G

GORDON

Gordon College

University System of Georgia

**DIVISION OF TEACHER EDUCATION**

419 College Drive

Barnesville, GA 30204

ph. 770/872-2468 f. 770/872-2455

www.gdn.edu

**I. COURSE INFORMATION:**

|  |  |  |
| --- | --- | --- |
| **Course Number and Title:**  EDUC 2110 Introduction to Education | **CRN:**  **Term:** Fall 2016 | **Building-Room:**  Smith 105 |
| **Credit Hours:**  3 | **Days:**  **Monday & Wednesday** | **Time:**  **8:00 am – 9:15 am** |
| **First Class Session:**  **August 10, 2016** | **Last Class Session:**  **November 30, 2016** | **Final Exam/Portfolio**  **November 28, 2016** |

**II. INSTRUCTOR INFORMATION:**

|  |  |  |
| --- | --- | --- |
| **Instructor:**  **John L. Johnson** | **Office Location:**  **Smith Hall 108** | **Phone:**  C-404-277-2312 |
| **Office Hours:**  Monday 10 am – 3 pm or by appointment | | **e-mail:**  jjohnson@gordonstate.edu |

**III. Text (s) and Other Resources**

|  |
| --- |
| **Textbook:**  David G. Armstrong, Kenneth T. Henson, Tom V. Savage (2015). *Teaching Today: An Introduction to education, 9th edition.* Pearson Publishing. |

**IV. CATALOG DESCRIPTION:**

|  |
| --- |
| **Description:**  **This course is designed for students who are considering becoming P-12 teachers.**  This course engages students in observations, interactions, and analyses of critical and contemporary educational issues. Students will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States. Students will actively examine the teaching profession from multiple vantage points both within and outside the school. Against this backdrop, students will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. **A 10-hour fieldwork required.** |

**V. CONCEPTUAL FRAMEWORK:**

**Unit Philosophy:**

Gordon State College teacher education graduates will make a difference in the lives of the children and communities they serve. Their careers will build on the foundations of competence and disposition of character which were initially guided and shaped in their professional preparation at Gordon.

*Who is a Gordon teacher? A Gordon teacher is one who possesses the abilities, skills, knowledge and confidence to inspire and enable each student to become a lifelong learner and reach his/her full potential.*

VIII. OBJECTIVES/GOALS

**Course Objectives: The Student Will*:***

1. Investigate and describe contemporary schools and the interplay of school and society via selected social, historical, political, economic, philosophical, and cultural issues that influence those schools.
2. Discover, explore, and describe current issues and trends in schools (e.g., bullying, curriculum mandates, vouchers, privatization, testing and evaluation, federal and state policy, reform initiatives, standards, and changes in curriculum) using disciplinary and interdisciplinary fields and the lenses of analysis, critique, and interpretation.
3. Analyze their legal, ethical, and professional responsibilities as future teachers.
4. Explore their core values and reflect on how their values influence their beliefs about “good” teaching and schooling in democratic contexts.
5. Develop and refine a philosophy of teaching by exploring who they are as a potential teacher (e.g., examining their own agendas and prejudices as they relate to teaching and learning) and what dispositions they have for teaching diverse students in current Georgia and U.S. school contexts.
6. Analyze the implications, benefits, and challenges concerning the use of technology in contemporary Georgia and U.S. classrooms.

**IX. REQUIREMENTS, INSTRUCTIONAL METHODS, AND ASSESSMENT:**

This course is intended to provide the potential teacher candidate with an overview of an array of issues related to a career in education. The pace of study requires the student to keep up with reading assignments. Students will be asked to provide their personal reaction, reflection, and insights to enrich the class discussion. Students will be assigned one topic from the readings to present in class. Instruction will begin with a lecture/overview of central concepts and themes inherent with each set of topics, followed by student debate and discussion of the issues. Quizzes will be frequent and in-depth to evaluate the student’s understanding. Quizzes will contain sections on vocabulary, key issues, and contributors. Class participation in various presentation formats will also be assigned.

In addition to factual and accurate representations of content studied, all assignments will include an assessment of neatness, legibility, spelling, punctuation, grammar, organization and coherence. ***Points will be deducted for failure to properly proofread all written submissions.***

* Field Study Practicum Portfolio 200 points
* Bonus points for attendance: Perfect Attendance – NO TARDIES 5 points
* 5 quizzes 100 points each

Final Grade: A = 900 - 1000 pts; B = 800 - 899 pts; C = 700 - 799 pts; D = 600 - 699 pts; F = below 600. Note: A final grade of “D” or “F” is not acceptable for Education Majors.

**CLASS ASSESSMENTS:**

* **4 quizzes**: (100 points) Dates for quizzes will be announced. Each quiz will include vocabulary, key issues and contributors. Quizzes may be multiple choice or essay. A study guide will be provided at the beginning of each of the eight parts of the course. Note: **The Final Exam is Quiz # 4**. (Course Objectives 1, 2, 3, & 6; Conceptual Framework Indicators 1C, 1D, 2A, 3B, 3C, 5B).
* **Field Study/Practicum Portfolio: (200 points) See Portfolio Handout**
* **Book Review (100 points)**: You will be asked to select a book written by a contemporary author which relates directly to one of the socio-cultural perspectives discussed in this class. You will be expected to read the book and write and submit a book review covering the selected book. Specific guidelines with regard to the format of the book review will be provided in class.
* **Personal Philosophy of Education (100 points):** Develop your personal educational philosophy. (Course Objective 5; Conceptual Framework Indicator 9D). Write a 1-page paper with one-inch default margins, 12 pt. Times New Roman font, double spaced, and correct spelling and syntax. Write about your personal beliefs about teaching and learning. Answer the following questions within the body of the paper: 1) Can all students learn? 2) What makes a teacher an “effective” teacher? 3) What is the purpose of education? And 4) What should the final product of a public education look like? Also, be sure to include your reflections of the in-class education philosophy assessment within your paper.

**XI. ACADEMIC INTEGRITY AND ATTENDANCE:**

**Academic Integrity:**

Refer to the Student Code of Conduct in the Academic Catalog and Georgia Code of Ethics for Educators

**Attendance/Classroom Policies:**

1. Official class roll from the registrar: It is the student’s responsibility to ensure that he or she is on the official class roll.
2. **Attendance: Attendance is taken daily. No more than two absences are allowed**. If you are absent for any reason, it is your responsibility to obtain the information that you missed in your absence from a classmate. Consistent absences make it difficult for you, the student, to acquire knowledge and increase learning. Excessive absences will, undoubtedly, negatively impact your grade in this class. The attendance policy for this course is proactive and positive. Therefore, it is to your advantage to show up. After the second absence, a conference with the instructor will be required. A doctor’s excuse needs to be provided after the second absence.
3. Withdrawal Policy: A student may withdraw from a course without penalty by mid-term. (Refer to Schedule of Classes for present semester). After mid-term, a student will receive a WF for withdrawal except in approved cases of extenuating personal hardship. (Refer to Gordon College Catalog).
4. **Assignments are due at the time of the class meeting. If an assignment is turned in after the class meeting points will be subtracted from the grade of that assignment. For each additional day that the document is late. After 2 calendar days, the grade becomes zero.**
5. **Tests are to be taken the day announced.** Tests will not be given after two class periods and a 0 will be posted.
6. Any assignment that is over or under the prescribed page length will receive a significant point reduction.
7. Tardy to Class: When the instructor begins class, anyone arriving after that time is tardy. You are allowed two late passes. After the second tardy, a conference with the instructor will be required.
8. Exemplary classroom behavior is expected from each student. That is, a consistent demonstration of good manners, common courtesy, and civility shall be manifested among you and your classmates. Conversation with classmates while your professor is talking / lecturing to the class as a whole will not be permitted. You are expected to join in class discussions and give an intelligent opinion.
9. **\*\*\*\*Cell phones: No cell phones are to be visible during class. This means no phone calls or text messaging during class. If you have an emergency situation that requires special consideration, it your responsibility to inform me. If a cell phone is seen during class , you will be asked to leave. You are on the way to a profession. This profession does not permit use of cell phones during teaching.**

10. Summer is hot, please wear appropriate clothing. You are going into a profession, please think about

proper dress.

CALENDAR for FALL 2016:

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| --- | --- | --- | --- |
| DATE | Title of Studies | Chapter in Book | Assignment |
|  |  |  |  |
| August 10 | Introduction to the Course | N/A | Notebook |
| January 15 | Foundations of Education | Chapter 1  Page 3-12 | Paper due (2-3 pages): The best teacher I ever had and why? |
| January 17 | Work on Portfolio |  |  |
| August 22 | MLK Birthday – No Class |  |  |
| August 24 | Current Topics of Interest in Education today | Chapter 1  Page 13-30 |  |
| August 29 | Rules for Education Preparation & Professional development | Chapter 2  Page 32-44 | Report due: NEA & AFT |
| August 31 | Work on Portfolio |  |  |
| September 5 | No Classes – Labor Day |  |  |
| September 7 | Federal and State Influences | Chapter2  Page 45-61 |  |
| September 12 | School Reform, Vouchers, School Choice | Chapter 3  Page 63-78 | Paper due: Which reform appeals to you and why: Choice or Voucher |
| September 14 | School Reform, No Child Left Behind, ESEA | Chapter 3  Page 79-88 |  |
| September 19 | Exam #1 | Chapt. 1, 2  Page 1-88 |  |
| September 21 | Student Change, Types of Students | Chapter 4  Page 92-100 | Paper due (2-3 pages): Personal education philosophy |
| September 26 | Diversity in Education | Chapter 4  Page 101-119 |  |
| September 28 | EXAM #2  MIDTERM | Chapters 3,4 |  |
| October 3 | Positive Learning Environment | Chapter 5  Page 129- 143 |  |
| October 5 | Classroom Management and Instruction & Curriculum | Chapter 5  Page 143-169 |  |
| October 10 - 14 | No Classes – Fall Break |  |  |
| October 17 | Instructional Methods  Planning | Chapter 6  Page 171-187 |  |
| October 17 | Assessment:  Types of Assessment and Measurement of Learning | Chapter 7  Page 191 - 219 |  |
| October 19 | EXAM #3 | Chapters 5,6,7 | Book Report Due (4-5 pages) |
| October 24 | Historical Perspectives, European Influences, Colonial Education in the US | Chapter 8  Page 222-236 | Paper due: Brown v. Board of Education |
| October 26 | Education Today | Chapter 8  Page 236 - 250 |  |
| October 31 | School and Society  Mission Statements | Chapter 9  Page 253-263 |  |
| November 2 | School and Society | Chapter 9  Page 263-276 |  |
| November 7 | Educational Philosophy  Fields & Personal of Philosophy | Chapter 10  Page 279 -302 | Paper due: Who were Thomas Dewey & Horace Mann and what was their contribution to education |
| November 9 | School Law  Student Rights & Teacher Rights | Chapter 11  Page 305-332 | Report due: Status of portfolio project |
| November 14 | Presentation of philosophy of education |  |  |
| November 16 | EXAM #4 | Chapters 8,9, 10, 11 |  |
| November 21 | Common Core and the Law & Finance in Education | Handouts |  |
| November 23 | Ethics in Education  Ethical Standards | Handouts and PPT. |  |
| November 28 | Review | Study Guide and Questions |  |
| November 30 | Final Exam | Chapters 1-11 |  |

**FIELD ASSIGNMENT/10-HOUR PRACTICUM**

**INSTRUCTOR-John L. Johnson**

**Fall 2016**

**Description:** Teacher candidates will submit a portfolio certifying ten (10) hours of field experience consisting of program events, interviews, and site visits in **grades pre-K – 12th.** Each event must be verified by an official representative, including their name, title, name and address of school or organization, phone number(s), and e-mail. (Course Objective 2; Conceptual Framework Indicator 2A & 3B).

*To ensure professionalism during your visits, please observe the following guidelines:*

* Dress professionally; refrain from wearing jeans, t-shirts, shorts, or sneakers.
* Be on time!
* Sign in at the office/follow each location’s rules for visitors (i.e. name badge)
* Talk with the teacher or person in charge prior to your visit. Ask if you can take notes while sitting quietly in the background.
* Remember **CONFIDENTIALITY MUST BE MAINTAINED.** Do not discuss what you see or hear with anyone. Your report should **not** include any identifying information such as teachers’ or students’ names. It is possible to fail this project if it is proven that you have shared any confidential information with someone else. You may refer to students and teachers as “Student A”, “Student B”, “Teacher A”, “Teacher B”, etc.

Each teacher candidate will participate in ten (10) hours of field experience at a variety of sites and locations where children and instructors/caretakers can be observed and/or locations where educational issues, policies, or decisions are being discussed and explored. **Three hours of this must specifically be individual child observations using the approved format. Candidates should select 3 school-aged children of varying ages. The remaining 7 hours will include any combination of the following:**

**Student Observations**

* Primary/Elementary age student (1 hour observation/interview)
* Middle grades age student (1 hour observation/interview)
* High school age student (1 hour observation/interview)

**Mandatory (5 hours)**

* Attend a local school board meeting (1 hour)
* Interview a practicing teacher/review lesson plans (pre-K – 12th) (1 hour)
* Observe in a daycare or pre-school facility (1 hour)
* Attend a PTA/PTO or booster club meeting (1 hour)
* Interview a youth pastor, librarian, or other education-related professional (1 hour)

**Choose (2 hours ) from the list below to complete the 10 hours**

* Attend a Gordon College performance. (1 hour)
* Observe a Sunday School lesson or youth ministry program (1 hour)
* Observe an after school/enrichment/tutorial program (1 hour)
* Observe a Boys & Girls Club (1 hour)
* Observe or volunteer at a community-based social services organization (1 hour)
* Attend an education-related workshop/seminar/conference (1 hour)
* Observe a music, theater, or arts lesson, activity, or performance (1 hour)
* Observe a library “reading hour” or youth book club (1 hour)
* Observe a vacation bible school program (1 hour)
* Observe a boy or girl scout meeting (1 hour)

\*\*Each teacher candidate’s 10 hours of fieldwork is expected to come from a **wide variety** of sites in order to create a comprehensive and valuable practicum experience. In other words, completing 4 hours at daycare facilities, 4 hours observing sports practices, and 2 hours of field trip observations would **NOT** be acceptable. Each candidate is at liberty to create a unique and meaningful experience based upon his/her interests. The practicum should be viewed as one’s initial introduction into the wide and vast world of education and the opportunities that lie ahead in one’s career.

**PERMISSION:** Permission to visit all locations must first be obtained by the instructor and the participating agency. Students will submit a Field Experience Plan which will create a roadmap and help to clarify any questions or concerns prior to your visits. Time management is paramount for a successful and timely completion. The instructor will provide an introductory letter for use in arranging all visits. This letter must be signed by each site supervisor.

**ASSESSMENT:** Students will submit a 3-ring binder containing the following:

**Cover Page** – Student’s name, date, e-mail address, phone numbers

Journal notes taken during all observations (typed)

Include all of the original letters of permission with signatures of supervisors

Observation log which properly documents observation hours

Individual Child Observations (must follow approved format)

3-page reflective essay which describes your thoughts, feelings, reactions, and reflections on your field experience as a whole. This is not a summary, but rather your personal analysis of your field experience. **To that end, the student is required to make thoughtful connections to topics covered in your textbook and class discussions.**

Pictures, brochures, and artifacts from your sites and locations must be contained within the portfolio.

\*\*A rubric will be provided by the instructor which explicitly details expectations about the quality of the assignment.

**Failure to Complete:** Failure to complete this assignment will result in failure of the course or an “I” Incomplete until the assignment has been completed in a satisfactory manner.

***Field Experience Plan***

***Letter of Permission***

***Observation Log***

***Individual Student Observation Format***

***Sample Teacher Observation Questions***

***Field Experience Plan***

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **What is the name and address of the site you’d like to visit?** | **What grade level of children do you anticipate observing?** | **How many hours do you plan to observe at this location?** |
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| ***Child Observation Plan*** | | |
| **What are the age, grade, gender, and race of the students you intend to observe?** | **Have you obtained parent permission?** | **When do you intend to observe this student?** |
|  |  |  |
|  |  |  |
|  |  |  |

***Letter of Permission***

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**DIVISION OF TEACHER EDUCATION**

Fall 2015

TO: Whom It May Concern

FROM: John L. Johnson, Instructor, Teacher Education Program

RE: **10-Hour Practicum Experience**

Students Enrolled in EDUC 2110

Student’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The student listed above is required to complete a 10-hour practicum which includes observations, interviews of staff, attendance at education-related meetings, etc. The student is required to observe and make notes for writing a report which counts as a significant percent of the final grade. **Students have been informed about the necessity of maintaining confidentiality, and no names of any individuals will be identified in their reports.**

Your cooperation in helping this student attain these requirements in his / her pursuit of a degree in teacher education is appreciated. To verify your permission, please complete and sign this form at the bottom of the page.

If I can be of additional assistance, please feel free to e-mail me at bross@gordonstate.edu or call my office phone at 770-678-5473.

Very truly yours,

John L. Johnson

John L. Johnson, Ph.D.

**Verification of Permission**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Name Title/ Name of Organization

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address Phone Number (s)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date Hours

***Observation Log***

**Gordon College Division of Teacher Education**

**10 –hour Practicum Observation Log**

**Instructor- J. L. Johnson**

**Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **HRS** | **Location:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Time In: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time Out: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initial \_\_\_\_\_\_\_\_\_\_\_\_**  **Verification Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
|  | **Location:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Time In: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time Out: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initial \_\_\_\_\_\_\_\_\_\_\_\_**  **Verification Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
|  | **Location:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Time In: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time Out: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initial \_\_\_\_\_\_\_\_\_\_\_\_**  **Verification Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
|  | **Location:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Time In: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time Out: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initial \_\_\_\_\_\_\_\_\_\_\_\_**  **Verification Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
|  | **Location:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Time In: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time Out: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initial \_\_\_\_\_\_\_\_\_\_\_\_**  **Verification Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

***Individual Student Observation Format***

The following is intended as a guide in writing the individual student observation portion of the practicum. The information should be presented in the order of the large categories (I, II, III, etc.) in paragraph form.

Parent Questions

1. Identification of the Subject

Age, race, gender

1. Information Sources

Describe methods you used to gather information about your subject and the different sources of information you used (e.g. interviews, school records, observations, conversations with parents, products developed by the subject, etc.)

1. Background information
2. Family background (significant characteristics, e.g. socioeconomic level, parent’s education, etc.)
3. Home atmosphere (values, climate, relationships). Cite evidence for the descriptors used.
4. Physical characteristics (general description plus characteristics that distinguish the student, e.g. handicaps, skills, size in relation to peers.)
5. Early childhood information (did student attend pre-school, other details about life from 0 – age 5.)
6. School history (schools attended, participation in special programs)
7. **One Hour Observation format**
8. Behavioral characteristics
9. Cognitive characteristics (learning style, multiple intelligence, etc.)
10. Motivational characteristics (degree to which student attended to activity)
11. Self-concept (view of him/herself in his/her talent areas, socially, and physically)
12. Personality (introverted vs. extroverted, risk taker, etc.)
13. Summary
14. Summarize what you perceive to be the student’s strengths and weaknesses
15. Summarize in one paragraph your thoughts and predictions about this student’s future academic success

Paper must be in complete paragraph form.

***Teacher Interview Questions***

Interview a teacher or other educational professional as a part of your practicum, here is a list of questions that should be asked:

1. Why did you decide to become a teacher?
2. How long have you been a teacher?
3. What do you enjoy the most about teaching?
4. What are the most challenging aspects to being a teacher?
5. Have you found it easy or hard to deal with parents? Why?
6. Describe your classroom management/discipline procedures in your classroom.
7. What advice would you offer a new teacher?

Write down what you observe when you go to the mandatory and optional observations. Get signatures of the people you observe. Try to get artifacts (pamphlets, brochures, agendas).

**Questions for youth pastor/librarian/Other**

1. What do you like most about your job?
2. What do you like least about your job?
3. What is the most challenging part of your job?
4. What classroom management/discipline policies do you use?
5. Would you recommend this job?

**Use the Gordon Letterhead below for the completed portfolio.**

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**DIVISION OF TEACHER EDUCATION**

***Rubric***

**PRACTICUM Field EXPERIENCE Portfolio Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Objectives** | **Unsatisfactory(1)** | **Improving (2)** | **Proficient (3)** | **Distinguished (4)** |
| Organization and Design | The portfolio exhibited a lack of organization. | The portfolio exhibited little evidence of organization and lacked some required documents. | The portfolio exhibited some evidence of organization but contained all required documents. | The portfolio was well organized with all required documents and was easy to follow. |
| Documentation and Field Experience | Less than 10 **quality** hours of field experience were conducted and documented. |  |  | 10 or more **quality** hours of field experience were conducted and properly documented. |
| Reflective Essay | The reflective essay exhibited a lack of focus and contained no meaningful connections to course content and/or did not meet the length requirement. | The reflective essay lacked some focus and contained few meaningful connections to course content. | The reflective essay was focused, well organized, contained some meaningful connections to course content. | The reflective essay was thoughtful, well organized, and contained many connections to course content. |
| Visual Appeal | No pictures, graphics, or artifacts were included to support content | Student used few graphics, pictures, or artifacts to support content | Student used ample pictures, graphics, and artifacts to support content | Student presented abundant pictures, graphics, and artifacts in a creative, appealing manner to support content |
| Mechanics | Student’s portfolio has numerous spelling/grammatical errors |  | Student’s portfolio has few spelling/grammatical errors | Student’s portfolio is nearly free of misspellings and grammatical errors. |
| Score: \_\_\_\_\_\_\_\_\_\_\_\_/20  Comments:  **Reference this when putting the portfolio together.** | | | | |

**Title IX**

Gordon State College is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence and stalking.  If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. All faculty members at Gordon State College are mandated reporters.  Any student reporting any type of sexual harassment, sexual assault, dating violence, domestic violence or stalking must be made aware that any report made to a faculty member under the provisions of Title IX will be reported to the Title IX Coordinator or a Title IX Deputy Coordinator.  If you wish to speak with someone confidentially, you must contact the Counseling and Accessibility Services office, Room 212, Student Life Center.  The licensed counselors in the Counseling Office are able to provide confidential support.

Gordon State College does not discriminate against any student on the basis of pregnancy, parenting or related conditions.  Students seeking accommodations on the basis of pregnancy, parenting or related conditions should contact Counseling and Accessibility Services regarding the process of documenting pregnancy related issues and being approved for accommodations, including pregnancy related absences as defined under Title IX.

**ADA and 504**

If you have a documented disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and/or physical accessibility.  The Counseling and Accessibility Services office located in the Student Center, Room 212 can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GSC programs and facilities.  Course requirements will not be waived, but accommodations may assist you in meeting the requirements.  For documentation requirements and for additional information, contact Counseling and Accessibility Services at 678-359-5585.

C. Jeffery Knighton, Ph.D.

Interim Provost & Vice President for Academic Affairs

Gordon State College

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