Welcome to our class! I am looking forward to working with you as we explore the topic of student development and learning. My main goal is to provide assistance in your journey to become an outstanding teacher. Please do not hesitate to contact me with any questions you may have about the course or the assignments. We can communicate by e-mail, telephone, or in-person. I would be happy to meet with you after class, during breaks, or we can schedule another time that is mutually convenient.

Course Resources


Optional Resource -

Important Web Sites:

- U.S. DOE, Education Resources Information Center [http://www.eduref.org/Virtual/Lessons/Guide.shtml](http://www.eduref.org/Virtual/Lessons/Guide.shtml)


**Course Description**

This course explores the processes that influence the intellectual, social, emotional, and physical development of students from early childhood through adolescence. Within the context, the course further examines the processes and theories that provide a basis for understanding the teaching and learning process. Particular attention is given to social cognitive and constructivist theories of learning. The course also explores the relation of theories of learning to the construction of learning environments, student motivation, classroom management, and assessment.

**Students with Special Needs**

Students who require special accommodations, or those with disabilities that may affect their ability to participate fully in the course, are encouraged to advise the instructor to ensure their successful participation in this course.

**Student Outcomes**

a. To become familiar with student characteristics - including the stage theories of development, age-level characteristics and student variability. (INTASC Standards 2,3)

b. To identify and analyze issues related to education in a pluralistic and multicultural setting and society. (INTASC Standards 5,7)

c. To identify indicators of child abuse and review legal requirements and procedures for reporting of child abuse and neglect (INTASC 2,3,10).

d. To become familiar with principles in educational psychology that affect learning. (INTASC Standards 5,6)

e. To become aware of the ways in which educational theories and research in the areas of motivation, individual differences, classroom management, the nature of learning and knowledge, environmental influences on behavior, effective educational practices, and classroom based assessment are applied to instruction. (INTASC Standards 3,4,5)

f. To understand the parameters of effective instruction - including behavioral learning theories, cognitive learning theory, information processing theory, as well as understanding motivation and humanistic approaches to education. (INTASC Standards 4,5)

g. Students will demonstrate an understanding of how theoretical approaches to learning relate to classroom management, instruction, and assessment. (INTASC Standards 6,9)

h. To develop and reinforce critical thinking and problem solving abilities, oral, and writing skills. (INTASC Standards 4, 9)
**Relationship to Program Goals and Professional Organization**

EDUC 539/601 is an introductory course which addresses educational foundations, especially in human growth and development and psychology. In addition, the course is aligned to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards #2-7, 9, and 10.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
**Nature of Course Delivery**

Course delivery is accomplished in a variety of ways in order to meet the needs of diverse learners and learning styles. The instructional activities range from the use of didactic instruction, cooperative learning, and individualized learning experiences.

**Course Evaluation Guidelines**

Students are expected to keep up with the readings, arrive promptly, be prepared, and participate in class discussions. To participate effectively (at the A level) students need to have completed the assigned readings and become active participants in both large and small group activities. The final grade will be based on the following course requirements:

- Writing Log: 15%
- Understanding the Learner: 20%
- Assignment – Classroom Management: 20%
- New Methods of Teaching Presentation: 20%
- Field Experience: 15%
- In-Class Assignments, Preparation Participation, Timeliness, and Attendance: 10%

100%

**Assignment Guidelines**

I. **Intercultural Project (Course Participation)**

A new aspect of our course this year is the opportunity to work with elementary teacher educators from Pakistan. Students from the EDUC 539 class will be paired with the Pakistani educators. The purpose of the process is to facilitate cross-cultural communication. You will meet your partner during our class session on September 22nd. Throughout the semester we would like for you to interact with him/her. The time together can be spent in a variety of ways, depending on your interests and what works well - phone, outings, or other interactions (try to limit email). These activities will not be formally assessed, but rather serve as part of the class participation grade.

II. **Writing Log**  (INTASC Standards 2,3,5,7, 9)

For the purposes of this class, the objective of the Writing Log is to consider, summarize, and analyze readings and topics for the purpose of designing instruction. An effective educator continually seeks to increase their understandings, expertise, and knowledge. The process of reflective analysis requires the thoughtful consideration of the topic integrated with the student’s perspective and examination. The process of reflective analysis, or reflective practice, is a method of self-inquiry, which can be very instrumental in professional development.
Prepare a 1-1/2 to 2 page entry for each of three different articles on topics related to student development or learning, i.e. multiple intelligences, motivation, developmentally appropriate practices, Regio Emilia, learning styles, learning disabilities, etc. Use a variety of educational journals including at least one article from a research publication. The articles should be selected from the university library or the consortium (not from the web). Select topics that you would like to become more familiar with. Journals you may consider include Education, Educational Leadership, American Educational Research Journal, Young Children, Journal of Educational Research, Phi Delta Kappan, TESOL Journal, Instructor, Childhood Education, NASSP Bulletin, and Educational Technology.

For each entry in the Writing Log be sure to include the following:
1.) Reference, cited in APA style (5th edition)
2.) a brief summary of key points in each article (1/2 to one page)
3.) one page describing your reaction to the author's message and its implications for professional practice.
4.) separate each entry into summary and analysis sections (use headings)

The Writing Log will be evaluated against the criteria in the syllabus and quality of the work submitted. Other factors include timeliness, correct use of APA, organization, analysis, clarity, grammar, readability, and the quality of the literature review. Points will be deducted for the late submission of assignments.

III. Understanding the Learner (INTASC Standards 2,3,5,7)

This assignment is designed to increase your knowledge about factors that influence students. First select a topic of interest to you. The concept should help you work more effectively with students and should be related to the course. Examples of topics include: third culture kids, gifted and talented strategies, the effects of divorce on children, eating disorders, conflict resolution, drug/alcohol use, AIDS, bilingualism, attention deficit disorder, depression, etc.

The second step is to begin the research for your topic. Identify several sources for your paper. Two to three of your sources should come from traditional references such as referred journals or books. You may use the Internet as a source of information, but you will need to evaluate the quality of the information you find. As you research the concept you may find that it is too broad in nature and consequently you may have to narrow or modify your topic as you conduct your search and develop your paper.

Read and review what you have found, then select a minimum of four sources for the report of your key findings on the topic (3-4 pages of text). Please note the paper is not necessarily a summary of the topic, rather it should identify information that will be helpful to you as a pre-service teacher. Use sub-headings as a way to organize the paper into various sections. Use the APA format to reference your sources within the document and to provide a listing of the references at the end of the paper.
IV. New Methods of Teaching and Learning – Presentation (INTASC Standards 3,4,6,7)

The purpose of this assignment is to learn about a variety of instructional methods and to keep current in effective methods of instruction. First identify a teaching method you would like to become more familiar with. Students may work individually or as a pair. You may need to review education journals for ideas. Some methods you may consider include: Literature Circles, De Bono’s Hats, Dyad Reading, Brain Gym, Use of Portfolios, Student-Led Conferencing, Sketch to Stretch, Total Physical Response, etc. The method needs to be one that is new to you and something you would like to learn more about. Develop a class presentation that identifies the primary components of the method and make recommendations for implementing the method in classrooms.

The objectives of the assignment are to practice delivery techniques, use active learning strategies, and to inform colleagues about new instructional approaches. The following guidelines are important in the evaluation of the presentation:

Presentation Guidelines:

• provide information that would be helpful to others - make it relevant
• use a format that will maintain audience interest and foster participation
• keep the principles of adult learning in mind (make information relevant)
• use a variety of instructional methods, i.e. visuals, direct instruction, concrete materials
• adhere to time limitations (dependent upon class size, time will be announced)
• focus on a few key objectives
• teach to the long-term memory, use examples, and be creative
• develop a one page hand-out for the class

V. Classroom Management – Assignment (INTASC Standards 2,3,4,5,9)

1.) Read the textbook chapter on Classroom Management. Identify and read three additional readings, of your own choosing, on the topic of classroom management. Resources for this assignment (articles and textbooks) will be placed on reserve at the library. The readings should be from referred journals and books. Prepare a reference list in the APA format, which identifies the readings.

2.) Based on the above readings identify and briefly describe 10-12 strategies that teachers can employ prior to the use punishment or punitive measures in the classroom (no more than three pages total). The strategies should be ideas that are new to you as a pre-service teacher. First name the concept, i.e. Proximity, then define the concept and provide examples of how proximity would be used in the classroom and/or why it is effective (comprehension and then application). Plan on approximately one paragraph per concept.
3.) Reflect on your own strengths and areas for development with respect to classroom management. For example, what did you learn from your readings that was particularly significant to you and why, do you plan to manage the classroom differently in the coming year? Plan on no more than one page for this section of the assignment.

VI. Field Experience Guidelines

Choice of Activities

The field experience requirement for EDUC 539 can be satisfied through one of two ways. Students can choose between A.) Observation-Interviews, or B.) an Action Research Project. Selections should be made by September 8th (please complete the form at the end of this section and hand it in).

A.) Observation - Interviews

If this option is selected, students will conduct TWO observation-interviews of ESL teachers and their classes. In order to address the K-12 ESL licensure requirements, students who choose this option will conduct one observation-interview at the elementary and one at the secondary levels. Students can work with their mentors for one observation-interview, and will be placed in a different school for the second.

For each event, the student will conduct a brief pre-observation interview, then the observation, and a final post-observation interview.

Pre-Observation Interview - Ask the teacher for a description of the class and lesson to be observed, including grade level, important student characteristics, lesson objectives, activities, assessment.

Observation - Observe the lesson according to the following:

General Methods: How was the lesson introduced? Presented? What type of student interactions took place? Student/student interactions? Assessment techniques? What resources were used?

Specific 539 Content: Describe the lesson in terms of the following content:

Cognitive, Language, Personal, Social and Emotional Development - e.g. How are the instructional activities aligned with students’ cognitive, language, personal, social and emotional development levels?

Styles of Thinking and Learning - How does the instruction relate to different styles of thinking and learning? Different learner needs?

Views of Learning - Which views of learning - social cognitive, constructivist and/or behavioral does the instruction reflect?
Motivation in Teaching and Learning - How does the teacher motivate the students?

Other 539 Categories - How does the instruction relate to other topics covered in 539?

Post-Observation Interview - Try to ask the teacher the following questions (while being mindful of her/his time):

How do you try to provide for different developmental levels of students - cognitive, language, personal, social and emotional?

How do you address different styles of thinking and learning?

What are some of your basic methods for motivating your students?

Observation / Interview Report

For each event, include two sections in your report: Narrative and Reflection. (Your entire report will therefore include one Narrative/Reflection for an elementary field experience and another for a secondary.) Please do not exceed five pages, single side, for each description, or 10 pages total. Reports are due by December 8th.

1) Narrative

Introduction: Describe the teacher, students, program and the school setting of your field experience. Include the following:

School site (e.g., city, demographics, languages spoken, socioeconomic factors, etc.).

Classroom (e.g., grade level, number students, number of teachers and teacher aides).

Teacher (e.g., academic background, years of service, courses/subjects taught, languages spoken, international experience).

Instructional Methods - Describe the lesson according to the above categories. (e.g. general methods, methods aligned with specific EDUC 539 content)

2) Reflection

What did you like most about this particular class and/or the instructor’s teaching effectiveness?

What did you learn regarding the content of EDUC 539:
a. Developmental levels  
b. Motivational techniques  
c. Provision for different student needs, thinking and learning preferences.  
d. Different views of learning and teaching (e.g. behavioral, cognitive, constructivist).

What impact will this field experience have on your future teaching?

B.) ACTION RESEARCH PROJECT

If you are presently teaching you should conduct the Action Research Project in your class. If you are not teaching, but would like to conduct the project, you can ask your mentor teacher if s/he would like to collaborate. Please check with your mentor or school official to determine which activities require parental permission (possibilities: questionnaires, videotaped observations, interviews).

You should examine a topic that relates to the content of EDUC 539. Some of the content areas are listed below, along with broad questions (your research question will be more specific).

*Cognitive, Language, Personal, Social and Emotional Development* - e.g. How can instructional activities be aligned with students’ cognitive, language, personal, social and emotional development levels?

*Styles of Thinking and Learning* - How can instruction relate to different styles of thinking and learning? Different learner needs?

*Views of Learning* - Which views of learning - social cognitive, constructivist and/or behavioral does the instruction reflect?

*Motivation in Teaching and Learning* - How can I best motivate my students according to their developmental levels, needs and characteristics?

Report

The Action Research Report is due on December 8th. Please do not exceed ten pages, double-spaced, single sided. The report should be organized according to the following format:

1. **PURPOSE**: What is the basic idea or purpose of the study? Why did you select or design this activity? What did you want to learn? Why? How does it relate to course content, and field experience objectives?
2. **PARTICIPANTS**: Description of participants (e.g. language/cultural affiliation, number, age, etc.) What other participant characteristics are relevant to this study?

3. **RESEARCH QUESTION**: What was your research (or, guiding) question? Did you have any hypothesis, or expectations?

4. **METHODS**: What were your methods? How did you go about conducting the study? Why?

5. **RESULTS**: What were the results? What happened? What was the outcome? Please include a description of the data which the study produced (ex: questionnaire frequencies, or summaries of interview answers).

6. **CONCLUSIONS/RECOMMENDATIONS**: What are your conclusions? How do they relate to the course content? Research literature? What impact will this study have on your teaching? Do you have any recommendations for further study? Other recommendations?

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**Class Schedule**

**Outline of Topics / Activities**

**September 1, 2004**

Introduction, Overview of Cross-Cultural Project, Teachers and Teaching – A Panel Discussion

**September 8 & 15, 2004**

Looking at the Past to Understand the Future, Using Theory to Guide Practice
Readings: Chap. 1, Teachers, Teaching, and Educational Psychology and Chap. 2, Cognitive Development and Language
*Submit Field Experience Selection Form – September 8th
*Writing Log Due - September 15th

**September 22 & 29, 2004**

Understanding the Student, Readings:
Chap. 3, Personal, Social, and Emotional Development
Child Abuse – Definition, Recognition, and Mandated Response
Intercultural Project (In-Class Meeting with Pakistani Educators) – Sept. 22nd
October 6 & 13 2004

Styles of Thinking and Learning,
Readings: Chap. 4, Learner Differences and Learning Needs
(MI Theory, Gender Equity, Inclusion, G/T)
*Understanding the Learner Assignment Due October 13th

October 20, 2004

Independent Study – Work on Class Assignments and Field Experience

October 27, 2004

Multicultural Education / Third Culture Kids
Readings: Chap. 5, Culture and Community

November 3, 2004

New Approaches to Teaching and Learning – Presentations
Readings: Chap. 6, Behavioral Views of Learning, Chap 7, Cognitive Views
of Learning and Chap 9, Social Cognitive and Constructivist Views of Learning

November 10, 2004

New Approaches to Teaching and Learning – Presentations
Readings: Chap. 10, Motivation in Teaching and Learning

November 17, 2003

Chap. 11, Creating Learning Environments
Classroom Management Assignment Due

November 24, 2003

Thanksgiving Recess / Independent Study

December 1, 2004

New Approaches to Teaching and Learning – Presentations
Readings: Chapter 13, Teaching for Self-Regulation, Creativity, and Tolerance

December 8, 2004

Final Class Session
Field Experience / Action Research Project Report Due
# Scoring Rubric: Understanding the Learner

<table>
<thead>
<tr>
<th>Rating</th>
<th>Demonstrated Competence</th>
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<tbody>
<tr>
<td>A 95-100</td>
<td>EXCELLENT</td>
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</table>
| A- 90-94 | * clearly written paper with few stylistic or grammatical errors  
| | * use of four or more references from peer reviewed sources  
| | * correct use of APA format and referencing throughout the paper  
| | * content is organized and presented effectively  
| | * content presented is informative, related to course objectives, and enhances teaching effectiveness |
| B+ 85-89 | COMPETENT |
| B 80-84 | * clearly written paper with some stylistic or grammatical errors  
| | * use of three references from peer reviewed sources  
| | * partially correct use of APA format and referencing throughout the paper  
| | * content is organized and presented effectively  
| | * content presented is informative, related to course objectives, and enhances teaching effectiveness |
| C+ 75-79 | MIMIMAL |
| C 70-74 | * paper contains stylistic or grammatical errors  
| | * use of less than three references from peer reviewed sources  
| | * incorrect use of APA format throughout the paper  
| | * content could be organized and presented more effectively  
| | * information is unrelated to course objectives |
| D less than 70 | UNSATISFACTORY |
# Scoring Rubric: New Methods of Teaching Presentation

<table>
<thead>
<tr>
<th>Rating</th>
<th>Demonstrated Competence</th>
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<tr>
<td><strong>A  95-100</strong></td>
<td>EXCELLENT</td>
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<tr>
<td>A- 90-94</td>
<td>Uses a format that promotes audience interest and active participation</td>
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<tr>
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<td>Uses of at least three types of instructional methods, i.e. visuals, direct instruction, cooperative learning, etc.</td>
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<td>Focuses on a few key concepts and provides clear statement of the objectives</td>
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<td>Allows sufficient time for questions and discussion</td>
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<td>Adheres to the time limitations</td>
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<td>Evaluations forms are submitted for each member of the group</td>
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<td></td>
<td>Distribution of a class hand-out (one to two pages) which identifies key concepts, resources, and is appropriately referenced.</td>
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<tr>
<td><strong>B+ 85-89</strong></td>
<td>COMPETENT</td>
</tr>
<tr>
<td><strong>B  80-84</strong></td>
<td>Use of at least two types of instructional methods, i.e. visuals, direct instruction, cooperative learning, etc.</td>
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<td></td>
<td>Uses a format that maintains audience interest and active participation</td>
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<td></td>
<td>Focus is too broad and provides minimal statement of objectives</td>
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<td></td>
<td>Distribution of a class hand-out (one to two pages)</td>
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<td></td>
<td>Allows some time for questions and discussion</td>
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<td>Time limitations are not met</td>
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<td>Completion and return of most of the group evaluation forms</td>
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<td></td>
<td>Hand-out is provided, but has minimal information</td>
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<tr>
<td><strong>C+ 75-79</strong></td>
<td>MINIMAL</td>
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<tr>
<td><strong>C  70-74</strong></td>
<td>Minimally maintains audience interest and participation</td>
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<td></td>
<td>Audience is not engaged with the presentation</td>
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<td>Use of one instructional method</td>
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<td>Lacks instructional focus</td>
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<td>Hand-out is not provided, or is provided with minimal information</td>
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<td>Presentation is considerably shorter or longer than the time allocated</td>
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<tr>
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<td>Completion and return of some of the group evaluation forms</td>
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<td>Time is not provided for questions and discussion</td>
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<td><strong>D less than 70</strong></td>
<td>UNSATISFACTORY</td>
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Scoring Rubric: Classroom Management

Rating | Demonstrated Competence
---|---
**A** | EXCELLENT
4 | * clearly written paper with few stylistic or grammatical errors
* identification of 12 or more classroom management strategies
* each strategy includes an explanation and example of the concept
* use of four or more references from peer reviewed sources
* correct use of APA format and referencing throughout the paper
* content is organized and presented effectively
* reflective statement shows evidence of critical thinking and connections to teaching effectiveness

**A-** | 3.5
14 | * clearly written paper with few stylistic or grammatical errors
* identification of 12 or more classroom management strategies
* each strategy includes an explanation and example of the concept
* use of four or more references from peer reviewed sources
* correct use of APA format and referencing throughout the paper
* content is organized and presented effectively
* reflective statement shows evidence of critical thinking and connections to teaching effectiveness

**B+** | COMPETENT
3 | * clearly written paper with some stylistic or grammatical errors
* identification of less than 12 classroom management strategies
* each strategy includes an explanation but examples are not adequate
* use of less than four references from peer reviewed sources
* partially correct use of APA format and referencing throughout the paper
* content could be organized and presented more effectively
* reflective statement is a summary of concepts that are not applied to teaching effectiveness

**B** | 2.5
2 | * clearly written paper with some stylistic or grammatical errors
* identification of less than 12 classroom management strategies
* each strategy includes an explanation but examples are not adequate
* use of less than four references from peer reviewed sources
* partially correct use of APA format and referencing throughout the paper
* content could be organized and presented more effectively
* reflective statement is a summary of concepts that are not applied to teaching effectiveness

**C** | MIMIMAL
2 | * paper contains stylistic or grammatical errors
* identification of less than 10 classroom management strategies
* Explanation of concepts is inadequate and examples are not provided
* use of less than four or more references from peer reviewed sources
* incorrect use of APA format and referencing throughout the paper
* content could be organized and presented more effectively
* reflective statement is a summary of concepts that are not applied to teaching effectiveness

**D** | UNSATISFACTORY
1 | * paper contains stylistic or grammatical errors
* identification of less than 10 classroom management strategies
* Explanation of concepts is inadequate and examples are not provided
* use of less than four or more references from peer reviewed sources
* incorrect use of APA format and referencing throughout the paper
* content could be organized and presented more effectively
* reflective statement is a summary of concepts that are not applied to teaching effectiveness
### Scoring Rubric: Field Experience

(For Both Observation-Interviews and Action Research Project)

<table>
<thead>
<tr>
<th>Rating</th>
<th>Demonstrated Competence</th>
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<tr>
<td>A  4</td>
<td>EXCELLENT</td>
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<tr>
<td>A- 3.5</td>
<td>- Responses to all areas are thorough</td>
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<td>- Writes clearly with few stylistic and grammatical errors</td>
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<td>- Organizes paper in deliberate manner</td>
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<td></td>
<td>- Reflects thoughtfully for all areas</td>
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<td></td>
<td>- Supports analysis and application by frequently citing class content</td>
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<td>- Applies knowledge to future teaching situations</td>
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<td>B+  3</td>
<td>COMPETENT</td>
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<td>B  2.5</td>
<td>- Responds incompletely to some areas</td>
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<td>- May write with some lack of clarity and/or consistent stylistic or grammatical errors</td>
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<td>- May organize paper in loose fashion that is difficult to follow</td>
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<td>- May not reflect for all areas or does not reflect with depth</td>
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<td></td>
<td>- Supports analysis by citing class content inaccurately or using few citations</td>
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<td>- May not apply knowledge to future teaching situations</td>
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<td>C  2</td>
<td>MINIMAL</td>
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<td>- Does not respond to all areas and/or incompletely to some areas</td>
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<td>- Writes with some lack of clarity and/or many stylistic and grammatical errors</td>
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<td>- Organizes paper in fashion that is difficult or impossible to follow</td>
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<td>- Does not support analysis by citing class content</td>
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<td>- Does not apply knowledge to future teaching situations</td>
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