Faculty Instructional Guide
EDU 6204a Educational Foundations: The Learner and the Learning Environment

University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice**: Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship**: Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence**: Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement**: Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

Teacher Education Program Objectives (PO)

- **PO1**: Integrate a research- and evidence-based theory of teaching and learning.
- **PO2:** Integrate multiple opportunities for teacher candidates to learn, apply, reflect and receive feedback on each Teaching Performance Expectations or applicable nationally recognized standards.
- **PO3:** Provide teacher candidates with multiple opportunities to learn through application of theory to practice through collaboration with school sites and master teachers.
- **PO4:** Assess teacher candidates progress towards mastering the Teaching Performance Expectations or applicable nationally recognized standards at multiple points.
- **PO5:** Provide teacher candidates with multiple formative opportunities to prepare for the Teaching Performance Assessment (TPA).
- **PO6:** Compile a professional development and growth plan for each teacher candidate.

The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education's mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

Mission: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

Vision: To develop and promote transformative educational experiences that optimize human potential.

Goals: The California School of Education has a set of overarching goals that drive the direction of the School's programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

Unit Guiding Principles

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

L= Leadership: Innovation with Accountability
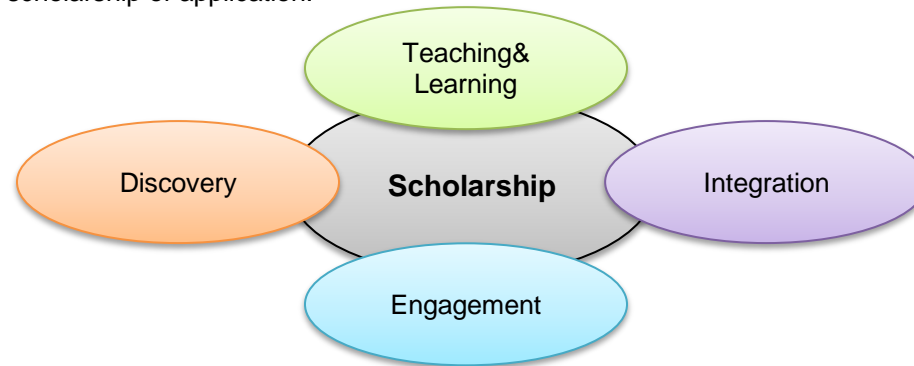**E**= Engagement: Active Learning
A=Application: Theory to Practice
D=Dedication: Inclusive Excellence

Theoretical Framework

CSOE is based on two main theoretical frameworks: Boyer's applied scholarship of learning and constructivist theory.

EDU 6204a Educational Foundations: The Learner and the Learning Environment

CSOE utilizes Boyer's model of the scholarship of application:

Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;
Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;
Application – Taking the new knowledge acquired and utilizing to solve society's problems; and
Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

Scholarship of Discovery (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

Scholarship of Teaching (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

Scholarship of Professional Practice (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

EDU 6204a Educational Foundations: The Learner and the Learning Environment

Scholarship of Integration (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates' bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

National Interstate New Teacher Assessment and Support Consortium (InTASC) Standards

- **Standard 1**: Learner Development
- **Standard 2**: Learning Differences
- **Standard 3**: Learning Environments
- **Standard 4**: Content Knowledge
- **Standard 5**: Application of Content
- **Standard 6**: Assessment
- **Standard 7**: Planning for Instruction
- **Standard 8**: Instructional Strategies
- **Standard 9**: Professional Learning and Ethical Practices
- **Standard 10**: Leadership and Collaboration

Retrieved from https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

International Society for Technology in Education (ISTE) Standards for Teachers

- **Standard 1**: Facilitate and inspire student learning and creativity
- **Standard 2**: Design and develop digital age learning experiences and assessments
- **Standard 3**: Model digital age work and learning

EDU 6204a Educational Foundations: The Learner and the Learning Environment

- **Standard 4**: Promote and model digital citizenship and responsibility
- **Standard 5**: Engage in professional growth and leadership

Retrieved from https://www.iste.org/standards/for-educators

California Teaching Performance Expectations (TPEs)

- **TPE 1**: Engaging and Supporting All Students in Learning
- **TPE 2**: Creating and Maintaining Effective Environments for Student Learning
- **TPE 3**: Understanding and Organizing Subject Matter for Student Learning
- **TPE 4**: Planning Instruction and Designing Learning Experiences for All Students
- **TPE 5**: Assessing Student Learning
- **TPE 6**: Developing as a Professional Educator

Retrieved from https: https://www.ctc.ca.gov/educator-prep/stds-prep-program

Course Description

This course provides a survey of the history and major philosophies of education, including the impact of federal, state, and local legislation on education today. The context within which educational philosophy taking place will be explored by identifying the composition of a diversity of learners and the inclusive learning environment. Candidates will build a framework for their personal philosophy of education that will support the academic, social, and emotional needs of all learners, providing examples that include instructional strategies, learning outcome goals, and support of content knowledge concepts.

Professional Standards Alignment

California School of Education (CSOE)				
CLO	Program Outcome	InTASC	ISTE	TPE's
CLO1: Analyze the impact of the history of education on the educator today.	PO1	Standard 3	N/A	TPE2
CLO2: Integrate professional standards and expectations of the teaching profession to support student needs through the process of lesson planning.	PO1	Standard 4	N/A	TPE3
CLO3: Interpret various philosophies of education to inform your approach to the practice.	PO1	Standard 9	N/A	TPE6

CLO4: Determine the roles and responsibilities of the various levels of school governance.	PO1	Standard 9	N/A	TPE6
CLO5: Evaluate various theories of learning for use in instruction and classroom management.	PO1	Standard 3	N/A	TPE2

Student Expectations

Respectful Speech and Actions: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

Professional Behavior: This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

Required Course Materials

Bateman, D. F., & Cline, J. L. (2016). *A teachers guide to special education*. ASCD.

    ISBN: 9781416622017

Pavey, B., Meehan, M., & Davis, S. (2013). *The dyslexia-friendly teacher's toolkit: Strategies for teaching students 3-18* (1st ed.). SAGE Publications Ltd.
    eText ISBN: 9781446283080
    Print ISBN: 9781446207086

Webb, L. D., & Metha, A. (2017). *Foundations of American education*. (8th ed.). Pearson.

    ISBN: 978013402641

Wong, H. K., & Wong, R. T. (2018). *The first days of school.* (5th ed.). Harry Wong Publications.

    ISBN: 9780976423386

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000.

EDU 6204a Educational Foundations: The Learner and the Learning Environment

ISBN: 9781433832161

Instructor Policies

Late Assignments
Late assignments submitted after the assigned due date are subject to a grade of zero or point deductions. Assignments will receive a 10% deduction each day until the 3rd day, then the assignment will receive a grade of zero. Be sure to stay in constant communication with your course instructor, review assignments at the beginning and throughout the course, in addition to asking clarifying questions prior to the week(s) of the assignment to minimize point deductions.

The submission of duplicate or previously submitted assignments will result in a grade of zero.

Further supports and directions will be provided within the Course Announcements on Canvas, you are responsible for checking the course announcements on a regular basis.

Feedback
Each week, I will provide grades/scores and comments on assignments within 4 days of the last day of the week unless I notify you otherwise.

Syllabus/Schedule
This syllabus does not constitute a contract between the instructor and the students in the course. While every effort will be made to present the material as described the instructor retains the right to alter the syllabus for any reason at any time. When such changes are made every effort will be made to provide students with both adequate notification of the changes and to provide them with sufficient time to meet any changes in the course requirements. The weekly schedule for this course may be viewed online.

University Administrative Policies & Student Resources

You are held responsible for understanding and adhering to all policies contained within the University's Catalog located at http://catalog.alliant.edu. However, some of those policies have been selected to be highlighted in this document.

Academic Code of Conduct and Ethics
The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of da ta, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.

An act of plagiarism (defined in the University catalog as "Any passing off of another's ideas, words, or work as one's own") is considered to be a violation of the *University's Student Code of Conduct and Ethics: Academic* and will be addressed using the Policies and Procedures outlined in the University's Catalog located at http://catalog.alliant.edu. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism.

Disability Accommodations Request
The University provides reasonable access to facilities and services and to programs for which students are otherwise qualified without unlawful discrimination based upon qualified disability. The University will provide reasonable accommodations to individuals who currently have a disabling condition, either physical or mental, that is severe enough to substantially limit a major life activity.

Students with disabilities may obtain details about applying for services from the Office of Accessibility at each campus. Students must provide documentation from a qualified professional to establish their disability, along with suggested reasonable and necessary accommodations. Students should request accommodations at the start of each semester. For more information, visit the Office of Accessibility Services at your campus or go to http://www.alliant.edu/about-alliant/consumer-information-heoa/disability-services/index.php.

Policy on Religious/Cultural/Spiritual Observance by Students, Staff and Faculty
In keeping with the institution's commitment to respect and affirm cultural, religious, and spiritual diversity, the University supports the rights of students, staff, and faculty to observe religious/cultural/spiritual obligations that conflict with the University's schedule. Faculty instructors and staff/administrative supervisory personnel are expected to make reasonable accommodations when a student or an employee is absent from class or work because of religious/cultural/spiritual observance.

Attendance
If you miss more than the allowed absences in a course in consecutive or non-consecutive weeks, you may be withdrawn from the course and not eligible to earn a grade. Sending assignments to me by email, fax, mail or other means does not make up for missed attendance and I cannot excuse absences.

Length of Course	Absences Allowed	Absences Resulting in Drop
1-4 weeks	0	1
5-9 weeks	1	2
10+ weeks	2	3

Note. Academically related activities are used to calculate a student's official last date of attendance with the institution. To be in attendance for the week, you must submit a graded assignment. An "assignment" is defined as anything that is worth points in the course and can include Discussion and Engagement posts.

Technology Requirements and Support
Canvas Technical Support is available by calling 1-844-527-0334, or by using the Live Chat option. Answers to the most common issues are found in the Canvas Guides which are accessible by clicking Help link located in the bottom left-hand side of the canvas course Web Page.

Course Overview

RISE Model for Online Discussions

The Discussions in this course are designed for us all to learn from each other, and to explore diverse viewpoints. I want you to think very critically about the important issues in our course, and to challenge me and your classmates to develop and substantiate our opinions. Or, you may even get us to change our opinions, which is okay, too! We are all here to learn from each other.

Each week you will participate in the Discussions at least three times.

1. Respond to the initial question. Your response must be substantive, and reflect not only your own experience and opinion, but also cite expert opinions, either from our course readings or other cited sources.
2. Comment, question, or debate a classmate's response. However you respond, you must meet the standards of the RISE model. Responses that do not adhere to the RISE model earn 0 points.
3. Answer or comment further on a question to your original response.

You may contribute to the Discussion as freely and frequently as you wish, but three entries each week are a minimum.

Signature Assignment: Philosophy of Education

Write a 2- to 4-page paper that explains how you will integrate Alliant's IMPACT values into your professional practice as a teacher and your personal philosophy of education.

Explain how you will integrate Alliant's IMPACT values into your professional practice as a teacher and into your personal philosophy of education.

Identify where the values of inclusion, mentorship, passion, accountability, communication, and teamwork fit into your personal philosophy and the best professional practices addressed in this course. A personal philosophy of teaching will include your:

- Philosophical influences
- Beliefs about the purpose of education
- Beliefs about the role of the teacher
- Beliefs about the role of the student
- Beliefs about how students learn
- Beliefs about student motivation
- Beliefs about best teaching practices
- Beliefs about assessment

Provide concrete examples, where possible, to illustrate your points and make references to theory or research.

Utilize citations and references consistent with APA style guidelines.

Signature Assignment Rubric

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Philosophical Beliefs 30 points	Philosophical beliefs about the purpose of education, the role of the teacher and students, how students learn, student motivation, assessment, and best teaching practices demonstrates an above average level of knowledge of the connection between theory and practice.	Philosophical beliefs about the purpose of education, the role of the teacher and students, how students learn, student motivation, assessment, and best teaching practices demonstrates a proficient level of knowledge of the connection between theory and practice.	Philosophical beliefs about the purpose of education, the role of the teacher and students, how students learn, student motivation, assessment, and best teaching practices demonstrates a developing level of knowledge of the connection between theory and practice.	Philosophical beliefs about the purpose of education, the role of the teacher and students, how students learn, student motivation, assessment, and best teaching practices demonstrates an inadequate level of knowledge of the connection between theory and practice.
Philosophical Influences 20 points	Explanation of philosophical influences demonstrates above average level of knowledge about how they relate to one another and to the philosophical beliefs.	Explanation of philosophical influences demonstrates a proficient level of knowledge about how they relate to one another and to the philosophical beliefs.	Explanation of philosophical influences demonstrates a developing level of knowledge about how they relate to one another and to the philosophical beliefs.	Explanation of philosophical influences demonstrates an insufficient level of knowledge about how they relate to one another and to the philosophical beliefs.
IMPACT Values 20 points	Explanation for how Alliant's IMPACT values is integrated into professional practice is clearly described at an advanced level.	Explanation for how Alliant's IMPACT values is integrated into professional practice is clearly described at an expected level.	Explanation for how Alliant's IMPACT values is integrated into professional practice is clearly described at a beginner's level.	Explanation for how Alliant's IMPACT values is integrated into professional practice is clearly described at an inadequate level.
References 15 points	The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with no errors.	The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with minimal errors.	The student has researched the paper, may cite sources in the body of the text, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the body of the paper.
Format 15 points	The paper conforms to APA standards with no errors.	The paper conforms to APA standards with very few or no errors.	The paper generally conforms to APA standards with some errors.	The paper contains several errors and does not conform to APA guidelines.

EDU 6204a Educational Foundations: The Learner and the Learning Environment

PO1: Integrate a research- and evidence-based theory of teaching and learning.	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
Specialty Standards: Teacher Performance Expectations (TPEs)				
TPE2: Creating and Maintaining Effective Environments for Student Learning	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
TPE3: Understanding and Organizing Subject Matter for Student Learning	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
TPE6: Developing as a Professional Educator	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.

Course Grading

Grading is in accordance with the academic policies of Alliant International University.

Percentage	Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
61-63	D-
< 61%	F

Final grades will be determined as follows based on the points obtained in the following categories:

Assignment Categories	% of Grade
Discussion	15
Papers	40
Lesson Plan	20
Signature Assignment	25

Course Assessments

Assessment	Due	Assignment Category	Point Value
Week 1			
Discussion: Teaching Profession		Discussion	20
Assignment: Professionalization of Teaching		Papers	90
Week 2			
Discussion: American Education		Discussion	20
Assignment: Forces on Education		Papers	90
Week 3			
Discussion: Branches of Philosophy		Discussion	20
Assignment: Aligning Philosophies		Papers	70

EDU 6204a Educational Foundations: The Learner and the Learning Environment

Assignment: Theories of Education	Papers	50
Week 4		
Discussion: Social Class	Discussion	20
Discussion: Types of Learners	Discussion	20
Signature Assignment: Philosophy of Education Draft	Signature Assignment	100
Week 5		
Discussion: Learning Environment	Discussion	20
Assignment: Lesson Plan–Part I	Lesson Plan	30
Week 6		
Discussion: A Strategy & An Approach to Instruction	Discussion	20
Assignment: The Dimensions in Bloom's Revised Taxonomy	Papers	25
Assignment: Lesson Plan–Part II	Lesson Plan	75
Week 7		
Discussion: Models of Instruction	Discussion	20
Assignment: Lesson Plan–Part III	Lesson Plan	50
Week 8		
Discussion: School Funding	Discussion	20
Assignment: Legislation & Legal Responsibilities	Papers	70
Signature Assignment: Philosophy of Education Final	Signature Assignment	100
		930

*Note. Late assignments submitted after the assigned due date are subject to a grade of zero or point deductions. Assignments will receive a 10% deduction each day until the 3rd day, then the assignment will receive a grade of zero. Be sure to stay in constant communication with your course instructor, review assignments at the beginning and throughout the course, in addition to asking clarifying questions prior to the week(s) of the assignment to minimize point deductions.

The submission of duplicate or previously submitted assignments will result in a grade of zero.

Further supports and directions will be provided within the Course Announcements on Canvas, you are responsible for checking the course announcements on a regular basis.

Week 1: Professional Requirements, Standards, Development & Growth

Learning Objectives

1.1 Identify the different types of teacher certification and the current issues related to certification.	CLO2, CLO4
1.2 Identify the major elements of employment, including teacher compensation and teacher organizations.	CLO2, CLO4
1.3 Analyze the impact of the increasing professionalization of the teaching profession on teacher efficacy.	CLO2, CLO4

Activities and Resources

Readings	1.1, 1.2, 1.3

Foundations of American Education

- Ch. 1: Status of the Profession
- Ch. 2: Development of the Profession
- Ch. 12: Teachers, Students, and the Law

Online Resources

- Partnership for 21st Century Learning. (2019). *Framework For 21st Century Learning Definitions*. A Network of Battelle for Kids.
- Partnership for 21st Century Learning. (2019). *Framework For 21st Century Learning*. A Network of Battelle for Kids.
- California Commission on Teacher Credentialing. (2016). California Teaching Performance Expectations.
- California Commission on Teacher Credentialing. (2016). California Teaching Performance Expectations (TPEs) Placemat.
- International Society for Technology in Education (ISTE) Standards for Teachers: https://www.iste.org/standards/for-educators
- National Interstate New Teacher Assessment and Support Consortium (InTASC) Standards: https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Assignments

Discussion: Teaching Profession	1.1, 1.2, 1.3
Respond to the following prompts in the Teaching Profession discussion forum by Wednesday:	

- What certification are you pursuing?
- What external factors impact certification, hiring and job security? Refer to current events that have an impact here as well as your text.
- How might your career benefit from being a member of one of the professional organizations listed in Table 2.1–Major Specialized Professional Organizations for Teacher of *Foundations of American Education* or from the online resources provided this week.
- How do professional standards contribute to teacher efficacy and student outcomes?

Support your response with citations and references consistent with APA style guidelines.

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Professionalization of Teaching	1.2, 1.3

Write a 1,000-to 1,500-word paper on the professionalization of teaching that includes:

- Developments in the professionalization of teaching.
- Importance or contributions of the TPE's, ISTE Standards, and InTASC Standards.
- Contribution of the professional standards to teacher efficacy and student outcomes.

Analyze how Alliant's guiding dispositions and IMPACT values prepare you for the professional teaching standards.

Submit your paper as a Word document by Sunday.

Week 2: History of Education

Learning Objectives

2.1 Analyze the legacy of early American Educators and practices on our current educational system.	CLO1
2.2 Determine the effect of major economic, political, and social forces on education at the beginning of the twentieth century in the United States.	CLO1
2.3 Analyze the role of social and political movements in education reform and policy.	CLO1
2.4 Analyze the influence of the increased role of the federal government under No Child Left Behind Act (re-authorization of ESEA) and the Obama administration.	CLO4

Activities and Resources

Readings	2.1, 2.2, 2.3, 2.4
Foundations of American Education • Ch. 5: American Education: European Heritage and Colonial Experience • Ch. 6: American Education: From Revolution to the Twentieth Century • Ch. 7: Modern American Education: From the Progressive Movement to the Present	

Assignments

Discussion: American Education	2.1
Respond to the following prompts in the American Education discussion forum by Wednesday: • How is the influence of early American educators, and the practices of their time, still evident today? • How has this impacted today's learners? Provide rationale and evidence for your response. **Support** your response with citations and references consistent with APA style guidelines.	

Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Forces on Education	2.2, 2.3, 2.4

Analyze the major economic political and social forces on education in the first half of the 20th century:

- Role of economic political and social forces on school reform
- Increased role of the federal government and NCLB.
- Parallels to today's current economic, political and social environment and education.

Synthesize your analysis into a 1,000-to 1,500-word paper or three-to five-minute video. If you create a video, save it to your Alliant OneDrive and share a link to the video.

Support your response with citations and references consistent with APA style guidelines.

Submit your paper as a Word document or a link to the video by Sunday.

Week 3: Philosophies of Education and Learning Theory

Learning Objectives

3.1 Differentiate the three branches of philosophy Metaphysics, Epistemology and axiology.	CLO3
3.2 Interpret the influence of Western and Eastern philosophies on your approach to education.	CLO3
3.3 Analyze the components of education and role of the teacher from multiple educational theories.	CLO5

Activities and Resources

Readings	3.1, 3.2, 3.3
Foundations of American Education • Ch. 3: The Major Philosophies • Ch. 4: The Impact of Educational Theories on Educational Practice	
Online Resources • Google Help Center: Use add-ons, Apps Script & AppSheet • Bharadwaj, V. (2020). 25 Best Google Docs Add-Ons and Extensions for 2020. Automate.io Blog. **Note**. You will be working with a Google Doc and an Add-on for one of this week's assignment. It will benefit you to review the above resources if you are not familiar with Google Docs.	

Preparation: Signature Assignment–Philosophy of Education	COURSE
Begin working on the Philosophy of Education assignment. A rough draft will be due in Week 4 and a final draft is due in Week 8. **Refer** to Weeks 4 or 8 for detailed instructions about the assignment.	

Assignments

EDU 6204a Educational Foundations: The Learner and the Learning Environment

Discussion: Branches of Philosophy	3.1

Respond to the following prompts in the Branches of Philosophy discussion forum by Wednesday:

- Name and define the three branches of philosophy in your own words.
- Reflect on your own experience as a student, how have you seen each branch manifested? Where possible, provide examples.
- How might you incorporate all three branches into your views on education? Where possible, provide examples.

Support your response with citations and references consistent with APA style guidelines.

Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Aligning Philosophies	3.2, 3.3

Write a 750-to 1,250-word reflection of the philosophies of education:

- Which of the philosophies presented in the readings best aligns with your own? What would this look like in your classroom?
- In what ways do you identify with the Western or Eastern philosophies? What would this look like in the classroom?

Support your response with citations and references consistent with APA style guidelines.

Submit your reflection as a Word document by Sunday.

Assignment: Theories of Education	3.2

Compare two different theories of education using a Google Doc with either the LucidChart or MindMiester add-on.

Note. For information on how to use add-ons in Google review the Use add-ons, Apps Script & AppSheet from the Google Help Center.

Include the following elements in your comparison:

- Purpose of schooling
- Nature of the learner
- Curriculum
- Instructional methods
- Classroom management

- Assessment strategies
- Role of the teacher
- Usefulness to your own classroom

Download the Google Doc as a Word file, either doc or docx.

Submit the Word document by Sunday.

Week 4: The Learner and The Learning Environment Part I

Learning Objectives

4.1 Determine the impact of ethnicity, culture, gender identity and socioeconomic level on student learning, behavior and achievement.	CLO5
4.2 Describe the major approaches to support English learners.	CLO5
4.3 Identify educational frameworks and instructional strategies that provide educational supports and resources to advanced learners, at-risk learners, and learners with disabilities.	CLO5

Activities and Resources

Readings	4.1, 4.2, 4.3
Foundations of American Education • Ch. 8: The Social and Cultural Contexts of Schooling: Their Influence and Consequence • Ch. 9: Responding to Diversity • Ch. 10: Students at Risk and At-Risk Behaviors *The Dyslexia-Friendly Teacher's Tool Kit* • Ch. 1. Understanding learners with Dyslexia • Ch. 4 Dyslexia and English as an additional language	
A Teachers Guide to Special Education Ch. 8: Service Delivery Options, Related Services, and Other Service Providers	

Assignments

Discussion: Social Class	4.1
Respond to the following prompts in the Social Class discussion forum by Wednesday:	

- Discuss the social class system in America. What are the differences in achievement and attainment between the social classes?
- How do ethnicity, culture, and gender identity impact student learning, behavior and achievement?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Discussion: Types of Learners	4.2, 4.3

Respond to the following prompts in the Types of Learners discussion forum by Friday:

- How would you describe an English language learner? What challenges do they have in school? What educational approaches and services are available to support them?
- How would you describe one of the following: advanced learner, at-risk learner, a learner with dyslexia and a learner with a intellectual disability? What challenges do they have in school? What educational approaches and services are available to support them?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Signature Assignment: Philosophy of Education Draft	COURSE

Write a 2- to 4-page paper that explains how you will integrate Alliant's IMPACT values into your professional practice as a teacher and your personal philosophy of education.

Explain how you will integrate Alliant's IMPACT values into your professional practice as a teacher and into your personal philosophy of education.

Identify where the values of inclusion, mentorship, passion, accountability, communication, and teamwork fit into your personal philosophy and the best professional practices addressed in this course. A personal philosophy of teaching will include your:

- Philosophical influences
- Beliefs about the purpose of education
- Beliefs about the role of the teacher
- Beliefs about the role of the student
- Beliefs about how students learn
- Beliefs about student motivation
- Beliefs about best teaching practices
- Beliefs about assessment

Provide concrete examples, where possible, to illustrate your points and make references to theory or research.

Utilize citations and references consistent with APA style guidelines.

Submit a rough draft of your philosophy by Sunday.

Week 5: The Learner and The Learning Environment Part II

Learning Objectives

5.1 Explain various approaches to classroom and behavior management.	CLO5
5.2 Analyze 21st Century approaches to teaching and learning.	CLO5
5.3 Interpret your role in an inclusive classroom.	CLO5

Activities and Resources

Readings	5.1, 5.2, 5.3
A Teachers Guide to Special Education • Ch. 1: Special Education and the Laws that Affect it. • Ch. 2: Educational Frameworks and the Pre-Referral Process • Ch. 3: The Referral and Evaluation Process • Ch. 4: General Education Teachers and IEPs • Ch. 5: Other Students Who Require Accommodations • Ch. 7: Classroom Management and Student Behavior • Appendix D: Explanations and Examples of Accommodations, Modifications, and Interventions • Appendix E: Modifications by Type ***The Dyslexia-Friendly Teacher's Tool Kit*** • Ch. 2: Supporting Learning	
The First Days of School Unit C: Second Characteristic–Classroom Management	
Online Resources	

EDU 6204a Educational Foundations: The Learner and the Learning Environment

---

Read the following:

- World Economic Forum. (2016). *New vision for education: fostering social and emotional learning through technology*. Geneva, Switzerland: World Economic Forum. Retrieved from http://hdl.voced.edu.au/10707/443447.
- Teal Center Staff. (2010). TEAL Center Fact Sheet No. 2: Universal Design for Learning. American Institute for Research.
- Partnership for 21st Century Learning. (2019). *Framework For 21st Century Learning*. A Network of Battelle for Kids.
- What is SEL? From Collaborative for Academic, Social, and Emotional Learning (CASEL).

View "The Impact of Social and Emotional Learning" video [1:14] from YouTube.

Explore the podcasts about Universal Design for Learning (UDL) Implementation available at https://theudlapproach.com/podcasts/.

Assignments

Discussion: Learning Environment	5.3, 5.2

Respond to the following prompts in the Learning Environment discussion forum by Wednesday:

- How can classroom management foster resilience and strengthen protective factors for a safe and secure environment?
- What is an 'inclusive classroom and what does it look like'?
- What are the roles and responsibilities of the teacher in an inclusive classroom?
- How does the framework for 21st century learning support the learning environment?

Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Lesson Plan–Part I	5.1

Review the COSE Lesson Plan Template Instructions.

Explore the Positive Behavioral Interventions and Supports (PBIS) website.

Complete the Classroom Management component of the CSOE Lesson Plan template.

Submit the template by Sunday.

Week 6: Lesson Planning Part I

Learning Objectives

6.1 Explain the intersection of the cognitive process dimension and the knowledge dimension of Blooms Taxonomy.	CLO2
6.2 Analyze the interconnectedness of a lesson plans assessment, content standard, and a measurable objective.	CLO2
6.3 Determine the basic principles of a differentiated classroom.	CLO5

Activities and Resources

Readings	6.1, 6.2, 6.3
Foundations of American Education • Ch. 14: Curriculum and Instruction • Ch. 15: Standards and Assessment • *The Dyslexia-Friendly Teacher's Tool Kit* • Ch. 2: Supporting Learning	
A Teachers Guide to Special Education • Ch. 9: Assessment, Grades, Graduation, and Diplomas • Ch. 10: Putting It All Together **Review** the following: • Ch. 2: Educational Frameworks and the Pre-Referral Process • Ch. 3: The Referral and Evaluation Process • Ch. 4: General Education Teachers and IEPs • Ch. 5: Other Students Who Require Accommodations	

• Ch. 7: Classroom Management and Student Behavior • Appendix D: Explanations and Examples of Accommodations, Modifications, and Interventions • Appendix E: Modifications by Type
The First Days of School Unit D: Third Characteristic–Lesson Mastery
Online Resources • Common Core State Standards Initiative: http://www.corestandards.org/ • Next Generation Science Standards for States, by States: https://www.nextgenscience.org/ • ISTE Standards for Students: https://www.iste.org/standards/for-students • Bloom's Taxonomy from Course Map Guide • Wilson, L.O. (2016). Anderson and Krathwhol Bloom's Taxonomy Revised: Understanding the New Version of Bloom's Taxonomy. **Continue** to explore the podcasts about Universal Design for Learning (UDL) Implementation available at https://theudlapproach.com/podcasts/.
Alliant Library Krathwohl, D. R. (2002). A Revision of Bloom's Taxonomy: An Overview. *Theory Into Practice*, 41(4), 212.   https://doi.org/10.1207/s15430421tip4104_2
YouTube **View** the following videos: • "Unpacking Academic Standards" [2:34]. • "How to Unpack a Math Standard" [5:57].

Assignments

Discussion: A Strategy & An Approach to Instruction	6.3
Respond to the following prompts in the A Strategy & An Approach to Instruction discussion forum by Wednesday: • What the four areas of differentiation, in your own words? • What is the relationship between differentiation and Universal Design for Learning (UDL)?	

- How might you apply differentiation and UDL to your lesson planning?

Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: The Dimensions in Bloom's Revised Taxonomy	6.2

Write a 250-to 500-word explanation of the dimensions in Bloom's: How do the cognitive process dimension and the knowledge dimension, in Bloom's Revised Taxonomy, work together to create a measurable objective?

Submit your explanation as a Word document by Sunday.

Assignment: Lesson Plan–Part II	6.1, 6.2

Review the COSE Lesson Plan Template Instructions.

Apply the UDL approach to designing your lesson plan by completing the following components of the CSOE Lesson Plan template you started in Week 5 in the following order:

- Grade
- Subject
- State or Common Core

    o Select one content standard in your field of study. If you are not currently teaching, choose your preferred grade level to plan your lesson.
    o Unpack your selected content standard using the Unpacking a Standard Worksheet.

- Measurable Objective: ensure the verb phrase describes the intended cognitive process and the noun describes the knowledge students are expected to acquire or construct.
- Assessment: How you will assess your student's mastery of the measurable objective? How will you know they have made progress towards the measurable objective?

    o What will be your formative assessments?
    o Will you be using a summative evaluation? Is the assessment formal or informal?
    o Is it quantifiable? Refer to your measurable objective.
    o Your objective and assessment should be in agreement.

- Lesson Summary
- How is Theory applied in this lesson?

EDU 6204a Educational Foundations: The Learner and the Learning Environment

- Diverse Learners
- Differentiation

Respond to the following prompt in the Pre-Teaching Reflection component of Section Three: After completing Section I of the template, how are the assessment(s), content standard, and measurable objective(s) interconnected?

Submit the Lesson Plan template and your Unpacking a Standard Worksheet by Sunday.

Week 7: Lesson Planning Part II

Learning Objectives

7.1 Determine the importance of being a reflective practitioner.	CLO2
7.2 Analyze various teaching models.	CLO5
7.3 Integrate the different professional standards of teaching in lesson planning.	CLO2

Activities and Resources

Readings	7.1, 7.2, 7.3
Foundations of American Education **Review** the following: • Ch. 14: Curriculum and Instruction • Ch. 15: Standards and Assessment *The Dyslexia-Friendly Teacher's Tool Kit* • Ch. 2: Supporting Learning	
The First Days of School **Review** Unit D: Third Characteristic–Lesson Mastery	
Alliant Library Moore, J., & Whitfield, V. F. (2008). Musing: A Way to Inform and Inspire Pedagogy Through Self-Reflection. *Reading Teacher*, 61(7), 586–588. https://doi.org/10.1598/RT.61.7.10	
YouTube **View** the following videos:	

- "Teaching Matters: Explicit Instruction" [4:53].
- "Reflective Teaching: an Element of Life-Long Learning | Solomon Au Yeung | TEDxEdUHK" [15:15].

Assignments

Discussion: Models of Instruction	7.2

Review Ch. 14 of Foundations of American Education for different models of instruction.

Respond to the following prompts in the Models of Instruction discussion forum by Wednesday:

- Why might it be appropriate to use various models of instruction?
- Would lesson content impact the model of instruction you use? Why or why not?
- Why is it important to follow a model of instruction?

Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Lesson Plan–Part III	7.1, 7.3

Review the COSE Lesson Plan Template Instructions.

Complete the following the following components of the CSOE Lesson Plan template:

- Social and Emotional Skills
- Professional Teaching Standards

Note. In the Pre-Teaching Lesson portion of the Lesson Reflection component, model the example provided in the instructions document.

Submit the completed and compiled lesson plan by Sunday.

Week 8: Educational Law & Policy, School Organization, and School Reform & Accountability

Learning Objectives

8.1 Explain the role of federal and state legislation and provisions in education.	CLO4
8.2 Identify school finance programs and the local, state and federal sources that fund these programs.	CLO4
8.3 Determine the reach, limitations, and restrictions of publicly funded education.	CLO4
8.4 Explain the legal responsibilities and liabilities of education professionals.	CLO4
8.5 Explain the protections provided to special populations.	CLO4

Activities and Resources

Readings	8.1, 8.2, 8.3, 8.4, 8.5
Foundations of American Education • Ch. 11: Legal Frameworks for the Public Schools • Ch. 12: Teachers, Students, and the Law • Ch. 13: Governance and Financing of Elementary and Secondary Schools	
Online Resources • Erin's Law For Teachers: http://www.erinslaw.org/for-teachers/ • Urban Institute. (2017). How do school funding formulas work? Features. **View** the "ESSA Explained: Inside the New Federal K-12 Law" video [3:37] from Education Week.	

Assignments

Discussion: School Funding	8.2, 8.3

Consider questions you might have about your school or the school and district where you hope to work.

Locate data and information on your school or the school district where you hope to work.

Respond to the following prompts in the School Funding discussion forum by Wednesday:

- What source did you use to locate data and information on your school or the school district where you hope to work?
- Where you able to answer your original questions? Why or why not?
- How did you respond to the information you found?
- What limitations or restrictions apply to your school or school district in terms of funding, if any?
- What additional information did you gain from your research?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Legislation & Legal Responsibilities	8.1, 8.4, 8.5

Write a 750-to 1000-word reflection on legislation and legal responsibilities.

Address the following in your reflection:

- Federal and state protections provided to special populations.
- Legal responsibilities and liabilities of education professionals.
- Explain how you will work within these parameters.

Submit your reflection as a Word document by Sunday.

Signature Assignment: Philosophy of Education Final	COURSE

Write a 2- to 4-page paper that explains how you will integrate Alliant's IMPACT values into your professional practice as a teacher and your personal philosophy of education.

Explain how you will integrate Alliant's IMPACT values into your professional practice as a teacher and into your personal philosophy of education.

Identify where the values of inclusion, mentorship, passion, accountability, communication, and teamwork fit into your personal philosophy and the best professional practices addressed in this course. A personal philosophy of teaching will include your:

EDU 6204a Educational Foundations: The Learner and the Learning Environment

- Philosophical influences
- Beliefs about the purpose of education
- Beliefs about the role of the teacher
- Beliefs about the role of the student
- Beliefs about how students learn
- Beliefs about student motivation
- Beliefs about best teaching practices
- Beliefs about assessment

Provide concrete examples, where possible, to illustrate your points and make references to theory or research.

Utilize citations and references consistent with APA style guidelines.

Submit a final draft of your philosophy by Sunday.

EDU 6204a Educational Foundations: The Learner and the Learning Environment

Rubrics

Discussion Rubric

	Exceeds Requirements 100%	**Meets Requirements 88%**	**Approaches Requirements 75%**	**Below Requirements 68%**
Initial Response to the Forum Topic 12 points	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, supported by citations to personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
Feedback to Peer's Response to the Forum Topic 8 points	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

Assignment Rubric–Professionalization of Teaching

	Exceeds Requirements 100%	**Meets Requirements 88%**	**Approaches Requirements 75%**	**Below Requirements 68%**
Elements 54 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 22 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.
Format 14 points	The paper conforms to APA standards with no errors.	The paper conforms to APA standards with very few or no errors.	The paper generally conforms to APA standards with some errors.	The paper contains several errors and does not conform to APA guidelines.

Assignment Rubric–Forces on Education

	Exceeds Requirements 100%	**Meets Requirements 88%**	**Approaches Requirements 75%**	**Below Requirements 68%**
Elements 54 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.

EDU 6204a Educational Foundations: The Learner and the Learning Environment

Application 22 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.
Format 14 points	The paper conforms to APA standards with no errors.	The paper conforms to APA standards with very few or no errors.	The paper generally conforms to APA standards with some errors.	The paper contains several errors and does not conform to APA guidelines.

Assignment Rubric–Aligning Philosophies

	Exceeds Requirements 100%	**Meets Requirements 88%**	**Approaches Requirements 75%**	**Below Requirements 68%**
Elements 42 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 18 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.
Format 10 points	The paper conforms to APA standards with no errors.	The paper conforms to APA standards with very few or no errors.	The paper generally conforms to APA standards with some errors.	The paper contains several errors and does not conform to APA guidelines.

Assignment Rubric–Theories of Education

	Exceeds Requirements 100%	**Meets Requirements 88%**	**Approaches Requirements 75%**	**Below Requirements 68%**
Elements 30 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 13 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.
Format 7 points	The paper conforms to APA standards with no errors.	The paper conforms to APA standards with very few or no errors.	The paper generally conforms to APA standards with some errors.	The paper contains several errors and does not conform to APA guidelines.

Signature Assignment–Philosophy of Education Draft Rubric

EDU 6204a Educational Foundations: The Learner and the Learning Environment

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Philosophical Beliefs 30 points	Philosophical beliefs about the purpose of education, the role of the teacher and students, how students learn, student motivation, assessment, and best teaching practices demonstrates an above average level of knowledge of the connection between theory and practice.	Philosophical beliefs about the purpose of education, the role of the teacher and students, how students learn, student motivation, assessment, and best teaching practices demonstrates a proficient level of knowledge of the connection between theory and practice.	Philosophical beliefs about the purpose of education, the role of the teacher and students, how students learn, student motivation, assessment, and best teaching practices demonstrates a developing level of knowledge of the connection between theory and practice.	Philosophical beliefs about the purpose of education, the role of the teacher and students, how students learn, student motivation, assessment, and best teaching practices demonstrates an inadequate level of knowledge of the connection between theory and practice.
Philosophical Influences 20 points	Explanation of philosophical influences demonstrates above average level of knowledge about how they relate to one another and to the philosophical beliefs.	Explanation of philosophical influences demonstrates a proficient level of knowledge about how they relate to one another and to the philosophical beliefs.	Explanation of philosophical influences demonstrates a developing level of knowledge about how they relate to one another and to the philosophical beliefs.	Explanation of philosophical influences demonstrates an insufficient level of knowledge about how they relate to one another and to the philosophical beliefs.
IMPACT Values 20 points	Explanation for how Alliant's IMPACT values is integrated into professional practice is clearly described at an advanced level.	Explanation for how Alliant's IMPACT values is integrated into professional practice is clearly described at an expected level.	Explanation for how Alliant's IMPACT values is integrated into professional practice is clearly described at a beginner's level.	Explanation for how Alliant's IMPACT values is integrated into professional practice is clearly described at an inadequate level.
References 15 points	The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with no errors.	The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with minimal errors.	The student has researched the paper, may cite sources in the body of the text, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the body of the paper.
Format 15 points	The paper conforms to APA standards with no errors.	The paper conforms to APA standards with very few or no errors.	The paper generally conforms to APA standards with some errors.	The paper contains several errors and does not conform to APA guidelines.

Assignment Rubric–Classroom Behavior & Management

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%

Elements 42 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 18 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.
Format 10 points	The paper conforms to APA standards with no errors.	The paper conforms to APA standards with very few or no errors.	The paper generally conforms to APA standards with some errors.	The paper contains several errors and does not conform to APA guidelines.

Lesson Plan Rubric–Part I

	Exceeds Requirements 100%	Meets Requirements 75%	Approaches Requirements 68%	Below Requirements 35%
Classroom Management 30 points	Explanation for how a healthy, safe, and supportive learning environment will be created and maintained is clearly described at an advanced level.	Explanation for how a healthy, safe, and supportive learning environment will be created and maintained is clearly described at an expected level.	Explanation for how a healthy, safe, and supportive learning environment will be created and maintained is clearly described at a beginner's level.	Explanation for how a healthy, safe, and supportive learning environment will be created and maintained is clearly described at an inadequate level.

Assignment Rubric–The Dimensions in Bloom's Revised Taxonomy

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Elements 14 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 8 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.
Format 3 points	The paper conforms to APA standards with no errors.	The paper conforms to APA standards with very few or no errors.	The paper generally conforms to APA standards with some errors.	The paper contains several errors and does not conform to APA guidelines.

Lesson Plan Rubric–Part II

EDU 6204a Educational Foundations: The Learner and the Learning Environment

	Exceeds Requirements 100%	Meets Requirements 75%	Approaches Requirements 68%	Below Requirements 35%
Lesson Reflection 7 points	Lesson reflection is appropriate and relevant to the reflection topic for the week: How are the assessment(s), content standard, and measurable objective(s) interconnected?	Lesson reflections are appropriate to the reflection topic for the week: How are the assessment(s), content standard, and measurable objective(s) interconnected?	Lesson reflections are limited or cursory to the reflection topic for the week: How are the assessment(s), content standard, and measurable objective(s) interconnected?	Lesson reflections are inappropriate or inaccurate to the reflection topic for the week: How are the assessment(s), content standard, and measurable objective(s) interconnected?
		Meets Requirements 100%	**Approaches Requirements 68%**	**Below Requirements 35%**
Context 5 points		Provides context to the lesson plan describing the grade, content and class setting.	More details needed to understand the class setting.	Does not provide a context to lesson plan.
Theory 8 points		Explanation of theory applied and rationale for applying that theory is described at an expected level.	Explanation of theory applied and rationale for applying that theory is described at a beginner's level.	Explanation of theory applied and rationale for applying that theory is described at an inadequate level.
Objective 15 points		Clear, specific, measurable and achievable objectives; Written in student friendly language; Aligned to ISTE, State or common core standards; Related to lesson.	More specificity needed; Loosely aligned to ISTE, State or common core standards Seems unachievable in one lesson; Wordy or vague.	Objectives are not aligned to ISTE, State or common core standards; Objective is not related to lesson described.
Assessment 10 points		Clearly indicates the way(s) student progress will be monitored during and after lesson.	More specific details needed to understand how student progress will be monitored.	Does not describe a method of how students will be monitored.
Student ISTE, State or Common Core, & TPE Standards 5 points		Identified standards for the correct grade and content area; Standards related to lesson described.	Connection between standards and lesson is unclear.	Does not provide the correct standards for the grade and content area.
Differentiation 10 points		Teaching mode is varied: verbal, visual, and practical. Tasks are designed to support varied intelligence preferences. Allows students to show what they know in different ways.	Teaching mode contains two of the following: verbal, visual, and practical. Tasks are designed to support two or less intelligence preferences. Allows students to	Teaching mode is not varied. Tasks are designed for one type of learner. Does not allow students to show what they know in different ways.

			show what they know in different ways.	
Diverse Learners (Mixed Abilities) 10 points		Instruction supports a diversity of learners including students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are specific for each type of learner.	Instruction supports only three of the following learners: students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are appropriate for that type of learner.	Instruction supports less than three of the following learners: students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are not specific for each type of learner.
References 5 points		The student has thoroughly researched the strategies used and provides a comprehensive reference section with minimal to no errors.	The student has researched the strategies, may cite sources in the lesson plan, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the lesson plan.

Lesson Plan Rubric–Part III

	Meets Requirements 75%	Approaches Requirements 68%	Below Requirements 35%
Social and Emotional Skills 30 points	Clearly indicates the way(s) social and emotional competencies and character skills are supported by the lesson.	More specific details needed to understand how social and emotional competencies and character skills are supported by the lesson.	Does not describe how social and emotional competencies and character skills are supported by the lesson.
Professional Teaching Standards 20 points	Identified standards for the correct grade and content area; Standards related to lesson described.	Connection between standards and lesson is unclear.	Does not provide the correct standards for the grade and content area.

Assignment Rubric–Legislation & Legal Responsibilities

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Elements 42 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 18 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.

EDU 6204a Educational Foundations: The Learner and the Learning Environment

Format 10 points	The paper conforms to APA standards with no errors.	The paper conforms to APA standards with very few or no errors.	The paper generally conforms to APA standards with some errors.	The paper contains several errors and does not conform to APA guidelines.

Signature Assignment–Philosophy of Education Final Rubric

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Philosophical Beliefs 30 points	Philosophical beliefs about the purpose of education, the role of the teacher and students, how students learn, student motivation, assessment, and best teaching practices demonstrates an above average level of knowledge of the connection between theory and practice.	Philosophical beliefs about the purpose of education, the role of the teacher and students, how students learn, student motivation, assessment, and best teaching practices demonstrates a proficient level of knowledge of the connection between theory and practice.	Philosophical beliefs about the purpose of education, the role of the teacher and students, how students learn, student motivation, assessment, and best teaching practices demonstrates a developing level of knowledge of the connection between theory and practice.	Philosophical beliefs about the purpose of education, the role of the teacher and students, how students learn, student motivation, assessment, and best teaching practices demonstrates an inadequate level of knowledge of the connection between theory and practice.
Philosophical Influences 20 points	Explanation of philosophical influences demonstrates above average level of knowledge about how they relate to one another and to the philosophical beliefs.	Explanation of philosophical influences demonstrates a proficient level of knowledge about how they relate to one another and to the philosophical beliefs.	Explanation of philosophical influences demonstrates a developing level of knowledge about how they relate to one another and to the philosophical beliefs.	Explanation of philosophical influences demonstrates an insufficient level of knowledge about how they relate to one another and to the philosophical beliefs.
IMPACT Values 20 points	Explanation for how Alliant's IMPACT values is integrated into professional practice is clearly described at an advanced level.	Explanation for how Alliant's IMPACT values is integrated into professional practice is clearly described at an expected level.	Explanation for how Alliant's IMPACT values is integrated into professional practice is clearly described at a beginner's level.	Explanation for how Alliant's IMPACT values is integrated into professional practice is clearly described at an inadequate level.
References 15 points	The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with no errors.	The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with minimal errors.	The student has researched the paper, may cite sources in the body of the text, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the body of the paper.
Format 15 points	The paper conforms to APA standards with no errors.	The paper conforms to APA standards with very few or no errors.	The paper generally conforms to APA standards with some errors.	The paper contains several errors and does not conform to APA guidelines.

EDU 6204a Educational Foundations: The Learner and the Learning Environment

PO1: Integrate a research- and evidence-based theory of teaching and learning.	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
Specialty Standards: Teacher Performance Expectations (TPEs)				
TPE2: Creating and Maintaining Effective Environments for Student Learning	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
TPE3: Understanding and Organizing Subject Matter for Student Learning	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
TPE6: Developing as a Professional Educator	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.