



# BETHANY

## LUTHERAN COLLEGE

### **EDUC 100 Education Foundations & Philosophy - 3 Credits**

**Class Meeting Time: Monday, Wednesday, Friday 10:30 - 11:20**

**Field Experience Hours Scheduled Individually**

#### **Course Description**

This course provides an introduction to the profession of education based on historical and current philosophical, psychological, and sociological foundations of American public, private, and parochial education, with a focus on the perspectives of the learner, the teacher, and the learner's caregivers. Emphasis is upon the school as an institution and upon contemporary educational issues and current research. This course is a prerequisite for all other education courses and for formal acceptance into the Education Majors.

A focus of the course is to build foundational knowledge that will help students assess their potential for teaching. The student will learn about the professional teacher's role and responsibilities and about developments in educational thought, research, and practice that have shaped American education. Course content will be approached in the context of its relevance to understanding teaching both as a profession and as a Christian calling.

*The instructor reserves the right to modify, amend, or change this syllabus throughout the semester. Students will be advised should such modifications occur.*

**Professor:** Dr. Alanna Lienig ~ ML 102 ~ Office: x869 ~ [alienig@blc.edu](mailto:alienig@blc.edu)

#### **Textbooks / Course Materials Not Purchased In Advance**

Ryan, K., & Cooper, J.M. *Those Who Can, Teach* (12<sup>th</sup> Edition, 2010). Boston: Wadsworth/Cengage Learning.  
ISBN 978-0-547-20488-8

MTLE Basic Skills test battery (reading, mathematics, & writing subtests) <http://www.mtle.nesinc.com>

School: The Story of American Public Education

Unspoken: America's Native American Boarding Schools

#### **Practicing Professional Behavior During Class Meetings**

Licensed, professional teachers commonly begin work *before* 8:00 a.m., Monday through Friday, for an entire school year. To be highly effective in the classroom, teachers require preparation in advance of class, adequate rest, early arrival, and an attentive attitude toward the teaching/learning process. Students enrolled in EDUC 200 are required to demonstrate these behaviors throughout the entire semester. Accordingly, students who arrive late, hold private conversations, use technology inappropriately, appear unable to concentrate, sleep, or assume lax approaches that interfere with Bethany Lutheran College's course content and meeting of MN Board of Teaching standards will have their final course grade lowered.

## Course Requirements

It is the student's responsibility to understand and to fulfill course requirements as outlined in this syllabus and the Field Experience Syllabus. All Assignments are required.

## Bethany Lutheran College Objectives

1. Recognize that the historic Christian faith professes that God the Holy Trinity is the source of all knowledge and truth, and that His wisdom is most clearly revealed in the life, death, and resurrection of Jesus Christ.
2. Demonstrate intellectual, creative, and problem-solving skills.
3. Demonstrate an understanding of personal and public responsibility.
4. Develop habits of thinking that apply to a fulfilling life of learning.

## Course Objectives

Upon completion of this course the student will begin to...

- 1 Understand how students learn and develop and provide learning opportunities that support a student's intellectual, social, and personal development.
  - 1.1 Link new ideas to familiar ideas; make connections to a student's experiences.
  - 1.2 Provide opportunities for active engagement, manipulation, and testing of ideas and materials.
  - 1.3 Encourage students to assume responsibility for shaping their learning tasks.
  - 1.4 Use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking.
- 2 Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.
  - 2.1 Understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning.
- 3 Be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.
  - 3.1 Understand the historical and philosophical foundations of education.
  - 3.2 Understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works.
  - 3.3 Understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment.
  - 3.4 Understand the influences of the teacher's behavior on student growth and learning.
  - 3.5 Know major areas of research on teaching and of resources available for professional development.
  - 3.6 Understand the role of reflection and self-assessment on continual learning.
  - 3.7 Understand the value of critical thinking and self-directed learning.
  - 3.8 Understand standards of professional conduct in the Code of Ethics for Minnesota Teachers.
- 4 Communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.
  - 4.1 Understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works.
  - 4.2 Understand mandatory reporting laws and rules.
- 5 Establish and maintain physically and psychologically safe and healthy learning environments for preprimary-aged children.
  - 5.1 Recognize signs of emotional distress, child abuse, and neglect in young children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities.
- 6 Maintain positive, collaborative relationships with children and youth, families, educators, other professionals, and the community to support student development and educational progress.

- 6.1 Engage in continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional.
- 6.2 Cultivate professional relationships that encourage peer observation, coaching, and systems for giving and receiving feedback from colleagues to enhance student instruction and program outcomes.

### Writing Guidelines

Papers are formatted according to current standards from the APA style manual, available in the Memorial Library's reference section or at <https://owl.english.purdue.edu/owl>. Writing must be free of errors, as well as other evidence of panic, carelessness, or poor writing.

### Grading Scale

Grades are calculated using the course points earned divided by total course points possible, which generates a percentage. The total amount of points possible may fluctuate depending on additional quizzes or daily assignments. Assignment, quiz, and test scores will be converted to course points using a simple ratio rounded either up or down to the nearest 0.5 of a point. **Late work will not be accepted for credit.** After the assignment is submitted for final scoring, students may not revise it to seek a higher score. In other words, present quality, professional work when submitting it for scoring. Your grade in the course will be based on the following scale:

A = 95 - 100%	A- = 93 - 94%	
B+ = 91 - 92%	B = 88 - 90%	B- = 85 - 87%
C+ = 82 - 84%	C = 79 - 81%	C- = 77 - 78%
D+ = 74 - 76%	D = 72 - 73%	D- = 70 - 71%
F = Below 70%		

### Possible Adjustments to Course Grade

1. Students must demonstrate professional behavior during all class meetings and Field Experience visits. Students who do not meet these requirements will have their final course grade lowered.
2. Attendance and participation in this course are required. Even excused absences prevent participation. *Typically, excused absences are recorded only for students who must be released for activities related to Bethany's co-curricular and extra-curricular activities when notification comes from another BLC instructor or administrator.* Deficiencies in satisfactory participation as a result of missing class WILL result in a lowered final course grade.

Students who miss class for any reason are required to contact the professor by e-mail either before or as soon as possible on the same day as the missed class meeting. The nature of the absence must be provided, but this does not change the recorded absence to "excused" status. The professor will reply to email messages as indication of receipt. Messages from anyone other than the student who missed class will not be accepted, unless they are from another BLC instructor or administrator. Optional or elective Bethany sponsored field trips are not excused absences and require advanced permission, sent two days in advance, in order to be excused. Medical absences require documentation from a physician stating that it is not possible to attend class, not a general statement such as "seen at the clinic on the date".

The instructor absolutely reserves the right to reduce the final grade of any student who misses 2 class periods (or significant portions thereof) or more, including the off-campus early field experiences, regardless of the reason for the absences. Excessive absences will reduce the final grade proportionately, and may result in failure of the course. Remember, missing one meeting of EDUC100 results in missing two hours/periods of instruction and participation. To assist with adhering to this practice, the instructor takes attendance at the beginning of each class meeting.

3. Students must meet the requirements of all professors, supervising teachers, and administrators involved in this course. Every instance of not meeting such requirements, or of appearing not to meet such requirements, can result in a lowered or failing final course grade.

Examples of professional behavior include, but are not limited to, 1) submitting well edited documents on time, 2) personally contacting, communicating with, and thanking your supervising teacher, 3) timeliness of EFE visits, 4)

signing in and out at host school, 5) wearing a name badge during EFE, 6) dressing professionally (business casual at minimum) during every EFE visit (including “casual days”), and 7) cooperating with professors, teachers, and administrators.

Excuses from students will not prevent a lowered course grade. It is each student’s responsibility to behave professionally and to act responsibly to avoid such concerns.

### **Academic Honesty & Integrity**

All course requirements apply to each individual student. Accordingly, academic honesty means meeting every course requirement on one’s own, without assistance from anyone else unless the instructor approves collaboration. Any first violation of academic honesty results in no credit granted for the course requirement. The college administration is then notified in writing. Any second violation of academic honesty results in a failing grade for the entire course. Again, the BLC administration is then so notified in writing. Specific violations of academic honesty include, but are not limited to, turning in someone else’s work as one’s own including online materials; plagiarism; giving or receiving aid on papers, projects, and/or examinations; submitting false information; and submitting false or misleading documents, including e-mail messages. It is wiser to contact the instructor to request an extension or seek additional help rather than to risk a breach of academic integrity and its potential consequences.

#### **I. Autobiographical introduction**

Write an autobiographical introduction that will be sent to your early field experience classroom supervisor. The classroom supervisor will likely share it with students in the classroom. Include general information so that the teacher and students can get to know you a little better. Include a photo of yourself that is professional and makes a great first impression.

#### **II. Reflective Writing Journal**

Writing assignments are prepared double-spaced, formatted to MLA standards, and submitted electronically to the course database on (or before) the due date. A typical *reflective* writing entry is about one to three paragraphs long. Scoring of reflective writing journal assignments includes 1) content / proficiency 2) clarity, format, and timeliness (see rubrics). See Appendix A for rubric and Appendix C for journal prompts.

#### **III. Reports: History of Education & Education Philosophers**

Students are assigned reports on various topics related to the history of education. Student researches, authors, and presents to peers brief focus topics from the history of education. Presentations include use of technology, cited sources, and outline handout for the class. Topics are subdivided into the categories a) ancient systems, b) European philosophers, and c) reforms & innovations. The rubric in Appendix E will guide your project.

Complete a presentation that synthesizes, compares, and contrasts the philosophies among European reformers that influenced the history of American public education.

#### **IV. Philosophy of Education Infographic**

Student authors personal philosophy of education paper reflecting her/his values and beliefs in regard to learning, teaching, classroom management, relationships, curriculum, and role of the teacher.

#### **V. School, the Story of American Public Education**

Complete a multi-column graphic organizer using the DVD series *School, the Story of American Public Education*, listing what (s)he already knew, what (s)he learned, and what (s)he still questions about America’s educational history and its impact on U.S. citizenry.

#### **VI. Education Abroad Research Presentation**

The education abroad research project will include about five double-spaced pages (not counting Works Cited or cover pages) outline on the educational system of a highly ranked country and how it compares to schools in the United States. Choices include Hong Kong, Taiwan, Japan, S. Korea, China, Singapore, Germany, England, Australia, New Zealand, Canada, Norway, Sweden, Finland, Denmark, Russia, and the Czech Republic. Scoring of research presentation is described in the rubric on p. 18 of the syllabus. The presentation must identify, within the text, all sources used, and full citations for those sources must be provided in an annotated Works Cited page at the end of the presentation. Credible, scholarly sources are expected. *Wikipedia and other general references or user-updated sources are not appropriate except as “pre-search.”* See Appendix E for rubric.

## VII. **Mandatory Reporting Discussion**

Read the Mandatory Reporters of Child Abuse and Neglect fact sheet by the Child Welfare Information Gateway (2016). Apply these guidelines to case studies provided by the instructor, prepared in the form of written recommendations for educators. Verbally discuss the cases and recommendations with classmates.

## VIII. **Teaching's Ethical & Legal Influences Paper**

School law and professional ethics – Write a paper on ethical and legal influences on teaching . What do you think should be the motivation for adhering to a specific principle in a teacher's code of ethics? Does this differ from motivation according to the law? Outline your commitment to serving as an ethical teacher.

### **Minnesota NES Essential Academic Skills**

“Beginning in September 2010, the Minnesota Teacher Licensure Examinations (MTLE) are the state's uniform means of assessing the basic skills, pedagogical, and subject-area knowledge of its K-12 teacher candidates. All candidates for an initial license are required to pass the basic skills tests (reading, writing, mathematics), as well as pedagogy and content knowledge tests.” MTLE Website: [www.mtle.nesinc.com](http://www.mtle.nesinc.com)

All students are required to take the three subtests of the MTLE Basic Skills test battery at their own expense (including all registration and testing fees) in order to receive course credit (ACT/SAT exception below). The battery includes reading, writing, and math subtests. Students need not pass the three subtests, but they must at least attempt all three to receive course credit. The instructor must receive official (not verbal) notification that all three tests were attempted. *Notification of registration alone is not sufficient for course credit.*

**NOTE:** Beginning January 1, 2015, the MN Educator Licensing bureau will accept ACT Plus Writing and SAT scores to meet the statutory requirement for a skills exam in reading, writing, and math. In 2014, the MN Board of Teaching adopted the following passing scores for these exams:

ACT Plus Writing: composite score > 22 AND combined English / writing > 21

SAT: 1600 reading + writing > 550, mathematics > 570

The MN basic skills requirement for licensure must be met by providing passing scores on one of the three test batteries (MTLE, SAT, or ACT Plus Writing)

The ACT Plus Writing must be taken as a complete exam. Those who have previously taken the standard version of the ACT must take the new ACT Plus Writing in its entirety for this option.

Evidence of passing scores for one of these exams must be retained in each candidate's file.

Scores presented for this purpose must be the result of exams taken within the last 10 years. Scores older than 10 years will not be accepted to meet licensure requirements.

Students enrolled in EDUC200 may submit evidence of satisfaction of the MN Educator Licensing bureau's ACT and/or SAT options as fulfillment of the MTLE requirement for course credit. Students who do not fulfill the MTLE requirement receive an Incomplete until such time as the requirement is fulfilled. In addition, BLC policy states that incomplete course grades are recorded as failing grades 30 days after instructors are required to submit final grades.

Students are advised to take the Basic Skills battery well before the end of the course since it takes several weeks for official results to be posted. The instructor is notified electronically when students attempt tests, although official notification can take as much as four to five weeks, especially for the writing test. Students may provide printed copies of official correspondence from the testing company; however, verbal notification from the student is insufficient to receive course credit. Students must provide documentation that tests have been taken; merely registering for the tests does not fulfill the requirement.

Some free preparation materials are available on the MTLE website; students are NOT required to buy preparation products. Students may retake subtests multiple times, though there is a required waiting period between attempts. Students may take subtests one or two at a time or all at once. Some preparation materials are

on reserve in the BLC Library. Tests are taken online at certified testing centers; students may take tests at the Mankato testing site or from other locations; however, testing is not available on the BLC campus. Visit the MTLE website for detailed information: <http://www.mtle.nesinc.com/>

The MTLE Basic Skills battery includes three subtests: reading, writing, and mathematics. Candidates must take and pass all three subtests to qualify for a Minnesota license. You may take one, two, or all three subtests at one test appointment.

#### **IX. Early Field Experience (EFE) & Journal**

Sixteen clock hours of school-based Field Experience is required. The instructor informs students of their placements, which are *not* subject to student approval. Students are responsible for meeting all EFE requirements and for submitting all documentation in full by the due dates. EFE hours count toward the Board of Teaching requirement for 150 pre-student teaching experience hours.

Some primary purposes of the EFE are to help students 1) assess their interest in the teaching profession, 2) gain knowledge about the demands of teaching, 3) develop professional characteristics, and 4) reflect on their potential to become effective teachers worthy of the trust inherent in teaching children.

All students begin their EFE on the same date; the placement then typically proceeds during the next 8 scheduled class meetings of the semester. If additional visits to the host school are needed to achieve 20 clock hours, student must schedule the additional visits outside class meeting times.

Students should note that they do not actually teach lessons to an entire class during the EFE. Students may, with permission from and guidance by their supervising teachers, tutor children and work with small groups in the immediate vicinity of their host teachers.

Many professional educators Bethany Lutheran College endorses the continuation of your EFE placement only when you conduct yourself professionally. Unprofessional attitudes and conduct jeopardize your placement and intended career, while reflecting unfavorably upon the Teacher Preparation Program at BLC. This can then directly affect the will participate in different capacities to help you with your professional preparation. Keep in mind, however, that a supervising teacher's first and foremost responsibility is to the students in her/his classroom, necessarily making your professional development secondary to the needs of the children. Accordingly, it is important that you participate ethically, intelligently, actively, energetically, and cooperatively; in other words, participate professionally.

1. All students must authorize a criminal record check, paid for by Bethany College. You cannot participate in a EFE without first undergoing and passing this criminal record check. Consent forms are distributed in class. Should your background check not clear, you are required to meet with the education department professors, who will discuss any concerns with you and decide whether you will be allowed to proceed with the placement. The placement coordinator may require additional background information.

2. Your placement at the host school is viewed as a contract, a professional commitment that must be honored with integrity and responsibility. No unexcused absences are permitted. You are wise to arrive a bit early and to report to your supervising teacher before leaving to see if she/he would like some time to conference with you. Do not arrive at the last minute or dart away when the time is completed.

3. You must always follow the rules, requirements, procedures, and policies of your host school. Dress professionally, and always wear the name badge provided by BLC. Park in the location your school designates and always sign in and out at the school's main office. Visit only those areas of the school for

which you have permission. Associate yourself with your supervising teacher and other professional school employees, not with the children or other BLC candidates. Maintain the privacy rights of students and teachers; confidentiality and professional ethics are an absolute expectation.

4. Based on attentive observation and personal engagement, you will write and submit a total of 8 Field Experience reports. The report topics are found in Appendix E.

5. You must complete in full a Field Experience Time Sheet, with both your signature and that of your supervising teacher upon completion of EFE.

6. After completing your Field Experience, be certain to acknowledge your appreciation to your supervising teacher. Do so in person during the last visit to the classroom. However, supervising teachers still greatly appreciate the thoughtfulness of candidates who also hand write a short note on a card mailed or delivered to your supervisor at the host school. This is more personal and meaningful than sending an email. Cards are available from your instructor at no cost.

Note: All students are assessed by the cooperating teacher according to the standards on the Student Field Experience Evaluation form (see appendix D). A poor evaluation in any category can result in a student's denial of admittance to Bethany Lutheran College's teacher preparation programs. A copy of the Student Field Experience Evaluation form is found in this syllabus.

### Minnesota State Licensure Standards & Corresponding Assessments

Substandard	Text	Assessment
<b>8710.2000 (SEP)</b> <b>Standard 9: Reflection and Professional Development</b>		
Subp. 10. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:		
Sub. 10. A.	understand the historical and philosophical foundations of education	<ol style="list-style-type: none"> <li>1) Student completes a multi-column graphic organizer using the DVD series <i>School, the Story of American Public Education</i>, listing what (s)he already knew, what (s)he learned, and what (s)he still questions about America's educational history and its impact on U.S. citizenry.</li> <li>2) Mini reports: Student researches, authors, and presents to peers brief focus topics from the history of education. Presentations include use of technology, cited sources, connections to current U.S. educational system, and outline handout for the class. Topics are subdivided into the categories a) ancient systems, b) European philosophers, c) reforms &amp; innovations, and d) education abroad. Research report is scored by rubric in regard to depth of research and writing quality.</li> <li>3) Student completes a Venn Diagram graphic organizer that synthesizes, compares, and contrasts the philosophies among European reformers that influenced the history of American public education.</li> </ol>
Sub. 10. K.	understand standards of professional conduct in the Code of Ethics for Minnesota Teachers	<ol style="list-style-type: none"> <li>1) Supervising teacher completes EFE evaluation form items 1 a-h &amp; 2 that assess ethical and professional behaviors of the pre-service candidate during her/his EFE using a Likert Scale (1-5).</li> <li>2) Student authors reflective papers scored by rubric in regard to depth of discussion and writing quality:               <ol style="list-style-type: none"> <li>a. Journal 8: candidate reflects upon her/his personal attributes and dispositions in terms of her/his strengths, shortcomings, age, gender, and experiences, and how these will be assets or challenges in her/his future career as an educator.</li> <li>b. Early Field Experience Journal 5: with focus on professional development and continuing education opportunities for teachers in their schools, their districts, and in pursuing advanced degrees as these apply to both lifelong learning and maintaining educator licensure.</li> <li>c. Journal 12: Candidate selects one educational philosophy that she/he believes is most reflected by the MN Code of Ethics for Teachers and supports her/his choice with evidence and course terminology.</li> <li>d. Journal 13: Candidate compares / contrasts the MN Code of Ethics for Teachers with another code (e.g. NEA, NASSET, AAE, and/or NASDTEC Model Code of Ethics for Educators.</li> </ol> </li> <li>3) <b>Ethics Codes Paper: Teaching's Ethical &amp; Legal Influences Paper:</b>                School law and professional ethics – Write a paper on ethical and legal influences on teaching . What do you think should be the motivation for adhering to a specific principle in a teacher's code of ethics? Does this differ from motivation according to the law? Candidate authors a personal ethics philosophy, outlining her/his commitment to serving as an ethical teacher. Ccored by rubric in regard to depth of discussion and writing quality.             </li> </ol>



		Solutions for Code of Ethics Simulations
Subp. 11. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:		
Sub. 11. L.	understand mandatory reporting laws and rules; and	<p>1) Student authors reflective papers for her/his reflective portfolio (scored with a rubric):</p> <ul style="list-style-type: none"> <li>a. Journal 10: Ryan &amp; Cooper write: “In all 50 states, educators are legally responsible for reporting suspected cases of child abuse” (p. 111). What are the <i>specific</i> instances in which a Minnesota teacher <i>must</i> make such reports? To whom are the reports submitted and within what time frame?</li> <li>b. Journal 11: Summarize, explain and apply classroom disciplinary guidelines and corporal punishment legislation in MN and other states.</li> </ul>
8710.3000 (Preprimary)		
3.C. how to establish and maintain physically and psychologically safe and healthy learning environments for preprimary-aged children that:		
3.C.3.e	recognize signs of emotional distress, child abuse, and neglect in young children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities;	<p>1) Mandatory Reporting Discussion: Read the Mandatory Reporters of Child Abuse and Neglect factsheet by the Child Welfare Information Gateway (2016). Apply these guidelines to case studies provided by the instructor, prepared in the form of written recommendations for educators. Verbally discuss the cases and recommendations with classmates.</p> <p>2) Student authors reflective papers for her/his reflective portfolio (scored with a rubric):</p> <ul style="list-style-type: none"> <li>a) Journal 13: Ryan &amp; Cooper write: “In all 50 states, educators are legally responsible for reporting suspected cases of child abuse” (p. 111). What are the <i>specific</i> instances in which a Minnesota teacher <i>must</i> make such reports? To whom are the reports submitted and within what time frame?</li> <li>b) Journal 11: with focus on the legislative parameters under which teachers serve, including the ethical and legal motivations for adhering to these requirements.</li> </ul>

## Appendix A

<b>Evaluation Rubric for EDUC 200 Papers (Philosophy of Education, Disposition, Ethics)</b>					
Mark the level for each category or place an X on the line between two levels. Add comments in cells as appropriate.					
<b>Criteria</b>	<b>4 - Strong</b> Is an example for others and fully meets all criteria	<b>3 - Competent</b> Meets expectation satisfactorily for all criteria	<b>2 - Developing</b> Meets all criteria with room for continued growth	<b>1 - Emerging</b> Criteria present but significant revision needed	<b>0 - Cannot be evaluated</b> w/o revision/additions to the criteria
<b>Theme</b> - relevant thesis statement - topic identified/defined - author's purpose is clear - effective intro. & closing					
<b>Insight</b> - organized keyword outline - paragraph depth / detail - development of topics - addresses varied positions					
<b>Research</b> - selective use of quotes - balance among ideas - credible sources / info. - support of assertions					
<b>Sources</b> - in-text citations - Works Cited page - all sources referenced - annotated citations					
<b>Professionalism</b> - editing / proofreading - cover page - MLA formatting					

## Appendix B

<b>Evaluation Rubric for EDUC 200 Journals (Early Field Experience &amp; Reflective Writing Journal)</b> Mark the level for each category or place an X on the line between two levels. Add comments in cells as appropriate.						
	No Submission 0 points	Does Not Meet Expectations 1 points	Meets Some Expectations 2 points	Meets Expectations 3 points	Strongly Meets Expectations 4 points	Exceeds Expectations 5 points
<b>Content</b> -Remains focused on and specific to the prompts -Responds to all criteria in prompts -Offers evidence of deep, thoughtful reflection						
<b>Clarity</b> -Writing evidences professional writing and care -thoughts are logically organized and flow well -work displays detail, revision, and editing						
<b>Cognition</b> -Depth and insight beyond superficial reflections -Offers analysis and understanding of criteria -Reflects learning of course objectives and content						
<b>Timeliness</b> -Submitted on or before due date -Revisions completed promptly and regularly						

## Appendix C

### Reflective Writing Journal

**Journal Prompts** — Prompts are meant to start your writing; they are not intended to be covered one-by-one in succession. Don't limit your writing to simply answering these questions. Elaborate and write freely, including your opinions and experiences. Push past the "lull" after your initial reflection. **Entries marked with \* are required for uploading to your electronic portfolio in EDUC 401.**

**Journal 1:** What is the best, most worthy motive for becoming a teacher? What is your main reason for becoming a teacher? Which of the extrinsic rewards for teaching applies to you most? Which of the intrinsic rewards for teaching applies to you most?

**Journal 2:** Have you ever had to think about yourself in terms of ethnic and cultural diversity? How have your own culture and ethnicity influenced your school experience? What types of experiences have you had with other cultures in schools? What did you learn from these experiences? What languages other than English do you speak? What difficulties did you encounter in learning this language? What do your language experiences tell you about the bilingual education debate? How can you use your personal knowledge of cultural diversity in your teaching?

**Journal 3:** What societal changes have you experienced? How does your personal background prepare you for these societal changes and changes in the school population? What type of family did you grow up in? What was the SES level of your family? Did you know students who used alcohol or other drugs? How did these affect their performance in school? Were your schools safe from violence? Bullying? How did these influence your attitudes toward school?

**Journal 4:** What experience have you had with students who are at-risk? What did you learn from that experience? How will your past experience with students who are at-risk influence you as a teacher? Were there students at-risk in your high school? Did you know them? Were they in any of your classes? How well were they integrated into school life? Did they participate in sports or other extra-curricular activities? What could the school and teachers have done to make the school and the classrooms more inviting and nurturing places for these students?

**Journal 5:** What do you think should be the proper role of religion in public schools? What are the pros and cons of greater emphasis on religion in the public schools? What alternatives might there be for parents who want their children to have a religious influence in their child's education? What religions did you encounter as you were growing up? How did they influence your development? What religions are you likely to encounter in your teaching? As a teacher, what role will religion play in your classroom? From your past experience how have religious groups tried to influence what went on in the public schools in terms of curriculum? What is the major difference between teaching about religion and advocating religion? What do you think about the movement to incorporate character education and/or moral education into the public school classrooms? What difficulties or challenges do you envision with these movements? How might that affect your teaching in a public school?

**Journal 6:** How big a role should the federal government play in education? Would education in the U.S. be improved by a comprehensive federal educational system? Have you ever benefited from the federal government's role in education? How? How much variability in education is there within your state? How much is there within your region of the country? To what extent are these regional differences helpful or damaging to education? How might the Common Core impact the national scene in education?

**Journal 7:** Write two pages comparing and contrasting middle school and junior high school educational philosophies, including the advantages / disadvantages of both, rationale for her/his preferred grade sequence, and transitioning challenges.

**Journal 8:** How would you evaluate yourself in terms of your personal characteristics and the experiences that will contribute to your effectiveness as a teacher? What particular strengths (assets) and weaknesses (liabilities) do you bring to the teaching profession? How will your age be an asset or a liability? How will your gender influence your effectiveness as a teacher? What kinds of things can you do in the next few years to increase your effectiveness? Realizing that teaching involves multiple roles, how will your personal strengths and weaknesses assist and/or challenge you as a teacher? Which of the complexities of teaching will be most challenging to you? Which will be least challenging? Why? How good are you at doing multiple things at any one time?

**Journal 9:** Consider what you have learned about the history of the American educational system. Why do you think it is important to study the history of American public and private education? What strikes you as most significant in shaping America's system as it exists today? What events, people, ideas, or developments most surprised you? Did you see common themes throughout this history? Do you see these themes in today's educational system? What past events affected you as a student? Which may affect your career as an education professional?

**Journal 10:** Journal prompt: Ryan & Cooper write: "In all 50 states, educators are legally responsible for reporting suspected cases of child abuse" (p. 111). What are the *specific* instances in which a Minnesota teacher *must* make such reports? To whom are the reports submitted and within what time frame?

**Journal 11:** Summarize, explain and apply classroom disciplinary guidelines and corporal punishment legislation in MN and other states.

**Journal 12:** Which philosophy of education best explains the Code of Ethics for Minnesota Teachers? How do you know? Does this reflect your philosophy of education? How will you apply this code of ethics in your classroom?

**Journal 13:** Compare and contrast two published educational codes of ethics (NEA and MN). Develop a paper that addresses the following questions: What is a code of ethics? Why should teachers have a code of ethics? How does the NEA Code of Ethics help teachers recognize dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism? What did you find that was similar in the two codes you examined? What was different? What, if anything, might be different in a code for a teacher who is a Christian?

## Appendix D



Bethany  
Lutheran  
College

## EDUC200 Student Field Experience Evaluation

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**1. Based on your interactions and observations of the student, please rate him/her on a scale of 1-5 (1=low and 5=high) in the following areas:**

- A) Punctual and Reliable
- B) Appearance and Appropriate Dress
- C) Ability to Communicate with Students
- D) Cooperation with Teacher
- E) Interest in Students and Their Learning
- F) Interest in the School and Teacher's Role
- G) Flexibility in Classroom Situations
- H) Demonstrated Initiative

**2. Do you believe the student should be accepted into the Bethany Lutheran College teacher education program as a candidate studying to become a professional teacher? (Please circle your response.)**

**YES**

**NO**

**UNCERTAIN**

## Appendix E

<b>Rubric for Research Presentations (Ancient Education, Philosopher, Reform, Education Abroad)</b>				
Organization and Logical Arrangement	The information appears to be disorganized. Ideas are not logically organized neither do they transition effectively.  0points	Information is organized, but is not well-constructed. Some ideas logically flow and transition among each other.  1 points	Information is organized and well-constructed. Most ideas logically flow and transition among each other.  3 points	Information is very organized and well-constructed. All ideas logically flow and transition among each other.  4 points
Quality and Depth of Information	Information has little or nothing to do with the main topic.  0points	Information clearly relates to the main topic. Few details and/or examples are given.  1 points	Information clearly relates to the main topic. It provides some supporting details and/or examples.  3 points	Information clearly relates to the main topic. It includes several supporting details and/or examples.  4 points
Sources	Many sources are not accurately documented.  0points	Some sources (end-of-paper and parenthetical) are accurately documented in MLA format.  1 points	Most sources (end-of-paper and parenthetical) are accurately documented in MLA format.  3 points	At least three sources (end-of-paper and parenthetical) are accurately documented in MLA format.  4 points
Mechanics	Many grammatical, spelling, or punctuation errors.  0points	A few grammatical spelling, or punctuation errors.  1 points	Almost no grammatical, spelling or punctuation errors  3 points	No grammatical, spelling or punctuation errors.  4 points
	No evident thesis statement or theme. Topic is undefined/not identified. Author's purpose is unclear.  0points	No thesis statement or theme. Topic is identified/defined. Author's purpose is weak.  1 points	Relevant thesis statement or theme. Topic is identified/defined. Author's purpose is included.  3 points	Strong thesis statement or theme. Topic is strongly identified/defined. Author's purpose is clear.  4 points
Presentation	No clear intro. & closing. Presenter struggles with the topic. Not professional.  0 points	Weak intro. & closing. Presenter has some knowledge on the topic and relies on notes. Somewhat professional.  1 points	Effective intro. & closing. Presenter is knowledgeable on the topic. Mostly professional.  3 points	Strong intro. & closing. Presenter is knowledgeable on the topic and is able to answers questions. Professionalism is evident.  4 points

## Appendix F

### Student's Field Experience Reports **Due at 5:00 pm following the experience!**

<b>Date</b> Field Experience 1	Field Experience Report 1: What are your host teacher's classroom rules? Are they posted? How well are the rules followed by the children? By the teacher? Are they aligned with the children's developmental level? How do these rules differ from the rules you expect to use in your own classroom?
<b>School Name</b>	
<b>Date</b> Field Experience 2	Field Experience Report 2: What do you find ideal about the physical arrangement of the classroom? What would you alter for your own ideal classroom? How are items arranged to optimize learning and relationships? Does the arrangement match the children's developmental level?
<b>School Name</b>	
<b>Date</b> Field Experience 3	Field Experience Report 5: Describe the on-going education of teachers at your school. How often are in-service workshops held? What topics do they cover? What other opportunities are available to teachers? Has your supervisor sought an advanced degree? What is necessary to maintain state licensure? What is your plan for on-going education after you get your teaching license?
<b>School Name</b>	
<b>Date</b> Field Experience 4	Field Experience Report 4: Describe the actions taken by your host teacher to find and encourage each child's motivation to participate and learn (active participation and engagement strategies / techniques). How do different students respond to these strategies in regard to their motivation and participation?
<b>School Name</b>	
<b>Date</b> Field Experience 5	Field Experience Report 3: Describe the steps your host Teacher takes when children are inattentive, off-task, or misbehaving. What individualized strategies have you seen your host teacher employing during lessons? How does the attention and behavior of individual students vary?
<b>School Name</b>	
<b>Date</b> Field Experience 6	Field Experience Report 6: What steps are taken to assist children with special needs? Remember to include students with special physical, learning, emotional, or behavioral needs. Also consider enrichment for gifted students. How does your host teacher ensure that IEP and 504 requirements are met?
<b>School Name</b>	
<b>Date</b> Field Experience 7	Field Experience Report 7: Which of the 8 multiple intelligences have you seen addressed in the classroom? How was this done? Give examples of learning tasks that involve different intelligences in the lessons you've observed. Which intelligences are most evident in the classroom?
<b>School Name</b>	
<b>Date</b> Field Experience 8	Field Experience Report 8: Speculate as To your EFE mentor teacher's philosophy of education and cite evidence (quotes or anecdotes) to support your choice. Consider the physical arrangement, classroom management, learning tasks, resources, etc. <b>Refer to chapter 9 in your text and use specific terminology.</b>
<b>School Name</b>	