

Education Seminar Best Practices Summary

Students will write a 5-7 page analytic reflection on what you have learned in the course and the accompanying field experiences. Students are expected to reference their field experiences, textbook information and information from course modules in a paper that addresses the following question, depending on certification area: **What are best practices in Early Childhood, Middle Grades, Secondary or Special Education?**

The paper should be reflective and insightful in explaining how this field experience connects to personal knowledge, growth and understanding about becoming a teacher of young children (Early Childhood Education and Early Childhood Studies students) and/or adolescents (K-12 certifications).

Getting Started

- Before you begin, determine the “categories” that you think might be most appropriate for your “best practices” -- sample categories are provided below
- For each category, generate a list of 2-3 statements to identify the attitudes and behaviors of a teacher who exhibits “best practices” in this area, ensuring that at least one is targeted at meeting the needs of learners from diverse background.
- For each statement, identify one or two examples to support that statement. Examples should come from personal experiences and course materials.
- For each statement, think about your own practices and how effective you are and how you have grown in terms of exhibiting these behaviors and attitudes.

| Category | Best Practices | Teaching Learners from Diverse and Marginalized Backgrounds | Evidence and Assessment |
|--|----------------|---|-------------------------|
| <i>Engagement and Instruction</i> | | | |
| <i>Assessment</i> | | | |
| <i>Use of Technology</i> | | | |
| <i>Family & Community Partnerships</i> | | | |
| <i>Ethical Practices</i> | | | |

Writing Guidelines

- Include an introduction and conclusion
- Be organized: use strong topic sentences and don't bounce back and forth between categories
- Avoid paragraphs that are too long or too short (a good rule of thumb is that about four sentences is a minimum and paragraphs should not be more than 1 page).
- Include a mix of examples from your own experience and course resources. Personal examples are incredibly valuable but they are not sufficient, you must refer back to sources throughout (at least once in each category) the paper using APA format or you will not receive full credit.
- Read both rubrics thoroughly

Grading Rubrics

Please note that there are two rubrics for the assignment reflecting both content and written communication.

Written Communication

| | Excellent 20 | Good 16 | Adequate 14 | Inadequate 12 | Poor 0 |
|---|--|---|---|---|--|
| <i>Focus/Thesis Effectively communicates and maintains focus on the main point or claim.</i> | Running thesis thoroughly demonstrates a focused understanding of context, audience, and the purpose. | Running thesis is adequate, demonstrating consistent and appropriate development, albeit with less sophistication. | The thesis demonstrates an awareness of context, focus and direction but could be more consistently adhered to or developed. | Running thesis presents a vague focus with only some, but overall insufficient attention to context or to the assigned task. | The focus is not demonstrated toward meeting an assigned task, with a thesis that may be missing or hard to find. |
| <i>Support/Use of Sources Elaboration of ideas utilizing appropriate authorities and/or evidence for the assigned task.</i> | Effective support is demonstrated through high-quality source use. Support and ideas are exemplary for the discipline. | Sufficient support is demonstrated in consistent use of relevant/credible examples and sources. Support and ideas well-suited for the writing task. | Adequate support is demonstrated, through mostly relevant/credible sources. Appropriate support and ideas are included. | Support consists of vague, nonspecific examples. Some sources may lack credibility, relevancy, or be inappropriate for the discipline or genre. | Lacks sufficient support and/or sources that are credible and appropriate for the discipline and genre of the writing. |
| <i>Organization/ Synthesis of Information Methodology of presenting the information through a convincing flow of ideas.</i> | Masterful organizational strategy, logical ordering of ideas, supported by coherent paragraphs, smooth integration of source material and effective transitions. | Consistently organized strategy that follows a logical flow of ideas; smooth integration of source materials and effective transitions between coherent paragraphs. | Organizational strategy that is adequately organized, with appropriate paragraph structures, though some ideas and/or source materials seem slightly out of place or order. | Demonstrates an organizational strategy that seems somewhat confused, including paragraph structure and/or incorporation of source materials that break a logical flow. | Lack of organization of ideas and/or incorporation of source material. |
| <i>Adoption of Field-Specific Conventions Ideas and vocabulary professionally delivered, done in the academic style for similar writing in the field.</i> | Highly effective and broad use of conventions, including tone, vocabulary and style particular to the discipline and/or task. | Use of conventions, including tone and diction, is sufficient and appropriately specific to the discipline and/or writing task. | Conventions, such as tone and diction, may sometimes seem out of place, but largely fit the discipline and/or writing task. | Recurring examples miss the appropriate tone or expected language for the discipline and/or writing task. | Neither language nor writing style meet the expectations of the discipline and/or writing task. |
| <i>Grammar/ Mechanics Technical analysis of the writing rules, independent of other aspects of evaluation.</i> | Grammar/mechanics are nearly flawless, with very few, if any, usage errors. | Grammar/mechanics are accurate and consistent, with a few usage errors. | Grammar/mechanics are adequate; while some usage errors exist, they do not interfere with the author's meaning. | Grammar/mechanics are significantly flawed and frequently interfere with the author's meaning. | Grammar/mechanics are so inadequate that the author's ideas are nearly impossible to follow. |

Assignment Content

| | Exemplary 20 | Acceptable 16 | Developing 14 | Unacceptable 12 |
|---|---|---|--|---|
| <i>Content</i> | The paper includes all required information with ample detail and demonstrates a clear understanding of the assignment. Student reflects on own practice in multiple ways to promote positive outcomes for every child [4d] . | The paper includes nearly all required information with sufficient detail and demonstrates a clear understanding of the assignment. Student reflects in several ways on own practice to promote positive outcomes for every child [4d] . | The paper is either missing some required information or does not present information with a sufficient level of detail. Student reflects on own practice in some ways to promote positive outcomes for every child [4d] . | The paper is either missing many required pieces of information and/or does not present information with a sufficient level of detail. Student does not reflect on own practice to promote positive outcomes for every child [4d] . |
| <i>Reflection: Evidence-based teaching practices for diverse learners</i> | Conveys strong evidence of reflection on own and mentor teachers' work. Demonstrates significant personal growth and insights in and understanding the multiple influences on development and learning. [1b] | Conveys evidence of reflection on own and mentor teachers' work. Demonstrates adequate personal growth and insights in and understanding the multiple influences on development and learning. [1b] | Conveys some evidence of reflection on own and mentor teachers' work. Demonstrates some personal growth and insights in and understanding the multiple influences on development and learning. [1b] | Conveys weak or no evidence of reflection on own and mentor teachers' work. Demonstrates limited or no personal growth and insights in and understanding the multiple influences on development and learning. [1b] |
| <i>Reflection: Evidence-based Ethical Practices</i> | Abundance of evidence of critical, careful thought and analysis and/or insights. Evidence and examples of how practices viewed in fieldwork reflect knowledge of ethical standards and professional guidelines [6b] | Evidence exists of critical, careful thought and analysis and/or insights. Evidence and examples of how practices viewed in fieldwork reflect knowledge of ethical standards and professional guidelines [6b] | Some evidence of critical, careful thought and analysis and/or insights. Evidence and examples of how practices viewed in fieldwork reflect knowledge of ethical standards and professional guidelines are limited. [6b] | Evidence of critical, careful thought and analysis and/or insights is not made. Evidence and examples of how practices viewed in fieldwork do not reflect knowledge of ethical standards and professional guidelines. [6b] |
| <i>Reflection: Evidence-based practices in Assessment</i> | Abundance of evidence of critical, careful thought and analysis and/or insights regarding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for children [3a] | Evidence exists of critical, careful thought and analysis and/or insights regarding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for children [3a] | Some evidence exists of critical, careful thought and analysis and/or insights regarding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for children [3a] | Limited or no evidence exists of critical, careful thought and analysis and/or insights regarding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for children [3a] |

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|---|---|--|---|--|
| <p><i>Reflection: Evidence Based practices in use of technology</i></p> | <p>Abundance of evidence of critical, careful thought and analysis and/or insights have led to the need to reform own practice, including the use of technology effectively with children, peers, and as a professional resource. [6c]</p> | <p>An adequate amount of evidence of critical, careful thought and analysis and/or insights have led to the need to reform own practice, including the use of technology effectively with children, peers, and as a professional resource. [6c]</p> | <p>Some evidence of critical, careful thought and analysis and/or insights have led to the need to reform own practice, including the use of technology effectively with children, peers, and as a professional resource. [6c]</p> | <p>Limited or no evidence of critical, careful thought and analysis and/or insights have led to the need to reform own practice, including the use of technology effectively with children, peers, and as a professional resource. [6c]</p> |
| <p><i>Reflection: Evidence Based Practices in Family & Community partnerships</i></p> | <p>Ample high quality, specific evidence and examples are provided from one's own and mentor teachers' practices that involve families and communities in children's development and learning. [2c]</p> | <p>Adequate high quality, specific evidence and examples are provided from one's own and mentor teachers' practices that involve families and communities in children's development and learning. [2c]</p> | <p>Some high quality, specific evidence and examples are provided from one's own and mentor teachers' practices that involve families and communities in children's development and learning. [2c]</p> | <p>Limited or no high quality, specific evidence and examples are provided from one's own and mentor teachers' practices that involve families and communities in children's development and learning. [2c]</p> |