Texas A&M University  
College of Education & Human Development  
Teaching, Learning & Culture Department  
INST 222:501  
Foundations of Education in a Multicultural Society  

Course Syllabus: SPRING 2014

Instructor: Dr. Cindy Boettcher, Clinical Professor
E-mail: Please use e-learning to send all e-mails throughout the course
Home phone and cell phone numbers for Dr. Boettcher are posted on e-learning
Office: 358 EDCT Tuesday and Thursday from 11 - 3 or by appointment

Course meets on Tuesday and Thursday from 9:35 – 10:50 in EDCT 215.

Textbook:

There will also be additional assigned journal article readings.
There will also be movies uploaded on media matrix to view for class participation, assignments, and discussion groups.
The class will also go to the Holocaust Museum in Houston for a field-trip.

Course Description:
• This course is designed to examine socio-cultural forces that influence the American educational system.
• The content will be presented from the historical, philosophical, political, and social perspectives.
• The class will consider how differences in race, class, culture, ethnicity, gender, and power influences the educational system in the United States.
• In addition, the class will examine and analyze issues, problems, and solutions as they relate to providing all children with an equitable and quality education.
• Finally, culturally relevant and responsive curriculum and instruction will be examined in our efforts to create and maintain an ever-changing pluralistic educational system and society.
Course Objectives and Learning Outcomes:

- The student will understand the concept and realities of culture and recognize how it is manifested in thought, language, behavior, art and daily life of peoples whose roots are in other nations from around the world and unique populations in the U.S.
- The student will be able to articulate through an in-class presentation using visual and graphical tools their own culture and how it impacts his/her values and interactions with others.
- The student will be able to analyze the purpose and function of schools and the historical and philosophical development of education in the United States as they relate to teaching/working effectively in a culturally pluralistic society.
- The student will be able to analyze educational and social issues relative to the impact of cultural groups on education in the 21st century.
- The students will be able to present scholarly communication both orally and written about another cultural through participation in an activity that is new to them. They will demonstrate their knowledge of research through the use of correctly formatted citations from peer reviewed journal articles through papers and oral presentations that will be assessed using the Association of American College and Universities Rubrics for Oral and Written Communication.
- The students will be engaged in a civic activity by visiting and studying the Holocaust Museum in Houston; finding research on the importance of preservation of information about an important cultural historical event, and writing a reflective paper on their findings. They will be assessed using the Association of American College and Universities Rubric for Civic Engagement.
- Through various groupings during in-class meetings, students will demonstrate their critical thinking though their readings by discussing and sharing their ideas concerning historical, ethical, cultural, environmental, or circumstantial settings and present their findings to the class. The groups will be assessed using the Association of American College and Universities Rubric for Critical Thinking.

Texas A&M University Rules and Regulations:

Each student has the responsibility to be fully acquainted with and to comply with the Texas A&M University Student Rules.

Please access http://student-rules.tamu.edu

- Part I: Academic Rules (Rules 1 - 22 & 61)
- Part II: Student Life Rules (Rules 23 - 44)
- Part III: Student Grievance Procedures (Rules 45 - 60)
- Appendixes
Aggie Code of Honor

For many years Aggies have followed a Code of Honor, which is stated in this very simple text:

*An Aggie does not lie, cheat, or steal, or tolerate those who do.*

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified.

The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

American with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Statement on Plagiarism
The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section “Scholastic Dishonesty.”

Teaching, Learning and Culture (TLAC) Statement
The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetuate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution, and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.

Course Evaluation
The course evaluation information will be e-mailed to your neo account during the last month of classes. Please participate in the evaluation process so I can improve the course. The address for submitting evaluation is https://pica.tamu.edu
I do not curve or give extra points at the end of the semester. Grades will be awarded for your participation in this course based on a grading scale of 500 points.

Late work is not accepted without a university excused absence; and technology is not an excuse to be considered for late submission. Please e-mail me via e-learning in advance if a problem arises.

Grades:

450 - 500 points = A
400 - 449 points = B
350 - 399 points = C
300 - 349 points = D
299 - 0 points = F

Your grade in this course will be based on your participation and submission of timely, provocative, thoughtful, responsive, and appropriate assignments, presentations, discussions, group activities, and essay examinations.

Assignment: (A 1/21/14). Quiz in class on movie: A Class Divided. 25 points

Assignment (A 1/28/14) due 11:55PM on Tuesday, 1/28/2014 25 points

Discussion: (D 2/4/14) due by 11:44 PM on Wednesday 2/5/2014 10 points

Quiz on Article at beginning of class. (Q 2/11/14) 15 points

Midterm: (Q 2/18/2014) Thursday, February 20, 2014. 50 points

Discussion: (D 2/27/14). Due 11:55 PM on 3/3/2014 25 points

Assignment: Textbook: Public Schools (A 3/4/14) 25 points

Quiz on Movie: Paper Clips. (3/18/14) 25 points

Assignment: Due, Tuesday, April 1, 2014 50 points
1000 word paper on The Holocaust Museum. Discuss the important civic importance of this museum and what you learned. The Association of American Colleges and Universities Rubric for Civic Engagement will be used to assess this project. It will be on the home page of ecampus.

Second Midterm Exam: Thursday, April 3, 2014 ) 50 points.

Cultural Plunge Activity: Due April 8 – 15, 2014 100 points
Assignment: (A CP) in grade book.
In groups of 2 – 3, you will visit or participate in activity that is different from your own culture, race, or religion (please clear your selection with me by Thursday, January 23, 2014). Once you have determined your activity, please have your group set up a short meeting with me about your cultural plunge. There are many activities and opportunities at A&M. I will send list to you by second week of semester.
Participate in the cultural plunge activity between January 24 – March 27, 2014. Your group will make a short presentation in class and share with the other students about your learning. Your group will also be required to submit a 4 page paper with your information on the date of your presentation at the beginning of class. Paper to be typed in Times New Roman 12 points font, double spaced, black ink, and APA Format. The Association of American Colleges and Universities Rubric for Oral and Written Communication will be used to assess this project; You will also be required to use charts and images and explain some of the statistics of your cultural group. They will be posted on the home page of ecampus.

Quiz on Journal Article, Tuesday, April 24). (Q 4/24/14) 20 points

(Final Exam) (Q FE) Friday, May 2, 2014 12:30 – 2:30 pm 80 points

EXPANDED SCHEDULE

Tuesday, January 14, 2014
Introduction and Class Logistics
Discussion of Cultural Plunge Activity

Thursday, January 16, 2014
Class will meet at the Evans Library where you will learn how to research and see how the University Writing Center can assist you with your work. Room will be announced in class on Tuesday and posted on e-learning.
Tuesday, January 21, 2014
Read Chapter 1 of Banks and Banks prior to class.

Lecture: Multicultural Education: Characteristics and Goals
Class Activity: Reflecting in groups on your own culture and beliefs and how those of other cultures are different. I will provide all materials for activity.

Assignment (A 1/21/14) to be submitted on e-learning: Due Tuesday, January 28, 2014 at 11:55 PM – write a 500 word reflection on new information you have learned from the first chapter in the textbook and the class activity. 25 points. The Association of American Colleges and Universities Rubric for Critical Thinking will be used to assess this project. It will be posted on the home page of ecampus.

Thursday, January 23, 2014
A Class Divided Movie and Class Quiz
Go to http://mediamatrix.com and watch the movie.
Quiz and discussion in class.

Tuesday, January 28, 2014
Today we will work in your groups in class on the cultural plunge activities. I will have some things for you to do to get you started on your research and questions.

Thursday, January 30, 2014
Read Chapter 2 of Banks and Banks prior to class.

Lecture: Culture in Society and in Educational Practices
Class Activity: You will work in one of 7 groups to discuss and explore the seven conceptions of culture as discussed the authors of the book. You will discuss how the conceptions of culture and both alike and different. Each group will make a short presentation by explaining the definition of your conception and give pertinent modern examples. The Association of American Colleges and Universities Rubric for Oral and Written Communication will be used to assess this project. They will be posted on the home page of ecampus.

Tuesday, February 4, 2014
Read Chapter 3 of Banks and Banks prior to class.

Lecture: Race, Class, Gender, and Disability in the Classroom
Activity: Working in groups, we will explore and discuss the relationship to classroom life for students as it applies to race, ethnicity, language, class, gender, and disability.
Discussion: (D 2/4/14). On ecampus, there will be a discussion post in which you will write your reflections on the class activity. Please respond to one other person in the course.
Thursday, February 6, 2014
Class Activity: We will begin class by looking and discussing some of the ecampus posts on the discussion tab from Tuesday’s discussion.
Read Chapter 4 of Banks and Banks prior to class.
Lecture and Discussion: Social Class and Educational Equality

Tuesday, February 11, 2014
Read Chapter 5 of Banks and Banks prior to class.
Read article posted on e-learning about the separation of church and state.
Quiz on Article at beginning of class. (Q 2/11/14)
Lecture and Discussion: Religion in American Life and Schooling

Thursday, February 13, 2014
Read Chapter 6 of Banks and Banks prior to class.
Please bring a current issue of a magazine that you read to class today so we can use it for our activity in class.
Lecture: Gender Bias in Today’s Classrooms
Class Activity: We will be doing an activity based on the research of Sadker and Zittleman concerning gender.

Tuesday, February 18, 2014
Read the journal article posted on e-learning about Social Networking and Cyberbullying prior to class.
Short Lecture: Laws in Texas concerning schools and cyberbullying.
Class Discussion: You will be divided into groups and given case studies of social networking and bullying. Based on the research in the journal articles, your group will analyze your case study and then present the information to class.

Thursday, February 20, 2014
Midterm Exam. This will be a short essay exam given in class on material from January 14, 2014 – February 18, 2014. (Q 2/20/14) in grade book. 50 points.

Tuesday, February 25, 2014
Hand back Midterm Exams.
Read Chapter 7 of Banks and Banks prior to class.
Lecture: Rethinking Curriculum and Pedagogy
Thursday, February 27, 2014
Read Chapter 8 of Banks and Banks prior to class
Lecture: Transforming the Curriculum
Class Discussion: The authors list nine heresies, or assumptions, about reality that differ fundamentally from dominant modes of thought and values. The class will engage in a discussion about these issues.
Discussion: (D 2/27/14). On ecampus, write your reflections about the chapter and class discussions and your beliefs about these issues. Respond to one other person in the course.

Mid-Semester Grades are due on Monday, March 3, 2014

Tuesday, March 4, 2014
Prior to class, visit the Curriculum Collection on the 4th floor of Evans Library Annex, and bring in one teacher edition textbook which is currently being used in the state of Texas public schools.

Class Activity: During class, you will analyze the textbook for issues related to race, class, gender, ethnicity, based on the nine heresies that we studied on Thursday, October 10. I will provide an analysis sheet for you to use to do the activity.
Class Discussion: During the last part of the class we will discuss some of your findings.
Assignment: (A 3/4/14) 25 points. The Association of American Colleges and Universities Rubric for Critical Thinking will be used to assess this project. It will be posted on the home page of ecampus.

Thursday, March 6, 2014
Prior to class bring a journal article on the civic responsibility of representing different voices.
Class Activity: Discussion of civic responsibility and your journal article.

Spring Break of March 10 – 14 – No Classes

Tuesday, March 18, 2014
Media Matrix: Watch the movie Paper Clips.
Quiz on movie at beginning of class. (Q 3/18/14) 25 points.
Discussion on Holocaust and preparation for trip on Thursday.
Thursday, March 20, 2014
Mandatory field-trip to Holocaust Museum in Houston. We will go on a chartered bus, with money provided by the college to pay for transportation. There will be a university excused absence provided for this field trip and we will leave at **12 noon and return approximately 7:00 p.m.** You will need to pack your own food for the field-trip. *Please discuss and/or submit to your other professors any work due on March 20, 2014 prior to class, and make arrangements for any make-ups for the missed class.* More detailed information will be provided on ecampus. Paper on the Holocaust Museum due on Tuesday, April 1, 2014 at the beginning of class. 50 points. (A HM 4/1/14)

Tuesday, March 25, 2014
*Read Chapter 9 in Banks and Banks prior to class*
*Lecture: Culturally Responsive Teaching: Theory and Practice*

Thursday, March 27, 2014
*Read Chapter 10 in Banks and Banks prior to class*
*Lecture: Approaches to Multicultural Curriculum and Reform*
*Class Activity: In groups, discuss what problems a teacher might encounter when trying to implement the transformation and social action approaches. How might these problems be overcome? Present your work to the class.*

Tuesday, April 1, 2014
*Read Chapter 11 in Banks and Banks prior to class.*
*Lecture: The Colorblind Perspective in Schools: Causes and Consequences*
*Class Discussion: In what ways does the colorblind perspective contribute to racial discrimination and institutionalized racism in schools? Be prepared to discuss specific examples.*

Thursday, April 3, 2014
Midterm Exam # 2: This will be a short essay exam given in class on material from February 25, 2014 - April 1, 2014. You will also analyze statistical data that we have discussed in class. (Q 4/3/14). 50 points. The Association of American Colleges and Universities Rubric for Written Communication and Quantitative Analysis will be used to assess this exam.

Tuesday, April 8, 2014
*Cultural Plunge Presentations and Paper due*
The Association of American Colleges and Universities Rubric for Oral and Written Communication will be used to assess this project. They will be posted on the home page of ecampus.
Thursday, April 10, 2014
Cultural Plunge Presentations and Paper due
The Association of American Colleges and Universities Rubric for Oral and Written Communication will be used to assess this project. They will be posted on the home page of ecampus.

Monday, April 14, 2014 – LAST DAY TO Q-DROP COURSES

Tuesday, April 15, 2014
Cultural Plunge Presentations and Paper due
The Association of American Colleges and Universities Rubric for Oral and Written Communication will be used to assess this project. They will be posted on the home page of ecampus.

Thursday, April 17, 2014
Read chapter 12 of Banks and Banks prior to class
Lecture: Language Diversity and Schooling
Video Clip in Class on Language Diversity followed by a short discussion

Tuesday, April 22, 2014
Read the journal article posted on e-learning about Texas schools and language diversity prior to class.
Quiz on journal article at beginning of class
Q (4/22/14) 20 points

Class Activity: Divide the class by school districts they represent and discuss the issues of the journal article and how it relates to their school districts concerning language diversity. What and how was their district addressing concerning language diverse students? Present to the rest of the class. The Association of American Colleges and Universities Rubric for Critical Thinking and Quantitative Literacy will be used to assess this project. They will be posted on the home page of ecampus.

Thursday, April 24, 2014
Hand back cultural plunge papers and presentations grades. Wrap up class activities and discuss final exam.

Tuesday, April 29, 2014
No class for this course. This is a redefined day and you will attend your Friday classes per Texas A&M University schedule.
Final Exam at University Scheduled Time
This will be a comprehensive exam combining a qualitative and quantitative design methods of looking and analyzing the various topics that we discussed this semester as it relates to multicultural education. You may use your textbook and journal articles to write the final two short essays for your final which will include analyzing charts and graphs of statistical data that we have learned this semester. Q (FE). 80 points.

Final Exam is scheduled in EDCT 215 on Friday, May 2, 2014 from 12:30 – 2:30 p.m.
Texas A & M University
Teaching, Learning, and Culture
Concern/Opportunity/Acknowledgment Form (COAF)

Name ___________________________ UIN: __________ Date: __________

Address ________________________________________________________________
                      Street                      City                      Zip

Telephone: Home (___) __________________________ Major: __________________________
           Work (___) __________________________ Email: __________________________

Classification: Freshman, Sophomore, Junior, Senior

Course: INST 222: Foundations of Education in a Multicultural Society

Projected Graduation Semester: __________ Year: __________

Explain Opportunity/Concern/Acknowledgment (Please be specific with your narrative.)

If this is a concern, what are possible solutions?

a. _______________________________________________________________________

b. _______________________________________________________________________

Professor/Advisor/Mentor/Administrator Recommendation

____________________________________________________________________________

Advisor/Professor/Facilitator

Department Head Requirement_yepingli@tamu.edu

Department Head/Designee: _______________________________________________________________________

Action/Follow-up:

Yeping Li, Department Head
**Disposition Checklist: Required by TLAC Department**

**Texas A & M University**

**Teaching, Learning, and Culture**

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<tr>
<th>Student's Name</th>
<th>Instructor's Name</th>
<th>Date</th>
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**Disposition Checklist 11/15/03; Revised 4/25/05**

The National Council for Accreditation of Teacher Education (NCATE) Standard I requires that teacher candidates exhibit professional dispositions. Students admitted to the Teacher Education Program must exhibit professionalism in their interactions with their peers, their instructors, and with teachers and students during coursework and field placements. Below is a checklist for instructors and cooperating teachers to use to note behavioral deficiencies. This form need not be completed if a student works satisfactorily. Completed forms will be kept on file. **Students:** Sign and date after seeing the completed form. **Instructors:** Provide supporting evidence. Add comments on the back or attach a separate sheet.

<table>
<thead>
<tr>
<th>A. Attendance and punctuality</th>
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<tr>
<td>1. Unacceptable absenteeism</td>
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<td>2. Frequently tardy or leaves early</td>
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<td>3. Rarely absent or tardy</td>
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<td>4. Perfect attendance</td>
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<th>B. Initiative</th>
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<td>1. Passive, depends on others</td>
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<td>2. Has good ideas, works with limited supervision</td>
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<td>3. Creative and resourceful</td>
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<td>4. Demonstrates self-initiative and independence</td>
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<th>C. Work habits</th>
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<tr>
<td>1. Usually fails to complete assigned tasks</td>
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<td>2. Completed assignments turned in late</td>
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<td>3. Sometimes needs to be reminded of assignments</td>
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<td>4. Responsible, attends to syllabus, makes no excuses except under dire distress</td>
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<th>D. Oral communication skills</th>
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<td>1. Makes frequent speaking errors</td>
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<td>2. Inarticulate, hesitates to express self</td>
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<td>3. Uses acceptable grammar</td>
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<td>4. Articulate, uses standard English grammar</td>
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<th>E. Written communication skills</th>
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<td>1. Written work demonstrates frequent grammatical errors</td>
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<td>2. Writing is often unclear and unorganized</td>
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<td>3. Organizes and clearly expresses ideas</td>
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<td>4. Frequently and effectively communicates with others</td>
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<th>F. Critical thinking skills</th>
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<td>1. Cannot analyze</td>
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<td>2. Struggles with initial analysis</td>
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<td>3. Poses thoughtful questions</td>
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<td>4. Distinguishes between relevant and irrelevant material</td>
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<th>G. Quality of work</th>
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<tr>
<td>1. Consistently hands in poor work</td>
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<td>2. Asks for help, then does nothing</td>
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<td>3. Completes the minimum required</td>
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<td>4. Reaches beyond the minimum and turns in excellent work</td>
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<th>H. Appropriate attributes for morals, ethics, and values for teaching</th>
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<tr>
<td>1. Exhibits behavior contrary to attributes</td>
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<td>2. Makes verbal comments contrary to professional attributes</td>
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<th>I. Collegiality</th>
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<td>1. Prefers to work alone</td>
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<td>2. Reluctant to work with others</td>
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<td>3. Works well on a team</td>
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<td>4. Freely shares ideas and materials</td>
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<tr>
<th>J. Respect (in action and speech) in and out of the classroom</th>
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<tr>
<td>1. Creating classroom disruptions (such as cell phones ringing or rattling paper)</td>
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<td>2. Discusses inappropriate or personal topics</td>
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<td>3. Inappropriate remarks or actions</td>
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<td>4. Diplomatic, sensitive to others' needs</td>
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<tr>
<th>K. Interactions with professors, field work personnel, and children (if applicable)</th>
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<tbody>
<tr>
<td>1. Apathetic during field placement</td>
<td></td>
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<td>2. Often distracted during field placement</td>
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<td>3. Indifferent when talking with students or teachers</td>
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<td>4. Collaborates willingly with cooperating teacher during field placement</td>
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<th>L. Professional dress during fieldwork – if applicable</th>
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<tr>
<td>1. Always dresses appropriately</td>
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<td>2. Sometimes dresses appropriately</td>
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<td>3. Usually dresses professionally</td>
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<tr>
<td>4. Always dresses professionally</td>
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<th>M. Attitude toward learners</th>
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<tr>
<td>1. Lacks interest in subject content and/or learners</td>
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<td>2. Makes negative comments regarding subject content and/or some students</td>
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<td>3. Seeks help from cooperating teacher or instructor to increase understanding of content and/or to improve effectiveness of teaching</td>
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<td>4. Takes initiative and actively seeks assistance to learn content and/or instructional strategies to help learners attain higher order learning skills</td>
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<th>N. Commitment to excellence in teaching – if applicable</th>
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<tr>
<td>1. No attempt to implement suggestions for improvement, defensive</td>
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<td>2. Interested in teaching but displays little enthusiasm for improving one's one skills</td>
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<td>3. Applies suggestions from supervisors immediately</td>
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<td>4. Appears committed to teaching</td>
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3. Responds to improvement to use positive attributes
5. Exemplary evidence of attributes in behavior

Additional comments

The following are to guide your thinking as you comment about the student. You do not need to address each bulleted item.

- Positive attributes the student possesses related to teaching
- Impediments to the student's progress related to teaching:
- Has this student self-disclosed any disability that effects his or her disposition? If so, explain the disability and the specific needs of the student.
- Extenuating circumstances expressed by the student and relative to the student's coursework:
- Identify actions taken to remedy the situation. List any recommendations made to the student. Include appropriate dates.
- Recommendations to the Director of Field Placement regarding this student:
- Follow-up Recommendations Attached.

Student acknowledges and understands comments   Student Signature ____________________________

Person Completing this form ______________________ Date _____________________