### Which Road for Me?
**Guide for the Preprofessional Block**
**Spring, 2000**

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*Not required of students enrolled in CI 272 only.*
Undergraduate teacher education at WSU is a five-stage competency-based program beginning with an introduction to teaching and concluding with reflections on an extended student teaching experience. The program includes extensive field experiences and the on-going development of a professional portfolio, in which students are asked to record, integrate, and reflect on their experiences in the program.

Through intensive academic and field experiences combined with systematic student reflection, the goal of this program is to produce effective, informed, and reflective teachers, capable of independent practice and continued professional growth.

Belief Statement

The most important purpose of schooling is the development of knowledge, skills, and values that enable the functioning of students as responsible and productive members of a democratic, multicultural, and technological society.

Theme

The teacher is a professional, nurturing instructor/manager who is knowledgeable of the discipline and sensitive to the needs of the learner.

Program Goals

Professionalism Goals

The graduate will

1. display the behaviors of a reflective professional practitioner who seeks opportunities to grow professionally.
2. foster collegial relationships with others (e.g., school personnel, parents, and agencies in the larger community) as an advocate for students' learning and well being.
3. understand and apply legal and ethical concepts related to professional conduct.
4. compile and maintain important educational information in order to share with the school and community.

Instructor Goals

In planning and implementing instruction, the graduate will

1. understand and apply major developmental principles and theories.
2. assess prior knowledge, skills, attitudes, and beliefs of diverse student populations.
3. use appropriate instructional techniques for a variety of learning styles, modalities, and intelligences.
4. use a knowledge of historical, philosophical, social, and cultural factors.
5. integrate curriculum effectively
6. select, use, and evaluate a variety of appropriate instructional approaches, formats, materials, and technologies.
7. assess student progress using formal and informal assessment strategies to ensure (a) the continuous intellectual, emotional, social, and physical development of the learner, and (b) the achievement of specified outcomes.
8. demonstrate knowledge of the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and makes these aspects of subject matter meaningful to students.

Manager Goals
In managing the educational environment and experiences, the graduate will
1. evaluate and implement developmentally, culturally, and ethically appropriate classroom management strategies.
2. plan, implement, and sustain a responsive learning environment.

Assessment
Students' attainment of these goals will be assessed by (a) the successful completion of particular courses or blocks of instruction, including field experiences, and (b) evaluation of the student's professional portfolio. Students do not develop the portfolio during this class.
The Field Experience

Kansas  Code of Standards

  Code of Standards for Competent Behavior and for Ethical Behavior (See WSU Student Handbook for Professional Education (1998-1999)).

Academic Honesty (Undergraduate Catalog: Wichita State University)

  Opportunities for learning at Wichita State University involve the students’ rights to express their views and to take reasoned exception to the views of faculty; to examine all questions felt to be appropriate to a course of study; to be protected from improper disclosure of their views and beliefs; to be examined in a fair and impartial manner; and to be treated with dignity and respect. Students are responsible, however, for learning the content of any course of study outlined by their instructors, regardless of any views or judgments privately held and for demonstrating their attainment in an honest manner.

  Students who compromise the integrity of the classroom are subject to disciplinary action of the part of the University. Violations of classrooms standards include:

  1. Cheating in any form, whether in formal examinations or elsewhere.
  2. Plagiarism, using the work of others as one’s own without assigning proper credit to the source.
  3. Misrepresentation of any work done in the classroom or in preparation for class.
  4. Falsification, forgery or alteration of any documents pertaining to academic records.
  5. Disruptive behavior in a course of study or abusiveness toward faculty or fellow student.

  A standard of honesty, fairly applied to all students is essential to a learning environment. Students violating such standards must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated persons. Serious cases may result in discipline at the college or university level and may result in suspension or dismissal. Dismissal from a college for academic dishonesty constitutes dismissal from the University. Students accused of abridging a standard of honesty may protect themselves through established academic appeal procedures and are assured of due process and the right of appeal from accusations or penalties felt to be unjust (1996-97 Undergraduate Catalog: Wichita State University, p. 7).

Student Responsibility for the Field Experience

  1. Remember you are a guest in the classroom and should conduct yourself accordingly.
  2. Recognize at all times that the education of the students in the class you are observing or working with is of primary importance.
  3. Act at all times as if you were under a professional contract with the school district as a full-fledged member of the faculty. Be prompt. Be prepared.
  4. Be present at the scheduled hours for observing or interviewing.
  5. Report absences and tardies to the cooperating teacher, the 272 instructor, and the building level administrator.
  6. Be physically fit and appropriately dressed according to those standards suggested by the school district.
  7. Be conscientious in preparing for all responsibilities.
  8. Request assistance from the university supervisor when needed.
Instructor:  
Office Hours:

Course Title and Number:  CI 271 Introduction to Professional Education

Departmental Assignment:  Curriculum and Instruction

Credit Hours:  2

Prerequisite(s):  "C" or better in English I and II, Communication, and Algebra, sophomore standing, 2.5 GPA, enrolled in the 50th hour and concurrent enrollment in CI 272. (Stat. 370, Math 123 or an upper division math course are required for entrance into Block I.)

Course Purpose
Students examine the teacher education program at Wichita State University, certification in Kansas, and are tested on skills required for entrance into the teacher education program: Reading, Writing, Math.

Students examine the career in education, characteristics of good teaching, the nature of teacher education programs, basic historical and philosophical foundations of education, and employment options. They analyze their own personalities, personal strengths and weaknesses, and values and beliefs about teaching and reach an informed decision regarding their own suitability for teaching.

Required Text

Major Topics
supply/demand in teaching

opportunities in other education careers
the role of teachers in American society

characteristics of effective teachers

personal suitability for the teaching profession

the role/purpose of school in American society

origins of the Western educational tradition

philosophical ideas in education

organization and administration of American schools

current issues confronting American education
Learning Outcomes

1. Students will enumerate basic responsibilities of the American educational system (FFER #1, DME).

2. Students will describe the teacher's role in American education including both the challenges and the rewards (Exams, FFER #2, DME).

3. Students will discuss their observations of the various school levels and classrooms with each other, practicing teachers, and university instructors, comparing and contrasting teaching at different levels and with diverse pupil populations (Why Teach? Essay, FFER #1, FFER #2).

4. Students will engage in oral and written reflections about their motivations and personal suitability for a career in education (Why Teach? Essay, FFER #1, FFER #2, DME, DME presentation, MILS).

5. Students will use on-line resources to explore communities and schools (FFER #1).

Course Requirements

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why Teach? Essay</td>
<td>30</td>
</tr>
<tr>
<td>Learning Styles Inventory</td>
<td>20</td>
</tr>
<tr>
<td>Self-selected Field Experience Requirement---SSFER</td>
<td>40</td>
</tr>
<tr>
<td>Focused Field Observation Requirements---FFERs 1-2</td>
<td>180</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td></td>
</tr>
<tr>
<td>Defining Myself as an Educator Essay</td>
<td>70</td>
</tr>
<tr>
<td>Defining Myself as an Educator Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Caption</td>
<td>20</td>
</tr>
<tr>
<td>Instructor Points</td>
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</tbody>
</table>

**TOTAL** 580 POINTS

Grading

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<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
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<tr>
<td>B</td>
<td>80% - 89%</td>
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<td>70% - 69%</td>
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<tr>
<td>D</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

If you are in CI 271 and not CI 272, please check with your instructor after the first class session. This includes students who are taking ME 272.

A grade of B or better is required in CI 271 for entrance into Teacher Education.

Statement on Disability

If you have a physical, psychiatric/emotional, medical, or learning disability that may impact your ability to carry out assigned course work, contact the office of Disability Services (DS), Grace Wilkie Annex, room 173. (Voice phone number 978-3309; tdd/tty phone number 978-3067). DS will review your concerns and determine, with you, what accommodations are necessary for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.
APA Format

"Rules for the preparation of manuscripts should contribute to clear communication" (APA, 1994, p. xxv). The rules provided in the Publication Manual for the American Psychological Association are drawn from an extensive body of psychological literature, from editors and authors experienced in psychological writing, and from authorities of publication practices.

The College of Education has adopted the APA manual as a guide for the academic writing of education and prospective education students. APA-style Helper 2.0 is available in the MacLab, room 156C Corbin Education Building. Once your paper is typed, APA-style Helper will automatically format it for you. In the preprofessional block only certain aspects of the process will be monitored. Those include the following:

--**One inch margins on all four sides of the paper.**
--**Double spaced throughout.**
--**Paragraphs indented 5 spaces.**
--**Titles of papers centered using upper and lower case letters.**
--**A second level of subheadings flush left and underlined.**
--**Page Header and Page Numbers:** The number should appear at least 1 inch from the right-hand edge of the page, in the space between the top edge of the paper and the first line of text. Use your last name in the upper right-hand corner above or five spaces to the left of the page number as the page header.
--**Citations** within the body of the paper require putting the author’s or authors' last name(s) and the year of publication in parentheses. EX: (Berger, 1997); (Ryan & Cooper, 1998).
--**Quotations** from an article require this format for the citation: (Berger, 1997, p. 24); and for a quote covering more than one page: (Ryan & Cooper, 1998, pp. 25-26). Use the references and citations in this syllabus as examples.
--**Reference list** appears at the end of the paper. (See format for references, pp. 5-6)

**References**


**Preprofessional Skills Test (PPST)**

To progress to Block One in WSU’s teacher education program, students must also “pass” all parts of the Pre-Professional Skills Test (required scores this semester are 172 for the Writing, 173 for Reading, and 174 for Math). PPST application booklets and information about study guides and computer study programs are available in 107 CE and Grace Wilkie Hall. The state-wide exam is offered five times a year at WSU at a cost of approximately $100.00. **The scores from the computer-based PPST are not accepted by the state of Kansas.**

**Portfolio Entries**

If you enter teacher education at WSU, you will be required to complete a professional teacher education portfolio. No formal assessment of the portfolio will occur in the preprofessional block. If you decide to enter Block I, however, assignments from this course may be used as entries. At the end of the semester you will reflect on your field experiences and write a caption (p. 29) explaining how they connect to the WSU program goals (pp. 2-3), what you’ve learned, and what you still have to learn.
Assignments

Why Teach? (30 points)

Sometime before enrolling in this class you decided to explore teaching as a profession. During this class you will explore your suitability for teaching through readings, observations in the schools, and conversations with faculty and other students.

The purpose of the Why Teach? essay is have you explain why you have chosen to explore teaching as a profession. The essay will be completed before you have the experiences in this class. You may choose to use information from this essay again in the final paper, Defining Myself as an Educator. Specific guidelines appear on page 15.

Max Inventory of Learning Styles (MILS) (20 points)

A learning style is a biologically, developmentally, and culturally imposed set of characteristics that makes the same teaching method effective for some and ineffective for others. Research shows that teachers tend to teach toward their own learning style. Therefore, it behooves you to determine your own learning style. During this semester you will need to complete the MILS in the Mac Lab, and print your "brain" from the MILS to complete a class assignment. Specific guidelines appear on page 16.

Self Selected Field Experience Requirement-SSFER (40 points)

In addition to the time you spend observing in your assigned classrooms, you are responsible for designing a plan for completing an additional five field experience hours. The SSFER option (p. 20) must include activities from at least two of the categories described on the SSFER assignment sheet. One activity must be interactive. A three-page summary in APA format of what you've learned from the experience must accompany the cover page which lists activities. A cover sheet (p. 20) and a more elaborate description of the SSFER requirement (p. 21) precede a sample SSFER summary (pp. 22-23).

Focused Field Experience Requirements-(FFERs 1-2) (180 points)

A field experience gives prospective teachers the opportunity to consider seriously their suitability for a career in education. In addition, students can begin to develop skill in observing education situations and settings which will help them develop a teacher perspective, seeing schools as prospective work places and teachers as colleagues.

The FFER assignments provide a focus for the time you spend observing in two assigned classrooms. You will begin your school observations sometime between the third and fifth week of the semester and make observations for ten consecutive weeks. Specific details related to FFER #1 are provided on pages 17-19. Details for #2 are provided on pages 24-25.
Philosophy of Education: Defining Myself as an Educator (70 points)

During this semester you will be asked to think about a career in education. Specifically, you will explore your suitability for a career in education.

The purpose of this essay is to have you reflect upon (a) your observations of teachers, students, classrooms, and schools (b) readings and discussions about education, and (c) personal characteristics and beliefs that will cause you to continue or abandon a career in teaching. This essay is to give you an opportunity to express your views about yourself as an educator. (See pp. 26-27).

Philosophy of Education: Defining Myself as an Educator Presentation (20 points)

For the final in CI 271/272, you will be asked to make a verbal presentation (approximately 10 minutes) to a group of about eight peers from the class who will provide an evaluation of your presentation using a form provided by the instructor. (See pp. 28).

Caption (20 points)

During one of your final class sessions, you will write a caption for the set of FFERs. A form is provided in this handbook (p. 29) Further guidelines will be given by your instructor.

Instructor Points (200 points)

Each CI 271 instructor is responsible for designing and communicating to students a plan for how 200 points of your grade for CI 271 will be earned. These points may be earned through attendance, class activities, assignments, examinations, quizzes, etc. Your CI 271 instructor will provide you with specific guidelines for earning these points. This sheet will become page 31.
CI 271
Spring, 2000
Class Schedule
(To be distributed by individual faculty members)
Course Title and Number: CI 272 Preprofessional Field Experience

Departmental Assignment: Curriculum and Instruction

Credit Hours: 1

Prerequisite(s): "C" or better in English I and II, Communication, and Algebra, sophomore standing, 2.5 GPA, enrolled in the 50th hour and concurrent enrollment in CI 271.

Course Purpose
The field experiences in this block are intended primarily to give prospective teachers the opportunity to consider seriously their suitability for a career in education. In addition, students will begin to develop skill in observing educational situations and settings which will help them develop a teacher’s perspective, seeing schools as prospective work places and teachers as colleagues.

Valid clearance is required before entering the schools for observations. Students in teacher education will be required to update these yearly. Return a copy of your TB clearance to your CI 271 instructor during the week of Feb. 1. The TB information is kept in a Teacher Education data base. A copy of the form will be placed in your file in Room 107 Corbin. Tests are valid for 1 year.

Required Text

Major Topics
ethics in education

observation in the classroom

interviewing techniques

classroom characteristics and climate

**community, schools, and students**

**effective teaching skills**

**educational goals and teaching strategies**

**Field Experience Outcomes**
1. Students will discuss their observations of the school levels and classrooms with each other, practicing teachers, and university instructors, comparing and contrasting teaching at different levels and with diverse pupil populations (On site/in class debriefings).
2. Students will engage in oral and written reflections about their motivations and personal suitability for a career in education (Why Teach? Essay, FFER #1, FFER #2, MILS, DME).

**Course Requirements**
1. Attendance. If a school observation is missed, the student must make arrangements with the cooperating teacher to make up the session. Your 272 instructor, your cooperating teacher, and the building principal should be notified anytime you must miss a 272 school observation.
2. Satisfactory completion of all FFER assignments.
3. Satisfactory completion of the SSFER assignment.
4. Attendance and active participation in all sessions.

**Grading**
The course grade will be **S/U**. The following criteria must be met to receive an “**S**” grade.
1. Attendance on campus, in the public schools, and at the scheduled final exam time. Absences must be professionally handled. Your CI 272 instructor will provide a procedure.
2. Satisfactory completion of all FFER assignments.
3. Satisfactory completion of the SSFER assignment.
4. Academic Honesty (see p. 4)

*For students enrolled in CI 272 only, schedule a meeting with your instructor to more fully discuss the requirements. This includes ME 272 students.*

**An "S" in this course is required for entrance into Teacher Education.**
Wichita State University
College of Education CI 272
Spring, 2000
Schedule

**On Campus**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 19 or 20</td>
<td>On Campus--Course Overview, What Will You Teach?</td>
</tr>
<tr>
<td>2</td>
<td>January 26 or 27</td>
<td>On Campus--College of Education Welcome--Dr. Ballenger</td>
</tr>
<tr>
<td>3</td>
<td>February 2 or 3</td>
<td>On Campus-- Teacher Education, Read Chapter 12 (Law and Ethics), Observation Skills, What if?????, Placements</td>
</tr>
<tr>
<td>4</td>
<td>February 9 or 10</td>
<td>Observation 1 Classroom 1 Community, Schools</td>
</tr>
<tr>
<td>5</td>
<td>February 16 or 17</td>
<td>Observation 2 Classroom 2 Community, Schools</td>
</tr>
<tr>
<td>6</td>
<td>February 23 or 24</td>
<td>Observation 3 Classroom 1 Classrooms, Students</td>
</tr>
<tr>
<td>7</td>
<td>March 1 or 2</td>
<td>Observation 4 Classroom 2 Classrooms, Students</td>
</tr>
<tr>
<td>8</td>
<td>March 8 or 9</td>
<td>Observation 5 Classroom 1 Effective Teaching</td>
</tr>
<tr>
<td>9</td>
<td>March 15 or 16</td>
<td>Observation 6 Classroom 2 Effective Teaching</td>
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<td></td>
<td>March 20 or 23</td>
<td>Spring Break</td>
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<td>10</td>
<td>March 29 or 30</td>
<td>Observation 7 Classroom 1 What is Taught? What is Learned?</td>
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<tr>
<td>11</td>
<td>April 5 or 6</td>
<td>Observation 8 Classroom 2 What is Taught? What is Learned?</td>
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<tr>
<td>12</td>
<td>April 12 or 13</td>
<td>Observation 9 Classroom 1 Philosophy</td>
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<td>13</td>
<td>April 19 or 20</td>
<td>Observation 10 Classroom 2 Philosophy</td>
</tr>
<tr>
<td>14</td>
<td>April 26 or 27</td>
<td>On Campus--Debriefing</td>
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<tr>
<td>15</td>
<td>May 3 or 4</td>
<td>On Campus--Debriefing (Caption for FFERs)</td>
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**School Observations**

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<th>Observation</th>
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<th>Activity</th>
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<tbody>
<tr>
<td>10</td>
<td>March 29 or 30</td>
<td>Observation 7</td>
<td>Classroom 1</td>
<td>What is Taught? What is Learned?</td>
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<td>11</td>
<td>April 5 or 6</td>
<td>Observation 8</td>
<td>Classroom 2</td>
<td>What is Taught? What is Learned?</td>
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<td>Observation 9</td>
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<td>Observation 10</td>
<td>Classroom 2</td>
<td>Philosophy</td>
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**On Campus**

<table>
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<th>Week</th>
<th>Dates</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>14</td>
<td>April 26 or 27</td>
<td>On Campus--Debriefing</td>
</tr>
<tr>
<td>15</td>
<td>May 3 or 4</td>
<td>On Campus--Debriefing (Caption for FFERs)</td>
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**Last day of classes**

<table>
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<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>May 8</td>
<td>Study day</td>
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**Finals**

<table>
<thead>
<tr>
<th>Time</th>
<th>Dates</th>
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<tbody>
<tr>
<td>8:30</td>
<td>May 16, 8-9:50 a.m.</td>
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<tr>
<td>12:30</td>
<td>May 10, 10-11:50 a.m.</td>
</tr>
<tr>
<td>5:30</td>
<td>May 11, 5:40-7:30 p.m.</td>
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CI 271/272 Field Experiences

Why Teach?

There are a great variety of motivations that lead people to select teaching as an occupation. Often one person has more than one reason for choosing teaching as a profession. Why have you chosen to explore teaching as a possible profession? What events in your life have helped you discover that you want to teach? What, to you, is the most compelling answer to the question, “Why teach?” Counter that with the most compelling reasons not to teach.

Scoresheet/Grading Scale
Staple this scoresheet to your essay as a cover sheet.

Why Teach? (30 points)

____ Complete a reflective essay addressing the questions listed in the paragraph above.

____ Use the following as a guide for writing the essay.

____ Integrate information from your life experiences.

____ Use information from the text and cite it appropriately.

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<thead>
<tr>
<th></th>
<th>Self-evaluation</th>
<th>Points earned</th>
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<tbody>
<tr>
<td>Reflective Essay (1-2 pages /500 words/APA Format) (20 points), integrating personal experiences and the text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction (5 points)</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>Why have you chosen to explore teaching? (5 points)</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>What, to you, are the most compelling answers for and against the question, “Why teach?” (5 points)</td>
<td>_______</td>
<td></td>
</tr>
<tr>
<td>Conclusion (5 points)</td>
<td>_______</td>
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</tr>
<tr>
<td>Mechanics (10 Points) Be sure to use APA format (see p. 8)</td>
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<tr>
<td>Organization, spelling, sentence structure, APA format, length</td>
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</table>

Total Points Earned (30 points possible) | _______ | _______ |
In order to complete this assignment, you will need to do three things:

1. Take the MAX Inventory of Learning Styles (MILS) in the Corbin MACLab. This will take you about 20 minutes to complete. For your convenience the MILS is available on each of the computers in the MACLab (156C Corbin Education Building). Staff will be on hand to assist you in your work with the inventory. Check the lab schedule for open lab hours.

2. Read the short summaries about the multiple intelligences that accompany the MILS. Do not print the summaries. Read them while you are in the lab.

3. Prepare for an in-class reflective discussion of your scores (either in small groups or in writing).

Multiple Intelligences (Howard Gardner)

Psychologist Howard Gardner identified 8 distinct types of intelligence: (a) linguistic, (b) logical-mathematical, (c) bodily-kinesthetic, (d) spatial, (e) musical, (f) interpersonal, (g) intrapersonal, and (h) naturalistic.

1. The linguistic intelligence involves the production of language including writing, poetry, and storytelling. It is not necessarily oral--auditory.

2. The logical-mathematical intelligence involves problem solving, inductive and deductive thinking, working with symbols, and recognizing patterns.

3. The bodily-kinesthetic intelligence involves the ability to use the body to play games and to express emotion.

4. The spatial intelligence involves both the visual arts (painting and sculpture) and assembly (how things work, come apart, and are put together).

5. The musical intelligence involves recognizing tones and sensitivity to vocal, instrumental, and environmental sounds.

6. The interpersonal intelligence includes the ability to work well with others.


8. The naturalist intelligence involves expertise in the recognition and classification of plants and animals.

For Further Reading


Date Due__________________________________

CI 271/272 Field Experiences

Focused Field Experience Requirement (FFER) #1
Communities, Schools, Classrooms and Students

Name__________________________________________C&I 271 Instructor  ______________________________
Day and Time of C&I 272 ________________________ C&I 272 Instructor  ______________________________
Classroom #1:  Grade Level/Subject Area __________________________ Dates Observed ___________________
Classroom #2:  Grade Level/Subject Area __________________________ Dates Observed ___________________
School ________________________________________ Observation Partner ________________________________

Review your observation notes. Highlight things you find the most interesting and/or intriguing related to community, schools, classrooms and students. Give each of those aspects a label based on knowledge you have gained from the text and class. Each page of your notes must have a heading which includes date, time, school, class, subject, and page number.

Scoresheet/Grading Scale
Staple this scoresheet to your essay and notes as a cover sheet.

Self-evaluation Points earned

Focused Field Experience Requirement #1 (90 points)
Observation Notes (20 points) with **headings**. **Highlight and label key aspects.**
- Notes from classroom observation #1, highlighted & labeled (5 pts.) ______  ______
- Notes from classroom observation #2, highlighted & labeled (5 pts.) ______  ______
- Notes from classroom observation #3, highlighted & labeled (5 pts.) ______  ______
- Notes from classroom observation #4, highlighted & labeled (5 pts.) ______  ______

Complete a **reflective essay** based on your 272 observations to date. Please do not use the teacher’s or students’ real names in the paper. Use the following as a guide for writing the essay. Integrate information from your observations and from the text, citing the text appropriately.

**Reflective Essay** (3 pages / 750 words) (60 points), integrating information from the text, class discussions, personal experiences, and observation experiences.
- Introduction (5 points) ______  ______
- Description of the community (5 points) ______  ______
- Description of the school (include information from web) (5 pts.) ______  ______
- Description of each classroom (10 points)  
- Description of the students in each classroom (10 points) ______  ______
- Comparison of the 2 classrooms and students (10 points) ______  ______
- Reflection (10 points) ______  ______
- Conclusion (5 points) ______  ______

**Mechanics** (10 Points)
Organization, spelling, sentence structure, APA format, length ______  ______

Total Points Earned  (90 points possible) ______  ______
Introduction

The purpose of this focused field experience requirement is to study the characteristics of the community, school, classrooms, and students related to the classrooms to which you are assigned. As part of this observation you will observe the surrounding community and school grounds. Community and school structure help shape a classroom and create a unique learning environment. Ryan and Cooper (1998) introduce some of the many factors that describe schools (pp. 29-51) and school environments (pp. 53-78). Another purpose of this assignment is to “study” classrooms and the students in the two classrooms. Ryan and Cooper (1998) describe some of the many ways in which students are diverse and unique (pp. 80-109). Try to use terminology from the text as you label your notes and write your essay. Cite the text when appropriate.

Guide for Notetaking for Observations 1 and 2

Part I: The Community and School

Check the internet for information about the school where you are observing. On one visit to your assigned school, make some general observations of the area (about one-half mile radius) surrounding the school. Be sure to go in all directions from the school. Focus your observations on the following:

1. Describe the homes and businesses in the area. What is your impression of how well the homes, businesses, and streets are maintained?

2. Walk around the school building and make some general observations. Describe the building in terms of age, access, and physical conditions. What are your general impressions of the physical environment of the school?

3. Use school handbooks, the internet (http://www.usd259.com/), or information from the principal to learn about the community and school. Cite the information when appropriate.

Part II: The Classroom

For each classroom, focus your attention on and make observations relative to the following questions.

1. Does the classroom have windows? What do the windows face?

2. Describe the classroom in terms of lighting, acoustics, temperature, internal and external noise, ventilation, and other physical conditions.

3. What furniture is in the room and how is it arranged? Does it promote individual or group work, cooperative or competitive student learning?

4. What is posted on the classroom walls? Are these exhibits student- or teacher-made or are they commercially produced?

5. List other key aspects that catch your attention.
Guide for Notetaking for Observations #3 and #4

Part III: The Students

Consider the similarities and differences in students both between and within the classrooms you observe. Use the following questions to focus your observations, but don’t be limited to noting only the diversity they represent.

1. Describe each classroom with regard to gender. (How many boys? Girls?).
2. Describe other aspects of the students’ appearance. (Key aspects could include, but are not limited to, size, types of dress/clothing, etc.).
3. Describe what you can observe about students’ ethnic/cultural backgrounds. The internet is a valuable source of information. Check http://www.ksbe.state.ks.us/rcard/087list.html for demographic information about your school.
4. How do the students participate in the classroom? How do they respond to different types of instruction? What responsibilities do they have and do they assume?

Reflective Essay

After reviewing your observation notes, write a three-page (750 words) essay following APA format describing what you have learned. Your essay should include insights gained when you think about the following and integration of text material, discussion, personal experiences, and observation experiences.

1. Introduction--what is it you were asked to do?
2. Describe the community.
3. Describe the school.
4. Describe each physical appearance of each classroom.
5. Describe the students in each classroom.
6. Describe the similarities and differences between the two classrooms. Describe the similarities and differences of students between and within the two observed classrooms.
7. Reflect upon the insights you’ve gained from your observations to date. What did you expect to see? What does the text say you would probably see? What did you see? What have you learned? Be sure to use information from the text, handbooks, and internet, and cite them appropriately.
8. Conclusion
**Date Due____________________________________**

**CI 271/272 Field Experiences**  
**Self-selected Field Experience Requirement (SSFER)**

Name_______________________________ CI 271 Instructor ______________________
Day & Time of CI 271 _________________ 272 Instructor   ______________________

**Record of Activities**

Please complete the following information.

<table>
<thead>
<tr>
<th>Category</th>
<th>Title</th>
<th>Number of hours</th>
<th>Date</th>
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<tbody>
<tr>
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</table>

Total 5 hrs.

**Scoresheet/Grading Scale**  
**Staple this scoresheet to your essay as a coversheet.**

<table>
<thead>
<tr>
<th>Self-selected Field Experience (40 points)</th>
<th>Self-Evaluation</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>Descriptions (10 points)</td>
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<td></td>
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<tr>
<td>Reflective Essay (20 points)</td>
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<tr>
<td>Link the SSFER experiences, personal, and student-related experiences, and the text.</td>
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<tr>
<td>Mechanics (10 points)</td>
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<tr>
<td>Organization, spelling, sentence structure, APA format, length</td>
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</table>

**Total Points Earned (40 points)**

__________ ___________
CI 271/272 Field Experiences

Self-selected Field Experience Requirement (SSFER)

Introduction

One primary goal of CI 271/272 is to broaden your perspectives of what life as a teacher might be like. As opposed to the focused field experience requirements (FFERs), the SSFER permits you to select the activities you consider most helpful in making a career decision. Consider volunteer work, interviews, extended observations, school meetings, etc. Paid work cannot be included.

Time Required

5 hours minimum

Evaluation

Completion of the self-selected field experience requirement is required for earning a satisfactory (S) grade in CI 272. The self-selected component accounts for (40 points) of your grade in CI 271. All assignments are evaluated by your CI 271 instructor for the presence of at a minimum of two categories, the descriptions, the reflective narrative, and mechanics. Points will not be awarded for summaries judged to be unacceptable to the instructor. If you are enrolled in CI 272 only, submit summaries to your CI 272 instructor.

Evidence of Completion

Students will submit a SSFER Descriptions and Reflection for the activities completed. The paper should include the following: (a) a clear concise description of each activity and (b) a reflective essay which links all SSFER experiences, your personal and student-related experiences, and the text to show insights gained. The length for the SSFER Descriptions and Reflection should not exceed 3 typed pages or 750 words.

SSFER Category Options

Students must select from at least two of the following categories in developing their self-selected plan. Activities must occur during the semester of enrollment.

Category A: Teacher Interview

Category B: Extended classroom observation (make arrangements with one of your assigned cooperating teachers)

Category C: School governance/advisory meetings (examples include attending a school board meeting, PTA meeting, site council, etc.)

Category D: School extracurricular activities (might include music, drama, athletics, etc.)

Category E: Education-related professional development (conferences, education-related speeches, community-based seminars, Project freedom, etc.)

Category F: Arranged with instructor
SSFER Descriptions and Reflective Narrative: A Sample

**Activity Descriptions**

For this assignment I chose to do three activities. The three categories covered are A (teacher interview), D (extracurricular activities), and F (volunteer work in my children's classroom).

When I returned to Goose Egg for the fall apple harvest, I interviewed John Doe, my favorite middle school teacher. John is currently teaching 7th grade social studies at Happyplace Middle School in Goose Egg, Wyoming. We spent most of our time visiting about history, middle school students, and about the responsibilities associated with being a teacher.

I attended a high school football game at the school where I am currently placed for my cooperative education experience. The game preceded the homecoming dance. Although I watched part of the game, the majority of my time was spent watching the students, parents, and teachers.

My last experience involved volunteer work I do in my children's school. I spent several hours in both the first grade and the third grade classrooms helping with reading, projects, computers, and paperwork.

**Reflective Narrative**

The time I spent talking with John about teaching was one of the highlights of my vacation. I came away from the interview convinced I wanted to teach. John's love for students and subject matter must be what inspired me to teach (Ryan & Cooper, 1998, p. 10). Just talking with him one knows why he has selected teaching as a career. John's argument that middle school students are more enthusiastic and interested made sense to me. I think I should learn more about middle schools. As I reflect back on my years as a student, I probably was more fun for teachers to work with when I was in middle school. In high school, I felt pretty apathetic.

I didn't think it had been very long ago that I was in high school and attending the homecoming game and dance myself; but when I returned, I thought all the students looked really
young and the teachers didn't look that much older. Another thing I noticed was the change in the racial composition of the students with a substantial increase in the number of minority students (Ryan & Cooper, 1998, pp. 82-84). More of the boys seemed to be watching the football game than did the girls. The girls talked with each other, walked back and forth to the concession stand, and checked with the teachers once in a while.

Working with the younger students is interesting to me and I think I would like being an elementary teacher. However, it seems like an elementary teacher would have so much that they would need to know to be able to answer all the different questions the students might have. It was fun to work with the children in their cooperative learning groups (Ryan & Cooper, 1998, pp. 255-258). When I was in school, we all sat in rows and worked quietly by ourselves.

First I thought I wanted to teach history because I love it so. Then I thought I wanted to work with elementary children so I started working with a 5th grade girls’ volleyball team. My work as a volunteer in my children's room has been rewarding, too. However, I now think that the students who need me the most are those middle schoolers who seem to be too old to be young, and too young to be old. Maybe middle school social studies is for me.

Reference

CI 271/272 Field Experiences

Focused Field Experience Requirement (FFER) #2

Effective Teaching

Review your observation notes. Highlight things you find the most interesting and/or intriguing related to effective teaching. Give each of those aspects a label based on the knowledge you have gained from the text and class. Each page of your notes must have a heading which includes date, time, school, class, subject, and page number.

Scoresheet/Grading Scale

Staple this scoresheet to your essay and notes as a coversheet.

Focused Field Experience Requirement #2 (90 points)

Observation Notes (20 points) with headings. Highlight and label key aspects.

Notes from classroom observation #5, highlighted & labeled (5 pts.)

Notes from classroom observation #6, highlighted & labeled (5 pts.)

Notes from classroom observation #7, highlighted & labeled (5 pts.)

Notes from classroom observation #8, highlighted & labeled (5 pts.)

Complete a reflective essay based primarily on these four observations. Please do not use the teacher’s or students’ real names in the paper. Use the following as a guide for writing the essay. Integrate information from your observations and from the text, citing the text where appropriate.

Reflective Essay (3 pages / 750 words / APA Format) (60 points) integrating text, discussion, personal experiences, and observation experiences.

Introduction (5 points)

Description of the curriculum in each classroom (10 points)

Description of technology in each classroom (10 points)

Description of instructional approaches in each classroom (10 pts.)

Description of teacher-student interactions in each classroom (10 pts.)

Reflection (10 points)

Conclusion (5 points)

Mechanics (10 Points)

Organization, spelling, sentence structure, APA format, length

Total Points Earned (90 points possible)
Ginott summarizes the viewpoints of many when he concludes the “teacher is the decisive element in the classroom.” Still, teaching and teacher effectiveness are complex areas of study. Some researchers argue that factors other than the teacher determine what a student learns. In recent years, many research studies have focused on the qualities that make teachers effective (Ryan & Cooper, 1998, pp. 169-179). The purpose for this observation is to closely observe a set of characteristics that have been associated with effective teaching.

Guide for Notetaking for Observations #5, #6, #7, and #8

Before making each observation, review the appropriate text passages. As you observe, record as accurately as possible the teacher and learner behaviors which you see. Recording specific words and actions of teachers and students is one powerful source of evidence.

1. Describe the curriculum/goals in each classroom. What is being taught? If you don't see the teacher teaching in a traditional way, examine the students. What are they learning? (Ryan & Cooper, 1998, pp. 238-239; pp. 241-251).

2. Describe the technology in each classroom. What is available? What is being used? Who uses it? How is it being used? (Ryan & Cooper, 1998, pp. 197-231).

3. Describe the teaching strategies in each classroom (Ryan & Cooper, 1998, pp. 147-196; pp. 251-260). How do these compare to effective teaching behaviors provided by Ryan and Cooper (1998, p. 170) Are there others that do not appear on this list? Are students on task?

4. Describe the teacher-student interactions in each classroom (Ryan & Cooper, 1998, pp. 147-196). What behavior management strategies and questioning strategies are being used?

5. Spend some time examining the philosophy of the 2nd classroom (observation #8). Keep these notes on a separate page.

Reflective Essay

After reviewing your observation notes, write a three-page (750-word) essay following APA format describing what you have learned about effective teaching behaviors. Your essay should include insights gained when you think about the following.

Introduction--what is it you were asked to do?

Describe the curriculum in each classroom. What goals do you think the teacher has for the students.

Describe the technology in each classroom and how it was used.

Describe the instructional approaches in each classroom. How were the students involved? How did the approaches compare to those suggested by Ryan and Cooper (1998)?

Describe the teacher-student interactions in each classroom. What type of behavior management strategies were used? What types of questions were asked? How do students respond?

Reflect upon the insights you’ve gained from your observations to date. What did you expect to see? What does the text say you would probably see? What did you see? What have you learned? What will you do in your own classroom?

Conclusion
Date Due________________________

CI 271 Introduction to Education
Philosophy of Education: Defining Myself as an Educator Essay

Review your observation notes. Highlight things you find the most interesting and/or intriguing related to effective teaching. Give each of those aspects a label based on the knowledge you have gained from the text and class. Each page of your notes must have a heading which includes date, time, school, class, subject, and page number.

Observation Notes (10 points) with headings. Highlight and label key aspects.

Notes from classroom observation #9 highlighted & labeled (5 pts.) _____ ______
Notes from classroom observation #10 highlighted & labeled (5 pts.) _____ ______

Scoresheet/Grading Scale
Philosophy of Education: Defining Myself as an Educator Essay (60 points)

Reflective Essay (1250 words) (50 points) Self-Evaluation Points Earned

Purposes/goals of education (10 points) _____ ______ Be sure to integrate information from text--philosophies, personal exp. and observations.

What do you feel is the role of the teacher? (10 points) _____ ______ Be sure to integrate information from text--philosophies, personal exp. and observations.

What do you feel is the role of students (10 points) _____ ______ Be sure to integrate information from text--philosophies, personal exp. and observations.

How do you feel classrooms and schools should be set up? (10 pts.) _____ ______ Be sure to integrate information from text--philosophies, personal exp. and observations.

How do you fit as a potential teacher? (10 points) _____ ______ Be sure to integrate information from text--philosophies, personal exp. and observations.

Mechanics (10 points)
Organization, spelling, sentence structure, APA format, length _____ ______

Total Points Earned (70 points possible) _____ ______

Questions from the CI 271 instructor for use in Philosophy of Education: Defining Myself as an Educator Presentation will be written on the back of this cover sheet when the paper is graded.

General Directions: This cover page functions as a scoring sheet for the essay. Staple it to the front of your essay. Staple your notes behind the essay.

Introduction
During this semester you have been asked to think about a career as an educator. Specifically, you have (a) observed the teachers, students, and climate of two classrooms in detail; (b) become acquainted with a specific school; (c) read and talked a great deal about many aspects of education; and reflected on your suitability for a career as an educator. By reflecting on all of this information, you can begin to define yourself as an educator.

Guidelines

You are to construct an essay of no more than 5 typed pages (approximately 1250 words). You can receive up to 10 points on each of the following: purposes and goals of education, the role of the teacher, the role of the student, the classroom and school, and how you fit in. In addition, you can receive up to 10 points for format, grammar, spelling and other mechanical issues.

The purpose of this essay is to give you an opportunity to express your views in the five areas identified below. Following each is a set of questions that might begin your reflection.

Purpose/goals of education. Why should individuals become educated? What are the goals of a quality education? Why is education important to a society? What did you see in the schools that supports this role for education? Whom did you read about in the text that shares this view of education? With what philosophy does this align? (10 points)

Role of the teacher. What role does the teacher serve in the classroom? How does one go about being an effective teacher? Who should control the development of the curriculum? What is most important to remember as one begins a career as an educator? With what philosophy does this align? (10 points)

Role of the student. What is the definition of a good student? How do students learn effectively? What student behavior should teachers encourage? With what philosophy does this align? (10 points)

The classroom and school. What climate should a teacher seek to establish in the classroom? How can a teacher effectively manage a classroom? How important is technology to a successful learning climate? How does the climate of a school relate to success in the classroom? With what philosophy does this align? (10 points)

How do I fit? How do my individual personality traits relate to the above four areas? What do I know now that will help me be an effective educator? What will I have to learn? Do I want to make the commitment necessary to become a quality educator? With what philosophy does this align? (10 points)

This is the culminating experience for the semester. The assessment of this essay will be based on your ability both to effectively express your views, and your ability to support those views with evidence from three sources: (a) personal experiences (b) the classroom observations, and (c) readings/discussions from class sessions.
Philosophy of Education: Defining Myself as an Educator

Introduction
For the final in CI 271/272, you will be asked to make a 10-minute verbal presentation based on your essay, Philosophy of Education: Defining Myself as an Educator. This presentation will be to a group of about 8 peers from the class who will provide an evaluation of your presentation using the above form.

As with the essay, Defining Myself as an Educator, the emphasis for this assignment is as a culminating activity. The integration called for in this assignment is the result of personal as well as professional reflection. The decision to pursue a career as an educator should be a thoughtful one. The evaluation will be on the quality of the integration and reflection, not on the content of the decision.

Guidelines
Presentations will be evaluated in five areas:
1. A summary of your essay, Defining Myself as an Educator (4 points)
2. Your reaction to a question posed by the CI 271 instructor which will be included on the scoresheet of the essay (4 points)
3. Your reaction to a second question posed by the CI 271 instructor which will be included on the scoresheet of the essay (4 points)
4. A discussion of your perceived suitability as an educator (4 points)
5. The integration of personal experiences, insights from public school observations, and information from the text and/or class discussions into the presentation of the above four areas (4 points)

CI 271/272 -- Defining Myself as an Educator Assignment --
Peer Evaluation Scoring Guide

Instructions: As you listen to each of the summaries, you are responsible for evaluating the presenter's performance. Each presenter's score will reflect an average of all peer evaluations. You should use the following scoring guide to help you rate each speaker's performance in categories #1, #2, #3, and #4:

4 points The main ideas stood out. The speaker seems in control and develops the topic in an enlightening way. The speaker provides supporting, relevant, and telling details. The speaker shapes ideas, makes connections, and shares insights.

2 points The ideas were reasonably clear but tended toward the mundane. Main points seem to echo observations heard elsewhere and seldom seem to reflect the speaker's own thinking. Supporting details tend to be skimpy, general, or predictable.

1 point The speaker did not define the topic in a meaningful or personal way. The information provided is very limited or simply unclear. The presentation is cluttered up with random thoughts. No central themes emerge. Details evolve from clichés, platitudes, or stereotypes.

0 points The speaker did not address the category.
Preprofessional Field Experience

Caption for Focused Field Experience Requirements

Dates:  From _____________________ to ___________________

Description: Placement Information

Goals:  Relationship to Program Goals

Reflection: What I expected to see. What I saw. What I think I still have to learn.

Personal Growth Plan:
Valid TB clearance is required before entering the schools for observations. Return a copy to your CI 272 instructor the week of February 1.

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<th>Activity</th>
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<td>Caption</td>
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<td>Instructor Points (to be defined by individual instructors)</td>
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Total Points 580

Grades are determined as follows:
A = 90% - 100%  B = 80% - 89%
C = 70% - 79%   D = 60% - 69%
F = Below 60%

Students must receive a B or better in order to be entered into Teacher Education.

In addition, students must receive an “S” in CI 272 in order to be entered in to Teacher Education.
Instructor Points
CI 271
Spring, 2000
Professionalism

Being a teacher requires that one exhibit professional behaviors associated with the profession. In the introductory classes for the teacher education program, we will discuss, monitor, and document those expected behaviors.

In CI 271 the following behaviors will be monitored routinely.

- Attendance
- Arriving at class, prepared to start on time
- Participation in group work
- Handing assignments in on time
- Calling ahead of time for absences

In CI 272/MusEd 272 the following behaviors will be monitored routinely.

- Arriving at the briefing session on time
- Being in class on time for the observation
- Being physically fit (not sleeping through observations, not ill, etc.)
- Dressed appropriately
- Academically prepared
- Working with your partner
- Contacting school ahead of time in cases of absences.
- Contacting your partner ahead of time in cases of absences.
- Contacting your professor ahead of time in cases of absences.
### CI 271 Professionalism Grid

Name ____________________________________
Semester __________________________________
Faculty Member’s Signature___________________

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+ = Appropriate
- = Some concerns
0 = Inappropriate

### CI 272 or MusEd 272 Professionalism Grid

Name ____________________________________
Semester __________________________________
Faculty Member’s Signature___________________

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+ = Appropriate
- = Some concerns
0 = Inappropriate