I. COURSE DESCRIPTION

**Bulletin Description:** This course is designed to help a student make a career decision, better conceptualize the kind of teacher the student wishes to become, and reconcile any preliminary concerns that may be hampering a personal examination of self as teacher. Students will design a major portion of their work.

**Expanded Description:** This course enables students to examine the profession of teaching as a career choice by acquainting students with the personal demands of teaching as a profession, the rewards and challenges of teaching, and the requirements of professional behavior. There is a required service learning component that provides an opportunity to develop skills and dispositions that are useful in any “helping” profession and a sense of community and commitment to society. The course is also designed to introduce students to the following:

1. Factors of school context (e.g., the nature of students, schools, and communities, SES, disability, race) and teacher behaviors that promote effective schooling.
2. Professional organizations, unions, and agencies and their role and influence on teaching and learning.
3. Historical, social, cultural, political, and economic forces that impact teaching and current issues and trends in the profession (e.g., home schooling, inclusion, desegregation, international comparisons, violence).

1. The admission and advising procedures and portfolio assessment system of the Teacher Education Program in the School of Education (SOE) at IU Northwest.
2. The formal licensure procedures of IU Northwest and the State.

II. SCHOOL MODEL AND INTASC PRINCIPLES

This course is part of the IUN School of Education's Teacher Education Program. This program is based upon a research-based conceptual framework that incorporates nine themes, all of which are designed to prepare a "Reflective Professional."
<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication Skills*</td>
<td>1, 3</td>
</tr>
<tr>
<td>2. Higher Order Thinking Skills</td>
<td>1</td>
</tr>
<tr>
<td>3. Instructional Media &amp; Technology</td>
<td>5</td>
</tr>
<tr>
<td>4. Learning &amp; Development</td>
<td></td>
</tr>
<tr>
<td>5. School Culture &amp; Context</td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>6. Instructional Design &amp; Delivery</td>
<td></td>
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<tr>
<td>7. Classroom Management</td>
<td></td>
</tr>
<tr>
<td>8. Assessment &amp; Evaluation</td>
<td></td>
</tr>
<tr>
<td>9. Professional Development*</td>
<td>1, 2, 3, 4</td>
</tr>
</tbody>
</table>

* This course provides an opportunity to prepare a portfolio artifact for this program outcome.

This course also reflects the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the Developmental Standards of the Indiana Professional Standards Board (IPSB) for Teachers of Early Childhood and Teachers of Middle Childhood. The objectives of this course are keyed to these standards in tables presented at the end of this syllabus.

### III. COURSE OBJECTIVES

In F200, students will:

1. Synthesize and integrate professional articles and instructional materials into written communication using APA reference guidelines.
2. Demonstrate a commitment to teaching, community, and professional development by engaging in service learning.
3. Demonstrate an awareness of the teaching profession:
   a. the satisfactions and challenges of the teaching profession (the pros and cons),
   b. the scope of the teaching profession (disciplines, levels, settings, roles),
   c. the responsibilities/requirements of teaching, and
   d. the structure and hierarchy of the profession (relationships between teachers and administrators, funding, governance).
4. Utilize technology to communicate and to access resources for professional development as an educator.
5. Demonstrate initial program dispositions and behaviors.

This course provides opportunities for students to meet the Conceptual Framework Outcome for Professional Development: Awareness. The rubric score sheet 9 (1) is the last page of this syllabus.

### Initial Program Dispositions

The SOE is committed to the values of academic integrity in teacher preparation. You are expected to consign yourself to each of the following dispositions throughout this semester in your IUN classroom participation and in your school-based field activities:
1. Attendance, punctuality & professionalism (i.e., actions, appearance)
2. Connect subject to students’ world
3. Align teaching with state & professional standards
4. Prepare and promote active learning
5. Communicate ideas clearly in speech and writing
6. Use of multiple approaches & technology to teach
7. Student-centered management of class time & student behavior
8. Respects students from diverse backgrounds
9. Promote cooperation in class, school, and community
10. Track student progress & adjust teaching to meet needs
11. Willing to receive constructive criticism & suggestions
12. Committed to becoming an effective teacher

IV. MATERIALS

Internet Resources
These resources may be used to further your understanding of the teaching career and to search for sources for readings related to the assignments for this course:

1. Indiana Department of Professional Standards: http://www.IN.gov/dps/
2. ERIC: http://www.aspensys.com/eric/
7. IDEANet: http://www.doe.state.in.us/istep/welcome.html
   The Council for Exceptional Children: http://www.cec.sped.org

IV. ASSIGNMENTS AND ACTIVITIES
Since this course is designed to facilitate your decision to enter the teaching profession, you are asked to demonstrate professional dispositions and behaviors during classes and at your service learning site. This includes being prepared and participating, being punctual, and presenting assignments in a timely and professional manner. All assignments must be completed to receive a grade. Also, if you miss more than two classes your grade will be lowered accordingly.

The course requirements also include:
1. Disposition self-assessment (see attached forms).
2. Service Learning Project - Conduct a 20-hour service project that demonstrates your commitment to exploring the option of working with school-aged children and developing professional behavior. Write a report. Present in class.

3. Interview - Conduct a structured interview with a professional educator. Write a report on it with reflection and analysis (see attached).

4. Philosophy of Education (see attached)

5. Professional Development Report (1-2 Pages). You must attend a professional development activity. This may include a local school board meeting, a meeting of a professional organization, a faculty meeting in a P-12 school, a conference focused on teaching, or another professional activity that was approved in advance by your instructor. Write a one to two page report on what you learned.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disposition self-assessment</td>
<td>50</td>
</tr>
<tr>
<td>Teacher Interview</td>
<td>200</td>
</tr>
<tr>
<td>Service Learning Report</td>
<td>200</td>
</tr>
<tr>
<td>In class exams and activities</td>
<td>50</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>200</td>
</tr>
<tr>
<td>Professional Development Report</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

1000 possible

If you are a student with a verified disability, a Disability Services Coordinator at IU Northwest can help arrange accommodations for you. Students who have a disability, or think they have a disability (e.g., psychiatric, attention, learning, vision, hearing, physical, or systemic), are invited to contact a Disability Services Coordinator for a confidential discussion. Undergraduates call 219-980-6943. Graduates call 219-980-6943.

**V. GRADING AND EVALUATION**

**Grading Scale** (in percent)

A+  100-97       A  96-95       A-  94-90
B+  89-87   B  86-85   B-  84-80
C+  79-77   C  76-75   C-  74-70
D+  69-67   D  66-65   D-  64-60
F   59-0

VI. BIBLIOGRAPHY


Phi Delta Kappan. (May 1996). *Service learning*, 77 (9). Bloomington, IN: Author


**IX. Principles of the Interstate New Teacher Assessment and Support Consortium (INTASC)**

<table>
<thead>
<tr>
<th>Principles of the Interstate New Teacher Assessment and Support Consortium (INTASC PRINCIPLES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principle</td>
</tr>
<tr>
<td>• Knowledge of Subject Matter</td>
</tr>
<tr>
<td>• Knowledge of Human Development and Learning</td>
</tr>
<tr>
<td>• Adapting Instruction for Individual Needs</td>
</tr>
<tr>
<td>• Multiple Instructional Strategies</td>
</tr>
<tr>
<td>• Classroom Motivation and Management Skills</td>
</tr>
<tr>
<td>• Communication Skills</td>
</tr>
<tr>
<td>• Instructional Planning Skills</td>
</tr>
<tr>
<td>• Assessment of Student Learning</td>
</tr>
<tr>
<td>• Professional Commitment and Responsibility</td>
</tr>
<tr>
<td>• School and Community Partnerships</td>
</tr>
</tbody>
</table>

**VIII. IPSB DEVELOPMENTAL STANDARDS**

<table>
<thead>
<tr>
<th>Early childhood (EC)</th>
<th>Course Ob.</th>
<th>Middle childhood (MC)</th>
<th>Course Ob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Core Knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Child Growth &amp; Dev.</td>
<td>4</td>
<td>1. Development</td>
<td>4</td>
</tr>
<tr>
<td>3. Found of Educ. &amp; Learn</td>
<td></td>
<td>2. Curriculum</td>
<td></td>
</tr>
<tr>
<td>4. Curr. &amp; Inst.</td>
<td></td>
<td>3. Instruction</td>
<td></td>
</tr>
<tr>
<td>5. Fam. Culture &amp; Comm</td>
<td></td>
<td>4. Assessment</td>
<td></td>
</tr>
<tr>
<td>6. Observation &amp; Assess</td>
<td></td>
<td>5. Prof. Role</td>
<td></td>
</tr>
<tr>
<td>7. Professionalism</td>
<td>1, 2, 3, 4, 5</td>
<td>6. Student Learning</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Prof. Dev</td>
<td>1, 2, 3, 4, 5</td>
</tr>
</tbody>
</table>
## IX. SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1    | 1-20  | Review syllabus, requirements for course  
Do I want to be a teacher? | Ch 1 |
| 2    | 1-27  | Developing as a professional  
The teacher interview | Ch 2  
Service learning site information due  
Disposition self-assessment due |
| 3    | 2-3   | Diverse learners | Ch 3 |
| 4    | 2-10  | Changes in American Society | Ch 4 |
| 5    | 2-17  | Discussion of Interviews  
Education in the U.S. | Ch 5  
Interview report due |
| 6    | 3-3   | Educational Philosophy | Ch 6 |
| 7    | 3-10  | Organization of Schools | Ch 7 |
| 8    | 3-17  | Spring Break | |
| 9    | 3-24  | Governance and Finance  
Service learning update | Ch 8 |
| 10   | 3-31  | School law  
Admission to the TEP at IUN | Ch 9  
Professional development report due |
| 11   | 4-7   | The Curriculum  
The Reflective Professional conceptual framework and portfolio | Ch 10  
Draft philosophy due  
For in-class Peer Review |
| 12   | 4-14  | Learning Environments  
Education Resource Center APA writing rules | Ch 11 |
| 13   | 4-21  | Effective Instruction | Ch 12 |
| 14   | 4-28  | Technology  
Service learning reports Feedback on philosophy | Ch 13  
Philosophy of education due  
Service learning project reports, evaluation and feedback form due |
| 15   | 5-5   | Final | |

Schedule may change. Please be flexible.
F200 Service Learning Site Information

Student: __________________________________________________________

Service Learning Site

Name of Organization: ____________________________________________

Address: ________________________________________________________

Phone: ___________________________________________________________

Population: _______________________________________________________

Primary Activity: _________________________________________________

Supervisor: _____________________________________________________

I agree to supervise and evaluate the above named student in 20 hours of service learning.

_______________________________________________________________
Signature of supervisor                                      date
F200 Teacher Interview

Interview a teacher or an administrator who is currently working in a school. This interview should be brief (30-40 min.) but detailed enough for you to understand this person's experiences and perspective as a professional.

Sample questions are provided below. Feel free to select from the list and generate additional questions of your choosing.

Your report of the interview may be presented in one of two ways: a narrative, or question/answer format. Begin your report with (1) an introduction, and then (2) present the interview. Then, (3) write about 2 pages of reflection and analysis. For example, what answers had you anticipated? What answers were surprises? How was your prior thinking about teaching reinforced or challenged? Do you suspect that the individual you interviewed was typical of teachers or unique? How so? How does this person's (a) teaching area (e.g., math, grade level), (b) location of job, or (c) type of students affect how they feel about teaching? Were this person's answers consistent with the readings in class? How has this interview influenced your thinking about teaching?

Contacting your Interviewee
1. Call your contact and request an hour of his/her time.
2. Find the most convenient time and place for him or her.
3. Be on time and prepared.
4. Dress appropriately.
5. Take notes and/or record the interview.
6. Start on a positive note. Thank him or her for agreeing to be interviewed.
7. LISTEN CAREFULLY! Do not interrupt. Follow up interesting answers with "Tell me more about that" or "Can you elaborate on that?"
8. Do not feel compelled to ask all the questions just to get through it. Stop when you feel you have enough information.
9. End on a positive note (Ex. What do you find most rewarding about teaching?)
10. Follow-up after your meeting with a “thank you” note.

Sample Questions

Education
1. What was your major in college?
2. When did you know you wanted to teach?
3. How did your education prepare you for the work you are doing now?

Teaching Position
4. What do you do on a typical day in your job?
5. What is the range of your duties and responsibilities?
6. What is the most difficult aspect of your job/career?
7. What skills, interests, values, and personality characteristics are important to do your job effectively?
8. What changes have you noticed in teaching over time?
9. What experiences would you advise undergraduates in education to develop while in school?
10. Do you teach students with disabilities?
11. If you were hiring someone today for an entry-level position, what would be the most critical factors influencing your choice of one candidate over another?
12. What do you feel are the major challenges to teachers today?
13. What are support systems in place for beginning teachers in your school?

**Professional Development**
14. How have you developed professionally since you got your teaching license?
15. What opportunities does your school or district make available for teachers to develop professionally?
16. Do you attend conferences, workshops, or training, either locally or nationally?
17. Do you belong to any professional organizations? Which do you find most beneficial in your work?
18. Do you subscribe to professional literature? Which do you find most beneficial in your work?
19. Do you plan to continue in your current position until you retire?

**Personal**
20. How does being a teacher affect your personal or family life?
21. What expectations are there for teachers when they are not in school (like at the mall or grocery store)? Are they different from those of other people?
22. What do you find most rewarding about teaching?
F200 Teacher Interview Score Sheet
(200 points possible)
Please print and attach to your paper

1. Introduction (50 points)
   Quality of information (relevance, interest) 1 2 3 4
   Quantity of information (comprehensiveness) 1 2 3 4
   Accuracy and style (Grammar, punct., spelling, etc.) 1 2 3 4
   Points ________

2. Interview (75 points)
   Quality of questions asked (relevance, interest, profession) 1 2 3 4
   Quantity of information presented (comprehensiveness) 1 2 3 4
   Accuracy and style (Grammar, punct., spelling, etc.) 1 2 3 4
   Points ________

(3) Reflection and Analysis (75 points)
   Quality of comments (relevance, interest, insight, linkage to text) 1 2 3 4
   Quantity of information presented 1 2 3 4
   Accuracy and style (Grammar, punct., spelling, etc.) 1 2 3 4
   Points ________

Total points: ___________
**Service Learning Project Requirements**

1. You must contribute at least 20 hours of your time. The time must be documented on a time sheet, signed, and turned in.

2. You must work with children or students between pre-school (3-5 years) and 12th grade in high school. Work with college students or adults does not count.

3. You must volunteer - that means not get paid for your work or time. It is service.

4. You must have a supervisor who will evaluate your professional behavior and contribution (see evaluation sheet for items).

5. You must arrange the situation yourself and must satisfy the requirements of the host site. For example, if you volunteer somewhere and they require a criminal background check or a TB test, it is your responsibility to take care of that. Since you are not being placed through the university, you are not required to have field placement insurance for this assignment. Since requirements sometimes take time, I advise you to begin as soon as possible.

6. Preferred situations are those in which you are involved in some form of instruction or tutoring, but this is not required. A variety of other activities are acceptable. For example, you may coach, lead kick ball and games, read to someone, or assist a teacher by designing and constructing a bulletin board, copying papers, and assisting with lunch room duty. But you must have a supervisor who can evaluate you.

7. If you choose to do your service learning at more than one site, you must have a time sheet and an evaluation from each site.

8. Once you have decided what you will be doing, let me know where you will be, what you will be doing, when you will be doing it, and who is responsible for supervising you. This information must be in writing on the attached form.
To Whom It May Concern:

_______________________________ is a student in EDUC F200, "Exploring the Personal Demands of Teaching," the first required course in the Teacher Education Program at Indiana University Northwest. As part of this course, students are required to complete 20 hours of service learning.

This is not an official placement through the university, but a volunteer experience that the student is to arrange on their own.

Requirements include:

1. Satisfy the entry requirements of the host site (e.g., criminal background check, TB test).
2. Volunteer at least 20 hours - documented on a time sheet, signed, and turned in.
3. Work with children or students between pre-school and 12th grade in high school.
4. A supervisor must evaluate your professional behavior and contribution on our form.

If you have question, please contact me.

Sincerely,

Meg DeMakas, Ed.D., F200 Instructor
School of Education
Indiana University Northwest
(219) 980-6668
e-mail mdemakas@iun.edu
INDIANA UNIVERSITY NORTHWEST  
School of Education

**F200 Service Learning Project Evaluation and Feedback Form**  
Turn in with your service learning report

Student’s Name ______________________________________________________________

Location of activity ____________________________________________________________

Please rate the student's professionalism according to the following scale:

4 = Excellent  
3 = Satisfactory  
2 = Needs work  
1 = Unsatisfactory

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attends when expected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Shows up on time</td>
<td></td>
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<tr>
<td>3. Dresses appropriately</td>
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<td></td>
</tr>
<tr>
<td>4. Interacts respectfully and cooperatively with staff</td>
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<td></td>
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<tr>
<td>5. Interacts respectfully with students and uses appropriate language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Shows initiative and contributes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Follows rules and procedures</td>
<td></td>
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</tbody>
</table>

Signature of Supervisor__________________________________________ date _________

Signature of Student____________________________________________ date _________

You may give this evaluation to the student or send it to me at:  
Dr. Meg G. DeMakas, Indiana University Northwest, 3400 Broadway, Gary, IN 46408  
Phone: (219) 980-6668. E-mail: mdemakas@iun.edu  Fax: (219) 981-4208
# F200 Time Sheet and Log

*Turn in with your service learning report*

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Amount of Time</th>
<th>Type of Activity</th>
<th>Signature of Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex.</td>
<td>9/11/09</td>
<td>2 hours</td>
<td>Helping two 4th graders with math homework, playing basketball with students</td>
<td>Janice Grskovic</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
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</tbody>
</table>
Service Learning Report Instructions

This is to be a 3-5 page paper that summarizes, reflects on, and evaluates your experience in service learning. It must be typed, double-spaced, and use 12 point font. It should include complete sentences with correct grammar, punctuation, and capitalization.

1. Describe the setting and events of your first day and give your initial reactions to the environment
2. Provide a brief sketch of the program participants. Give the number of people you had direct contact with and a description of them. Include age, grade, gender, race, socioeconomic status, disability status, and any other relevant factors. Help the reader to understand the qualities you liked or disliked about them.
3. What are some issues at this school (there are always issues)? How are they trying to resolve them?
4. Provide a description of your activities. Tell what you did, how you did it, and how you felt about it. Provide examples or tell about an event to illustrate. How much direction did you receive? Were you expected to make decisions? First describe your typical activity and then describe the best of it and the worst of it.
5. Evaluate your effectiveness. Did you make a difference? Give examples to support your opinion.
6. What did you learn about yourself through this experience?
7. What did you learn about others?
8. What did you learn about teaching and the education profession?
9. Evaluate your experience. Was it what you expected? Was it valuable? How could it have been better?
### Service Learning Report Scoring Criteria

Please print and attach to your paper

<table>
<thead>
<tr>
<th>Format:</th>
<th>Possible Points</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length: 3-5 page paper</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Format: typed, double-spaced, and used 12 point font</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Accuracy: complete sentences with correct grammar, correct punctuation and capitalization</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Described the setting, events of the first day, and program participants</td>
<td>15</td>
</tr>
<tr>
<td>Issues identified. How are they trying to resolve them?</td>
<td>15</td>
</tr>
<tr>
<td>Description of activities. Tell about an event to illustrate.</td>
<td>20</td>
</tr>
<tr>
<td>Tell how you felt about it.&quot;</td>
<td>10</td>
</tr>
<tr>
<td>How much direction did you receive? Were you expected to make decisions?</td>
<td>10</td>
</tr>
<tr>
<td>Evaluate your effectiveness. Did you make a difference? Give examples to support your opinion.</td>
<td>15</td>
</tr>
<tr>
<td>What you learned about yourself</td>
<td>15</td>
</tr>
<tr>
<td>What you learned about teaching and the education profession</td>
<td>30</td>
</tr>
<tr>
<td>Summary and evaluation of experiences</td>
<td>20</td>
</tr>
</tbody>
</table>

Total Points (200) ________

Comments:
PHILOSOPHY OF EDUCATION

What is your philosophy of teaching?

When writing your Philosophy of Teaching, be sure to address the "Awareness of the Teaching Profession" indicators of the Professional Development Rubric. They are included on this rubric in italics.
You must cite professional literature in your statement. At least three (3) sources must be cited using APA format. Examples will be given in class.

Some questions to consider when writing your statement:

- What are satisfactions and challenges of the teaching profession (the pros and cons)?
- What are the legal responsibilities/requirements of teaching?
- When you think of education and teaching, what images and thoughts come to mind?
- Which philosophical framework is most aligned with my thinking? Why?
- What is the purpose of education?
- What is the teacher's role in society?
- What is your professional goal?
- What makes an effective teacher? How is effectiveness measured?
- What have you learned from your service learning project about teaching?
- How has your service learning experience affected your thinking about teaching as a career?
- What have you learned in class and from your readings about education and teaching?
- How have the class and the readings affected your thinking about teaching as a career?
- How will you handle the challenges of teaching?
- What prior experiences have influenced your thinking about teaching as a career?
- How have your thoughts and feelings about teaching changed this semester?
- What is your level of commitment to a career in teaching?
- What kind of teacher do you want to be?
- How do you feel about teaching all learners?
- How do you feel about teaching students with disabilities?
PHILOSOPHY OF EDUCATION
Scoring Criteria
Please print and attach to your paper

<table>
<thead>
<tr>
<th>Item</th>
<th>Possible Points</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses, synthesizes, and integrates at least three (3) professional articles to support conclusions and ideas</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>2. Citations and references are in APA format.</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>3. Philosophy is named, defined, and illustrated</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>4. Describes ways in which the student population is diverse and how that will affect teaching (must include statements on disabilities)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>5. Describes the socializing agents/social issues that impact students' attitudes and behavior</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>6. Describes the legal responsibilities/requirements of teaching</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>7. Describes the satisfactions and challenges of the teaching profession (pros &amp; cons)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>8. Writes with clear focus, organization, spelling, grammar, and punctuation.</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Total (200) ______________

Comments:
Indiana University Northwest  
School of Education  

INITIAL PROGRAM  
Professional Teaching Dispositions Acceptance

The Professional Teaching Dispositions adopted by the Indiana University Northwest School of Education promote and support Candidate development of professionalism as outlined in state and national standards. These standards are developed in the SOE Conceptual Framework, incorporated throughout the Initial Program, and are expressed with twelve disposition statements.

I have been informed on what the dispositions are, why the SOE adopted the dispositions, when assessment can and will take place, who assesses Candidates’ dispositions, and the process for assessing and evaluating Candidates’ dispositions.

My signature affirms that I received, understand, and agree to the Indiana University Northwest School of Education Professional Teaching Dispositions and evaluation process.

_________________________________________  ____________________________
Name                                                Date

F200  
Course
Please rate how much you value each of the professional behaviors stated below. Circle the number that best represents, from “Not Important” to “Very Important,” how much you value each disposition. Use the space below each behavior (or on the back) to make comments about that disposition. All 0 and 4 ratings must be supported with comments.

I rate the value of each of the following professional dispositions:  

<table>
<thead>
<tr>
<th>VALUE RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT IMPORTANT</td>
</tr>
</tbody>
</table>

1. Attendance should be dependable, arrival and departure should be on time, and appearance and actions should be professional.  
   0....1.....2.....3.....4

2. Subject matter to be taught should connect to the students’ world.  
   0....1.....2.....3.....4

3. The content of teaching should align with state and professional standards.  
   0....1.....2.....3.....4

4. Organization and preparation are key to promoting students’ active learning.  
   0....1.....2.....3.....4

5. Ideas should be expressed/communicated clearly and appropriately both verbally and in writing.  
   0....1.....2.....3.....4

6. Multiple teaching approaches and technology should be used with students.  
   0....1.....2.....3.....4

7. Classroom management should be student-centered, and students should be treated with respect and care.  
   0....1.....2.....3.....4

8. Students from diverse backgrounds deserve respect and understanding.  
   0....1.....2.....3.....4

9. Cooperation should be facilitated in the classroom and throughout the school and community.  
   0....1.....2.....3.....4

10. Students’ progress should be tracked (monitored) with instructional adjustments made to meet their needs.  
    0....1.....2.....3.....4

11. Constructive criticism and suggestions should be encouraged and welcomed.  
    0....1.....2.....3.....4

12. Enthusiasm and commitment are necessary to become an effective teacher.  
    0....1.....2.....3.....4

Please use the reverse side to write additional comments.
PHASE OF PREPARATION:  \_X\_ Early Experiences  ___ Midway Experiences  ___ Final Experiences

**IUN STUDENT FORM**

**INITIAL PROGRAM**

Select 2-3 to complete

"Personal Reflection: Validating Dispositions For Teaching"

<table>
<thead>
<tr>
<th>Disposition</th>
<th>How I demonstrate this disposition:</th>
<th>How I could develop this disposition more:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, punctuality, &amp; professionalism (i.e., actions, appearance)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connect subject to students’ world</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Align teaching with state &amp; professional standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepared to promote active learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate ideas clearly in speech and writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of multiple approaches &amp; technology to teach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-centered management of class time &amp; student behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect students from diverse backgrounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promote cooperation in class, school, community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track student progress &amp; and adjust teaching to meet needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willing to receive constructive criticism &amp; suggestions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Committed to becoming an effective teacher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PROFESSIONAL DEVELOPMENT
9 (1) AWARENESS
F200, M501, T550
(F200 Instructor Completes This Form.)

4 = Excellent (clear, convincing, and consistent evidence)
3 = Quite Satisfactory (clear and convincing evidence)
2 = Needs Revision (limited evidence)
1 = Unacceptable (little or no evidence)

<table>
<thead>
<tr>
<th>Professional Behavior:</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attends required activities and arrives on time</td>
<td></td>
</tr>
<tr>
<td>2. Dresses in an appropriate and professional manner</td>
<td></td>
</tr>
<tr>
<td>2. Interacts with teachers and staff respectfully and cooperatively</td>
<td></td>
</tr>
<tr>
<td>3. Interacts with students respectfully and with appropriate language</td>
<td></td>
</tr>
<tr>
<td>4. Shows initiative and contributes to educational activities</td>
<td></td>
</tr>
<tr>
<td>5. Follows school/agency rules and procedures</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Awareness of the Teaching Profession:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describes the ways in which the student population is diverse and/or the socializing agents/social issues which impact students' attitudes and behavior</td>
<td></td>
</tr>
<tr>
<td>2. Understands the legal responsibilities of teaching</td>
<td></td>
</tr>
<tr>
<td>3. Reflects on the satisfactions and challenges of teaching</td>
<td></td>
</tr>
</tbody>
</table>

Artifacts must also pass IU Northwest Writing Competency standards.
See Web: [http://www.iun.edu/~writenw/competencies.shtml](http://www.iun.edu/~writenw/competencies.shtml)

ARTIFACT: ___________________________________________  SCORE: ______

Reviewer's Signature: _________________________________  DATE: ______