

**Loyola University Chicago
School of Education**

CIEP 450
Educational Psychology
Fall 2011

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Course Description

This is an advanced course in educational psychology. A special focus is given to instructional and remedial education techniques and interventions. The course is designed to provide you with an understanding of the teaching/learning process so that you can make informed judgments about the implications of various instructional strategies underwriting professional competence. Educational psychology has many facets including foundational information about behavioral and cognitive science; theories of child development and language acquisition; and theoretical and practical aspects of assessment and measurement. This course is not a methods course and, as such, does not address specifics of how to teach. Rather, the course attempts to equip students with a conceptual framework for evaluating educational, psychological, and sociological theories and research as they impact upon teaching in diverse cultural communities; hence, issues of diversity and social justice receive particular emphasis. An ecological perspective, one that assumes many forces are at work simultaneously in any teaching/learning environment, is the starting point for understanding educational psychology. In order to attain the goal of being a life-long learner, there are many choices regarding how to fulfill the goals of this course. It is hoped that each student will take their learning from this general course and utilize it in pursuit of professional excellence in the service of social justice.

Primary Goal of Course

One way to think of this course is as a “psychology for educators” course. That is, all of the main content areas—social justice, student characteristics, learning and instruction, creating a positive learning environment, and assessment of students—rest on psychological foundations. As we know, there is a very high turnover rate amongst teachers. Often, teachers do not leave the profession due to a lack of knowledge in their content area, but rather due to other factors that go beyond content knowledge and speak to the educational, societal, cultural, political, legal, and interpersonal context in which teaching is practiced. While I certainly cannot claim that taking this course can address all of society’s ills and opportunities as relates to effective teaching, what I do believe firmly is that teachers with a solid psychological knowledge-base and a commitment to social justice are more likely to be effective. Accordingly, classroom readings, online activities, and assignments are all geared around the goal of further developing your psychological and social justice literacy and skillset as applies to educational practice.

Diversity Statement/Instructor Philosophy

Although my goal is to provide comprehensive coverage of all the core topics in this course, every professor has his or her own biases and I am no exception. My personal biases, relate to a desire to place the topics covered in this course within a broader context, including educational, social, cultural, economic, and/or political contexts. While I am not seeking to impose any particular ideologies on anybody and indeed encourage and support your ability to form your own perspectives on topics (even if I do not share your views), consistent with the college and university’s framework (see below), I do approach this course with a bias towards promoting social justice. As such, within this course, a focus on professionalism in the service of social justice will be kept in the forefront. Theory and practice will be discussed in terms of best practices, ethics, and advocating for justice in all educational settings. Relatedly, online activities and assignments in this course often will relate to cultural diversity and social justice. We will address such issues of diversity as race, culture, gender, sexual orientation, religion, abilities, and socioeconomic status. Open dialogue is encouraged and maintaining a professional respect for all people regardless of background is demanded (please see the later section on online etiquette).

School of Education Conceptual Framework

The School of Education, as part of a Jesuit, Catholic University, espouses social justice as a unifying conceptual framework that is designed to prepare teachers and other school personnel to practice “professionalism in the service of social justice” (see below). In concert with the rest of Loyola University Chicago and with the precepts of the Society of Jesus, an effort is made to prepare professionals who understand and seek to advance justice. We prepare individuals to strive toward equity and fairness in their future professional roles. CIEP 450 maintains this focus on social justice through its core assignments and its explicit focus on seeing

students and families within context, be it psychological context, developmental context, cultural context, etc. The four components of the conceptual framework of the School of Education are addressed within the context of four areas of study:

1. Knowledge: candidates pursue justice by being knowledgeable in their specialized disciplines and well educated in general so that they can offer the highest quality of service
2. Skills: candidates pursue justice by being competent professionals and offering their well developed skills in the service of others particularly the sick, the poor, and the young.
3. Ethics: candidates know and practice the ethical standards of their professions.
4. Service: from whatever faith tradition they may come, candidates strive to be "persons for others."

Professionals in Service of Social Justice

Jesuit education is founded on a 400-year tradition of academic excellence emphasizing the unique bond between teachers and learners. The School of Education prepares educators, administrators and school psychologists to be competent in the exercise of professional skills, to display a respect for diversity, to embrace distributive justice as social justice, and to recognize that education is a life-long process. Loyola University's School of Education seeks to develop professionals who use their scholarship to evaluate actions and decisions in light of their ramifications and impact on students, school organizations, and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking.

Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education develops persons of conscience devoted to the service of others. The faculty of the School of Education seek to develop professionals able to develop and offer educational opportunities for children, adolescents and adults that enable them to contribute to and benefit from the social, political, and economic opportunities in their lives and to promote social justice. Professional educators in service of social justice will know the subjects they teach and how to convey content of those subjects to learners; engage in disciplined inquiry based on informed reason, reflect on experiences of self and others, consider alternative perspectives, and pursue a problem-solving orientation; evidence respect for and ability to respond to differences in learners' personal, social, economic and cultural experiences; evaluate the effects of their decisions on others (learners, families, and other professionals in the learning community); provide learning opportunities to support all learners' intellectual, social, and personal development; possess the knowledge and skills to teach all learners well and with rigor; create a learning environment that promotes positive social interaction, active engagement in learning and self-motivation; and maintain standards of professional conduct.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported

and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Technology

Each syllabus is required to have a statement explaining how technology is integrated into the framework of the course.

Diversity

Each syllabus is required to have a statement relating to diversity and how it is addressed in the context of the course.

Required Text

Snowman, J. McCown, R. & Biehler, R. (2011). *Psychology applied to teaching* (13th ed.). Boston: Houghton Mifflin.

Online Etiquette

While some of you may have a lot of experience taking online courses, for others this may be their first online course. Regardless of your experience level, knowledge of online course etiquette, is extremely important. The paragraphs below are excerpted from the University of Wisconsin Colleges Online website on Online Etiquette, which can be found at: <http://online.uwc.edu/technology/onlEtiquette.asp>. Students are expected to adhere to these guidelines and recommendations.

Brave New Electronic World

Welcome to the world of online, Web-based courses. If you're like many people, this is your first experience with an online course. You may have taken some courses before, and you may also have had experience with some form of electronic communication, but a Web-based course is a new area of social interaction, and as such it has its own rules for interacting with others. This guide is intended to be an overview of appropriate etiquette for interaction in this new environment.

Disembodied Discussions

A key distinguishing feature of an online course is that communication occurs solely via the written word. Because of this, the body language, voice tone, and instantaneous listener feedback of the traditional classroom are all absent. These facts need to be taken into account both when contributing messages to a discussion and when reading them. Keep in mind the following points:

Tone Down Your Language

Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

Keep A Straight Face

In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.

Be Forgiving

If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

The Recorder Is On

Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.

Test For Clarity

Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.

Netspeak

Although electronic communication is still young, many conventions have already been established. DO NOT TYPE IN ALL CAPS. This is regarded as shouting and is out of place in a classroom. Acronyms and emoticons (arrangements of symbols to express emotions) are popular, but excessive use of them can make your message difficult to read.

A Course is a Course

You may be familiar with many of the previous points if you have participated in other forms of electronic communication in the past. But Web-based courses have some added constraints not present in other arenas. Keep in mind these additional four points:

Remember Your Place

A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.

Brevity Is Best

Be as concise as possible when contributing to a discussion. Web-based courses require a lot of reading, and your points might be missed if hidden in a flood of text. If you have several points that you want to make, it might be a good idea to post them individually, in several more focused messages, rather than as a single, lengthy, all-encompassing message.

Stick To The Point

Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents.

Read First, Write Later

Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.

Course Mechanics

While organization and attention to detail are important to any graduate-level course, these attributes, both for instructors and for students, are particularly important for online courses. Since we will not meet face to face, all of our communication will be taking place online, which, as described above, places a premium on organization and clarity. That said, it is critically important to me that students are empowered to ask questions, even if they think they are asking something that might have already been covered or that they should otherwise already know. When this occurs, I ask that you please check to make sure that a question that you might have has not already been asked and answered online. If you have a new question, or need a clarification, rather than emailing me directly (please reserve this for questions that you might have that are more personal, or at least are unique to you and do not apply to your classmates), there is a Discussion Forum on your course blackboard labeled "Questions for Professor Hamilton". I will check this forum regularly and respond to all questions there so that others can see our response.

In terms of week to week activity, the process is pretty straightforward. A course week runs from Monday-Sunday. By 5pm of each Sunday afternoon, your work for that week will be due and the PowerPoint and assignment for the current week's chapter/s will be available. Your responses to your classmates posts are due by 9am every Tuesday morning. To access your assignments for the upcoming week, go to the "Course Documents" section. Here you will find a folders labeled with dates that align with the Course Schedule that is listed later in the syllabus. These folders will contain instructional materials and announcements and/or files related to your tasks for that week. While the specific contents of these folders will vary from class to class, a "typical" folder might contain the following: 1) a description of your task/s due the following Sunday at 5pm, 2) PowerPoints summarizing your readings for the next class, and 3) any supplementary materials you might need (e.g., web links, short article to read) to complete your online work. Also, by the Wednesday of each week, I will post general feedback about the work you completed the previous Sunday. These feedback announcements can also be found under the "Feedback" section. It is essential to listen to the feedback announcements.

Class Assignments and Required Activities

1) Class Participation (100 points; 5 pts per task + overall participation points)

Active class participation by every student is crucial to the success of any online class. Whereas in a face-to-face class my norm is to permit one unexcused absence without penalty, given the flexibility that you have to complete online tasks any time you like over the course of a week and given the nature of online courses where making your posts late amounts to missing the dialogue completely since the rest of the class has moved on to the next assignment, there simply is no excuse for missing any work without permission unless some extraordinary life circumstances occur. As such, students who either do not participate in class in a given week or who have a regular pattern of low participation are subject to failing this course at the instructor's discretion. If circumstances dictate that you must miss some time, you must alert the instructor ahead of time or, if circumstances do not permit this, you must contact the instructor as soon as possible to make him aware of the situation. If you follow this caution, there may be circumstances where you will

not fail the course, but if you do not follow this caution, you again are subject to failing the course. It is essential you communicate with the instructor if you need an extension on any assignment.

In terms of your class participation grade, a detailed evaluation rubric is appended. Essentially, you are being evaluated on five dimensions—knowledge of the subject matter, originality, responses to others, connection to social justice, and timeliness. Additionally, I would highlight the following—I place a much higher value on quality over quantity when it comes to online class participation. That is, it is very possible for one student to make a much more significant contribution to class in one paragraph than another student might make in four different posts! In fact, if you repeatedly make mindless posts, you not only will receive a lower classroom participation grade from me, but you also will likely annoy everyone by wasting their time! That said, you will not be punished or viewed negatively in any way for asking questions (assuming your question cannot be answered easily by simply completing the assigned reading) or writing with thoughts that you subsequently revise based on further reflection and the input of others. To the contrary, what I value in online dialogue is that just that—your ability to contribute to a dialogue. I'm not looking for you to repeat what is said in the text (I assume everyone has done their reading), but rather to be a meaningful participant in online activities. In order to achieve this, you do not need to respond to every post made (unless I have specifically asked for everyone to chime in on something), but rather need to be a consistent positive presence in terms of bringing your energy, intellect, and questioning attitude to the table each week. For each chapter we cover, there will be a task and a discussion board thread where each of you makes a post. This post is due by 5pm on each Sunday. As previously stated, as part of your participation grade, you are expected to respond to some of your classmates posts each week. It is expected you do this by 9 am on Tuesday mornings. I will also occasionally chime in on discussions.

2) Personal Choice (50 pts; 25 pts for each paper)

The four assignment options below provide different ways of expanding the depth of your knowledge of the core concepts of this course. You are to select from TWO of the four options below. The due dates for the personal choice assignments are listed on the Course Schedule. You must submit your papers electronically via email with your file and assignment clearly labeled. Papers submitted late (meaning past 5pm on the given Sunday) may not be graded or may be graded with significant grade reduction at the discretion of the course instructor.

Here are the course assignment options:

a) Professional Interview

Objective/Task: To interview an administrator or specialist (special education teacher/school psychologist/social worker/counselor) regarding their opinions about inclusion of students with disabilities and/or their opinions on how social justice issues play out in their school/district.

Required Outcome: Hand-in interview form with notes and additional 3 page commentary reflecting upon and relating what the interviewee has said in relationship to concepts presented in the course.

b) Read a Book

Objective: to explore ideas from the course in greater depth by reading a book.

Task: Read one or more of the books suggested in the text or by the course instructor. Alternatively, you may select your own book, but it must be approved by the instructor.

Required Outcome: You should prepare a brief summary of its contents and a reflective description of the significance it had on your understanding of the field of Educational Psychology. Maximum length: 4 double spaced pages.

c) Read Four Recent Research Articles

Objective: to read and understand research articles relevant to a topic from the course. Articles should be from peer-reviewed scholarly (please check with me ahead of time if you are not sure if an article meets this criteria) journals and report the results of one study each. Articles must have been published in the last five years. The four articles must all revolve around one central theme or topic (e.g., reading interventions in urban elementary schools, factors that promote resiliency in teenagers)

Task: Read four research articles.

Required Outcome: Write a three page reflective critique. Copies of the articles must be provided to the professor in order for the critique to be evaluated. Be sure to relate the findings to theories and concepts discussed in class.

d) Interview a Parent of a Student with a Disability or a Student with a Disability

Objectives: To gain insight about the impact of having a disability, either from a parental or a first-hand experience. To discover how individuals and/or families impacted by disabilities feel about school programming, support groups, behavior management strategies, learning outcomes, inclusion etc.

Task: Interview a parent with a child who has been diagnosed with a disability or a student who has been diagnosed with a disability. My preference would be for you to interview a parent or child in the situation where the child currently is in special education at their local public school.

Required Outcome: Write a 3-4 page report of the interview providing both the parent or student's viewpoint and your commentary on what you have heard. Evaluate (from what you have been told) the lawfulness of the child's educational program. DO NOT TAPE RECORD THE INTERVIEW! Also, please change all names to protect confidentiality.

3) Research/Commentary Paper Centered on Educational Psychology and Social Justice (100 pts)

For this assignment, you are to pick one topic related to educational psychology and social justice, and explore this topic in-depth utilizing the following format. **There will be four main sections of this paper: Introduction, Literature Review, Relation to Social Justice, and Advice to First year (insert your profession).** First, for your opening paragraph or two, provide a definition/description of the topic and the parameters from which you are going to explore this topic. Second, provide a brief overview (approximately 3-5 double spaced pages) of pertinent research related to your topic. Be sure to focus on this topic's applicability to education, especially if this topic is not always associated with education). In this section, you might emphasize your take on how this research may be used, misused, misunderstood, and/or unknown in mainstream educational practice. That is, do not just provide a laundry list of research studies, also provide your commentary/analysis of how this research is being translated to practice. In the third part of your paper, relate your topic directly to your view of social justice. In this section, I am not looking for one "correct" view of social justice nor am I looking for you to cite additional research related to social justice and your topic, what I am looking for is your analysis of the social justice dimensions of your topic—what makes your topic a social justice issue? Finally, in the last section of your paper, I would like you to use the heading "Advice to a First Year (insert your profession)." In this section, take a page or two and offer your advice on how a first year professional in your discipline might approach this topic, including any cautions or opportunities that you see.

This paper is due by 5pm on Sunday, December 11th, and should be submitted via email. In total, this paper should be approximately 10-12 double-spaced (not including title page) in length. I am not a stickler for page lengths, but am just providing this as an approximation for your writing purposes. Each of the three core sections (research, social justice, advice) will be graded on three dimensions—clarity, depth, and critical thinking and there will also be points for writing quality and APA style citation. Please see the appended rubric on the final page of this syllabus.

Grades

Grades in the course will be assigned as follows:

Total Points Earned	%	Grade
232-250	93-100	A
225-231	90-92	A-
217-224	87-89	B+
207-216	83-86	B
200-206	80-82	B-
192-199	77-79	C+
182-191	73-76	C
174-181	70-72	C-
167-173	67-69	D+
150-166	60-66	D
<150	<60	F

COURSE SCHEDULE

Week of	Topic	Reading (s)	Assignment Due
8/29/11	Introduction, Course Overview, & Videos		*Post Bios *React to Videos Due: 9/4
9/5/11	Educational Psychology through a Social Justice Lens	1) Chapter 1 2) Zadjia, J., Majhanovich, S., & Rust, V. (2006). Introduction: Education and social justice. <i>Review of Education</i> , 52, 9-22. *article posted to Blackboard, only need to read pages 9-15. 3) Kozol, J. (2005). <i>The shame of the nation</i> . Book excerpt can be retrieved from http://www.rethinkingschools.org/archive/20_01/sham201.shtml	*Chapter 1 Task *Supplemental Readings Task Due: 9/11
Student Characteristics and Differences			
9/12/11	Theories of Psychosocial & Cognitive Development	Chapter 2	*Chapter 2 Task Due: 9/18
9/19/11	Age-Level Characteristics	Chapter 3	*Chapter 3 Task Due: 9/25
9/26/11	Understanding Student Differences	Chapter 4	*Chapter 4 Task *1st "Personal Choice" Due: 10/2
10/3/11	Addressing Cultural & Socioeconomic Diversity	Chapter 5 & Supplemental Readings posted on Blackboard	*Chapter 5 Task Due: 10/9
10/10/11	Accommodating Student Variability	Chapter 6	*Chapter 6 Task Due: 10/16
Learning & Thinking			
10/17/11	Behavior Learning Theory; Information Processing Theory	Chapter 7 & 8	*Chapter 7 Task *Chapter 8 Task Due: 10/23
10/24/11	Social Cognitive Theory; Constructivist Learning Theory, Problem Solving & Transfer	Chapters 9 & 10	*Chapter 9 Task *Chapter 10 Task Due: 10/30

Week of	Topic	Reading (s)	Assignment Due
Creating a Positive Environment for Teaching and Learning			
10/31/11	Motivation and Perceptions of Self	Chapter 11	*Chapter 11 Task *2nd "Personal Choice" Due: 11/6
Creating a Positive Learning Environment			
11/7/11	Classroom Management	Chapter 12	*Chapter 12 Task Due: 11/13
11/14/11	Approaches to Instruction	Chapter 13	*Chapter 13 Task Due: 11/20
11/21/11	Turkey!!!! Enjoy the week off!!!		
Assessing Students' Capabilities			
11/28/11	Assessment of Classroom Learning	Chapter 14	*Chapter 14 Task Due: 12/4
12/5/11	Understanding and Using Standardized Tests	Chapter 15	* Chapter 15 Task * Final Research Papers Due: 12/11

**CIEP 450- Class Participation Evaluative Rubric
Fall 2011**

	<i>Exemplary- Meets required criteria at a highly proficient level</i>	<i>Good- Meets all requirements at a proficient level</i>	<i>Satisfactory- meets basic assignment criteria</i>	<i>Poor- meets some of the criteria, at unacceptable level</i>	<i>Unacceptable- fails to meet the project criteria</i>
<i>Knowledge of the subject matter</i>	Bring forth new or expanded ideas that reflect high-level critical thinking on the topic and demonstrate practical application	Present new or expanded ideas and make a practical application	Post illustrates basic knowledge of topic without applying or expanding idea.	Displays only a minimal grasp of topics covered.	Displays no understanding of central concepts.
<i>Originality</i>	Evidence of original thought apparent throughout; clear application of the course concept being discussed.	Evidence of original thought apparent throughout with a reference to the assigned topic or concept.	Allusion to an original idea but with no clear connection to the assigned topic or concept.	Random original thoughts; no cohesion among ideas presented.	No evidence of original thought.
<i>Response to Others</i>	Support or refute the original posting with additional evidence.	Support or refute the original posting, introducing a new topic or concept.	Supports or refutes the original posting while respecting the views of others.	Does not refer to the posting directly or simply agrees or disagrees without explanation and/or does not respect the views of peers.	Does not address the posting and/or blatantly disrespects the views of peers.
<i>Connection with social justice</i>	Responses always suggest awareness of and reflection upon social justice considerations	Responses nearly always suggest awareness of and reflection upon social justice considerations.	Responses mostly suggest awareness of and reflection upon social justice considerations.	Responses sometimes suggest awareness of and reflection upon social justice considerations.	Responses rarely or never suggest awareness of and reflection upon social justice considerations.
<i>Timeliness</i>	Initial postings and responses completed with sufficient time for peers to read, reflect, and respond.	Initial posting and responses completed on or slightly before deadline.	Initial post and responses posted by deadline.	Initial post and/or responses posted 1 day after deadline once.	Initial posts and/or responses submitted 1 day after deadline twice or more OR submitted more than 1 day after deadline once.

**CIEP 450:Rubric for Research/Commentary Paper on Educational Psychology
and Social Justice
Fall 2011**

<i>Literature Review- 30 points possible</i>	Descriptor				
	9-10 points	6-8 points	3-5 points	0-2 points	
	Clarity	Outstanding	Very Good	Adequate	Inadequate
	Depth	Outstanding	Very Good	Adequate	Inadequate
	Critical Thinking	Outstanding	Very Good	Adequate	Inadequate
Lit Rev Overall	Total Points=				
<i>Relation to Social Justice- 30 points possible</i>	Descriptor				
	9-10 points	6-8 points	3-5 points	0-2 points	
	Clarity	Outstanding	Very Good	Adequate	Inadequate
	Depth	Outstanding	Very Good	Adequate	Inadequate
	Critical Thinking	Outstanding	Very Good	Adequate	Inadequate
Relation Overall	Total Points=				
<i>Advice to New Teachers- 30 points possible</i>	Descriptor				
	9-10 points	6-8 points	3-5 points	0-2 points	
	Clarity	Outstanding	Very Good	Adequate	Inadequate
	Depth	Outstanding	Very Good	Adequate	Inadequate
	Critical Thinking	Outstanding	Very Good	Adequate	Inadequate
Advice Overall	Total Points=				
<i>Overall Writing- 10 points possible</i>	Descriptor				
	5 points	2-4 points		0-1 points	
	Quality of Writing	Clear and grammatically correct	A few grammatical errors but overall well-written	Disjointed and hard to read	
APA Citation	All citations correct	No more than 2 errors		3 or more errors	
Writing Overall	Total Points=				
GRADE=					
COMMENTS:					