Instructor Information:

Instructor: R. Jon Leffingwell, Ph.D.  
Office: 418 Hammond Hall  
E-Mail: leffingwell@uta.edu  
Phone: (817) 272-2274  
Fax:  
Mailbox: 19227

Office Hrs: Thursday 1:00pm – 2:00pm  
Other times available by appointment

Instructor Web Site: http://www.uta.edu/faculty/leffingwell

Course Information:

Course Title: Pre-Adolescent/Adolescent Growth & Development  
Course Number: EDML 4300.001  
Semester: Spring 2016  
Course Location and Time: Thursday, 2:00 pm – 4:50 pm, Trimble Hall Room: 110

Catalog Description

Prerequisite to subsequent courses in teacher education. Physical, social, emotional, and cognitive growth patterns from emphasizing familial, cultural, societal, and genetic determinants of behavior. Topics include developmental characteristics pre-adolescent and adolescents including exceptional learners and students with special needs.

This human development course is designed for the pre-service teacher. The intention is to focus on those competencies and understandings that are considered essential for effective teacher-student relationships. Teachers who understand children and adolescents and their development can more effectively plan appropriate learning experiences. The overall desired outcome is the preparation of teachers who understand the development of students and who utilize these understandings in planning and implementing effective learning experiences.

Course Prerequisites:

There are no prerequisites listed for this course.

Textbook(s) and Materials:

The College of Education and Health Professions is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of $100. You may purchase your subscription online from a link provided on the system’s Web site or from the UT Arlington Bookstore as you would a textbook or other course materials. See the letter from Dean Gerlach and visit http://www.uta.edu/coehp/tk20 for more information.

University Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

College Mission:

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values:

<table>
<thead>
<tr>
<th>Diversity</th>
<th>Learner Centered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>Research Based</td>
</tr>
<tr>
<td>Field Experience</td>
<td>Life Long Learning</td>
</tr>
<tr>
<td>Excellence</td>
<td>Technology</td>
</tr>
</tbody>
</table>

Professional Dispositions:

The following Professional Dispositions Guidelines are to be followed by all students and candidates in COEHP. The standards referenced are those of the Texas Administrative Code1. Students and candidates are responsible for identifying and following professional standards and policies for their particular state.

A. Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9
   • Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students).
     o Demonstrates kindness, fairness, patience, dignity and respect in working with others.
     o Accepts decisions made by institutional authority.
     o Treats others in a just and equitable manner.
   • Maintains composure and self-control.

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• Responds positively to constructive criticism.
• Follows appropriate channels of communication/authority.
• Reacts professionally (calm and patient) when under stressful situations.

B. Professional Practices: TAC Standards 1.1 through 3.9
• Complies with class and program requirements
  o Attends classes, trainings, and field experiences.
  o Arrives on time and remains for the duration.
  o Is prepared, engaged, and meets deadlines.
• Demonstrates academic integrity and honesty.
• Maintains appropriate confidentiality at all times.
• Demonstrates compliance with all laws and regulations.
  o Demonstrates compliance with University policies and Texas Education Agency (TEA)/professional specialty program area standards.

C. Professional Appearance: TAC Standards 1.7, 1.10, 2.5
• Displays personal appearance and/or hygiene appropriate for professional settings.

D. Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11, 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9
• Uses appropriate and professional language and conduct.
• Works effectively, collaboratively, and equitably with others.
• Receives feedback in a positive manner and makes necessary adjustments.
• Uses electronic and social media appropriately, e.g., texting, Facebook, Linked-In.
• Follows school and state regulations in electronic contacts made with PreK-12 students, parents, administrators, professors and others professionals.
• Uses UT Arlington email as official university form of electronic communication and information.
• Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email.

**Conceptual Framework:**

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.

‘Partners for the Future’ serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all.

**University Policies**

**Disability Accommodations**

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability.

2 Specialty areas as in KINE must access and follow their discipline-specific professional and ethical standards. Non-Texas residents are responsible to follow the guidelines for ethical behavior published by their home state.
Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD)  www.uta.edu/disability or calling 817-272-3364.
Counseling and Psychological Services, (CAPS)  www.uta.edu/caps/ or calling 817-272-3671.

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

National Standards:
Middle Level

AMLE 1  **Standard 1. Young Adolescent Development**
Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

AMLE 2  **Standard 2. Middle Level Philosophy and School Organization**
Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

AMLE 3  **Standard 3. Middle Level Curriculum and Assessment**
Middle level teacher candidates understand the major concepts, principles, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their

AMLE 4  **Standard 4. Middle Level Teaching Fields**
Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents’ competence in subject matter and skills.

AMLE 5  **Standard 5. Middle Level Instruction and Assessment**
Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

AMLE 6  **Standard 6. Family and Community Involvement**
Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.

AMLE 7  **Standard 7. Middle Level Professional Roles**
Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

Secondary
- ACTFL 4, 5
- NCSS 2.1 - 2.5
- NCTE 2
- NCTM 8
- NSTA 5

**State Domains and Competencies:**

**Middle Level**  
PPR 001, 002, 004, 005, 011  
Social Studies 003, 004  
English Language Arts/Reading 005, 008  
Math 020 - 021  
Physical Science 021 - 022  
Life Science 020
Secondary

PPR P-12 001 French 039
PPR 8-12 001 German 039
Spanish 041 Physical Science 021 – 022
History 023 Science 046 - 047
Social Studies 023 Journalism 014, 015
English Language Arts/Reading 002 Speech 012
Math 020 - 021 Theater 014, 015, 016
Life Science 020 Music 011 - 012

Learning Outcomes:

This course will:

- Discuss human development (social, emotional, physical and cognitive) from birth through adolescence.
- Describe the various methods of studying human development and behavior.
- Describe appropriate teacher behavior and roles when working with children (based upon child development study and research).
- Demonstrate through project presentation a proficiency in some aspect of human development.
- Apply human development information to the study and observation of one child.
- Arrive at a more complete understanding of his/her own development and maturational processes and the influences of these upon him/her as a teacher.
- Discuss student’s characteristics and needs in relationship to their various social-economic-cultural backgrounds.
- Discuss students with special needs, and specific problems and issues and conditions that effect children.

The candidate will display the following knowledge, skill, and/or attitudes:

- Establish a learning environment that insures all students learn.
- Work effectively with student’s families and communities with the dispositions of professional educators.
- Develop meaningful learning experiences for students based on their developmental levels.
- To value learning and teaching in classrooms with diverse student populations.
- Demonstrate the ability to teach effective to students with exceptional and/or diverse backgrounds.

Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the
result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/ses/fao).

**Policies:**

1. **Late work:** Complete all assignments by the due date listed on the syllabus or announced in class. There will be a minimum 10% penalty for all late work if turned in by the next class meeting.

2. **Please type all assignments,** unless otherwise specified. Single spacing is allowable. The student’s name should be on every page of each assignment submitted. It is also generally recommended that students keep photocopies of work turned in.

3. Study the syllabus and the schedule of deadlines carefully. If you do not agree to adhere to the policies and requirements stated herein, please drop this course.

**College of Education and Health Professions Policies:**

**TK-20:**

The College of Education and Health Professions is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of $100. You may purchase your subscription online from a link provided on the system’s website or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit http://www.uta.edu/coehp/tk20 for more information. The following is a partial listing of what the Tk20 system will enable you to do:

- Create your course and performance artifacts online, which you will be able to access and use beyond graduation. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time.

- Submit forms online, including applications for student teaching and other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your Tk20 account.

- Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media.

- Monitor your progress throughout the program and have access to a fully documented record of your program performance, including field experience, practicum, internship, or clinical practice. This is particularly important, given increased use of performance interviews by employers.

On-line tutorials and training materials have been organized to orient you to the Tk20 system and its use.
We appreciate your hard work and dedication toward completing your education in the College of Education and Health Professions at the University of Texas at Arlington!

AVID:
AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

The AVID Teacher Preparation Initiative collaborates with colleges and schools of education to systematically address the needs of teacher candidates enrolled in teacher education programs. AVID supports teacher candidates in their efforts to obtain teacher certification. AVID assists faculty and staff in analyzing existing curriculum and data, identifying barriers and needs, and establishing learning outcomes and assessments. When implemented with fidelity, AVID has the potential to impact the preparation and performance of teacher candidates through consistent support and professional development for faculty and staff.

At UTA, we are working with AVID on the Teacher Preparation Initiative. In particular, we are aligning our courses to include the framework WICOR: Writing, Inquiry, Collaboration, Organization, and Rigor. The syllabus and instruction in this course will involve WICOR as both an instructional and an organizational tool. We believe this will help you be better prepared to meet the needs of a diverse student population as you leave UTA and pursue your teaching career. In addition to assessment of your participation in the course, we will also be asking for your feedback as we strive to improve this partnership.

Library Information:
Gretchen Trkay is the Education Librarian. He can be reached at 817-272-7434, and by email at gtrkay@uta.edu

You will find online databases for Education at:
http://www-test.uta.edu/library/databases/index.php

UTA Writing Center:
Professionally trained tutors offer help with writing projects at any stage of the process at not cost to UTA students. Check out their On-Line Writing Lab at http://www.uta.edu/owl/. You can even submit a rough draft via email and request feedback from a tutor.

Cell Phones:

Cell phones should be turned off or on silent and out of sight when class begins. If you must take an emergency call, please step into the hall to take the call.
**Tentative lecture/topic schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture/Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, Jan 21</td>
<td>Introduction &amp; Orientation</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, Jan 28</td>
<td>Biological Foundations</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, Feb 4</td>
<td>Cognitive Development</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, Feb 11</td>
<td>Self Identity</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, Feb 18</td>
<td>Test#1</td>
<td></td>
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<tr>
<td>Week 5</td>
<td></td>
<td></td>
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<tr>
<td>Thursday, Feb 25</td>
<td>Families</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Week 6</td>
<td></td>
<td>SL #1</td>
</tr>
<tr>
<td>Thursday, Mar 3</td>
<td>Peers</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>Week 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, Mar 10</td>
<td>Schools</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Week 8</td>
<td></td>
<td>SL # 2</td>
</tr>
<tr>
<td>Thursday, Mar 17</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, Mar 24</td>
<td>Test#2</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, Mar 31</td>
<td>Gender</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Week 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, Apr 7</td>
<td>Sexuality</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Week 12</td>
<td></td>
<td>SL #3</td>
</tr>
<tr>
<td>Thursday, Apr 14</td>
<td>Moral Development</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Week 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, Apr 21</td>
<td>Culture</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Week 14</td>
<td></td>
<td>SL #4</td>
</tr>
<tr>
<td>Thursday, Apr 28</td>
<td>Adolescent Problems</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>Week 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, May 5</td>
<td>Adolescent Problems</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>Week 16</td>
<td></td>
<td>SL #5</td>
</tr>
<tr>
<td>Thursday, May 12</td>
<td>Final Exam</td>
<td></td>
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<tr>
<td>Week 17</td>
<td></td>
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</tr>
</tbody>
</table>

Note: The Instructor reserves the right to make adjustments and modifications to this syllabus during the semester as needed. Students will be notified of any and all changes.
Service Learning – 25 Points

Service Learning is a teaching and learning strategy. In that respect, it goes beyond volunteerism. Service Learning connects the act of service with rigorous preparation and reflection. The act of service becomes a tool for learning. Service Learning is hands-on, experiential, authentic learning.

► The candidate will complete a service learning Pre and Posttest at http://www.uta.edu/ccsl/.
► The candidate will post his/her Service Learning hours at http://www.uta.edu/ccsl/.
- The candidate will select a non-profit organization in which he/she will volunteer. Examples may be found at http://www.uta.edu/ccsl/volunteer. You may select a non-profit organization near your home.
- The candidate will submit the Service Learning Placement Form in class on the designated date.
- The candidate will spend a minimum of 15 hours (minimum of five visits) in service learning at the approved organization.
► The candidate will submit a 1-2 page Service Learning Reflections for each of the five visits on WebCT (Discussion) by the beginning of class on the due date.
► The candidate will create a service learning visual to be presented on the designated date.
► The candidate will submit each of the following by the beginning of class on the designated due date: the Service Learning Time Log, the Service Learning Placement Form and the Service Learning visual.
- “You must devote at least fifteen hours to your Service Learning Project. You will not receive partial credit for this assignment.”

Students are expected to keep a time log. An employee of the non-profit organization must sign the time log for each time period when hours are volunteered. Include the contact information of that contact person.

Core Values, Professional Development, Preparation, Participation, Communication Guidelines – 5 Points

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Service Learning Scoring Rubric

Reflection 1, 2, 3 and 4

5 Possible Points

<table>
<thead>
<tr>
<th>The Candidate will:</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Possible Points &amp;/or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What happened at the service(s) site, the service he/she performed and with whom he/she interacted</td>
<td>The candidate described what happened at the service site, the service(s) he/she performed and with whom he/she interacted</td>
<td>The candidate somewhat described what happened at the service site, the service(s) he/she performed and with whom he/she interacted</td>
<td>The candidate did not describe what happened at the service site, the service(s) he/she performed or with whom he/she interacted</td>
<td>.5 points</td>
</tr>
<tr>
<td>Discuss:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• the significance of the service.</td>
<td>The candidate discussed the significance of the service(s) rendered at the site</td>
<td>The candidate somewhat discussed the significance of the service(s) rendered at the site</td>
<td>The candidate did not discuss the significance of the service(s) rendered at the site.</td>
<td>.5 points</td>
</tr>
<tr>
<td>• the personal meaning of the service.</td>
<td>The candidate discussed the personal meaning of the</td>
<td>The candidate somewhat discussed the personal meaning</td>
<td>The candidate did not discuss the personal meaning of the</td>
<td>.5 points</td>
</tr>
<tr>
<td>Service Learning Scoring Rubric</td>
<td></td>
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<tr>
<td>--------------------------------</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>service(s) rendered at the site.</strong></td>
<td>The candidate discussed personal feelings (emotions) about the experience(s) at the site</td>
<td>The candidate did not discuss personal feelings (emotions) about the experience(s) at the site</td>
<td>.5 points</td>
<td></td>
</tr>
<tr>
<td><strong>learning that will enhance personal classroom instruction.</strong></td>
<td>The candidate discussed learning that will enhance personal classroom instruction</td>
<td>The candidate did not discuss learning that will enhance personal classroom instruction</td>
<td>.5 points</td>
<td></td>
</tr>
<tr>
<td><strong>skills &amp; knowledge he/she applied.</strong></td>
<td>The candidate discussed skills &amp; knowledge he/she applied</td>
<td>The candidate did not discuss skills &amp; knowledge he/she applied</td>
<td>.5 points</td>
<td></td>
</tr>
<tr>
<td><strong>skills &amp;/or knowledge he/she lacked.</strong></td>
<td>The candidate discussed skills &amp;/or knowledge he/she lacked</td>
<td>The candidate did not discuss skills &amp;/or knowledge he/she lacked</td>
<td>.5 points</td>
<td></td>
</tr>
<tr>
<td><strong>what the candidate learned about the people at the site and the community issues they face.</strong></td>
<td>The candidate discussed what he/she learned about the people at the site and the community issues they face</td>
<td>The candidate did not discuss what he/she learned about the people at the site and the community issues they face</td>
<td>.5 points</td>
<td></td>
</tr>
</tbody>
</table>

**Other Requirements**

**Writing Mechanics:**

- **Grammar**
  - The candidate submitted no errors
  - The candidate submitted few errors
  - The candidate submitted multiple errors
  - .25

- **Spelling and Proof Reading**
  - The candidate submitted no errors
  - The candidate submitted few errors
  - The candidate submitted multiple errors
  - .25

**Integrity Statement**

- **Sign & attach required integrity statement**
  - The candidate signed and attached the required integrity statement
  - The candidate did not sign the attached required integrity statement
  - The candidate did not attach the required integrity statement
  - .25

**Length**

- 1-2 pages
  - The candidate’s reflection was 1-2 pages in length
  - The candidate’s Reflection was less than 1 page or more than two pages
  - .25
### Final Reflection - Reflection 5

#### 5 Possible Points

<table>
<thead>
<tr>
<th>The Candidate will:</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Possible Points &amp;/or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflect/Contemplate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• the impact these experiences will have on his/her lifelong learning.</td>
<td>The candidate reflected/contemplated the impact these experiences will have on his/her lifelong learning</td>
<td>The candidate somewhat reflected/contemplated the impact these experiences will have on his/her lifelong learning</td>
<td>The candidate did not reflect or contemplate the impact these experiences will have on his/her lifelong learning</td>
<td>.5</td>
</tr>
<tr>
<td>• the insights he/she gained from these experiences.</td>
<td>The candidate reflected/contemplated the insights he/she gained from these experiences</td>
<td>The candidate somewhat reflected/contemplated the insights he/she gained from these experiences</td>
<td>The candidate did not reflect/contemplated the insights he/she gained from these experiences</td>
<td>1.0</td>
</tr>
<tr>
<td>• how will his/her teaching career connect with these experiences?</td>
<td>The candidate reflected/contemplated how his/her teaching career will connect with these experiences</td>
<td>The candidate somewhat reflected/contemplated how his/her teaching career will connect with these experiences</td>
<td>The candidate did not reflect/contemplated how his/her teaching career will connect with these experiences</td>
<td>.5</td>
</tr>
<tr>
<td>• what has he/she learned about community involvement.</td>
<td>The candidate reflected/contemplated what he/she has learned about community involvement</td>
<td>The candidate somewhat reflected/contemplated what he/she has learned about community involvement</td>
<td>The candidate did not reflect/contemplated what he/she has learned about community involvement</td>
<td>1.0</td>
</tr>
<tr>
<td>• how can you best use what you have learned</td>
<td>The candidate reflected/contemplated how she/he can best use what she/he has learned</td>
<td>The candidate somewhat reflected/contemplated how she/he can best use what she/he has learned</td>
<td>The candidate did not reflect/contemplated how she/he can best use what she/he has learned</td>
<td>1.0</td>
</tr>
<tr>
<td>Writing Mechanics:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>° Grammar</td>
<td>The candidate submitted no errors</td>
<td>The candidate submitted few errors</td>
<td>The candidate submitted multiple errors</td>
<td>.25</td>
</tr>
<tr>
<td>° Spelling and Proof Reading</td>
<td>The candidate submitted no errors</td>
<td>The candidate submitted few errors</td>
<td>The candidate submitted multiple errors</td>
<td>.25</td>
</tr>
<tr>
<td>° Integrity Statement</td>
<td>The candidate signed and attached the required integrity statement</td>
<td>The candidate did not sign the attached required integrity statement</td>
<td>The candidate did not attach the required integrity statement</td>
<td>.25</td>
</tr>
<tr>
<td>° Required Length</td>
<td>The candidate’s reflection was 1-2 pages in length</td>
<td></td>
<td>The candidate’s reflection was less than 1 page or more than two pages</td>
<td>.25</td>
</tr>
</tbody>
</table>
Service Learning Placement Rubric

<table>
<thead>
<tr>
<th>Placement Document</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Possible Points-3.0 &amp;/or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form completed and posted by due date</td>
<td>The candidate completed and posted the placement form by the due date</td>
<td>The candidate posted an incomplete placement form by the due date</td>
<td>The candidate did not post a placement form by the due date</td>
<td></td>
</tr>
</tbody>
</table>

*Grade Calculation:*

Tests – 3 at 25% each = 75%

Service Learning = 25%

- Grade Calculation in EDML Coursework
  - 90-100% = A
  - 80-89% = B
  - 70-79% = C
  - 60-69% = D
  - 59% and below = F