

EDU 300-013

Subtitle: Special Course: Globally-Minded Teaching and Learning

Course Information:

Meeting Time: Mondays, 4:30-6:30pm

Meeting Location: TBD

Credit Hours: 2.0

Prerequisites: No course or skill prerequisites. Students must have applied or plan to apply for the UK Education Abroad Non-Credit Bearing "Globally-Minded Teaching & Learning" program.

Course information including assignments, syllabus, and more is on Canvas (uky.edu/Canvas).

Instructor Information:

Name: Pamela Seales and Ellie Holliday

Office location: Pam: 321 Dickey Hall, Ellie: 124 Taylor Education Building

Phone number: Pam's Office: 859-257-1824 Ellie's Office: 859-257-7909

Email address: pamseales@uky.edu, eholliday@uky.edu

Office Hours: By appointment

Preferred method for reaching instructors: Email

Course Description for bulletin:

CONTROLLED ENROLLMENT: Contact the department for enrollment information. Requires local field trip.

Course Overview

This course assists future educators or those hoping to work with children in gaining the skills they need to support and serve diverse groups of kids. The course will encourage future educators to examine their own cultural perspectives as well as the perspectives of others and study the differences between US and Central American schools through discussions, research, and communicating regularly with Central American teachers. Students will explore the complexities of the educational system through activities such as talking with Central American teachers and students, and learning about the challenges and situations the students and families face in Central America. As a culminating project, students will identify a culturally- appropriate text/book, create an interactive read aloud using this text, along with an appropriate comprehension activity, and present to elementary aged children during a local class field trip.

Student Learning Outcomes

Students will:

1. Develop skills to better serve underrepresented and minority populations in US schools and abroad.
2. Recognize and appreciate their own cultural perspectives and the perspectives of individuals from different cultures, ethnicities, and backgrounds.
3. Recognize similarities and differences between the US and Central America.
4. Identify a comprehension need in a local elementary program and develop an interactive read aloud project to address the need and implement the project.

Required Materials

There is no required textbook for this course. All reading materials will be provided to you via links or as uploads in Canvas. Multimedia materials will be utilized frequently for this course.

Technology Information and Requirements

Technology Requirements

Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at [ITS Student Hardware & Software Guidelines](#).

This course will involve the regular use of technology and devices. Students are expected to bring a device (laptop, tablet, or smart phone) to class every day and be prepared to use it for research, filling out surveys, listening to recordings, etc. However, students should refrain from using mobile devices for personal use during class time. If there is an emergency phone call or communication that must be immediate, students are asked to please step out of class to do so.

Technical Support

For account help, contact UK's [Information Technology Customer Services online](#), by [email](#), or by phone at 859-218-HELP (4357).

Classroom and Overseas Behavior Policies:

1. Participation, respect, and engagement is expected in class and during the spring embedded experience.
2. All work is due as per the syllabus schedule unless changed by the professors.
3. Students will act in accordance with the UK Code of Student Conduct.
4. When presenting the final project on a field trip, students will act with integrity, respect, and discretion as representatives of the University.
5. While on the field trip, students will adhere to the dress code as per class discussion.

Assignments

Personal Narrative: Using the Values Card Exercise presented in class, students will write a brief personal narrative describing their culture.

Dispositions: Using the ten identified dispositions provided, students will reflect upon and evaluate their performance at mid-term, and then at the close of the Central American trip. Professors will also evaluate each individual student and provide a mid-term and a final score.

Reflections: Regular reflections, written both outside and inside of class, will constitute the majority of assignments for this course. The intention of these reflections is to provide students with material to add to or create a digital portfolio to be used in future interviews, teaching assignments, or other career-based presentations.

Central American Project Interview: Students will develop and complete an interview with Central American Teachers.

Group Culture Project: Students will work in groups to develop and design a group culture project comparing and contrasting Central America and the US.

Interactive Read Aloud Project: In lieu of a final exam, the culminating project will be to create a presentation, which includes the student reading the selected culturally appropriate text/book as an interactive read aloud and a comprehension activity. This project will be presented during an organized local field trip with elementary aged children.

Extra Credit: There is no extra credit offered in this course. If students are unhappy with any grade, they are able to set up an appointment with either instructor, as soon as possible, to discuss ways to improve.

Course Assignments

Grades will be based on the following assignments:

<u>Course Assignments:</u>	<u>Points:</u>
Attendance and Participation	10
Dispositions (final)	10
Reflections (4 X 5 pts each)	20
Group Culture Project	15
Personal Narrative	5
Central American Project Interview	10
Interactive Read Aloud Project	30
<i>Total points possible:</i>	100

Course Grade

Course grades are assigned according to the following criteria:

Course Grade	Percentage	Points
A	90% or above	90-100
B	80 – 89%	80-89
C	70 – 79%	70-79

D	60 – 69%	60-69
E	Below 60%	Below 60

Midterm grades will be posted in myUK by the deadline established by the University Senate and published in the [Academic Calendar](#).

Attendance

Attendance in this course is crucial to your success. Attendance will be taken each day. **5 points will be deducted for each unexcused absence.** Please speak with an instructor as soon as possible before or after missing a class to discuss whether it can be excused.

Excused Absences (Senate Rules 5.2.5.2.1)

Senate Rules 5.2.5.2.1 defines the following as acceptable reasons for excused absences: 1. significant illness; 2. death of a family member; 3. trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events; 4. major religious holidays; 5. interviews for graduate/professional school or full-time employment post-graduation; and 6. other circumstances found to fit “reasonable cause for nonattendance” by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a "W," or the Instructor of Record may award an “I” for the course if the student declines a “W.” (Senate Rules 5.2.5.2.3.1)

If an attendance/interaction policy is not stated in the course syllabus or the policy does not include a penalty to the student, the Instructor cannot penalize the student for any unexcused absences. (Senate Rules 5.2.5.2.3.3)

Verification of Absences (Senate Rules 5.2.5.2.1)

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.5.2.1* states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

Programs with learning activities mandated by accreditation or licensure agencies may establish, as a matter of policy, educational consequences for students who have so many excused absences that they cannot complete the mandated learning activities. Pursuant to Senate Rules 6.1.1, the published program policies and individual course syllabi must describe these consequences, which may include the student being moved to a different graduation cohort.

Religious Observances (Senate Rules 5.2.5.2.1(4))

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through [the Ombud's website](#) or calling 859-257-3737.

Make-Up Work (Senate Rule 5.2.5.2.2)

Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

For students who add a class after the first day of classes and miss graded work, the instructor shall provide the student with an opportunity to make up the graded work (quiz, exam, homework, etc.). The instructor may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

Excused Absences and W/I. All Students (Senate Rule 5.2.5.2.3.1)

If a student has excused absences for more than one-fifth of the required interactions for a course, the student can request a "W." If the student declines a "W," the Instructor of Record may award an "I" for the course.

Excused Absences Due to Military Duties (Senate Rule 5.2.5.2.3.2)

If a student must be absent for one-fifth or less of the required course interactions (e.g., class meetings) due to military duties, the following procedure apply:

1. Once a student is aware of a call to duty, the student shall provide a copy of the military orders to the Director of the Veterans Resource Center. The student shall also provide the Director with a list of her/his courses and instructors.
2. The Director will verify the orders with the appropriate military authority and on behalf of the military student, notify each Instructor of Record via Department Letterhead as to the known extent of the absence.
3. The Instructor of Record shall not penalize the student's absence in any way and shall provide accommodations and timeframes so that the student can make up missed assignments, quizzes, and tests in a mutually agreed upon manner.

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. Visit the [DRC](#)

[website](#), [email the DRC](#), contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

Non-Discrimination Statement and Title IX Information

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's Administrative Regulation 6:1 \("Policy on Discrimination and Harassment"\)](#). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 \("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation"\)](#). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO's website](#).

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can *confidentially* report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

Academic Integrity– Prohibition on Plagiarism (Senate Rules 6.3.1)

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the [Code of Student Rights and Responsibilities](#). Complete information can be found on the [Academic Ombud](#) page. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rule 6.3.1 (see current [Senate Rules](#)) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be, except under specific circumstances (e.g. Writing Center review or peer review) allowed by the Instructor of Record or that person's designee. Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one's own work, as defined by the instructor.

Students may discuss assignments among themselves or with an instructor or tutor, except where prohibited by the Instructor of Record (e.g. individual take-home exams). However, the actual work must be done by the student, and the student alone, unless collaboration is allowed by the Instructor of Record (e.g. group projects).

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Academic Integrity – Prohibition on Cheating (Senate Rules 6.3.2)

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

Academic Integrity – Prohibition on Falsification/Misuse of Academic Records (SR 6.3.3)

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

Tentative Course Schedule-DATES TBD

Date	Topic	Assignment Due
1/25	Overview/intro & Dispositions, Cultural Pre-Assessment	
2/01	What is culture? What is my culture? & Values Cards Exercise	Read: <i>Culture: Kohls Ch.s 5 & 6</i>
2/08	Overview of Central American Culture, read aloud, Personal Narrative Paragraph Presentations, choose Central American Culture topics & Group project expectations	Personal Narrative 5 points
2/15	Education Library Visit, Read aloud activities & Culture Shock	
2/22	No Class (select multicultural text)	
03/01	Project-Based Learning, Legos Activity	Read: <i>7 Essentials for Project-Based Learning & Bring your multicultural book to class</i>
03/08	Overview of ELLs in the Classroom & Cultural Literacy, group project work	Read: <i>"The Potential and Promise of Latino Students"</i> by Gándara
03/15	ESL Student Visit	Group Culture Project 15 points
03/22	Central American Teacher Partners Intro/Developing Interview Questions	Reflection One—What are your expectations for the upcoming trip? What do you expect to learn? 5 points
03/29	NO CLASS (Work on Interview Questions and complete interviews with Central American teachers)	List of Interview Questions (due by 11:59pm)
04/05	Feedback- Working Session on Project Topics, self-reflection	Project Interview- Answers and Ideas for Action Project due by 10 points Mid-term Self-evaluation dispositions (due in class)
04/12	Overview of Local Field Trip and Noncredit bearing trip- Expectations & Logistics, Packing & Communication with home, etc.	
04/19	Feedback- Working Session on Final Action Project, Higher-order questions	Final Action Projects due 30 points
04/26	Travel Logistics/Materials Discussion, Discuss podcast	Listen to podcast:

		<i>“Truth for Teachers” Episode 112: How to earn trust with families in poverty & empower parents as education partners (option to listen to previous part-one Episode 111)</i>
*	TBD Local Field Trip/Presentations	Presentation of Interactive read aloud

**This will be a required field trip for all students to attend and present their local interactive read aloud projects. Date TBD with consensus among students and instructors.*

Personal Narrative: Assignment Description and Rubric

Due _____ by class time with brief presentation to be given in class.

5 total points possible.

Using the Values Card Exercise presented in class on _____, students will write a brief personal narrative describing their culture. **Five (5) specific values** should be included with at least one paragraph (approx. 5 sentences or more) written describing each one: **(1) where the value comes from, (2) why it is important to you, and (3) how it informs your daily life.** Then, in class, you will present/read to the class one of your values/paragraphs (your choice).

Grading Rubric:

Grade/Range	Content	Presentation
5	Mastery: clear and logical, comprehensive and thoughtful, thoroughly explains all 5 values with compelling answers to 3 required questions.	Almost no errors in format, grammar, and syntax and meets minimum 5 paragraph requirement.
4	Above Average: coherent, well-stated, adequately answers 3 required questions for each of 5 values.	A few errors in format, grammar, and/or syntax, and/or almost meets minimum 5 paragraph requirement.
3	Adequate: marginally coherent, answered 3 required questions for each value at minimal level.	Significant errors in format, grammar, and/or syntax, and/or does not meet minimum 5 paragraph requirement.
2	Low Level: incoherent, illogical, did not answer all 3 required questions for each value.	Abundant errors in format, grammar, and/or syntax, and does not meet minimum 5 paragraph requirement.
1	Little to no grasp: incomprehensible, extremely illogical, did not answer all 3 required questions for each value.	Egregious errors in format and syntax and does not meet minimum 5 paragraph requirement.

Group Culture Project Rubric:

	Exemplary	Acceptable	Developing
Comparing/Contrasting Cultures	<p>-Effectively describes chosen aspect of culture for both Central American and US/Kentuckian cultures.</p> <p>-Displays insightful comparisons between the two cultures.</p> <p><i>7 Points</i></p>	<p>-Introduces chosen aspect of culture for both Central American and US/Kentuckian cultures.</p> <p>-Effectively displays comparisons between the two cultures.</p> <p><i>5-6 Points</i></p>	<p>-Ineffectively describes, or does not describe, chosen aspect of culture for both Central American and UK/Kentuckian cultures.</p> <p>-Ineffectively displays, or does not display, comparisons between the two cultures.</p> <p><i>0-4 Points</i></p>
Research	<p>-Utilizes multiple sources for each culture, including sources written by those from the home culture, from which to draw cultural knowledge.</p> <p><i>5 Points</i></p>	<p>-Utilizes more than one source for each culture, including at least one written by someone from the home culture, from which to draw cultural knowledge.</p> <p><i>3-4 Points</i></p>	<p>-Does not utilize a source from the home culture and/or only utilizes one source total.</p> <p><i>0-2 Points</i></p>
Format	<p>-Document is in a clear and readable format, in 12 pt font (Calibri body or Times New Roman), double-spaced, and 2-4 pages long.</p> <p><i>3 Points</i></p>	<p>-Document is in 12 pt font (Calibri body or Times New Roman), double-spaced, and 2-4 pages long.</p> <p><i>2 Points</i></p>	<p>-Document is missing one or more or the requirements of 12 pt font (Calibri body or Times New Roman), double-spaced, and 2-4 pages long.</p> <p><i>0-1 Points</i></p>

Reflection Rubric

Name: _____

Grade/Range	Content	Presentation
5	Mastery: clear, logical, comprehensive, thoughtful, thoroughly answers questions provided	Almost no errors in format, grammar, and syntax, and meets page requirement
4	Above Average: coherent, well stated, adequately answered questions provided	A few errors in format, grammar, and/or syntax, and/or almost meets page requirement
3	Adequate: marginally coherent, answered questions at the minimal level	Significant errors in format, grammar, and/or syntax, and/or does not meet page requirement
2	Low Level: incoherent, illogical, did not answer all of the questions provided	Abundant errors in format, grammar, and/or syntax, and does not meet page requirement
1	Little to no Grasp: incomprehensible, extremely illogical, did not answer all of the questions provided	Egregious errors in format and syntax and does not meet page requirement

Total: _____ / 5 points

Used examples from the following rubric:

https://i0.wp.com/andynaselli.com/wp-content/uploads/grade_rubric.png

Interview Rubric

Name: _____

Description of task:	Exemplary	Acceptable	Developing
Objective	The objective for the interview was provided and very clear. 1 point	The objective for the interview was not clear. .5 points	The objective for the interview was not provided. 0 points
Quantity	At least ten thoughtful questions were provided with the corresponding answers presented from the Central American teacher. 3 points	Not all ten questions were provided and/or not all corresponding answers were presented. 1-2 points	Ten questions were not provided. Ten corresponding answers were not given. 0 points
Quality	The interview questions were mindful in regard to the school, the children, and the teachers in Central American. It is clear that research was done, and thoughtful questions were created in regard to the school, the teacher, and the age of the students involved. 4-5 points	The interview questions were somewhat mindful and/or it is somewhat clear that research was done in a thoughtful regard to the school, the teacher, and the age of the students involved. 2-3 points	The questions were not mindful. It is clear that research was not completed and that there was little to no regard for the school, the teacher, or the age of students in Central America. 0-1 point
Mechanics	No grammatical, spelling, or punctuation errors. 1 point	Almost no grammatical, spelling, or punctuation errors .5 points	A few to several grammatical, spelling, or punctuation errors. 0 points

Grade: _____/10

TOPIC	Exemplary	Acceptable	Developing
<u>Before Reading:</u>	The presenter introduces the book, the comprehension activity, and includes the title, author and genre of the text +4-5 points	The presenter adequately introduces the book and includes some of the following: the comprehension activity, the title, author, and/or genre. +2-3 points	The presenter introduces the book incorrectly or without including all of the following: the comprehension activity, the title, author, and genre +0-1 points
<u>Before Reading:</u>	The presenter asks at least two questions that pertain to the text/topic before reading +2 point	The presenter asks at least one question before reading +1 point	The presenter does not ask any questions before reading or the questions do not pertain to the text/topic +0 points
<u>Before Reading:</u>	The presenter sets a clear and thoughtful purpose for listening +2 point	The presenter sets a satisfactory purpose for listening +1 point	The presenter does not set a clear and/or interesting purpose for listening +0 points
<u>During Reading:</u>	The presenter reads the text accurately, with expression, and the pace and tone are excellent +7-8 points	The presenter reads the text accurately, with some expression, and the pace and tone are satisfactory +4-6 points	The presenter makes mistakes with the multicultural text, and/or the expression, pace, and tone are not acceptable. +0-3 points
<u>During Reading:</u>	The presenter provides at least one "I wonder question" that is pertinent to the text +1 point	The presenter provides at least one "I wonder question" that is somewhat related to the text. +1/2 point	The presenter does not provide an "I wonder question" or the "I wonder question" is not pertinent to the text. +0 points
<u>After Reading:</u>	The presenter provides at least one higher-order question that is pertinent to the text	The presenter provides at least one higher-order question that is	The presenter provides at least one higher-order question that is not pertinent to the text, or the question is

	+1 point	somewhat pertinent to the text. +1/2 point	not presented, or is not a higher-order question +0 points
<u>After Reading:</u>	The presenter provides an engaging activity related to the text, any additional materials are organized and ready, and clear connections with the activity and the text are presented +7-8 points	The presenter provides a somewhat engaging activity that is related to the text, and/or the materials are somewhat organized and ready, and/or the connections are presented +4-6 points	The presenter provides an activity, yet the students are not engaged, or the activity is not related to the text, and/or the materials are not ready or organized, and no connections are made +0-3 points
<u>After reading:</u> closure and connections are made	After the read aloud and the activity, the presenter provides closure about what they read, the activity, and makes connections +3 points	After the read aloud and the activity, the presenter doesn't provide closure about what they read and/or the activity is not reviewed, or the presenter doesn't make connections +2 points	The presenter does not provide closure or make any connections after the activity. +0-1 points
<u>Additional Comments on Overall Presentation</u>			

Total: +30 points

Dispositions Rubric

Name: _____

Professionalism and Professional Relationships highlight behaviors that are expected of all Points:

1=Excellent/professionalism .5=Expected/some examples 0=Developing/inappropriate behavior

Self-Eval Mid	Instr. Mid-term	Self-Eval Final	Instr. Final	Professionalism 1 point	Some Examples of Expected Behavior .5 points	Some Examples of Inappropriate Behavior 0 points
				Is prepared for classes, field work and all professional obligations	All work is completed at an acceptable level as communicated by course syllabi and assessment instruments	Is unprepared for college classes and/or field responsibilities Blames professor and/or circumstances for not completing work in a timely manner
				Takes initiative by being an active, engaged participant	Is a consistent self-starter Accepts suggestions	Shows a dependence on others for direction
				Written correspondence (email, texts, letters, assignments) is professional	Uses appropriate grammar, punctuation, spelling and language, and expresses ideas appropriate both orally and in writing	Uses slang, derogatory words and informal language in inappropriate contexts Often writes texts or email messages using colloquialisms and non-standard or informal grammar
				Takes initiative to promote ethical and responsible practice	Proactively solves problems Uses sound judgment in making decisions	Is not proactive in resolving conflicts
				Is punctual and dependable in attending all professional obligations	Is on time for classes, field work and all obligations Meets deadlines and all attendance expectations	Is late or inexcusably absent Blames others or circumstances for tardiness Does not meet deadlines
				Addresses issues of concern in a professional manner	Presents issue in an objective and respectful manner after considering the consequences	Behavior is irrational, subjective and influenced by personal feelings

				Respects administrative authority	Accepts feedback openly and graciously Tries to verify own understanding of feedback	Blames others for problems or conflict Ignores, refuses or deflects feedback about work or behavior Argues inappropriately about feedback Makes no effort to verify understanding of suggestions Responds inappropriately to feedback and constructive criticism
				Demonstrates respect for self and others	Is respectful and courteous Demonstrates empathy and concern for others Consistently practices empathic listening Demonstrates compassion for those experiencing difficulties	Is disrespectful, discourteous and undiplomatic with others
				Establishes and maintains positive professional relationships with peers, classified staff, teachers and administrators	Identifies and accepts personal responsibility in problem situations Initiates communication to resolve conflicts Behaviors indicate honesty	Shows inappropriate or aggressive manner with others Displays inappropriate communicative behavior in situations of disagreement
				Collaborates effectively with colleagues	Contributes substantially to shared group goals in classes and in field experience Actively listens to and respects the ideas of others	Avoids collaborating and engaging with diverse individuals Shows a dependence on others for direction and initiative

Total: _____/10 points