

Appendices

Literature Review Rubric

Category	Exceeds	Meets	Does not meet
Title Page	Your title page aligns with the title page required by the current APA style manual (5)	Your paper generally aligns with the APA style manual but is missing one element (3)	Your title page is missing two or more elements from the required elements. (1)
Thesis Statement	Your thesis statement is clearly and concisely stated within the beginning of your paper. (10)	Your thesis statement is clearly identifiable. (8)	There is no obvious thesis statement in your submission. (6)
Introduction	Your introduction is engaging, includes your thesis statement, introduces your problem statement, and serves as a solid beginning to your line of argument. (10)	Your introduction includes your thesis statement and introduces your line of argument clearly. (8)	Your introduction fails to engage the reader. <i>And/Or</i> The introduction fails to preview your paper for the reader. (6)
Organization	The structure of your paper is logical and supports your line of argument. Your use of headings and advanced organizers serve to guide the reader through the paper. Transitions are fluid and graceful. (15)	The structure of your paper is logical and supports your line of argument. You have employed transitions as appropriate. (13)	The structure and organization of your paper are confusing and distract from your line of argument. (10)
Line of argument	You have used scholarly sources to support your line of argument. Your position is clearly stated and your use of a minimum of twenty citations demonstrates a deep understanding of the literature being explored. (20)	You have used a minimum of fifteen scholarly sources to support your line of argument. Your position is clearly stated. (13)	There are far too few uses (less than 10) of scholarly sources to support your position. At times, your line of argument is vague and/or missing. (10)
Conclusion	Your conclusion logically concludes your line of argument. Your thesis is re-stated without the use of redundant text. (20)	Your conclusion logically concludes your line of argument. (13)	There is no discernible conclusion to the submission. (5)
Mechanics/Grammar	There are no grammatical or typographical issues in the paper. (10)	There are less than two grammatical or typographical issues in the paper. (8)	There are a distracting number of grammatical and/or typographical issues in the paper. (6)
APA	Both in-text citations and references are formatted according to the current APA style manual. (10)	The paper generally aligns to the current APA style manual. (8)	There are a number of issues associated with APA citations and references. Note that issues of plagiarism will result in an automatic grade of zero. (6)
Length & Sources	The paper—exclusive of references and title page-- is more than 10 pages long. (10)	The paper is between 7 and 10 pages long. (8)	The paper is either less than 5 pages in length or longer than 13 pages. (6)

Field Experience Reflective Paper (EDUC 2130)

The field experience reflective paper is an in-depth written discussion of your overall field experience. The paper should be reflective in nature and demonstrate your ability to make connections between previous foundations course content (including theoretical concepts and relevant lived experiences) and your field service observations. Your paper should describe the philosophical, historical, economic, and social influences you observe in the classroom. It should build upon this by discussing the cultural and learning differences observed during your experience as well as how the teacher addressed those differences. Finally, you should be able to tie your observations to one or more cognitive learning theories.

The paper should provide a detailed summary of your interactions and observations and how these things related to all that you have learned throughout your Foundations courses. Describe the school structure where you are assigned (i.e. Who is the principal? Are there assistant principals? What are the demographics for the students in your classroom? What kinds of resources are present?, etc.). Include appropriate citations as necessary. Again, a good submission will describe the classroom context in detail (What school were you in? What was the grade level and the subject taught?. Do not forget to describe the instructional activities you observed and/or were engaged during the sessions and be sure to indicate if learning activities were designed in a manner that was relevant to the subject matter, outlined objectives and goals. Provide your informed description of students' levels of engagement with lessons and activities and indicated if observed lessons and activities were meaningful. In addition, discuss assessment practices and facilitators' monitoring of performance and engagement including reference to any implemented accommodations.

Follow your description with an analysis that points to your ability to identify areas that you determine might be opportunities for improvement as well as areas of strength, related to the teacher's presentations, philosophy and overall engagement. Discuss any correlations between what you observe, your own ideas of teaching and learning in relation to your field experience. You might also include any strategies for how the lessons, activities, classroom management or other aspects could be revised for greater effectiveness. Finally, provide any insights you gained about students, educators, educational processes and yourself as a potential educator.

The paper should be formatted in APA writing style and consists of 6-7 pages not including the title, abstract and reference pages. You should employ a minimum of five scholarly references for your submission.

Evaluation Criteria	Level 5 (Far Exceeds Expectations) 20	Level 4 (Exceeds Expectations)—15	Level 3 (Meets Expectations)—10	Level 2 (Fails to Meet Expectations)—5	Level 1 (Severely Fails to Meet Expectations) 1 point*
Context	The student's paper provides a thorough description of the educational context using appropriate academic language and principles from research and/or theory.	The student's paper provides a thorough description of the educational context using appropriate academic language.	The student's paper provides a thorough description of the educational context with vague references to academic language.	The student only vaguely references the educational context.	The paper makes no reference to the educational context.
Content	The student's paper demonstrates a thorough understanding of the specific strategies used to address the differentiated needs of students as well as strategies used to encourage a safe, orderly learning environment; The paper refers to those strategies with appropriate academic language. The paper also includes specific references to the research and theory of cultural relevant pedagogy and practice.	The student's paper demonstrates a thorough understanding of the strategies used to address the differentiated needs of students and refers to those strategies with appropriate academic language.	The student's paper includes a description of the varied instructional strategies used by their cooperating teacher.	The student's paper includes some description of differentiation but does not include a discussion of specific strategies. There are significant sections of the paper missing.	The student's paper makes no reference to differentiation or to classroom management.
Analysis	The analysis of the student's observation notes includes specific evidence from observations and students' work; It employs references to educational theory and/or philosophy specifically. It offers a critique and a rumination of the issues encountered during the field experience and evidences student's professional knowledge.	The analysis of the student's observation notes includes discussion of specific examples. The paper includes a discussion of observed patterns of practice, specific description of diversity issues	The analysis of the students' observation notes discussed what was observed and offers an opinion of what the teacher did and did not do. The analysis also includes a description of diversity issues.	The analysis of the student's observation notes only includes a description of what the teacher did or did not do.	The analysis of the student's observation notes is not supported by specific examples, work samples, or educational theory and practice.
Academic Language	The student employs specific and appropriate academic language throughout the paper.	The student employs some references to academic language and evidences a good understanding of its use.	The student evidences a sufficient understanding of academic language and its use.	The student only vaguely employs academic language in the write-up and only demonstrates a partial awareness of how to employ such language well.	The student makes no attempts to use academic language.
Grammar/APA	The paper aligns with APA style and there are no grammatical or typographical errors in the document.	The paper generally aligns with APA but there are some minor errors throughout.	There are some minor grammatical/typographical errors throughout and the student's use of APA is inconsistent.	The paper is full of typographical and grammatical errors. APA style is not attempted.	Evident plagiarism will result in an automatic zero for the entire assignment*.

Behavioral Plan

EDUC 2130 Assignment

Submitted by: _____

Describe the student (include strengths and weaknesses identified in class and/or any existing official documentation).

Describe Targeted Behavior (Use measurable terms and Include any identified triggers to said behavior).	Describe Strategies to address targeted behavior. Include appropriate rationale and citations as necessary. (Attach another sheet if needed.)

RUBRIC FOR BEHAVIOR PLAN ASSIGNMENT

Category	Exceeds	Meets	Does not meet
Grammar / Mechanics	There are no grammatical or typographical issues in the paper. (10)	There are less than two grammatical or typographical issues in the paper. (8)	There are a distracting number of grammatical and/or typographical issues in the paper. (6)
Rationale and Theory	The plan includes specific rationale offered with appropriate citation for each strategy and observation made in the plan. (40)	The plan includes rationale offered with appropriate citation for each strategy and observation made in the plan. (30)	The plan either does not include any rationale for the strategies or does not include appropriate citations for the rationale. (10)
Specificity	Each targeted behavior is described in ways that are specific and measurable. Supporting notes are included to describe the context and triggers associated with targeted behavior. (20)	Each targeted behavior is described in ways that are specific and measurable. Triggers associated with targeted behavior are also generally discussed. (20)	The plan fails in its use of measurable behaviors. (5) OR There is no discussion of triggers. (10)
Completeness of Submission	The submitted plan evidences that the student has thoroughly read and understood the case provided. Their plan demonstrates that they have carefully considered and addressed triggers associated with targeted behaviors. The student's plan is culturally relevant and based upon best practices. (20)	The submitted plan evidences that the student has thoroughly read and understood the case provided. Their plan demonstrates that they have carefully considered and addressed triggers associated with targeted behaviors (15)	The plan fails to demonstrate that the student has thoroughly read and understood the case provided (7)

Suggested timeline for preparing for admission into the Educator Preparation Program

- Educ. 2110 Take the GACE Admissions test this will provide the opportunity for re-testing if needed
- Educ. 2120 Take the GACE Ethics test
- Educ. 2130 Complete the application for pre-service certification
 - Must have a 2.5 GPA
 - Must have passed the GACE Admissions test
 - Must have passed the GACE Ethics entry test
 - Complete the application for admission into Teacher Education
- Area G course work : **Must be admitted into the Teacher Education Program**
 - Take the GACE Content test linked to the cohort group of classes that you complete
 - Practicum 1 GACE content and Educ. 2199 LiveText
 - Must have the pre-service certificate before going into the schools.
 - Practicum 2 GACE content
 - Must have the pre-service certificate and a 2.5 GPA
 - Complete the Beginning School Experience during the Summer prior to enrolling in Practicum 3
 - Practicum 3 apply for Student Teaching
 - Student teaching requires:
 - GACE Admissions passed
 - GACE Ethics entry
 - GACE content test-all sections
 - 2.5 GPA
 - BSE completed
 - Pre-service certificate

References

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- Doidge, N. (2007). *The brain that changes itself*. New York: Penguin Press.
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