self-awareness regarding the emotions you felt, the logic you used, and the decisions you made as you developed the chart. Connect any change to at least one course outcome.
   
   c. **Connect your thoughts about the task with your thoughts from assigned readings.**
   
   d. **Predict** how the experience may be useful for you in the future, and how you might use a similar activity for your own students to learn a strategy for planning ahead and making decisions.

### Task #4 Seeking Certification Flowchart Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual diagram.</td>
<td>5</td>
</tr>
<tr>
<td>Sequence identifies specific dates (quarters) of achievement or target for completion.</td>
<td>5</td>
</tr>
<tr>
<td>Every event (course, application, field experience, test, or professional decision) required for initial certification and anticipated for professional certification within 5 years following.</td>
<td>15</td>
</tr>
<tr>
<td>User-friendly technology (pre-2007 Word; PowerPoint; Excel; or scanned pdf)</td>
<td>5</td>
</tr>
<tr>
<td>Discussion Board title “<strong>Seeking certification in...</strong>” or “<strong>Becoming a...</strong>”</td>
<td>5</td>
</tr>
<tr>
<td><strong>Metacognitive moment:</strong> Professional short and long-term goals, anticipated challenges, connection to readings, impressions of the experience.</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td>50</td>
</tr>
</tbody>
</table>

*NOTE: This forum will be graded beginning Friday evening of Week 7.*

Washington State Learning Standards

The Basic Education Act of 1993 led to the development of these four learning goals which have provided the foundation for the development of all academic learning standards in Washington State:

1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
3. Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and
4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

These four goals are the foundation for the Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs). Students in this course will be expected to know them well enough to recall them verbatim, i.e., write all four accurately, including accurate punctuation and spelling. Check the OSPI website for current wording.

Recitation alone is not, however, the basis for any part of the grade awarded for this whole task of reciting four goals and reflecting on the experience. Rather, your documentation via the Blackboard Discussion Board of each occasion when you took the initiative to recite at least one of them will be the basis. There is no need to respond to others’ posts on this discussion board.

This grade will be calculated during finals week, based on the following rubric.

- Ask for an opportunity to recite goals (any number), beginning Week 6 (Feb 6).
- Make sure Dr. Petersen has your namecard for keeping track of recitations.
- After each recitation, document the event on the Blackboard Discussion Board with the time and place recited plus a reflection regarding the experience. These should all be posted by Friday of Week 9.
- Once you have completed the recitations of all four goals, post a reflection in which you discuss the methods you chose for memorization, the procedure for initiating opportunities to recite, and any value you see in the memorization process and in the content of the goals. The reflection must be posted Week 9.
Step by Step Through the ‘Goals’ Assignment:

This description of the assignment is organized according to the four quadrants of the McCarthy’s 4MAT model for different dimensions of meaningfulness.

Feel  This procedure should help you become more confident in your understanding of the scope of what teachers try to accomplish.

Think  This procedure should help you become aware of your assumptions about some learning techniques, e.g., memorization. It should prompt you to consider the choices you will make regarding learning techniques for different learning goals. It should also help you analyze different influences on students’ motivation, comfort zones, and to analyze different levels of cognition involved in different activities. As you become familiar with the goals, you should begin thinking about how they apply to any learning event. For instance, how many are activated in the lesson demonstrated here: [http://www.wimp.com/budgetcuts/](http://www.wimp.com/budgetcuts/)

Do  This procedure will require deliberate decisions regarding time and technique for committing four complex sentences to memory. It will provide you with an opportunity to interact with others intent on mastering the same content. It will also help you rehearse the professional habits of documentation and self-assessment. Finally, this should prompt you to integrate knowledge from classes such as Psychology as well as all General Education courses with your personal experiences related to the goals so you can have a well-reasoned strategy for teaching.

Value  This procedure should prompt you to think about the value of memorization as a technique that may be appropriate for some academic content. It should also prompt you to consider the value of the goals themselves and how they align with your perception of your role as a teacher. In addition, this procedure should help you consider the value of having goals and standards that underlie all other decisions and provide a common knowledge base with others teaching in the same system.

<table>
<thead>
<tr>
<th>Task #5 Recitation of Washington Basic Education Act Goals Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Post Blackboard Discussion thread to document date and time of reciting any goal. Include the method by which you asked for an opportunity. Mention which goal(s).</td>
<td>20</td>
</tr>
<tr>
<td>2. After all four have been recited, reflect on the experience in terms of personal challenge and growth.</td>
<td>15</td>
</tr>
<tr>
<td>3. After all four have been recited, discuss the use of memorization as a learning technique, in particular related to the content you expect to teach. Connect this to readings.</td>
<td>5</td>
</tr>
<tr>
<td>4. After all four have been recited, discuss the goals themselves, in particular related to the content you expect to teach. Connect this to readings.</td>
<td>5</td>
</tr>
<tr>
<td>5. After all four have been recited, discuss the value of having standards and goals for any purpose.</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

Note: This forum will be graded beginning Friday evening of Week 10.
Task # 6: Analyze the ideology of a real teacher.

Unlike the story assignment (Task #3), this exercise focuses on the narrative of a real teacher writing about experience in a real classroom. The purpose is not to observe and analyze effective teaching, nor is it to be inspired by the author’s methods. Rather, the focus here is on figuring out the author’s philosophy of education. This is more difficult because the author is unlikely to specify a particular metaphysical, epistemological, axiological, ethical, aesthetic, or moral view. However, these deeply held beliefs most certainly influence a teacher’s decisions and behavior. Therefore, you will try to figure out the author’s philosophy by looking for patterns in the way the author reacts to situations, and the way the author justifies decisions. This is, of course, a rehearsal for figuring out your own philosophy. Analyzing this teacher’s attitudes about education will help you find the words to express your own.

- Claim your narrative online (Narrative Title) beginning Week 4.
- Share Analysis in Class discussion Week 8.
- Post Analysis online Week 8.

Step by Step through the ‘Narrative’ Assignment

A. Initiative. First, choose a narrative, written by a real teacher. The narrative is nonfiction, that is, a true story written by a real teacher about life in a K-12 classroom. The narrative should include the teacher's inner life, that is, the thoughts and feelings about the teaching experience. The author is reflecting on what was learned and how he or she has changed in response to the experience. (NOTE: It should not be simply a 'how to' book or a hypothetical possibility or a political essay.) Here several suggestions; more will be mentioned in class. You are welcome to suggest a narrative that satisfies the requirements above. If it is a text for another class, you must indicate how you are expected to use the text there and how this is a different assignment.


(NOTE: These citations are listed here in APA format, which you will be required to use for
the artifact assignment.  See last two criteria of rubric, p. 34.)

B. **Metacognition.** Post your choice on Blackboard no later than Week 4. This is more for yourself than others: it is concrete evidence that you have identified the narrative and you must plan on time to read it.

- In the subject line, write the *title* of the narrative you will analyze, for instance "Educating Esme". Erase the (narrative title) prompt.
- In the message box, please write the *bibliographic information* so that others could locate the book. This will announce your narrative.
- More than one person can read the same narrative, but each person must analyze it independently and arrive at his or her own conclusions. Your discussion will need to be interestingly different, and as you will see below, you will have to make your own personal connection to it.

C. **Curiosity.** As you read narrative, narrow your focus in order to concentrate on the *author’s personal and professional logic*. You may focus on just a few chapters or 30+ pages of the book—as much as you need in order to glean the author’s philosophical influences on classroom decisions.

D. **Analysis.** Compose your analysis offline to be copied and pasted into your thread.

- Briefly introduce the *author* and his or her *context*, and why you decided to read the book. This should not be longer than few sentences.
- Analyze the *beliefs* of the teacher, using the criteria in the textbook. Please include specific details from the narrative that support your analysis. Make connections to the concepts of philosophy that are discussed in the *readings*, using the proper terms to connect the concepts to known theorists and schools of thought. The worksheet below may be helpful.
- Conclude with some comparison/contrast to *your own philosophy*, that is, mention your own personal connections to the narrative, what aspects are compatible with your own philosophy and what opinions you have about the teacher’s approach. Remember: this is a rehearsal for finding ways to express your own philosophy. You should be noticing your own patterns of response, and figuring out what they reveal about you.

E. **Collegiality.** Post the analysis on the Blackboard Discussion Forum Week 7.

4. Reply to your first post (that announced your narrative choice). Copy and paste your analysis into the text box. No attachments are permitted. Add the word 'analysis' to the title, e.g. "Educating Esme analysis". It should be written before the class discussion Week 8 so you are prepared to share.

5. Prepare to share your insights with the class in an informal discussion Week 8. Prepare to share no more than a few minutes of the story. You are not recalling the entire plot but merely setting the stage for the discussion of philosophical beliefs that you think explain the author’s pattern of making decisions and taking action in the classroom. Connect your observations with those shared by colleagues.
This type of chart may be helpful for you as you connect concepts:

<table>
<thead>
<tr>
<th>CONCEPT</th>
<th>DEFINITION/NOTES</th>
<th>NARRATIVE TEACHER</th>
<th>COMPARED TO ME?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metaphysics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Epistemology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Axiology</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Logic</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What “ism” best reflects the philosophical profile above?

| Purpose of school |                  |                   |                |
| Teacher’s role    |                  |                   |                |
| Teaching methods  |                  |                   |                |
| Student nature    |                  |                   |                |
| Curriculum of value|                 |                   |                |

**Narrative Analysis Criteria**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Book title in subject line; publication information in textbox; by Week 4</td>
<td>5</td>
</tr>
<tr>
<td>2. Post ‘Analysis’ to subject line in reply to own thread; by Week 8</td>
<td>5</td>
</tr>
<tr>
<td>3. Briefly introduce author + context + why you decided to read the book.</td>
<td>5</td>
</tr>
<tr>
<td>4. Analyze the beliefs of the teacher + details from the narrative + connections to the concepts of philosophy discussed in texts.</td>
<td>25</td>
</tr>
<tr>
<td>5. Conclude with some comparison/contrast to your own philosophy.</td>
<td>10</td>
</tr>
<tr>
<td>6. Share during class discussion Week 8</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total** 50
This worksheet may also be helpful for identifying philosophical beliefs related to teacher attitudes, behavior, and roles. Which school of thought most closely resembles your own?

<table>
<thead>
<tr>
<th>Concept (Defined)</th>
<th>Perennialism</th>
<th>Essentialism</th>
<th>Romanticism</th>
<th>Existentialism</th>
<th>Progressivism</th>
<th>Narrative Teacher</th>
<th>Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metaphysics</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Epistemology</td>
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<tr>
<td>Axiology</td>
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<tr>
<td>Logic</td>
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<tr>
<td>Purpose</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum</td>
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<td></td>
</tr>
</tbody>
</table>
IV. LiveText Artifact: Articulate a Novice Teachers’ Ideology (25%)

“Your personal philosophy of education will continue to develop throughout your teaching career. In order to help you begin to articulate this important aspect of your professional development, your task is to construct a 750 – 1000 word teaching philosophy. Idealistic and practical factors influence our philosophies. Your personal experiences (background knowledge), prior learning/teaching situations, and education courses have provided you an opportunity to explore elements of your **personal philosophy of education**. Please discuss the general principles that underpin your thoughts and why you believe these principles to be valid. You may start with the simple question, “Why do I want to become a teacher?”

- **What do you personally feel about the way students learn?**
- **How do your beliefs about children influence what you will do in the classroom, including teaching styles, curriculum choices, management practices, etc.?**
- **What do you believe about the influence of teachers on children, parents, and society?**
- **What influence do you have as a teacher on the success of all of the diverse types of students in your classroom?**
- **How will your philosophy help you work within the guidelines of the current Washington State reform movement?**

This will be developed over the last several weeks of the quarter. It will be submitted three ways: On Blackboard (as an early draft as well as a final paper), a hard copy, and on your electronic portfolio in LiveText. It is important to note that unless it is posted on LiveText, it will not be graded, and therefore the entire 30% weight will be forfeit.

It will be assessed using the official rubric below, then translated to a score for this course. The rubric (introduced in the walk through below) outlines the criteria for success, with quality indicators for each one ranging from low (incomplete) to high (exemplary). In class we will discuss the target level of proficiency of each criteria for this course.

Note that part of the assignment is to set your own goals for each of the components of the larger assignment. It is helpful to consider the ways you have been prepared to think about the components as you completed each of the developmental tasks and the midterm examination.

- **Create LiveText Professional Development Sequence portfolio** Week 2
  - Seek help from the LiveText HelpDesk (BlackHall second floor) if you need help.
  - Add your Candidate Information to the portfolio. This is a courtesy reminder that this simply needs to be added before your portfolio is reviewed.
- **Complete tasks to develop philosophical concepts Weeks 1-8.**
  - These tasks are graded separately but all six are designed to rehearse for this culminating project.
  - Seek help from a Writing Center or other resource as needed Weeks 5-9. This is not graded, but failure to seek help or demands for help at the last minute will affect ‘active participation’ grade.
- Seek and give feedback. This is in the spirit of our ‘community of learners’.
• Bring hard copy early drafts to class Weeks 6 – 10.
• Post a final copy on LiveText and a copy on Blackboard Week 10.
  o Submit a hard copy with self-assessment rubric Week 10.
  o Reflect on the experience during the Final Examination.

STEP BY STEP THROUGH WRITING YOUR PHILOSOPHY STATEMENT

Your statement will be assessed using the descriptors in following rubric. This exercise is focused on making sure you know how to recognize a quality paper so you can set a target for your work. This rubric outlines the criteria for success, with quality indicators for each one ranging from low (incomplete) to high (exemplary). For an introductory course such as this, it is reasonable for you to aim for proficiency (second highest category), for the four content criteria (philosophical influences; diversity and equity; legal influences; organization, governance or funding) for as you progress through the Professional Education Sequence, you will refine your views until you have an exemplary statement before student teaching. However, the two composition criteria (coherence; expository writing) are expected to be exemplary for this, a junior-level course.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EXEMPLARY</th>
<th>PROFICIENT</th>
<th>PARTIALLY PROFICIENT</th>
<th>INCOMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHILOSOPHICAL INFLUENCES</td>
<td>Your target range for student teaching.</td>
<td>Your target range for an A or B in EDF 301.</td>
<td>Not OK now or ever</td>
<td></td>
</tr>
<tr>
<td>DIVERSITY AND SOCIAL CHANGES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEGAL INFLUENCES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEARNING THEORIES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COHERENCE</td>
<td></td>
<td></td>
<td></td>
<td>Not OK now or ever</td>
</tr>
<tr>
<td>EXPOSITORY WRITING</td>
<td>Your target range for an A or B in EDF 301.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Let’s consider the first criterion, philosophical influences. The point is to make it clear that you know your own thoughts and are aware of how you came to have them.

<table>
<thead>
<tr>
<th>Philosophical Influences</th>
<th>Exemplary (4 pts)</th>
<th>Proficient (3 pts)</th>
<th>Partially Proficient (2 pts)</th>
<th>Incomplete (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates demonstrate an exemplary understanding of how philosophical beliefs influence their decisions in the classroom. Candidates are able to synthesize these influences as rationale for their philosophy.</td>
<td>Candidates demonstrate a proficient understanding of how philosophical beliefs influence their decisions in the classroom. Candidates are able to discuss how these beliefs influence their philosophy.</td>
<td>Candidates demonstrate a partial understanding of how philosophical beliefs influence decisions in the classroom. Candidates are not yet able to demonstrate how these beliefs influence their philosophy.</td>
<td>Candidates demonstrate little understanding of philosophical influences on classroom practice.</td>
<td></td>
</tr>
</tbody>
</table>
A good first step in developing your philosophy is to try to figure out the philosophical beliefs of teachers you have observed. First, define each of the concepts. Then: What do these people think about the important truths of life? About the purpose of schools and the people in them? About knowledge? How are your beliefs similar or different?

Given that we are preparing you for teaching in public schools, you must be aware of the concern for equity regarding underserved students. Your statement should demonstrate a sensitivity to circumstances influencing students’ readiness to learn and your interest in responding to students’ needs by selecting effective teaching methods. These topics are addressed in the next three criteria: diversity and equity; legal influences; organization, governance or funding. You will take several courses related to this concept (see p. 22).

Given that this is a junior-level course, because education courses at CWU are not begun until after general education requirements are complete, we assume you are familiar with basic philosophical and psychological concepts as well as an historical perspectives in order to connect their influence to your own opinions. However, there is a convenient overview of pertinent philosophical concepts in Chapter 4 of the required Parkay textbook.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates demonstrate an exemplary understanding of diversity and social</td>
<td>Candidates demonstrate a proficient understanding of diversity and social</td>
<td>Candidates demonstrate an incomplete understanding of diversity and social influences, which impact learning and teaching. Candidates are not yet able to synthesize these influences as rationale for their philosophy.</td>
<td></td>
</tr>
<tr>
<td>influences, which impact learning and teaching. Candidates are able to</td>
<td>influences, which impact learning and teaching. Candidates are able to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>synthesize these influences as rationale for their teaching philosophy.</td>
<td>discuss these influences as rationale for their philosophy.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You will take Psychology 314 as part of the Professional Education Sequence, but it is assumed that you have a basic understanding of learning theories. Can you connect predictable student characteristics, circumstances beyond their control, legal mandates, current events, and global issues to your thoughts on becoming a teacher? Can you base your ideas on those of others, published in professional literature, rather than simply your personal experience? Can you make it clear that you understand how you are a part of a large organization serving an even larger society, but you have your own integrity regarding what you think is important?

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates demonstrate an exemplary understanding of legal influences,</td>
<td>Candidates demonstrate a proficient understanding of legal influences,</td>
<td>Candidates demonstrate an incomplete understanding of legal influences, including</td>
<td>Candidates demonstrate little understanding of legal or reform influences which impact schooling.</td>
</tr>
<tr>
<td>including school reform efforts in Washington State, and how they impact</td>
<td>including school reform efforts in Washington State, and how they impact</td>
<td>school reform efforts in Washington State, which impact schooling. Candidates are</td>
<td></td>
</tr>
<tr>
<td>schooling. Candidates are able to synthesize these influences as</td>
<td>they impact schooling. Candidates are able to discuss these influences</td>
<td>not yet able to synthesize these influences as rationale for their philosophy.</td>
<td></td>
</tr>
<tr>
<td>rationale for their philosophy.</td>
<td>as rationale for their philosophy.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If any of the first four content criteria reaches exemplary status, so much the better, but you can earn an A with one or two being merely ‘proficient’. The last two criteria (coherence; expository writing) are not additional content areas but rather two dimensions that reveal how well you have organized and expressed the first four topics. In these two categories, you should be at least ‘proficient’ for a B and ‘exemplary’ for an A.

<table>
<thead>
<tr>
<th>Learning Theories</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates...</td>
<td>Candidates demonstrate an exemplary understanding of how their knowledge of how students learn influences their teaching methods. Candidates are able to synthesize these influences as rationale for their philosophy.</td>
<td>Candidates demonstrate a proficient understanding of how their knowledge of how students learn influences their teaching methods. Candidates are able to discuss these influences as rationale for their philosophy.</td>
<td>Candidates demonstrate a partial understanding of how their knowledge of how students learn influences their teaching methods. Candidates are not yet able to synthesize these influences as rationale for their philosophy.</td>
<td>Candidates demonstrate little understanding how their knowledge of how students learn influences their teaching methods.</td>
</tr>
</tbody>
</table>

Finally, we certainly expect you to be able to write at a level appropriate for a junior in college. If your writing is weak, you had best seek guidance in skills to express yourself using professional language in an objective voice. You may have friends or family who can offer reliable editorial guidance; in addition, your tuition provides a valuable service through the CWU Writing Center. The consultants offer free, one-on-one sessions to all CWU students, of all disciplines and levels. Students can brainstorm ideas, find research, and revise their drafts for organization, citation style, and grammar, learning how to edit their own papers. Also available are grammar handouts and other writing resources at [www.cwu.edu/~writingcenter](http://www.cwu.edu/~writingcenter). Call 509-963-1296/1270 for an appointment; Drop in online via Skype. The writing consultants’ username is CWU-UWC; Drop in, in person, at one of the three campus locations: Hertz 103, 9 a.m. to 7 p.m. Monday-Thursday and 9 a.m. to 2 p.m. Friday; Brooks Library Fishbowl, 2 to 9 p.m. Sunday; and SURC 271, 6 to 9 p.m. Monday-Thursday.

**NOTE:** This must be submitted through the LiveText Professional Education Sequence portfolio, NOT through the course link on your dashboard. Copy and paste the body of the paper and the reference page (without ‘page breaks, headers or footers, or title page information) into the textbox, replacing the instructions. Otherwise you will receive no credit.
### EDF 301 SPRING 2011 Calendar

This is a Tentative Calendar and therefore likely to change. See Blackboard Announcements.

**Reading (see p. 11):** CWU online | SW Syllabus/Workbook | P = Parkay | B = Bransford | S = Seifert | Narrative

**Key:** 🗣️ Guest Speaker  🌱 TASK-focused student discussion  📊 post TASK progress online  📝 GRADE will be recorded

<table>
<thead>
<tr>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
<th>FRIDAY TASK TARGETS</th>
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<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>28 Mar</td>
<td>29 30 You can do this. Helicopter Reading P1 Intro; S6 Motivation; SW 1-11, 35 &gt; Task #1 Blackboard SW 12-13 LiveText Portfolio (HelpDesk)</td>
<td></td>
<td>31 Read! Makeup Day for absences 29 or 30 Everyone else: Reading Day</td>
<td>01 Apr Read Read Read 📐 1 “Hello” 💵</td>
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<td>4 5 Everyone has a story B2 Experts &gt; Task #2 SW 14-16 P2 Teachers &gt; Task #3 SW 16-20</td>
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<td>6 7 All kids are S.P.E.C.I.A.L. P8 Students &gt; Task 3 Story Discussions</td>
<td>08 Read 🙅 1 “Hello” react</td>
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<td>11 12 Going with the flow. P13 Professionalism &gt; Task #4 SW 21-24 🟢 CERTIFICATION OFFICER 🟢 FOUNDATIONS ADVISORS</td>
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<td>13 14 Decisions Decisions. CWU Handbooks, Catalog MAJORS MINORS</td>
<td>15 Read Read Read 🙅 4 Cert goal 🧵 1 Major on Safari</td>
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<td>18 19 The Public Trust * &gt; Task #5 WA Basic Education Act Goals SW 25-26 🟢 FIELD DIRECTOR &gt; Task #4 🟢 STEM MAJORS &amp; MINORS</td>
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<td>20 21 Higher Levels of Thinking ⭕ P10 P11 P12 Curriculum Midterm questions &gt; BB Assignments &gt; Task #4 Feedback</td>
<td>22 Read Read Read 🙅 1 LiveText Intro 🙅 3 Story Analysis 🙅 4 Flow progress</td>
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<td>25 26 * The Public Trust, cont. P6 School Finance P7 LAW P9 SW 7-10 P5 History Connect the Dots &gt; Midterm Examination SW 10 &gt; Sign up for Midterm Interviews</td>
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<td>27 28 Balanced &amp; Integrated Community &amp; Curriculum ⭕ Special Presentation ⭕ Door locked when class begins. ⭕ No books needed.</td>
<td>29 📐 MIDTERM 🛢 2 PD First event</td>
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<td>2-7 May * MIDTERM * INTERVIEWS: No class sessions: Individual 15 min. appointments after submitting written midterm (option: Recite any of Task # 5 Goals) Get ready for Early Registration: This is Advising Week - so see your advisor!</td>
<td></td>
<td>6 🙅 MIDTERM 🧵 6 Narrative title 💵</td>
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<td>9 10 Realty Check P4 Psychology; Psychology ⭕ &gt; Task #6 Narrative SW 27-30</td>
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<td>11 12 Structuring the classroom Civic Ideals &gt; Artifact Rubric SW 31-34</td>
<td>13 🙅 Artifact Drafts 🙅 4 Flowchart 🙅 5 (Recite 3rd goal?)</td>
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<td>17 18 Integrity In the classroom NARRATIVE DISCUSSIONS Quotes SW 36</td>
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<td>19 20 It’s All About You! Writers Workshop Live Text 🝷️ 6 Narrative 💵</td>
<td>💵 2 PD Second event</td>
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<td>24 25 Self-Regulation; Self-Direction, Self-Efficacy PD DISCUSSIONS 🙅 5 (Recite 4th goal?)</td>
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<td>26 27 Reality check ARTIFACT WRITERS WORKSHOP 🝷️ 2 Goals Reflection 🙅 5 PD Reflection</td>
<td>🔴 2 Goals Reflection 🔴</td>
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<td>NOTE: This is the last week to recite goals (Task #5). Any arrangements for extra time must be made w/NJP this week.</td>
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<td>31 Memorial Day</td>
<td>1 June Prep Day No Class</td>
<td>2 3 Door to the Future * Artifact + Self-Assessment Closure Activities</td>
<td>04 * Active Participation *Artifact on Blackboard *Artifact on Livetext</td>
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<td><em>Final Exams</em> due 5PM Thursday, 10 June</td>
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**Syllabus/Workbook:**
- P4 Psychology
- P6 School Finance
- P7 LAW
- P9 SW
- P5 History

**PD Discussions:**
- 5 (Recite 4th goal?)
- 5 (Recite 3rd goal?)
- 4 (Flowchart)
- 6 (Narrative)

**Midterm Interviews:**
- 5 (Recite 1st goal?)
- 5 (Recite 2nd goal?)

**Final Exams:**
- Due 5PM Thursday, 10 June

**Grades will be posted by 15 June**
DO IT ANYWAY

FORGIVE
People are often unreasonable, illogical, and self-centered;  

Forgive them anyway.

BE KIND
If you are kind, people may accuse you of selfish, ulterior motives;  

Be kind anyway.

SUCCEED
If you are successful, you will win some false friends and some true enemies;  

Succeed anyway.

BE HONEST
If you are honest and frank, people may cheat you;  

Be honest and frank anyway.

BUILD
What you spend years building, someone could destroy overnight;  

Build anyway.

BE HAPPY
If you find serenity and happiness, they may be jealous;  

Be happy anyway.

DO GOOD
The good you do today, people will often forget tomorrow;  

Do good anyway.

GIVE YOUR BEST
Give the world the best you have, and it may never be enough;  

Give the world the best you’ve got anyway.