

Proposal to the Program Review and Assessment Committee

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7. Project Title:
Assessing Student Sensitivity to Cultural Difference
8. Project Dates (all projects must be completed within one year of award!)
Training: December 2005
Assessment: Spring 2006
Report/dissemination: Fall 2006
9. Project Checklist

 Statement of support from the department chair or school dean by e-mail to lhouser@iupui.edu
-letter of support sent by Dean Khaula Murtadha

 Simple budget: A detailed budget is not necessary. Nevertheless, please include a brief paragraph/details indicating how you intend to spend the grant money.

 IRB (Institutional Review Board)

Assessing Student Sensitivity to Cultural Difference

JaDora Sailes, School of Education

Abstract:

A goal of IUPUI as shared in Chancellor Bantz's address on the state of diversity on the campus is to instill diversity as an educational and social asset reflected in our learning and work (http://www.iupui.edu/administration/chancellorsnews/2005_iupui.stateofcampus.pdf). The essence of this goal is captured in the fifth principle of the teacher education program in the School of Education on the Indianapolis campus. Principle five recognizes the value of diversity and its impact on teaching and learning. This belief permeates throughout the School of Education and is candidly addressed during the first semester of the teacher education program in Block 1A (M320 Diversity and Learning).

The on-going reassessment of the IUPUI teacher education program has led to a number of important decisions regarding teaching, curriculum, and the program in general. Expanding this assessment plan to identify measurable evidence in students' growth in sensitivity to cultural differences can be accomplished by administering the Intercultural Development Inventory (IDI) during the first day of the semester in M320 and the last day of the semester. Further, data derived from this instrument will be valuable in creating effective and meaningful cultural experiences that will promote cultural sensitivity throughout each stage of the teacher education program. Moreover, the knowledge acquired from the IDI will be disseminated to those units which establish mandates and faculty training relative to cultural sensitivity and to other interested departments campus-wide.

Purpose of project:

This project will focus on assessing students' sensitivity to cultural differences as described in the IUPUI Principles of Undergraduate Learning (PUL) and the Principles of Teacher Education (PTE) in the School of Education on the Indianapolis campus. Principle five, "Understanding School in Context of Society and Culture" as defined by the teacher

education program is the ability of teachers to value and teach about diversity, to recognize the impact of social, cultural, economic, and political systems on daily school life, and to capitalize on the potential of school to minimize inequities. This principle and others of the teacher education program serve as an overriding conceptual framework for its programs. Further, the school has mapped these principles to Interstate New Teacher Assessment and Support Consortium Standards (INTASC) and, the established standards of the Indiana Professional Standards Board (IPSB). INTASC provides a list of ten outcomes required of all accredited programs. Standard three: Diverse Learners specifically addresses the issue of cultural competency. It states,

“The teacher understands how learners differ in approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities”.

The teacher education program is a carefully articulated program whereby courses are taken in blocks (a total of 4) and in a prescribed order. Block 1 of the teacher education programs is an introduction to the profession of teaching. This block is divided into two parts. Block 1A (M320 Diversity and Learning) engages teacher education interns in reflective practice (PUL 1, PTE 2, INTASC standard 9), on how learning occurs for them personally, as well as how children develop their concepts and beliefs. Discussions of difference, diversity, equity, and fairness enable candidates to develop an understanding of the complexity of supporting all learners. Block 1B (E345 Language and Math Literacy for Young Children) delves deeply into the math and literacy development of student’s age’s five to eight. For many candidates, this is a semester of disequilibria and frustration as they move beyond their current beliefs and attempt to develop a viable professional stance toward learning and teaching.

The School of Education on the IUPUI campus has developed an assessment plan which considers traditional course-based formative and summative assessment in courses, student knowledge, dispositions and skills. At the end of the first semester (Block 1) in the program, every student is evaluated by the team of Block 1 instructors. This assessment process focuses

on student's professionalism, dispositions, interpersonal skills, and academic progress. The "Block 1 Rubric Assessment Form" (see attachment) captures the after mentioned areas of discussion. Further, throughout the semester Block 1A (M320 Diversity and Learning) instructors draw upon written reflections from assigned readings, class activities, and field experiences to determine growth in cultural competency. The specific objective addressed in this project is to administer an assessment tool that will provide measurable data on the development of students' sensitivity to cultural difference after completing Block 1A (M320 Diversity and Learning).

The need for cultural competency is evidenced in the State of Indiana public school system. Statistical trends reveal that minority students make-up 20% of the school-aged population (<http://mustang.doe.state.in.us/TRENDS/trends1.cfm?var=lep>). Conversely, 95% of classroom teachers are non-minorities (<http://mustang.doe.state.in.us/TRENDS/trends1.cfm?var=minteach>). Given these statistical trends, findings from this proposed assessment will add to the knowledge base on preparing culturally competent educators who often will encounter students whose culture is significantly different than their own.

Outcome of this Project:

I propose to administer the Intercultural Development Inventory (IDI). Data derived from this instrument will provide measurable evidence in student's growth in sensitivity to cultural difference as addressed in the M320 Diversity and Learning course and referenced in the IUPUI PUL 's, Teach Education Program PTE's, INTASC standards and the IPSB. The underlying research on the Intercultural Development Inventory is based on a "developmental model of sensitivity". This model suggests that

"as one's experience of cultural difference becomes more complex and sophisticated, one's competence in intercultural relations increases. Further, by recognizing the underlying cognitive orientation toward cultural difference, predictions about behavior and attitudes can be made and education can be tailored to facilitate development in cultural sensitivity" (Bennet, 1986).

As such, data from the IDI will be used to create effective cultural experiences that will promote cultural sensitivity throughout each stage of the teacher education program. Ultimately, teacher education interns will be better prepared to communicate in ways that demonstrate sensitivity to a broad range of diversity and cultural differences as a professional in a school setting.

Assessment method:

The Intercultural Development Inventory (IDI) provides a valid and reliable cross-cultural measure of intercultural competence (Hammer, et al. 2003, Paige, R. et al. 2003). The IDI will be administered during the first day of the semester and the last class meeting in all sections of M320 Diversity and Learning. Subsequent data can be gathered from follow-up assessments to this initial inquiry, during Blocks 2, 3, and 4. However, the primary focus of this assessment is to establish baseline data.

Data Analysis:

The Intercultural Development Inventory (IDI) can generate a graphic profile of an individual's or groups predominant state of development and a textual interpretation of that stage and associated transition issues (Bennet, 1986). These developmental stages (6) of cultural sensitivity range from denial of cultural difference in which one's own culture is experienced as the only real one to the opposite end of the spectrum whereby, the integration of cultural difference is the state in which one's experience of self is expanded to include the movement in and out of different cultural worldviews.

The data from individuals will be collected into aggregate data for each class and will eventually be compiled to give an aggregate picture of the entire Block 1.

Intended use of Findings:

The findings from the IDI will be tracked and evaluated as part of the teacher education program's on-going assessment plan and will become part of an assessment report that will be submitted to its accrediting agency, the National Council for Accreditation of Teacher Education (NCATE). Further, this knowledge will be disseminated to units and departments which

establish mandates and provide institutional wide training relative to cultural sensitivity (i.e. IUPUI Administration, Office of Professional Development, etc.). Findings will also be made available to other interested departments.

The findings from this assessment plan have implications beyond the scope of the IUPUI campus. As such, the findings will be the subject of a conference paper and submitted for publication into a refereed research journal.

Budget description:

The requested budget will be used for training for the Intercultural Development Inventory (IDI). The three-day qualifying seminar which takes place in Portland, Oregon prepares participants to explain and use the IDI in corporate, academic, and other organizational settings. Attendance at an IDI Qualifying Seminar is required for permission to use the instrument (<http://www.intercultural.org/idi/idi.html>). Therefore, I am requesting \$2,500 to cover the expense of the seminar and materials required for administering, scoring and interpreting the data from the IDI, hotel accommodations during the training, and air fare to and from the training site.

References

Bennett, M.J. (1986). A developmental approach to training for intercultural sensitivity. *International Journal of Intercultural Relations* 10(2), 179-95.

Hammer, M.R., Bennett, M.J. & Wiseman, R. (2003). Measuring intercultural sensitivity: The Intercultural development inventory. *International Journal of Intercultural Relations*, 27(4), 421-444.

Paige, R., Jacobs-Cassuto, M., Yershova, Y.A., & DeJaeghere, J. (2003). Assessment Sensitivity; An empirical analysis of Hammer and Bennett's Intercultural Development Inventory. *International Journal of Intercultural Relations*, 27:467-476.

*It should also be noted that some of the language used to describe the functions Teacher Education program on the IU Indianapolis campus was borrowed from the NCATE Accreditation Report 2002.

**IUPUI Learning to Teach/Teaching to Learn
Benchmark I RUBRIC**

Semester: Fall Spring

Year:

200__

Student:

Knowledge and Habits of Mind

Positive Indicators		Negative Indicators Personal Development Plan Required	
	Demonstrates understanding of the main ideas taught in the block.		Demonstrates serious misconceptions about main ideas taught in the block.
	Has good foundation of content area knowledge.		Lacks essential content area knowledge.
	Engages in critical thinking.		Lacks development as a critical thinker.
	Engages in reflection of personal attributes and/or beliefs about teaching.		Shows little depth in reflections. Reflections tend to be superficial and often are merely describe what the intern does.
	Attentive during class activities and discussions.		Frequently inattentive in class.
	Takes an active role in class activities and discussions.		Takes a passive role in class activities and discussions.
	Respectful of peers.		Disrespectful of peers.
	Respectful of instructors.		Disrespectful of instructors.
	Accurately judges personal strengths or weaknesses when self-assessing.		Misjudges personal strengths or weaknesses when self-assessing.

COMMENTS:

Written and Oral Communication

	<p>Competent writing.</p> <ul style="list-style-type: none"> ➤ Insightful, solid content. ➤ Appropriate language. ➤ Good organization. ➤ Fluent. ➤ Concise. ➤ Few mechanical errors. 		<p>Writing may show improvement, but the quality is still an area of serious concern.</p> <ul style="list-style-type: none"> ➤ Underdeveloped content. ➤ Language problems. ➤ Underdeveloped organization. ➤ Requires rereading and filling in gaps. ➤ Many mechanical errors. 	
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	Models standard English when speaking.		Speaks in a nonstandard dialect when it would be more appropriate to model standard English.	
	Expresses ideas clearly when speaking.		Has trouble expressing ideas clearly when speaking.	

COMMENTS:

Interactions with Teachers and Students in the Schools

Positive Indicators		Negative Indicators Personal Development Plan Required	
	Establishes rapport with classroom teachers and students.		Shows little aptitude for building rapport with classroom teachers.
	Established rapport with students.		Shows little aptitude for building rapport with students.
	Demonstrates willingness to get involved in the classroom.		Takes little initiative to become involved in the classroom.
	Shows patience when working with students.		Easily frustrated by students.

COMMENTS:

Disposition and Professional Behavior

	Focuses on the positive under challenging circumstances.		Has the tendency to be negative and/or blames problems on others.
	Works well with different personalities.		Cannot work well with some personalities.
	Works well with people from all cultural backgrounds.		Occasionally displays negative attitude, bias and/or prejudice.
	Appreciates multiple perspectives.		Prioritizes personal perspective.
	Willing to give help.		Seems unwilling to give help.
	Open to receiving help and/or constructive feedback		Not open to help and/or constructive feedback.
	Diligent in fulfilling assignments and preparing for class.		Careless about assignments and preparation for class.
	Attends class regularly.		Misses 3 or more days worth of classes.
	Takes responsibility for making up work.		Makes little effort to make up work.
	Comes to field placement experiences prepared.		Comes to field placement experiences unprepared.
	Consistently on time.		Not consistent about being on time.
	Meets deadlines.		Turns in late assignments.
	Has good time management skills.		Lacks time management skills.
	Neatly, appropriately dressed.		Grooming or dress is often inappropriate.

COMMENTS:

OVERALL COMMENTS AND/OR RECOMMENDATIONS:



M 320 Diversity and Learning: Teaching Every Child

Block IA/Option 1

Monday

Fall 2005

Faculty

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Principal: Connie Thomas

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Required Texts

Ayers, William. (2001). *To Teach*. New York: Teachers College.

Bennett, Christine. (2003). *Comprehensive Multicultural Education: Theory and Practice (5th Edition)*. Boston: Allyn and Bacon.

Bredenkamp, Sue, & Copple, Carol (Editors) (1997). *Developmentally appropriate practice in early childhood programs* (Revised Edition). NAEYC: Washington, D.C.

Stipek, Deborah (2002). *Motivation to learn: Integrating Theory and Practice*. Boston: Allyn and Bacon.

Tomlinson, Carol (2003). *Fulfilling the Promise of Differentiated Classrooms: Strategies and Tools for Responsive Teaching*. Alexandria, VA.: Association for Supervision and Curriculum Development.

* In addition to the texts noted above, supplemental readings will be provided by the instructors. This information will be distributed by instructors or posted on Oncourse.

Note: In Block I—and throughout the *Learning to Teach/Teaching to Learn* program—you will be expected to make extensive use of materials beyond those listed in the syllabus and beyond the texts required for the course (for example, professional journals in a variety of areas). You will need a research-quality library; it is unlikely that a local, community library will be able to support your academic program needs adequately. You should expect to make use of the Indiana University Library system, the main Indianapolis Public Library, or other “specialized” library collections (such as that available through the Indiana Institute for Disability and Community). The more distant you are from such resources, the greater your need to plan for access to appropriate materials.

Block I Overview

This introduction to the profession of teaching will challenge teacher education interns to re-examine their beliefs and assumptions about learning and teaching. Given exposure to constructivist learning activities and inquiry, the interns reflect on how learning occurs for them personally, as well as how students develop their concepts and beliefs. Half of this block delves deeply into the math and literacy development of students ages five to eight. The other half of the block engages teacher education interns in discussions of development, diversity, and disability, as well as equity and fairness, to enable them to understand the complexity of supporting *all* learners. For many teacher education interns, this may be a semester of disequilibrium and frustration as you move beyond the current beliefs and attempt to develop a viable professional stance toward learning and teaching.

About M320

Expectations

In Block IA, interns are introduced to content from the fields of educational psychology, multicultural education, and special education as they begin to examine the role of teachers in 21st century schools.

In this “development, diversity, and disability” block, interns learn about child development, learning, motivation, and assessment. They learn about human differences and socially constructed practices and beliefs. Teacher education interns are invited to reflect critically on their own awareness and knowledge, and to develop attitudes and beliefs consistent with, and supportive of, multicultural education and inclusion. Interns develop initial dispositions and skills to communicate and collaborate with instructors, colleagues, students, families, and others.

Because of the breadth of issues addressed by M320 (and the very real demands and complexity of the job of a teacher in the elementary grades!), interns should not be surprised to have 3-4 distinct reading assignments each week *as well as* 1 or more written assignments to be completed outside class time. The general “rule of thumb” at IUPUI is that students should expect to devote 2-3 hours of work each week for every credit hour of a course. Thus, for a 7-credit course such as M320, interns should expect to spend 15-20 hours outside of class meeting time. Please plan your time accordingly.

Program Framework

The *Learning to Teach/Teaching to Learn* program at IUPUI was designed to respond to relevant state and national standards for the teaching profession. IUPUI's "Principles of Teacher Education" (PTEs) provide the framework for LT/TL and address both the Indiana Professional Standards Board's license framework and the INTASC principles.

This semester, the readings, class activities, and field experiences of M320 address the following IUPUI "*Principles of Teacher Education*:"

Principle 1: Conceptual Understanding of Core Knowledge

- Model effective communication and problem solving.
- Use a variety of media and technology.
- Write and speak with clarity.

Principle 2: Reflective Practice

- Explain the principles that guide the teaching.
- Demonstrate teaching as an inquiry process, collecting and analyzing data about students' learning and generating plans designed to support student learning.
- Entertain multiple perspectives.
- Self-assess from multiple perspectives.
- Collect information through observation of classroom interaction.
- Assess learners' development and knowledge.
- Use assessment processes appropriate to learning outcomes.
- Invite learners to employ multiple approaches, solutions, and diverse pathways to learning.

Principle 3: Teaching for Understanding

- Help learners articulate their ideas and thinking processes.
- Motivate all children to learn.
- Build on children's prior knowledge.

Principle 4: Passion for Learning

- Learn about learners and teaching through reflective practice.
- Recognize and support learners' intellectual, social, and personal growth.
- Support learners with special needs.
- Engage in personal inquiry to construct content knowledge and skills

Principle 5: Understanding School in Context of Society and Culture

- Communicate in ways that demonstrate sensitivity to a broad range of diversity.
- Mediate when learners need help to resolve problems or change attitudes.
- Collaborate with parents, teachers, administrators, and other community members involved in the lives of students.
- Challenge negative attitudes.

Principle 6: Professionalism

- Articulate the ethical principles guiding professional conduct.
- Participate in professional organizations and resource networks beyond the school.
- Dialogue with colleagues about issues that are complex and difficult.
- Promote positive attitudes.
- Operate on democratic principles.

Curriculum Foci

Throughout the semester, we will draw from assigned readings, class activities, and field experiences to address the following questions:

- How do people learn?
- How does the context motivate children to learn?
- How does culture influence personal perspectives and teaching and learning?
- How do theoretical frameworks guide teachers' practice?
- How do educators deal with differences to support the development of *all* learners?
- What does it mean to be culturally competent?

Assignments

Details about individual assignments and due dates will be posted on Oncourse under the SCHEDULE tab. Assignments comprise both university work and work that is based “in the field” either at the professional development school (PDS) site or through arranged field trips/ visitations/other activities. These assignments are briefly described below.

Non-Graded

- **Personal Learning Profile**

Our Stipek textbook, *Motivation to Learn* gives readers a thorough understanding of motivation theories and research. Chapter 1 describes typical motivational “syndromes”-patterns of beliefs and behaviors that inhibit optimal learning. For this assignment, interns will be required to write a brief paper which reflects on the profile which they mostly have identified with in the past as an elementary or secondary student.

- **Philosophy of Education Statement**

In this assignment, you will describe four (4) or five (5) ideas, beliefs, or issues, that are central to you at this point in your development as a teacher. List them and explain briefly why each is important. This will serve as the basis for a personal “philosophy of education” statement that integrates ideas across Block I (M320 and E345) and that is included in the portfolio required for M320. This initial stance or “philosophy of education” statement, in turn, will provide a reference point to measure your growth and change over the course of the entire “Learning to Teach/Teaching to Learn” program.

- **Meeting Influential Educator/Educational Psychologist**

Each intern will explore the work of a prominent educator (living or dead!), and prepare a brief report including basic information about the individual, a summary of his or her work, and illustrations of how that work affects what happens in schools today.

Graded Assignments

- **Authentic Voices** (Approval of Choice Required)

Interns will read an autobiography of a person with a disability or of an individual from a different ethnic/cultural background. The assignment should provide a more personal perspective on diversity and disability issues/experiences. The interns will participate in a class discussion and provide a written reflection. In a three-page paper (double spacing), share your discoveries, questions, and concerns. How could this book contribute to your development as a world-class teacher?

- **Community Assessment Survey**

The purpose of this assignment is to provide interns with a research experience that will develop a comprehensive understanding of the community surrounding the PDS site. This assignment will increase awareness of the community strengths and resources that can be brought into play to support education.

- **Personal Inquiry Project (Group Assignment focusing on K-5 Grades)**

This assignment invites each intern—as part of a focused study group—to conduct an in-depth investigation of a topic related to the course themes of development, diversity, and disability. The assignment is intended to be an *inquiry*; that is, interns will pose questions and explore answers to those questions. An initial menu of possible topics includes:

- Building school/community connections
- Inclusion
- Equity
- Identity
- Urban Schools
- Classroom Management
- Motivation
- Bullying & peace initiatives
- Mental health issues
- Social development and friendship
- Family involvement
- Play

Teams will produce a written paper and poster presentation reporting their findings.

- **Reflective Writing**

Preparing educators who engage in “reflective practice” is at the heart of IUPUI’s “Learning to Teach/Teaching to Learn” program. The second “Principle of Teacher Education” (PTE) defines reflective practice as “the ability of teachers to step outside of the experiences that make up teaching and to analyze and critique the impact of experiences and contexts from multiple perspectives.” You will be expected to submit reflective papers throughout the course of the semester. Reflective prompts which will help guide your thoughts will be provided by instructors. All reflective assignments should be posted before coming to the next class meeting and a hard copy brought with you to class.

°Block I Portfolio

The culminating assignment of the semester is the Block I Portfolio submitted during the last class meeting in a *three-ring binder*. The portfolio invites each intern to reflect on the semester and asks the intern to synthesize what was learned in a way that is personally meaningful and that demonstrates learning.

Required Components of the Portfolio

1. One page “Personal Philosophy” Statement.
Decide which four (4) or five (5) ideas, beliefs, or issues, are central to you at this point in your development as a teacher. List them and explain briefly why each is important. The first draft of this assignment should be included in this section.
2. Selection of Artifacts
Identify artifacts that can document your journey toward understanding learning and diversity. This section should provide evidence that you have grappled with ideas and that these ideas have affected your work with your peers, teachers, and/or children.

This section should include two (2) assignments that are graded or have received written feedback or engagements (may include field experience or reflective journals grouped together) from M320. Each piece you select should be accompanied by a critical reflection that explains why or how it is significant and how it serves as evidence of your learning. What you select may be large or small and from any point in the semester. It need not be your “best” work as it is work that has helped you move forward.
3. Field Experience
Provide a summary, highlighting your experiences, and reflection, demonstrating your understanding of teaching and learning.
4. Professional Development Activity
Provide a short summary for each activity and a reflection. If questions are included in the Guidelines for Professional Development for your selected activity, answer these questions as a part of your report. Provide a membership card or receipt from the professional association.
5. Final Reflection
A final reflection in which you pull everything together and integrate what you have learned in the M320 Block I A this semester. Explain (a) the key understandings you have gained, and (b) how you have grown over the semester, (c) explain what you see as your strengths and what challenges confront you at this point in your development, and (d) describe how the PTE’s have contributed to your growth. As part of this final reflection, give yourself a grade considering the grading framework below.
6. Complete Block 1 Rubric and include as a part of the portfolio.

Organization

If your learning has been significantly affected by experiences outside the LT/TL cohort (other readings, employment, community service, etc.), then you may choose to include evidence from those experiences in an appendix. Your portfolio should be organized and professional in appearance. It should represent your best writing and thinking. Customize it to express your own experiences, personality, and work style.

Evaluation

The portfolio will be evaluated by how well each intern is able to demonstrate progress toward the “*Principles of Teacher Education*.” Refer to the rubric for additional guidance.

Professional Development Activities

During each semester in the *Learning to Teach/Teaching to Learn* program, interns are expected to attend 3 professional development activities on their own time. During Block IA, interns write a brief reaction to/critique of the activity. Each response should include the date/time/place and title of the event as well as a brief reaction/reflection.

Some of the many professional development opportunities during this semester include:

- School Board Meetings (all school corporations have regular meetings that are open to the public)
- 1 Education Student Advisory Council (ESAC) program (must be approved by block instructor)
- Visitations to other school sites (grades K thru 3 – serving as a substitute will not count)
- Local, state, or national educational conferences
- Membership in professional association (membership card as documentation)
- Volunteer Opportunities
- Join a Professional Organization (membership card needed as proof of enrollment)

* Proof of attendance is required for all activities.

Instructors will provide specific information about different events/opportunities.

As an aspect of this assignment, interns are encouraged [though not required] to join a professional organization of their choice. Some possible organizations include

- Association for Childhood Education International (ACEI) <http://www.acei.org/>
- National Association for the Education of Young Children (NAEYC) <http://www.naeyc.org>
- The Council for Exceptional Children (or one of its divisions) <http://www.cec.sped.org>
- National Association for Multicultural Education (NAME) <http://www.nameorg.org/>

Grading

The Block IA (aka M320) instructors will assign one grade for the block. Interns are expected (a) to attend all class meetings, and (b) notify the instructor in the event of an absence—more than one absence will lower your grade by ½ a letter grade (ex. A becomes A- -if the intern misses more than 2 classes, the final grade will be lowered by 1 letter grade). Furthermore, this attendance policy will be applied to your professional development site (PDS). However, if an absence does occur at your PDS, you will be given the opportunity to make up the time. This must be arranged with your mentor teacher. Lastly, assignments must be submitted by stated deadlines; late work will be penalized by ½ letter grade.

Evaluation of student performance in this course will be based on the following criteria:

<u>Assignment</u>	<u>Value</u>
Community Assessment Survey	25 points
Personal Inquiry Project	25
Portfolio	20
Authentic Voices	15
Critical Reflection Papers	10
Professionalism	<u>5</u>
	100%

PROFESSIONALISM RUBRIC

Exemplary (5points)	Acceptable (3-4 points)	Unsatisfactory (2-1 points)
Attends all classes	Misses a class	Misses class multiple times
Punctual	Arrived late or left early	Arrives late or leaves early
Dresses Professionally	Improves dress	Fails to dress suitably for teaching
Prepares thoroughly for each class session	Prepared for majority of class sessions	Unprepared for most class sessions
Reading surpasses required course assignments	Shows evidence of reading required assignments	Demonstrates little evidence of reading assignments
All assignments submitted on time	Submits late assignment	Submits multiple late assignments
Asks probing questions	Asks clarifying questions	Asks no questions
Identifies and pursues areas of interest	Seeks support to identify interests	Unable to identify interests
Develops collaborative relationships with peers	Develops collegial relationships with peers	Exhibits difficulty in developing relationships with peers
Participates openly in small and large group discussions	Exhibits some difficulty finding voice in small or large group discussions	Participation in small or large group discussions is minimal
Balances independence from, and reliance on instructors	Develops increasing independence from instructors	Relies heavily on instructors and peers
Shares the floor with others in regards to discussions and sharing	Makes effort to share the floor with others	Monopolizes class discussions
Makes insightful connections between M320 and E345	Makes some connections between M320 and E45	Makes limited connections between M320 and E345

Grade Scale:

A	94-100	B	85-87	C	75-78	F	Below 66
A-	91-93	B-	82-84	C-	71-74		
B+	88-90	C+	79-81	D	66-70		

Grading is done holistically. Many assignments will have a task-specific scoring rubric. The following grading rubric will be applied to assignments and your performance over the semester.

A: Outstanding Exemplar

An outstanding performance:

- Demonstrates a commitment by the intern to develop his/her own complex content and pedagogical knowledge. ([PTE 1](#) & [PTE 4](#)).
- Demonstrates an ownership of learning with research that goes beyond the materials provided in class ([PTE 4](#)).
- Makes contributions that push the intern's own thinking and thinking of the cohort as a whole. ([PTE 6](#))
- Employs analysis and syntheses in discussions and in written work ([PTE 4](#)).

B: Very Good Exemplar

A grade of B represents very good, solid, above-average work; however, one or more of the characteristics of "A" work is missing. The intern shows clear potential for improvement; his or her work

- Is complete, thoughtful, and reflective ([PTE 2](#)).
- Demonstrates evidence that the intern has made sense of the readings, class presentations, and experiences in the field in discussions and written work. The intern supports his/her ideas whenever appropriate by documenting sources ([PTE 2](#)).
- Is professional in all interactions in class and in the field ([PTE 5](#) & [PTE 6](#)).
- Written and oral communication demonstrates expression of coherent ideas with consideration to the mechanics of the use of language ([PTE 1](#)).
- Field-based interactions and assignments reveal an understanding of attentiveness to issues related to child-centered teaching practices ([PTE 3](#)).
- The intern shows evidence of continuing to solve problems and/or make sense of new ideas outside of the classroom ([PTE 4](#)).
- The intern demonstrates the ability to make connections between readings, field activities, assignments, and class discussions ([PTE 4](#)).

C: Minimally Acceptable Exemplar

Work that is acceptable but close to the professional threshold will be designated by a grade of C. The intern has difficulty in one or more of the following but has shown growth throughout the semester.

Please note that you are responsible for being familiar with IUPUI's policy regarding academic honesty and for adhering to the policy. Plagiarism and/or academic dishonesty, including copying or collaborating with other students on the exams or any of the written assignments, will absolutely not be tolerated

Operating Assumptions

This class—indeed, the entire *Learning to Teach/Teaching to Learn* program—is grounded in several important assumptions:

- That learning is an active process that requires work, both in the sense of an *investment of time* to interact with materials, ideas, and others, and in the sense of *struggle* with discomfort and competing ideas to come to one's own perspective. A major responsibility for learning rests with each intern.
- That interns can learn a great deal from each other, as well as from the instructors, speakers, and readings. Participation is expected & questions are welcome. Instructors are available to all teacher education interns in class, during office hours, or via e-mail (Oncourse).
- That interns are professionals who aspire to improve both their understanding and their practice.
- That there are no absolutes, perfect instances, or easy answers to complex problems.
- That each of us *can* make a difference.
- That each of strives to conduct ourselves in a professional manner (verbally and nonverbally) as representatives of Indiana University School of Education at IUPUI.

Class Format

A regular component of each class meeting will be a discussion of relevant articles in the popular press. Keep your eyes out for articles that address education, and *especially* those that also address issues of diversity, disability, or development. Be especially attentive to the portrayal of individuals with disabilities or individuals from different ethnic or cultural backgrounds.

You are encouraged to review the following sources either in hardcopy or via the Internet:

<i>The New York Times</i>	http://www.nytimes.com
<i>The Washington Post</i>	http://www.washingtonpost.com
<i>Christian Science Monitor</i>	http://www.csmonitor.com
<i>Indianapolis Star</i>	http://www.starnews.com
<i>USA Today</i>	http://www.usatoday.com
<i>Education Week</i>	http://www.edweek.org
<i>Teacher Magazine</i>	http://www.teachermagazine.org/

Campus Resources

Writing Center

Cavanaugh Hall University College
CA 427 UC 2104
Phone: 274-2049 278-8642

Mathematics Assistance Center

University College
UC 102
Information line: 274-7898

Counseling and Psychological Services (CAPS)

Union Building
UN 418
Phone: 274-2548

Speaker's Lab

Cavanaugh Hall
CA 340
Phone: 278-7940

Career Center

Business/SPEA
BS 2010
Phone: 274-2554

Bepko Learning Center

University College
UC 2
Phone: 278-7940

Adaptive Educational Services

Any interns who anticipate the need for special educational support or accommodations because of disabilities or special medical problems should contact the Office of Adaptive Educational Services (Cavanaugh 001C). Eligibility and arrangements for adaptations must be established well ahead of the actual time of need.

The journey begins....

