CHANDLER-GILBERT COMMUNITY COLLEGE

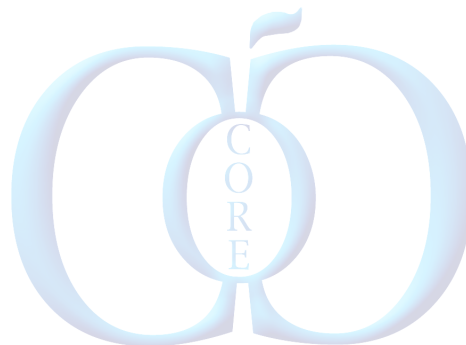# Teacher and Early Childhood Education Program

PROGRAM HANDBOOK

2013-14

Contents:

This handbook provides important program information, policies, and procedures to ensure active and successful participation in CGCC's Teacher and Early Childhood Education Program. This handbook supplements the *MCCD Teacher Education Handbook* and CGCC course syllabi, and guides common projects for all students enrolled in CGCC's Teacher and Early Childhood Education Program courses. Instructors will use its contents as is appropriate and students should utilize this handbook as reference for success. Students are held accountable for all information, policies, and procedures described herein and should consider this document an addendum to their course syllabus. This handbook is also available at www.cgc.maricopa.edu/teacher.
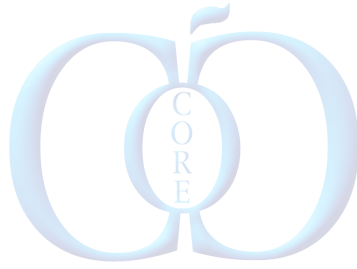
Dear Future Teachers,

Welcome to CGCC's Teacher and Early Childhood Education Program! Welcome to *your* future as a professional educator! It is our pleasure to have you in class and work for your success, so that in turn, you may work for the success of your own future students. You already know that to achieve success does not come easily. Together, we will work hard, share our knowledge and experience, and grow.

The information, policies, and procedures in this handout serve you on the road to success. These guidelines will help you academically, socially, and professionally. We will use this handbook in class from time to time to address issues and program information. It is necessary for you to consider this handbook as an extension to your individual course syllabi. You are held responsible for its contents in the same way.

"We" work as team and can make the following promises to you.

We will offer you an "excellent" first two-year experience in teacher training.
We will accept as our mission to positively influence your development as a professional.
We will work hard on your behalf.
We will make every effort to emulate and to instill professional values and ethics in you.
We will work *with* you within the bounds of our own professionalism and ethics.
We will engage you in meaningful learning that will stay with you.
We will respect you as students and future teachers.

"We" wish you an enriched and engaging year in CGCC's Teacher Education Program.

Sincerely,

CGCC Teacher and Early Childhood Education Faculty

I.
"TO DO"
LIST

I. SEMESTER "TO DO" LIST

Whether this is your first semester in CGCC's Teacher and Early Childhood Education Program or if you are a veteran student, this list will help you understand, focus on, and set goals for your academic and career success:

☐ Be sure you are enrolled in the correct course(s). Contact CGCC Teacher and Early Childhood Education Program Advisor, Terri McClelland, at teresa.mcclelland@cgc.edu.

   IMPORTANT: On time registration (OTR) prohibits drop/add once a semester has started – planning and "correct" course selection must be completed prior to the start of classes.

☐ Acquire your textbook(s). Information on the correct title and edition is available in the bookstore, class schedule, and from instructors.

☐ Acquire or renew your IVP fingerprint clearance card - ASAP!

☐ Attend a service-learning/field experience orientation (students new to CGCC's Teacher and Early Childhood Education Program) or complete the online application for service-learning placement (if you are a returning student).

   The online application is at: **www.cgc.edu/eduservicelearning**

☐ Make friends, find colleagues – build a support group! Work and communicate with other education majors in and outside of class. Create a "team" for working together.

☐ Use a personal management system – a planner, a calendar, etc. to plan your time, record homework assignments and important dates, schedule field experience and professional development events.

☐ Familiarize yourself with the CGCC Teacher and Early Childhood Education Program website at **www.cgc.edu/teacher.** Reference the following there:
   o *CGCC Teacher Education Program Handbook for Students.* Print a hard copy or reference it online at www.cgc.edu/teacher.
   o MCCCD *Teacher Education Student Handbook.*

☐ Update your personal contact information at **www.mymaricopa.edu**

☐ Print a copy of your IVP fingerprint clearance card or appoication receipt to provide to your isntructor(s) within the first two weeks of the semester.

☐ Take the original IVP fingerprint clearance card to the Information Station in the Student Pavilion witin the first two weeks of the semester. A copy will be made and filed with the CGCC Office of Service-Learning.

☐ Acquire the following important documents and guidelines before or in the first week of the seemster. Hard copies may be made available, but all are on online for downloading.
  o Textbook. Correct titles and editions are listed in syllabi and in the CGCC bookstore.
  o IVP fingerprint clearance card. Renew, if necessary. All students are required to have their IVP card or show confirmation of application for one by the second week of each semester.
  o *CGCC Teacher and Early Childhood Program Handbook* (Available at **www.cgc.edu/teacher**)
  o *MCCCD Teacher Education Program Handbook for Students (Available at www.cgc.edu/teacher)*

☐ Complete the online "Student Information Survey" when prompted by your instructor(s). If you have multiple EDU or EED courses, please complete this only once. Print the "thank you" page as verification of completion.

II.
GENERAL
INFORMATION
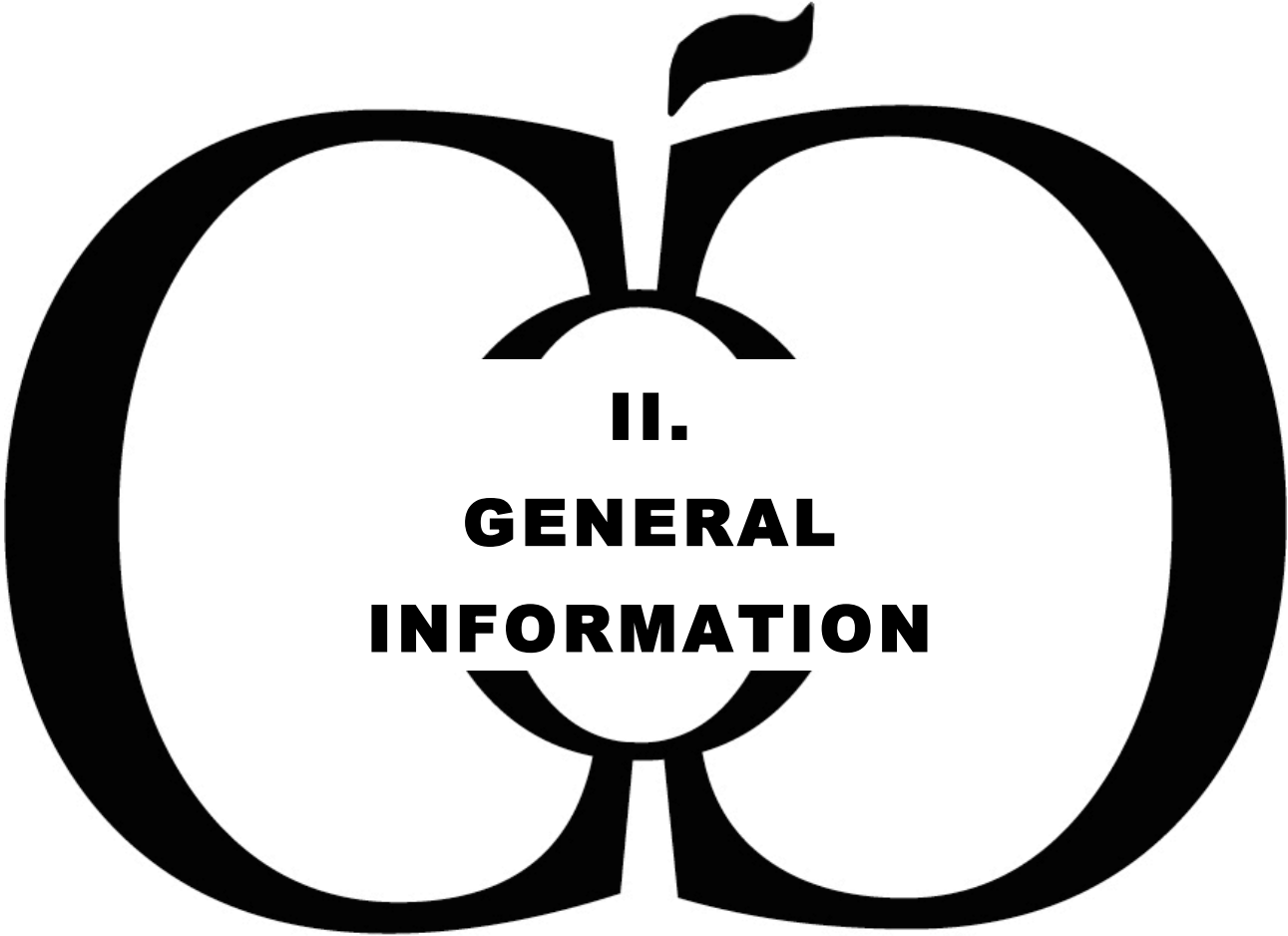
II.
GENERAL INFORMATION

CORE VALUES

CGCC's Teacher and Early Childhood Education Program has adopted the following core values that are infused throughout program policy, procedure, and curriculum. They serve as guides to course planning, activity design, best practice in teaching and learning, and as preparation for a career in education.

- Active and integrative teaching and learning
- Student learning outcomes: critical thinking, literacy, communication, personal development
- Social and global awareness
- Professional development
- Dispositions of future teachers
- Collaboration
- Data-driven improvement
- Career preparation
- Civic engagement/Service learning
- K-12 and university partnerships
- Response to university and ADE requirements
- Excellence and integrity

HONOR STUDENTS

CGCC's Teacher and Early Childhood Program takes pride in participating in the college honors program. Depending on the type of honor program requirement, students may be enrolled in an "honors only" section of a course or opt to do an extended learning honors project in courses for which that option is available.

Honors projects are not available for hybrid or online courses in CGCC's Teacher and Early Childhood Education Program.

TECHNOLOGY REQUIREMENTS

You will be a 21st century teacher! Technology is your friend … there are countless resources for teachers, and more and more schools are utilizing electronic portfolios for assessment, classroom management software, programs for record keeping and grade distribution, email for communication to parents, and archiving lesson plans and Common Core State Standards.

Technology is a core value of CGCC's Teacher and Early Childhood Education Program. You will have ample opportunity to word-process and/or desktop publish assignments, as well as prepare PowerPoint slide presentations.

You may also use computers for class activities. To be tech-ready and teach-savvy, you need:

> Word-processing skills (required)
> Email etiquette (required)
> Desktop publishing skills (preferred)
> PowerPoint skills (preferred)
> CGCC computer log-in user name and password (to access computers at CGCC)
> Computer access for email communication, Canvas, My.Maricopa.
> Appropriate netiquette

Computer Use and Applications (BPC110) is an excellent course for your first semester. Enroll in a section for education majors and work on class assignments!

PROFESSIONAL DEVELOPMENT

CGCC's Teacher Education and Early Childhood Program recognizes the importance of "professional development" as a career obligation. Students will have opportunities to attend and participate in a variety of speakers, events, conferences, etc. that extend learning beyond the classroom. Faculty may require participation or offer professional development activities for "extra credit." Students are encouraged to adopt professional development as a career value, attend events, and include them on both their resumes and in their portfolios.

LATE WORK, ATTENDANCE, and TARDY POLICIES

- Individual instructors establish their own specific policies for late work, attendance, and tardies. If you have more than one education course, you may find very different policies among instructors. Familiarize yourself with all course expectations and use course syllabi as references.

- General information concerning attendance and tardies:
    o Typically, more than 3 absences (twice-a-week class) or 2 absences (once-a-week and classes) is unacceptable. Your instructor will explain consequences which may include course withdrawal.
    o CGCC makes no distinction between excused and unexcused absences. An absence is an absence.
    o In the event of a personal crisis such as a death in the family, contact Vice President of Student Affairs, Dr. Bill Crawford at 480-732-7309.

SYLLABUS and SIGNATURE RECEIPT

MCCD and CGCC catalog policies, course syllabi, and this handbook serve as guidelines for success and expectations for students. Students may be asked to sign to verify receipt of a course syllabus and program documents by signature.

GRADES AND GRADING

Individual instructors:

- Determine weight of assignments and grading policies for their classes, and detail those policies in the course syllabus.
- Comply with the elevated grading scale in CGCC's Teacher and Early Childhood Education Program:

92 – 100% = A	**76 – 83% = C**
84 – 91 % = B	**66 – 75% = D**

- Work to resolve grade concerns or conflicts directly with students. All such concerns should be addressed to the instructor initially.
- Specify how they will monitor and communicate grade information throughout the semester.
- Weave common assignments into the semester schedule as best fits the course.

Students should take responsibility for their grades by doing their best work, keeping up with all due dates, and communicating with the instructor if discrepancies or worries occur. Grade concerns or disputes must be dealt with at the instructor level.

ATTITUDE AND DEMEANOR

Students are expected to view themselves as future teachers and act accordingly in the classroom, at college events, and during service-learning (field experience). The most positive attitude and highest standards of behavior are expected at all times. See "Dispositions of Future Teachers" in the next section of this handbook.

EFFECTIVE COMMUNICATION

Students are expected to develop positive working relationships with instructors. One way to do this is to adopt a professional courtesy approach to communication.

Please …

- Avoid inappropriate language in the classroom and in all interactions with fellow students and instructors.

- Use email netiquette (see details following). For all college and service-learning related communication: Include a salutation using professional titles and names, write a clearly worded message, and close with your full name. Do not use text talk. Use only your @maricopa.edu email account.

- Leave clear, concise voicemail messages. Include your name, date and time of call, phone number and availability times, and brief message identifying the topic or question.

- Avoid using inappropriate or very personal email addresses and voicemail greetings for academic and professional communication.

NETIQUETTE STANDARDS

"Netiquette" is the expectation that all students conduct themselves in a respectful and positive manner that promotes learning. Any conduct that is harmful, obstructive, disruptive to, or that interferes with the educational process is prohibited. Therefore, all communication between students and the instructor or among students shall maintain the level of respect and civility appropriate to any college teaching and learning situation.

On-line discussions are forums for sharing idea, readings, and experiences. Email communication may be among student or between students and instructors.

All online communication, just as in face-to-face situations, portrays your image. Use discretion and don't send anything that doesn't represent you in the best light or that you wouldn't want everyone to read. Unlike Las Vegas – What happens on the Internet *stays* on the Internet! General Rule: If you wouldn't say it to their face, don't write it in an email or discussion.

For Discussions

- Be respectful. Keep your messages polite and to the point. Not only is this courteous, but people will be more likely to read them.
    - o Avoid slang, curse words, rude, and insulting language.
    - o Avoid "flaming" or "shouting" or angry interpretation – Do not write in ALL CAPS or **IN BOLD.**
    - o Avoid negative comments to classmates.
    - o Disagree with ideas, not people.
- Be clear.
    - o Avoid using txt language/abbreviations.
    - o Write fluently and correctly with limited spelling, grammar or sentence errors.
- Stay focused on the academic topic/prompt.
    - o Avoid treating discussion boards and group conversations as social media. Do not discuss personal or social information or advertise. Avoid teasing, joking, and sarcasm. Use light-heartedness as appropriate to topic and tone.
        - ▪ Emoticons are acceptable. :)
        - ▪ Your favorite joke might offend someone else, so use humor with caution.
    - o Maintain your personal and authentic voice.
    - o Remain professional in tone and intent. Use academic vocabulary when appropriate.
- Prepare carefully.
    - o Be advised: Draft your communication in a Word doc.
    - o Spellcheck. Grammar check. Proofread to avoid errors.

For Email Communication

- Set "Notifications" to forward Canvas Mail to your @maricopa.edu account.
- Conversation in Canvas mail is often less formal than Maricopa email, though still is not an appropriate place for txt language. Maintain politeness and civility in all communications.
- Use appropriate email protocol.
    - o Begin emails with a friendly greeting: *Hi Monica, ...* **or** *Professor Wilson, ...*
    - o Be specific in wording the subject line. The title of your email is its subject. Use *Grade Question* instead of *Your Class or Absence from Class* instead of leaving the title blank.
    - o Close emails in a friendly way and with your name: *Thanks, Brittany* **or** *See you in class, Jorge.*

NOTE: Breaches of netiquette may result in being blocked from online discussions and subsequent point penalties and/or withdrawal from the course.

COMMON ASSIGNMENTS and ASSESSMENT OF LEARNING

Course activities, assignments, and tests, as well as program common projects serve as assessments of student learning. They align with course competencies and CGCC outcomes (personal development, critical thinking, literacy, and communication). Depending on course, students will be involved with all or some combination of these common projects:

- service-learning/field experience/intern or work experience
- philosophy essay
- education portfolio

SERVICE-LEARNING/FIELD EXPERIENCE ORIENTATION

Students are required to apply for school placements and may need to attend a formal service learning orientation.

- New students who have not yet completed a service-learning experience as part of CGCC's Teacher Education and Early Childhood Program must attend a formal session (dates and times provided by instructors).

- Returning students have the option to apply for placement online. Online application must be completed by the second week of the semester at: www.cgcc.edu/eduservicelearning

- Students failing to attend a formal orientation or submit placement applications online by the second week of the semester risk being withdrawn from their education program course(s).

- Instructors will guide students' learning. Questions or concerns regarding placement and placement sites should be addressed to the Placement Coordinator. Students can expect a response within 48 hours.

> **Ms. Carrie Braaten**
> **Office: 480-732-7030 (M-W-F)**
> **Email: carrie.braaten@cgc.edu**
> **Office: SC106**

IVP FINGERPRINT CLEARANCE

All students in CGCC Teacher and Early Childhood Education Program courses must have federal IVP fingerprint clearance for service-learning/field experience, internship or work experience. Arizona State Law (HB2566) requires federal fingerprint clearance as follows:

G. ANY PERSON WHO PARTICIPATES IN A TEACHER PREPARATION PROGRAM THAT IS APPROVED BY THE STATE BOARD OR ANY PERSON WHO IS CONTRACTED BY THIS STATE, BY A SCHOOL DISTRICT OR BY A CHARTER SCHOOL TO PROVIDE TUTORING SERVICES SHALL OBTAIN A FINGERPRINT CLEARANCE CARD PURSUANT TO THIS SECTION BEFORE THE PERSON PARTICIPATES IN FIELD EXPERIENCE IN WHICH SERVICES WILL BE PROVIDED DIRECTLY TO PUPILS.

All students are required to have a IVP fingerprint clearance card in their possession prior to receiving placement for service-learning/field experience(s) as part of EDU, EED, ECH, and other courses requiring field experience. Students are required to show their instructor(s) a current IVP fingerprint clearance card or the receipt for it in process by the end of the second

week of the semester.

It is imperative that students complete application IVP fingerprint clearance or renewal prior to the start of the semester to prevent delayed placements, late starts to service-learning/field experience assignments, or failed completion. Fingerprinting services will be available on campus at the start of each semester (dates and times will be announced) or services can be accessed locally at Community Wellness and Safety of Arizona at http://www.cwsoa.com or from www.cgc.edu/eduservicelearning.

NOTE: The IVP card is required and is the only acceptable verification of fingerprint clearance compliance.

PLAGIARISM and MISREPRESENTATION OF WORK or SERVICE-LEARNING

Teachers are models of legal and ethical behavior, and legal and ethical issues such as cheating, plagiarizing, or misrepresenting one's self or work are taken very seriously.

Plagiarism is defined as presenting the work (thinking, written word, images, etc.) of another as one's own. More than four consecutive words from a source other than the writer constitute plagiarism when the source is not clearly identified in appropriate documentation format (APA style).

> From the *CGCC Student Handbook*:
> "Plagiarism includes, but is not limited to, the use of paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials."

As a future teacher, and a future professional of integrity and honor, it is unlikely we will have to deal with the issue of plagiarism. If ever in doubt, please make every effort, especially in written work, to have your work, checked by a tutor in the Writing Center. As a starting place, be sure you understand all the intricacies of this legal and ethical issue. **When in doubt, cite all sources of information, quoted text, or images appropriately in your work, hard copy or online.**

Providing false information to instructors or school personnel, or misrepresenting yourself or your work in any way will not be tolerated. Be honest and represent your work with the highest integrity. Consequences will have severe impact on your grade and status in CGCC's Teacher and Early Childhood Education Program.

Misrepresentation of service-learning/field experience is a serious offense and puts not only a student's reputation at risk, but also the reputation of CGCC's Teacher and Early Childhood Education Program. Any falsification (i.e. prefabrication of dates, time, and/or activity; forging initials, signatures, or evaluation, etc.) of information, records, or documents concerning the service-learning placement and/or project is considered a serious breach of ethical behavior and will be treated as such. Resulting consequences may include any of the following:

• Grade of "Y" or "F" for the course(s)

- Intervention by college administration
- Possible removal from CGCC's Teacher and Early Childhood Education Program
- Referral to CGCC Student Services for assistance and/or counseling

GRADUATION PETITION, RECEPTION, and CEREMONY

Students are encouraged to 'walk" in the graduation ceremony. It is a great opportunity for your family, friends, and faculty to cheer your achievements. Students must complete graduation petition by the deadline published on the CGCC graduation website to attend the Education Recognition Reception and wear the education recognition cord at the graduation ceremony. You deserve this moment! There are many reasons to participate in the graduation ceremony: You have worked hard and deserve the individual recognition! Your family and friends who have supported you deserve to relish this milestone with you! Your college instructors deserve the opportunity to cheer for you!

RECOGNITION OF A PROMISING TEACHER

Each year, faculty in CGCC's Teacher Education and Early Childhood Program award special recognition to one to two exceptional veteran students in our Teacher and Early Childhood Education Program who have consistently exhibited high standards of academic work, dedication to field experience, leadership, and commitment to their career as a professional educator.

PROGRAM REVIEW and DATA COLLECTION

In our effort to self-assess, faculty periodically collect information from students for reporting to college administration. We are grateful for the information students provide on such surveys. All information is collected anonymously and only for the purposes of program assessment, review, and improvement.

REPEATING COURSES

Students in CGCC's Teacher and Early Childhood Education Program should enroll in program courses when they are ready for the academic rigor and responsibility required for study in professional education courses. Faculty and students will work for successful completion of coursework, and apply options such as withdrawal when necessary. In the event of an unsuccessful completion of a course (semester grade lower than "C") students are allowed to repeat a course a maximum of three times. In such cases, students will be encouraged to seek career counseling.

MARICOPA COMMUNITY COLLEGE (MCCCD) TEACHER and EARLY CHILDHOOD EDUCATION PROGRAM REQUIREMENTS

CGCC's Teacher and Early Childhood Education Program complies with Maricopa Community College Teacher Education and Early Childhood Program requirements as follows:

PROFESSIONAL STANDARDS FOR TEACHERS

All future teachers should be familiar with state level expectations as expressed in the Arizona Professional Teacher Standards at:
http://www.ade.state.az.us/certification/downloads/Teacherstandards.pdf. Although these standards are written to guide methods course work you will engage in at the university level, you may have opportunity to address or demonstrate some in your education courses at the community college level.

SIGNATURE ASSIGNMENTS
A signature assignment is a learning task or assessment that demonstrates knowledge/skill of one or more course competencies. Three such assignments are required:

> Introduction to Education (EDU221): Philosophy of Teaching Essay

> Introduction to the Exceptional Learners (EDU222): Service Learning and Reflective Essay

> Cultural Diversity in Education (EDU230): Cultural Experience Project

General guidelines and assessment rubrics have been designed by MCCCD education faculty and will be embedded in CGCC faculty's assignment guidelines.

DISPOSITIONS OF FUTURE TEACHERS
Students are held responsible for exhibiting positive attitudes and behaviors appropriate of a future teacher. "Dispositions of a Future Teacher" is a document endorsed by Maricopa's National Center for Teacher Education and will be reinforced by CGCC.   Maricopa Community College dispositions can be found in the next section of this handbook.

NOTE: Students in CGCC's Teacher and Early Childhood Program are expected to demonstrate these dispositions [at least] on campus, in classes, and at service-learning/internship or work experience sites. Details follow.

III.
DISPOSITIONS of FUTURE TEACHERS
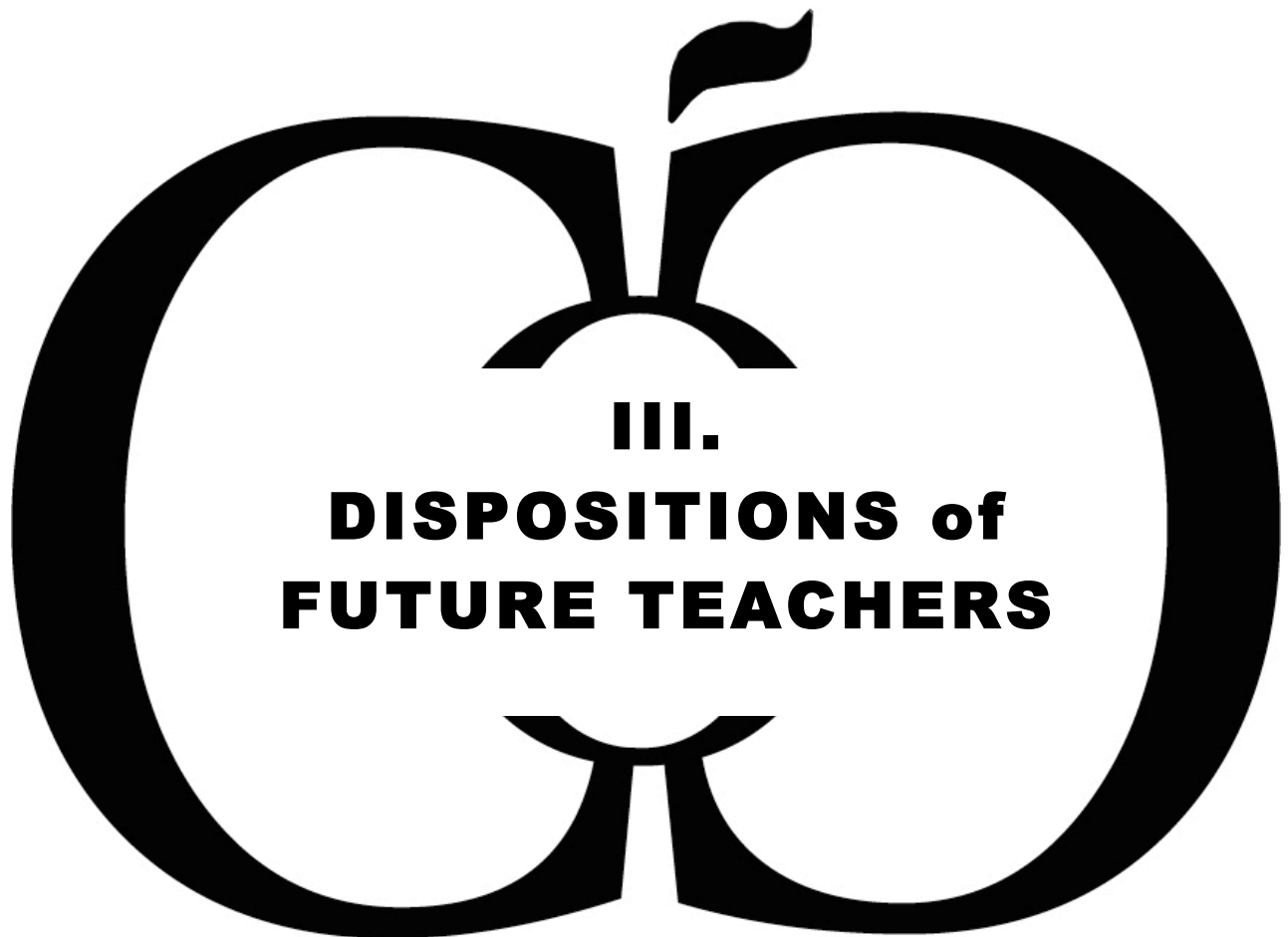
III. Dispositions of Future Teachers

According to the National Council for the Accreditation of Teacher Education (2002), teacher candidates should be able to work with students, families, and communities to reflect the dispositions of professional educators as delineated in the professional, state, and institutional standards. Dispositions are values, commitments, and ethics that are internally held and externally exhibited, and it is generally agreed that such dispositions strongly influence the impact teachers will have on student learning and development.

SOURCE: Schulte, L., Edick, N., Edwards, S., Mackiel, D. Development and validation of the teacher dispositions index. Retrieved May 21, 2007, from the University of South Carolina website: www.usca.edu/essays/vol122004/schulte.pdf

In addition to general standards of behavior and academic performance, students in MCCD teacher and early childhood education programs are expected to adopt the following dispositions and demonstrate them in practice both in college and field experience classrooms. These dispositions not only begin defining students as future educators, but also engage them in early practice of professional and ethical behaviors. CGCC students may receive feedback on their performance of these dispositions.

1. **Positive attitude**
   a. Is cheerful around children and others
   b. Demonstrates humor
   c. Is inspirational, encouraging, motivational
   d. Minimizes self-pity, excuses and whining

2. **Collaboration**
   a. Displays open-mindedness and is a "good listener"
   b. Is cooperative and willing to work with others
   c. Is sensitive to differences
   d. Is accountable to the group and/or task

3. **Ethic of Care**
   a. Is aware of relationships with, among, and between students, parents, and the community
   b. Treats others with respect and dignity

4. **Effective Oral and Written Communication**
   a. Models language appropriate for a school setting
   b. Meets academic standards appropriate to college and K-12 grade levels

5. **Self Initiative**
   a. Takes responsibility for one's own actions, especially in regard to attendance, promptness, and communication in school
   b. Demonstrates awareness of one's role in field experience
   c. Accepts opportunities for professional growth

6. Professional Demeanor
   a. Displays appropriate appearance and dress for school
   b. Uses professional email address and voicemail greeting
   c. Promotes ethical and responsible practice
   d. Maintains confidentiality

7. Time Management
   a. Prioritizes tasks and meets deadlines
   b. Is organized
   c. Plans ahead and maintains a time management tool

8. Reflection and Self-Evaluation
   a. Is familiar with individual strengths and weaknesses
   b. Is willing to accept feedback and assessment of one's performance

IV.
ADVISEMENT and
CAREER PLANNING

IV. Advisement and Career Planning

ADVISEMENT NOTES

It is very important that students seek professional advisement in regard to their degree program and course schedules. DO NOT self-advise! DO NOT rely on word-of-mouth from other students. Each degree and university program has distinct requirements that can change frequently. Annual appointments and conversations with the Teacher and Early Childhood Advisor are an excellent way to avoid errors in judgment.

PROGRAM ADVISOR

If you are an education or early childhood major, you have a personal advisor -- Ms. Terri McClelland! She is eager to meet with you and help you choose and refine your academic program each year. Every student should seek professional advisement early in the program – preferably first semester -- and take serious consideration of her recommendations. CGCC faculty will not be responsible for impeded success as a result of "self" advisement and course selection.

> **Ms. Terri McClelland**
> **Appointment Line: 480-732-7047**
> **Email: teresa.mcclelland@cgc.edu**
> **Office: EST219E**

ADVISEMENT PASS

Instructors may issues an "advisement pass" and offer some incentive such as bonus points to motivate students to seek regular advisement from the Program Advisor. Students should take full advantage of this opportunity!

TWO-YEAR DEGREE

DO NOT underestimate the importance of a two-year degree. An AA or AA-EE degree can be an important milestone. As such, it serves as a credential that allows you to work as an instructional aide with children under the No Child Left Behind mandate and indicates you are able to set and achieve academic goals.

Option 1: Academic Transfer Pathways
AA-EE Elementary Education, Special Education, and Early Childhood
AA Secondary Education, Content Areas: Math, English, History, Political Science, Music, Art, PE
AS Secondary Education, Content Areas: Chemistry, Physics, Biology

Students are encouraged to meet with an advisor to determine the appropriate degree that aligns with their chosen transfer institution.

Option 2: Technical Degrees/Credentials/Certificate
AAS Early Learning and Development
CDA Child Development Associate (national credential, not an academic degree)

Students are encouraged to meet with the program advisor to determine the appropriate pathway to degree/credential acquisition and transfer pathway. Typically, academic degrees benefit transfer students and technical degrees benefit students who do not plan to transfer to a university. Certificates are for students seeking knowledge and intellectual focus in a specific area.

FOUR SEMESTER PLANS

For each specialty area in the field of education and early childhood, a recommended four semester plan exists. These documents outline the sequence of both general education and major course to take and in what order. Find, download, and use your specific plan at: www.cgc.edu/teacher

The combination of required and/or elective education courses are specified in the four-semester plan for your major. These four-semester plans recommend courses in a sequence which ensures academic success. Generally, the following sequence is required for maximum success in CGCC's program:

On time registration eliminates the option to drop/add once a semester has started. Students jeopardize their courses and schedules if not "correctly" enrolled prior to the start of classes.

TRANSCRIPT PROCESS
Request a transcript from one Maricopa College to another

- No fees applied when sending a transcript within the Maricopa Community College District.
- Log in to your Student Center at **my.maricopa.edu**
- In the Academic section of your Student Center, click on the down arrow to the right of the box **"Other Academic".**
- From the drop down menu that appears, select **"Official Transcript"**, and then click on the double arrow to the right (Request Official Transcript screen should appear).

- In the **"Select Institution"** drop down menu choose the Maricopa County Community College(s) where courses were previously taken.
- Scroll to the bottom of the page and click on the **"Send To Institution"** box. ☐
- Input: **0001760** in the "**Select Institution**" box. ☐ *(Make sure CGCC appears next to box).*
- Input: **1** in the **"Location"** box. ☐
- Click **"Submit"**

Request a transcript from a college/university outside of the Maricopa County Community College District

- Fees may be required depending on previous college/university policies.
- Contact your previous college/university and request to have official transcripts mailed directly to Chandler Gilbert Community College.   **(Hand delivered or faxed transcripts WILL NOT be accepted.)**
  > **Chandler Gilbert Community College**
  > **Attn: Admission & Records**
  > **2626 E Pecos Road**
  > **Chandler, AZ 85225**
- Please allow approximately 10 days before following up with the CGCC Admissions & Records Office to verify that the official transcript(s) were received from your previous institution. **Admission & Records (480) 732-7320**
- Once transcript(s) received, submit an **"Evaluation of Prior College Credit Form"** to CGCC Admission & Records. Transcripts are not automatically evaluated upon receipt. The **"Evaluation of Prior College Credit Form"** must be turned in to initiate the evaluation process.

STEPS to PETITION to GRADUATE

1. Check petition due dates with the program advisor.
2. Review your coursework, degree check sheet, or degree audit to ensure you are complete or in-progress with all degree/certificate requirements.
3. If applicable, ensure all previous college transcripts are on file AND evaluated with the Office of Admissions, Records, and Registration.
4. Complete the petition to graduate form with the program advisor, and submit it to the Office of Academic Advisement prior to the priority deadlines. Petitions to graduate can be picked up from Terri McClelland, Teacher and Early Childhood Education Program Advisor.

ADVISEMENT WEBSITE

Find updates and current news at: http://www.cgc.maricopa.edu/student-affairs/advising/Pages/academic-advising.aspx

TRANSFER PARTNERS

Use these links to CGCC's primary university partners for teacher education to become familiar with university requirements:

ASU	http://education.asu.edu/content/home
ASU MAPPs	http://www.maricopa.edu/alliance/
NAU	http://home.nau.edu/
UA	http://www.coe.arizona.edu/gis1

V.
CURRICULUM
INFORMATION
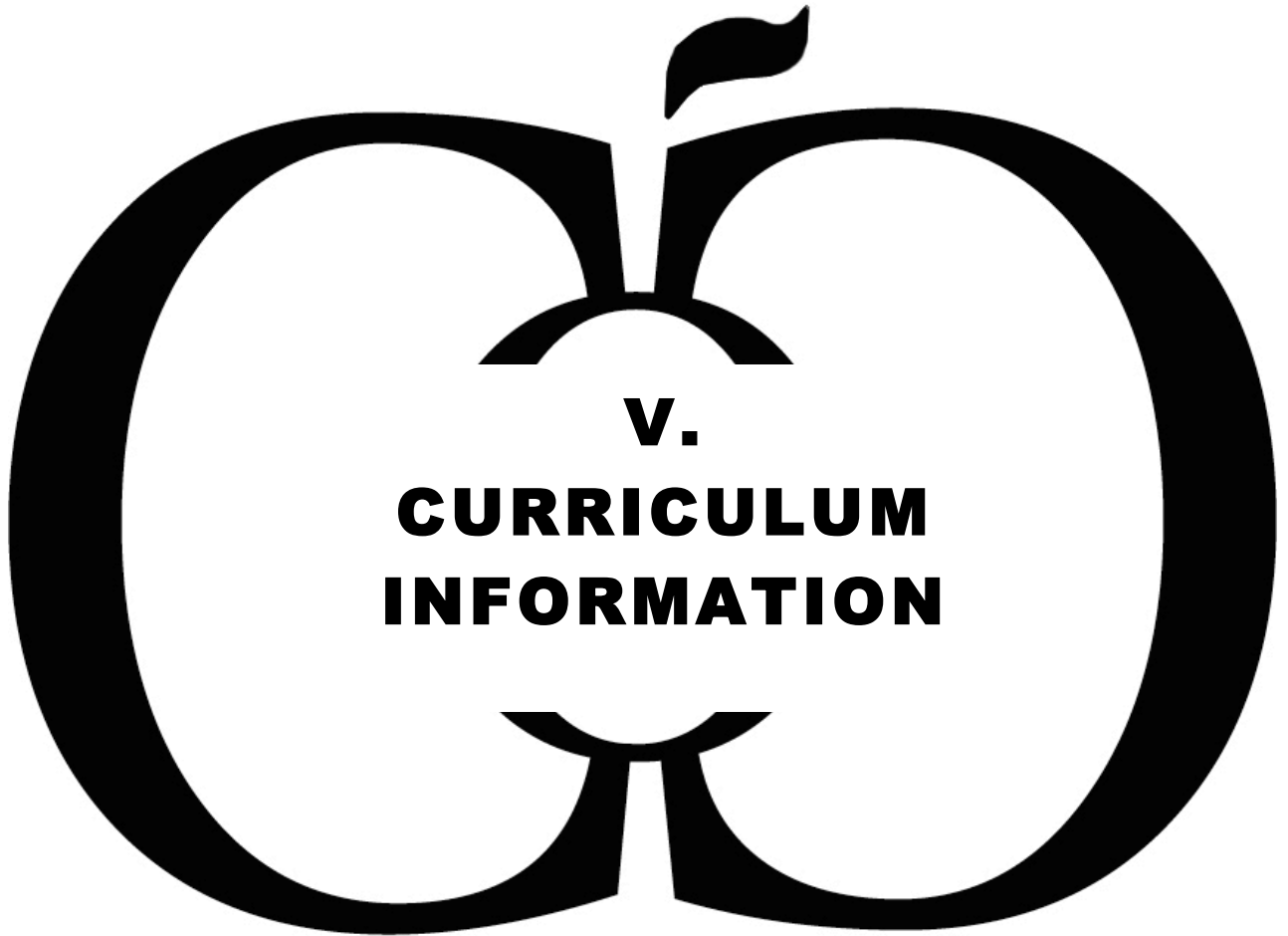
V. Curriculum Information

COURSE FORMATS

As with the traditional face-to-face class format, each instructor designs the content and components of a course. Generally, the following define the variety of course formats or delivery system in CGCC's Teacher and Early Childhood Program:

A **face-to-face** course meets only in the traditional classroom and schedule format.

A **blended** course meets face-to-face but may use online grading and/or require extensive online requirements for homework and extended learning.

A **hybrid** course typically reduces the frequency or length of face-to-face class meetings and supplements required face-to-face class time and service learning with online and/or experiential learning.

Fully **online** courses utilize the online environment for all learning and interaction, but still include a face-to-face service-learning component.

All courses assume self-discipline, positive motivation, effective and routine communication, and good time management skills as these are essential pre-requisites to success in any course format.

NOTE: Service learning is a required feature of all EDU, EED, and ECH courses regardless of format.

Honors Option
Honors projects are not available for hybrid or online courses in CGCC's Teacher and Early Childhood Education Program.

COMMON PROJECT DESCRIPTIONS

The following information about the three common projects in CGCC's Teacher and Early Childhood Education Program merely describes and/or provides basic information about each of the four common assignments. Instructors will guide students with specific directions and criteria for success.

CURRICULUM VALUES

Three components are common to the majority of education and early childhood courses: service- learning/internship, philosophy, and portfolio development.   Each represents an important demonstration of learning and must be completed to a satisfactory standard of a grade of "C" or better for a passing grade in the course.

Course activities, assignments, and tests, as well as program common projects, serve as assessments of student learning. They align with course competencies and CGCC outcomes (personal development, critical thinking, literacy, and communication). Depending on course, students will be involved with all or some combination of these common projects.

In addition, to align with State Common Core Standards, teacher and early childhood courses have high expectations for:

- critical thinking and depth of knowledge

- research and evidence-based knowledge

- critical reading and reflection

- mature and accurate written communication

COMMON CORE STANDARDS

The Common Core State Standards for Arizona guide the state's PreK-12 teachers in curriculum and lesson planning. They will be an inherent part of each course in CGCC's Teacher and Early Childhood Education Program and studens should expect to watch instructors' model and expect "depth of thinking."

STANDARDS FOR COURSE WORK

You are familiar with the idea of a teacher as a "role model" – well, that starts NOW! As a future teacher you demonstrate your philosophy, standards, and dispositions in all you do as a student. You will be expected to emulate the highest standards of performance in your coursework. After all, you must first love learning before you can love teaching. You must first care about your own progress before you can care about others'.

Instructors will provide specific directions and grading information with all assignments, and return work with constructive feedback in a timely manner. The following general standards apply across all courses and course work, but instructors may give more specific requirements.

Produce work that reflects you as a "professional."
Think of every assignment or project you present as one that reflects on your knowledge, skill, and professionalism to an outside audience, say, for instance, parents! Be sure that content, writing and language skills, and presentation are worthy of a professional educator.

Be "collegial."
Think of yourself as a teacher in all group work. As a member of a grade level team you will be required to accept numerous responsibilities including taking leadership, compromising, sharing the workload, holding up your end of tasks, and communicating civilly with team members.

Follow directions for all assignments.
Carefully regard content and format on each individual assignment. Detailed instructions and grading criteria (rubrics) will be provided for major assignments. The grading criteria should be used as a self-check for quality work. "A" work should stand as a model for others in content

and presentation, effort and thoughtfulness. For the three common assignments in the education program, you will receive both common pages explaining the nature and expectations for the assignment and supplementary directions from your instructor to ensure your success.

Apply learning processes and college outcomes to all work.

1. Critical or "deep" thinking requires (minimally) a statement, explanation or elaboration or exemplification, and implications.

2. Effective writing requires you to: *Pre-write* to discover and develop ideas, *draft*, *revise* for content and *edit* for correct writing skill, *polish and proofread*, *produce* final draft.

3. Research and information investigation requires you to find variety of evidence from a variety of kinds of sources which are reliable, credible and current.

Seek support for your work.

CGCC's *Writing Center* offers one-on-one assistance and feedback on written work or project planning. The library staff is ready to provide one-on-one or small group guidance for research and presentations. The *Computer Lab* personnel are able to assist with technological needs and support for your education portfolio. The *Math Tutoring Center* can support your success in that area.

Utilize your own experience, expertise, talents, and creativity where applicable.

You may have considerable experience to offer in class discussions and in assignments. Certainly, your perspective as a student comes to bear on many topics. In addition, you may have served in schools in some capacity to allow additional and important insight to share. Use your practical experience to make connections to and to clarify learning, or to correct preconceived notions. Share in class discussions and debates appropriately and being mindful of others' perceptions and experiences.

Do not submit unfinished or poor quality work.

Be aware that your work "says more about you than the words you put on paper." Your professional image is being built with each assignment – the depth of the thought, the meticulousness of presentation, and the enthusiasm behind it are all features of professional quality work. As a future professional, you must be able to judge the standard of your own work. Submit only complete and quality work.

Keep copies of all your work.

Back-up computer files and keep copies in hard form. It is recommended to keep all original graded work for at least 4 weeks after the end of the semester. The best of your work will remain semi-permanently as part of the collection in your portfolio.

Produce neat and complete work.

Instructors will provide specifications for written work, presentations, and projects related to their course. Specifications may vary with assignments and instructor, but generally ….

Written work:
- Word process work in 10 or 12 pt. **readable font** such as Arial or Times.

- Use no less than **one-inch margins** all around a page.
- Provide a **heading** (information, title, and pagination) and an explicit title.
- **Double-space**, especially essays, but do not doubly double-space between paragraphs.
- Use **APA style standards** as specified by your instructor for internal citations and documentation of source material. The Writing Center can provide handouts and help with this!
- **Spell-check** and then check the spell-check. Always proofread your work and eyeball it prior to submission. Work should be error-free!
- Apply what you know about **"good" writing**.
- Use **grammatically correct** clear wording in complete and varied sentence structure.
- Use **mature vocabulary and professional terminology/course vocabulary** connected to course concepts.
- Plan for essays, reading reflections, or written responses, regardless of length, to be developed in three parts**: introduction, body, and conclusion**.

Presentations:
- Use **APA style** standards as specified by your instructor for internal citations and documentation of source material in presentation slides. The Writing Center can provide handouts and help with this!
- **Spell-check** and then check the spell-check PowerPoint slides. Always proofread your work and eyeball it prior to submission. Work should be error-free!
- **Present** as a teacher:
    o Dress the part
    o Talk the part
    o Give verbal citations
    o Command the audience (your class)
    o Engage the students
- Come out from behind furniture when presenting and **avoid standing** in front of the screen.
- Use **grammatically correct** clear wording in complete and varied sentence structure.
- Use **mature vocabulary and professional terminology/course vocabulary** connected to course concepts.
- Plan for presentations, regardless of length, to be developed in three parts**: introduction, body, and conclusion**.

VI.
COMMON PROJECT:
SERVICE LEARNING

VI. Common Project: Service-Learning

DEFINITION
CGCC defines 'service-learning' as "the combination of academic instruction with meaningful service in the larger community." Effect service-learning includes:

- Learning = making intentional connections to course curriculum

- Service = meeting the needs of local, national, and/or global communities

- Reflection = connecting service and learning to gain deeper understanding

- Assessment = evaluating learning

- Celebration = recognizing contributions to the community

Service-learning (often called "field experience" or "internship" in the education field) is an aspect of active learning that integrates service to the community with academic learning. As John Dewey, the "father" of progressive education advised, "Knowledge + Experience = Learning." Service refers to making a meaningful contribution to a local teacher and his or her classroom. Learning refers to the firsthand witness of course material in the real world of a K-12 classroom setting.

PURPOSE
Early and consistent participation in schools or agencies working with children is an important part of your preparation as a teacher or child care provider. Nationally and locally, service-learning is an expectation for transfer and future job opportunities. Your service-learning project is closely aligned to course competencies, to your role as a future teacher, child care provider, or citizen charged with the care and concern for children, and to CGCC's instructional philosophy of active learning. Service-learning or internships and work experience is required in education (EDU) and early childhood (EED, ECH) courses. Definition, rationale, and suggested active participation are detailed in pages following. The following policies and procedures will ensure an engaging and successful experience.

Service-learning is an important and valuable part of teacher and child care training nationwide. Among other reasons, it:
- Provides knowledge, skills and insight to supplement learning in a college classroom.
- Bridges the gap between theory and practice.
- Gives hands-on opportunities for application of learning
- Allows opportunities for making contacts with school and agency personnel.

CONTACT HOUR REQUIREMENTS

Service-learning activities and assignments directly relate to course competencies. All EDU, EED and ECH courses require a minimum of twenty (20) hours for effective participation and learning. However, the Maricopa District mandate requires a minimum of thirty (30) hours for Introduction to Education (EDU221) and some combinations of EDU and/or EED and ECH courses.

FINGERPRINT CLEARANCE

All students in CGCC Teacher and Early Childhood Education Program courses must have federal fingerprint clearance for service-learning and work with children. Arizona State Law (HB2566) requires federal fingerprint clearance as follows:

G. ANY PERSON WHO PARTICIPATES IN A TEACHER PREPARATION PROGRAM THAT IS APPROVED BY THE STATE BOARD OR ANY PERSON WHO IS CONTRACTED BY THIS STATE, BY A SCHOOL DISTRICT OR BY A CHARTER SCHOOL TO PROVIDE TUTORING SERVICES SHALL OBTAIN A FINGERPRINT CLEARANCE CARD PURSUANT TO THIS SECTION BEFORE THE PERSON PARTICIPATES IN FIELD EXPERIENCE IN WHICH SERVICES WILL BE PROVIDED DIRECTLY TO PUPILS.

All students are required to have a IVP fingerprint clearance card in their possession prior to receiving placement for field experience(s) as part of EDU, EED, ECH and other courses requiring service-learning. All students are required to show their instructor(s) a current DPS IVP fingerprint clearance card or the receipt for it in process by the end of the second week of the semester. Fingerprinting services will be available on campus at the start of each semester (available at www.cgc.edu/eduservicelearning). Students are encouraged to begin this process as soon as possible so as to prevent impeding service-learning placement and completion. Fingerprinting services can be accessed locally at Community Wellness and Safety of Arizona at http://www.cwsoa.com.

Special Notes Regarding Fingerprint Clearance:

- The IVP fingerprint clearance card is required and the only verification of compliance. Arizona Department of Public Safety fingerprint clearance is a professional requirement and is required for placement. Students are advised to get an early start on this important professional obligation. Dates for fingerprinting on campus will be announced each semester.

- Students WILL NOT receive a service-learning placement without a current IVP fingerprint clearance card.

- Students are required to present their IVP to CGCC's Office of Service-Learning.

- Students waiting for receipt of the IVP card will experience a delayed start to their service-learning assignments.

PLACEMENT POLICIES

Placement in a local school or child-centered agency will be facilitated by your instructor and the Teacher and Early Childhood Education Service-Learning Placement Coordinator. Students may <u>NOT</u> be placed with relatives or friends as mentors, and should not request placement in their own or their children's schools. This may result in a conflict of interest and jeopardize the placement process.

Self-placement not only jeopardizes a student's success, but also may contribute to poor relations between our program and local schools. Self-placement is permitted ***only*** within program guidelines and after a meeting with the Placement Coordinator – no exceptions!

Students enrolled in multiple classes requiring service-learning will be advised to consolidate needs and course requirements in either a single or dual placement, depending on needs and combination of courses. *Placement must meet district competencies, course goals, and instructors' requests*.

Special Notes Regarding Placement:

* Research indicates that a minimum of 15 clock hours per course focus is required for effective service-learning. Therefore, students with multiple courses requiring service-learning will serve additional hours.

* Any students not taking the recommended combination of courses as stated in the appropriate four-semester plan for the major will require additional hours of service-learning.

* Instructors' requirements for service-learning placements related to their courses take priority over student placement requests.

* When students are in more than one course requiring service-learning, the Service-Learning Placement Coordinator will accommodate the needs of the multiple instructors as a priority to student requests.

* Special placement requests are discouraged, regulated, and allowed only within the guidelines of the program. Placements requests and work substitutions must be approved and will be reviewed collaboratively by the Education, Early Childhood, and Service-Learning Placement coordinators to be sure they are appropriate and within program policy. Any individual mitigating circumstances should be brought to the attention of the course instructor.

* In order to sufficiently meet course goals, a single or dual placement may be necessary for students enrolled in more than one course requiring service-learning/work substitution in a single semester. If possible, dual placements will be made at the same school or agency site, but this is not guaranteed.

* It is not advisable to enroll in more than two education courses in the same semester unless warranted for graduation purposes approved by the Teacher and Early Childhood Education Program Advisor.

- Students choosing to perform hours above and beyond the minimum expectations during or at the end of the semester may continue to log their time and include the total hours in their portfolio.

- Students currently employed in a school or early childhood agency (certificated teachers, paraprofessionals, other school personnel, or PCPP/TEACH scholars) may request to use their employment as "work substitution" in place of the service-learning requirement. However, all work substitutions must meet course competencies and be approved by the Education, Early Childhood and Service-Learning Coordinators. In addition such students must complete and submit the following "Work Substitution" components:
    - Confirmation Agreement and Code of Conduct
    - Timecard
    - Service-learning assignments

- Students aged 16 years or younger are not eligible for service-learning placement and therefore, enrollment in EDU, EED, and ECH courses. These students should seek advisement. They are advised to enroll in general education credit courses prior to eligibility for EDU, EED, or ECH courses.

- Students cannot be placed directly with family, relatives, or friends as mentors, or in their own child's classroom.   This constitutes a conflict of interest and is not acceptable professional demeanor.

- Students unable to meet requirements for service-learning, especially IVP fingerprint clearance, are not eligible for enrollment in EDU, EED, and ECH courses.

INSTRUCTOR GUIDELINES

Each instructor sets the expectations and requests for service-learning placements as they best align with course competencies and activities. Faculty has worked to ensure that students get a variety of placement experiences that align with course competencies. See the guide at this following website to help plan for your placement: www.cgc.edu/eduservicelearning

ORIENTATION and APPLICATION FOR PLACEMENT

Students are required to apply for school placements and do this by attending a formal service-learning orientation sessions (students new to the program) or by applying online (students previously enrolled in the program and with prior CGCC service-learning experience).

- New students who have not yet completed service-learning as part of CGCC's Teacher and Early Childhood Education Program must attend a formal orientation session (dates and times are provided by instructors) and online at www.cgc.edu/eduservicelearning

- Returning students have the option to apply for placement online by the second week of the semester at www.cgc.edu/eduservicelearning.

- Students failing to attend an orientation or to submit an application for placement by the second week of the semester risk being withdrawn from their EDU, EED, and/or ECH course(s).

- Student preferences will not be honored in late placements.

- No placements will be made after the 6th week of the semester.

- Placement may be revoked if not confirmed by due date.

- No placement information will be released to students without verification of IVP fingerprint clearance.

- Placement is made by CGCC's Office of Service-Learning in relation to course competencies, school district and agency policy, and MCCCD regulations. School districts may require additional district or agency-specific forms in addition to CGCC required paperwork.

MONITORING and INTERVENTION

Students are held accountable by instructors for completing required service-learning forms and assignments. The Service-Learning Placement Coordinator supervises issues/problems/concerns as a result of service-learning and may intervene as is necessary.

A detailed and completed *timecard* that logs hours of attendance and summarizes active involvement must be signed by the student, mentor teacher, and faculty.

The Service-Learning Assistant (SLA) for each class will assist the instructor and students in complying with *formal paperwork* and follow-up requirements.

Service-learning probation may apply to students who do not comply with the early requirement of either attending an orientation or completing the online application for placement by the semester deadline.

A *coaching conference* may be called to address any academic or behavioral concerns that surface during a service-learning placement. Such a conference will include the student and the CGCC Service-Learning Placement Coordinator for Teacher and Early Childhood Education Programs, with input from the mentor-teacher and/or college instructor. The purpose of a coaching conference is to coordinate goals and objectives between school and college/program expectations for successful completion of the project. The Service-Learning Placement Coordinator will lead the conference and work with students and instructors on a plan of improvement. Students labeled as "inappropriate" in any category on their time card evaluation may be requested to participate in a coaching conference for future courses.

A *failed placement* occurs when a student has been refused completion of the service-learning hours at the placement site and has been asked to leave the placement site. In this case, the school shall provide their complaint in writing to the CGCC Service-Learning Placement Coordinator. After consultation with the appropriate combination of instructor, school/agency personnel, student, and college administration, a second placement may be offered. Two failed service-learning placements will result in removal from CGCC's Teacher and Early Childhood Education Program.

MISREPRESENTATION OF SERVICE-LEARNING

Misrepresentation of service-learning is a serious offense and puts not only a student's reputation at risk, but also the reputation of CGCC's Teacher and Early Childhood Education Program. Any falsification (i.e. prefabrication of dates, time, and/or activity; forging initials, signatures, or evaluation, etc.) of information, records, or documents concerning the service-learning placement and/or project is considered a serious breach of appropriate and ethical behavior and will be treated as such. Resulting consequences may include any of the following:

• Grade of "Y" or "F" in the related course(s)

• Referral to CGCC Vice President of Academic Affairs for intervention, assistance and/or consequences

• Referral to CGCC Vice President of Student Affairs for intervention, assistance and/or consequence

• Possible suspension or removal from CGCC's Teacher and Early Childhood Education Program

PROJECT PARTS

Although detailed and specific directions may also be provided by instructors, all service-learning projects include the following major components.

Active Engagement in the Classroom

Students are required to be actively involved in the classroom in which they are placed. Interaction with the teacher and students (some combination of individually, in pairs or small groups, or as a whole class) transforms the experience from observation to participation. The nature of the interaction and participation will be determined by the project requirements and planning between the mentor-teacher and the CGCC student. However, in order to satisfactorily complete this component of the service-learning project, students must have accomplished at least *two of the four* activities listed here:

- Intellectual observation and focused discussion with the mentor-teacher of teaching methods, classroom environment, student behavior, teacher-student relationships, instructional activities, and designated focus questions related to course content.
- Active involvement with individual students, small groups, and/or the entire class.
- Teaching or assisting in teaching a lesson with guidance from the mentor-teacher.
- Design and display of a bulletin board or other classroom display appropriate for grade level content or topic, or assistance with design of instructional materials.
- Assisting the mentor-teacher and/or students as is needed.

Reflection Journal

A reflective journal is where learning occurs! A reflective journal is the place for your thinking, feeling, and reflecting about what you have observed, experienced, accomplished, wondered, and most importantly, connected to course concepts and learning. Instructors will plan for focused or

free-write format of journals, and provide details as addendum to this document. Regardless of format, reflections are expected to be genuine, thoughtful and thorough, and specific to course content.

<u>Final Reflective Project, Paper or Presentation</u>
Students will be required to present important learning as a result of the field experience in a final learning product to be determined at an instructor's discretion. The intent of this assignment is to address two overall questions: 1. *What did I learn about . . . Connections to the coursework? Schools? Curriculum? Classrooms? Teaching? Children? Self? 2. What was it like to serve in education?* Although individual instructors design individual assignments, a successful final product includes these features:

- Thoughtful, thorough analysis of learning.
- Specific connection to course competencies and concepts.
- Personal response and voice.
- Clear, complete [oral or written] communication skills.
- Creative and competent presentation.

Special Note Regarding Grades for Service Learning/Internships:

- A "C" or better on all parts of the service-learning project is required for a passing course grade.

- All service-learning grade issues and appeals must be heard by the Teacher and Early Childhood Education Program Appeals Board. (The process is described in the final section of this document.)

ENSURING SUCCESS

All students must complete a satisfactory service-learning project, including all assigned parts, to receive a "C" or better for the course. Use these self-assessment questions to evaluate your strengths and weaknesses in regards working with children in school situations and to set goals for your next field experience.

ELEMENTS FOR SUCCESS	QUESTIONS TO ASK YOURSELF
SERVICE: Civic, Community and Career Responsibility	*Have you . . .* ▪ Been fully and actively engaged? ▪ Understood your service to the classroom? "Greater good?" ▪ Felt positively energized by the experience? ▪ Made and upheld a serious commitment to your site? ▪ Engaged in active involvement with the teacher and students? ▪ Taken initiative (as is appropriate)? ▪ Grasped understanding of concepts such as: An individual's role in a democracy? Multiple roles of teachers? Professionalism? ▪ Gained a sense of the connection between schools and community, including benefits and challenges? ▪ Understood societal influences in education?
LEARNING: Academic Applications & Career Implications	*Have you . . .* ▪ Made connections between the experience and course concepts or competencies? ▪ Exhibited a desire to seek deep learning and increased knowledge from the experience? ▪ Demonstrated intellectual curiosity by setting a personal goal, focus, or questions in pursuit of enhanced learning? ▪ Begun to think in new ways or "like a teacher" in addressing course concepts from multiple points of view? ▪ Demonstrated open-mindedness? ▪ Made judgments based on reasoning and evidence rather than impulsive reactions? ▪ Reflected on the experience in a thoughtful, thorough manner?
DISPOSITIONS: Social and Personal	*Have you . . .* ▪ Exhibited a consistently positive and cooperative attitude about the experience? ▪ Sought out a thorough, engaging learning experience? ▪ Openly shared in class discussions? ▪ Present yourself with the disposition of a "professional" such as responsible work habits, honest integrity and appropriate ethics? ▪ Sought guidance from the mentor-teacher and instructor when needed? ▪ Gained insight into your own strengths and goals? ▪ Understood the impact of service-learning on your personal and career development?

SAMPLE STUDENT REFLECTIVE ESSAY (EDU222)

Brianna's New Excellent Adventure

As I write this final reflection on my exceptional learner practicum, I realize that this by far has been my most pleasurable and rewarding learning experience yet. In spite of a little initial nervousness about going into the unknown territory of special education, my experience in a resource classroom at Jefferson Junior High School was both positive and rewarding. I know I was especially lucky to have benefited from a mentor who not only guided me through the experience and answered all of my questions, but also gave her time and energy to mentor me. Her positive attitude and realistic expectations for students helped me to understand everything it takes to work with students and their exceptionalities. Her application of education and positive nature made me appreciate that this may be an area of interest that I will further explore throughout my educational process. As this practicum was a new adventure for me, the learning that result was certainly excellent.

Part of the excellence is in the richness of my learning about teaching in the realm of special education and about myself. Of special importance is my newly acquired understanding of various physical and learning disabilities, assessment and placement processes, the Individualized Education Plan (IEP) process, and the many strategies and tools to assist exceptional learners and their teachers. I was pleased to witness that identification and placement of exceptional learners is a team approach at my school. The Learning Intervention Team (LIT) is comprised of regular and special education teachers, administrators, counselors, and the psychologist. Together they document, test, and debrief information and make decisions about students. Parents are also included and the team does an impressive job of educating parents about the variety of options and their advantages or disadvantages. The example at Jefferson helped me see the value of parents and educators working together on behalf of a student's success. My experience also may make me – painfully, I am afraid, but not hopelessly – aware of the many challenges faced by special educators. The day-to-day struggle of working with students who may or may not be motivated or "controlled," the occasional obstinate parent in denial, and the vast amount of red tape and paperwork could easily defeat the best of them. Knowing about these challenges at the onset helps prepare me for what lies ahead.

My experience was not limited by learning only about others. I learned a great deal about myself. Special education is a field I must continue to investigate. Although I do not believe my

strengths and interests lie in special education at this point, I know Arizona's laws of inclusion mean that I will be faced with special needs students in my "regular" teaching load. I must continue my own learning and use the expertise of colleagues as additional support. I did learn that I have the patience that it takes to teach in a resource type environment, and that I know I have students' best interests at heart. I found working with the limited number of students in a class period engaging and fulfilling. One challenge for me will be to consistently work with centers and small groups in my own classroom to replicate this in a regular classroom setting. Above all else, I have learned that I have the capacity to believe in success and progress for special needs students.

Being placed with a mentor who is honest about the profession, and who dedicates herself entirely to the success of her students and her co-workers makes her an inspiration to an area of education that is in desperate need of more teachers. She puts everything into perspective, and sheds a positive light onto everything she teaches and believes in. An example of that is when I asked her about the extraordinary amount of paperwork she has as a resource teacher. Her explanation was very mathematical: "I have a pair of two period classes with 8-12 students each. If each IEP is approximately fifteen pages each, and I have approximately 20 students total, the paperwork ends up equaling the same as for general education classes. Regular teachers have five classes of 30 students, equaling paperwork for 150 students. With that amount of work required there might be even more papers to take care of than the IEP students." I also learned that the curriculum is not bound as tightly for resource classes as they are for the general education classes. My mentor seemed to have a great deal of flexibility in this regard. She advocated that a few classroom management skills were always important to incorporate into any class that I teach, but were especially useful for special needs students. The usage of time, pacing, and room arrangement were the most difficult challenges to deal with, but a clear and decisive plan with alternatives would help.

May teachers display a true passion for their craft. They maintain strong convictions on behalf of their students and their welfare. They care about each and every individual and their success. They work together towards these goals. The most valuable lesson that I take away from my very excellent adventure at Jefferson Junior High is that success is possible for each and every student, regardless of his or her level of learning or disability. My goal for the future is to live by this ideal of equitable education and teach accordingly. As an educator I want to always remember that what *we* see as a disability may not always be perceived as a disability *to the*

student. Having said that, understanding the difficulties and challenges that these students face everyday, will help ensure that I as an educator will give them what they need in order to pave the way to their future.

REVISION CHECKLIST

This checklist may be used for individual or peer revision, or in conjunction with meeting with a Writing Center tutor.

	Present	Needed
CONTENT and IDEAS		
Have I addressed each of the following questions?	❏	❏
What is my personal reaction to my observations and experiences?	❏	❏
What new learning, insight, or attitudes have I acquired as a result?	❏	❏
What have I learned about yourself and your abilities?	❏	❏
How will all of this impact me in the future?	❏	❏

ORGANIZATION

	Present	Needed
Have I started my paper with an effective, concise introduction?	❏	❏
Are paragraphs developed fully and interestingly?	❏	❏
Have transitions been used to help the paper flow and to connect ideas?	❏	❏
Does the conclusion leave a positive impression?		

VOICE

	Present	Needed
Have I used the active voice and strong action verbs		
Have I maintained the first person "I?" throughout the paper?	❏	❏
Is my tone positive?	❏	❏

WORD CHOICE

	Present	Needed
Have I used professional/course vocabulary correctly?	❏	❏
Is my language natural, not convoluted, forced, or overdone?	❏	❏
Have I chosen words precisely and carefully?	❏	❏
Is my language rich and expressive?	❏	❏

SENTENCE FLUENCY and CLARITY

	Present	Needed
Have I avoided monotony by varying sentence structures?	❏	❏
Have I avoided fragments? Run-ons?	❏	❏
Is reading easy? Clear?	❏	❏

CONVENTIONS

	Present	Needed
Have I attended to correct spelling? Punctuation? Capitalization?	❏	❏
Is my grammar and usage correct?	❏	❏
Are all writing conventions used correctly?	❏	❏

PRESENTATION

	Present	Needed
Does my essay conform to assignment specifications of length & format?	❏	❏
Is my essay headed and titled appropriately?	❏	❏

RUBRIC CHOICE #1: HOLISTIC EVALUATION

Holistic evaluation looks for an overall impression made by the essay supported by general statements of criteria and standards. The traits represented in this rubric are adapted from the Arizona Six Traits of Competent Writing that part of the Arizona Content Standards for Writing.

STANDARDS → TRAITS ↓	"A" *Exceptionally Competent, Clear, Creative;* "Model" Work	"B" *Competent, Clear, Expressive;* Good	"C" *Adequately Complete and Clear;* Inconsistent
THINKING, IDEAS & CONTENT	Includes all required elements of the assignment. Develops all required topics in an interesting way. Stays focused and displays a depth of thought beyond the obvious and superficial. Displays awareness of and attention to a professional audience and purpose throughout.	Includes all required elements of the assignment. Develops all four required topics. Is mostly focused and displays depth of thought, although perhaps not as thoroughly as for an "A." Displays awareness of and attention to a professional audience and purpose.	May lack required elements of the assignment. May lack some topic(s) or be redundant and repetitive. Develops concepts with little depth and interest. Awareness of and attention to a professional audience and purpose may be lacking.
ORGANIZATION	Develops an effective three-part structure: compelling introduction, well developed body, memorable conclusion. Details are well chosen & well developed in body paragraphs. Paragraphs are well ordered and connected with transitions so as to provide smooth flow of major points.	Develops a three-part structure: introduction, well developed body, conclusion. Body paragraphs are ordered in most cases, to flow smoothly from point to point. Minor flaws or lack of finesse in some aspects of the format may be in evidence.	May not include all three parts (introduction, body and conclusion) or any one or more parts may not have been well developed. Reliance is on 5-paragraph format. Body paragraphs are only modestly developed, and may not be well ordered or connected resulting in some choppiness in flow of thought.
VOICE	Uses first person ("I") and exudes a sense of idealism, commitment, and sincerity. Presents a personal, professional and positive approach. Employs strong active voice and active verbs for a direct tone.	Uses first person ("I") but may exude only glimpses of a sense of idealism and commitment. Is sincere, and presents a personal, professional and positive approach but perhaps, with less refinement than an "A."	Uses first person ("I") but perhaps inconsistently or may lack a sense of idealism, commitment, or sincerity. Positive ideas are presented, but the overall voice may be objective or distant in places.
WORD CHOICE	Vocabulary is professional and reflects course terminology. Wording is natural, not convoluted. Rich, expressive language is used and words are used correctly. Avoids slang, casual expression, and clichés. Clarifies acronyms, if used.	Vocabulary is professional and reflects course terminology, but may not always be used clearly or precisely. Wording is natural, not convoluted. Language is mature. There may be minor lapses in use of slang, casual expression, clichés, or acronyms.	May not use professional vocabulary or course terminology consistently or correctly. Wording may not be natural or mature. Reliance is on simple expression and slang, casual expression, and clichés are in evidence. Generally, language may be repetitive and lackluster.
SENTENCE CLARITY & FLUENCY	Sentences are well-crafted, varied and sophisticated. Transitions are used to provide fluency, smooth flow of thought, and ease in reading and understanding. There are no fragments, run-ons or awkward or unclear working.	Sentences are varied and sophisticated. Transitions are used to provide fluency, smooth flow of thought. Occasional fragments, run-ons or awkward or unclear wording may interfere with easy reading and understanding.	There may be enough sentence errors (fragments, run-ons, awkward or unclear wording) to interrupt flow and understanding. Transitions may not be used at all or frequently enough to provide fluency.
CONVENTIONS PRESENTATION	All conventions of standard written English have been observed and controlled. Only insignificant errors in spelling, capitalization, punctuation, grammar, usage, and citation (if needed) are evidenced. Format and presentation are appropriate to form and flawless.	All conventions of standard written English have been observed and only minor or occasional errors in spelling, capitalization, punctuation, grammar, usage, and citation (if needed) are evidenced. Format and presentation are appropriate to form and flawless.	Frequent or persistent errors in spelling, capitalization, punctuation, grammar, usage, and citation (if needed) detract from reading. Editing and/or proofreading may have been neglected. Format and/or presentation may be flawed.

RUBRIC CHOICE #2: ANALYTICAL EVALUATION

Analytical evaluation assigns a value to each criterion and standard, and determines the overall grade mathematically. The standards for both rubrics are identical.

Percentage of Overall Grade	Trait	1	2	3	4	Comments
20%	**Content and Ideas.** Demonstrates genuine understanding of the four required topics. Stays focused and displays a depth of thought beyond the obvious and superficial. Displays awareness of and attention to a professional audience and purpose throughout.					
15%	**Organization.** Develops an effective three-part structure: compelling introduction, well developed body, memorable conclusion. Details are well chosen & well developed in body paragraphs. Paragraphs are well ordered and connected with transitions so as to provide smooth flow of major points.					
20%	**Voice.** Uses first person ("I") and exudes a sense of idealism, commitment, and sincerity. Presents a personal, professional and positive approach. Employs strong active voice and active verbs for a direct tone.					
10%	**Word Choice.** Vocabulary is professional and reflects course terminology. Wording is natural, not convoluted. Rich, expressive language is used and words are used correctly. Avoids slang, casual expression, and clichés. Clarifies acronyms, if used.					
10%	**Sentence Fluency and Clarity**. Sentences are well-crafted, varied and sophisticated. Transitions are used to provide fluency, smooth flow of thought, and ease in reading and understanding. There are no fragments, run-ons or awkward or unclear working.					
15%	**Conventions**. All conventions of standard written English have been observed and controlled. Only insignificant errors in spelling, capitalization, punctuation, grammar, usage, and citation (if needed) are evidenced.					
10%	**Presentation**. The essay meets all specifications for length, format, and presentation.					

Points Possible		**Grade**
Ideas & Content _____ x 20 = _____	Sentence Fluency _____ x 10 = _____	**Total Points:** _____
Organization _____ x 15 = _____	Conventions _____ x 15 = _____	**Percent:** _____
Voice _____ x 20 = _____	Presentation _____ x 10 = _____	**Letter Grade:** _____
Word Choice _____ x 10 = _____		

VII.
COMMON PROJECT:
PHILOSOPHY

VII. Common Project: Philosophy

DEFINITION

A "philosophy of education" is a document that identifies you as a professional educator – what kind of teacher you plan to be, a rationale for this, what's important to you and why, how you will operate in the professional world and in the world of a classroom. It is a working document, too. Much like a resume or portfolio, it is revised frequently.

In CGCC's Teacher and Early Childhood Education Program your philosophy is a series of papers, one from each foundation course that demonstrates your knowledge of and planned applications for course concepts. This means you will address course specific topics or concepts as values or beliefs, and describe your intentions for living up to them in your future classroom. Yours will be a "Philosophy of _____"(classroom management, diversity in education, math in the classroom, children's literature in the curriculum, teaching exceptional learners, etc.) to match the course(s) you are taking. With more learning and experience after transfer, ideas from your community college and university courses will be compiled into a single, blended, fully integrated professional philosophy of teaching.

PURPOSE and AUDIENCE

The purpose of such a philosophy is to identify your values, priorities, and actions as a teacher – for you and for a professional audience (future principals, human relations directors, etc.) to whom you may send your philosophy as a supplement to your application packet.

A philosophy essay defines what is important to you as a teacher or other professional (core values) and illustrates your intention to live up to it. It is the foundation on which your decisions concerning professional practice stand. As a future teacher and a student in CGCC's Teacher and Early Childhood Education Program, you will be encouraged to 'think like a teacher." To assist you in identifying core values and course content that are important to you in your future role as a professional, you will develop a separate philosophy of teaching related to each of your education courses. At the university your philosophy of teaching will grow into a single document in which the most important concepts from each course will be combined. Specific assignment requirements and student models will be provided by your instructor and more information is provided later in this document in the "Common Project: Philosophy" section.

NOTE: The philosophy essay is a required MCCCD competency and signature assignment for EDU221.

KEY FEATURES

Your philosophy essay ….

- Is approximately 2-3 pages in length (double-spaced).
- Includes key concepts and/or competencies from the course(s) for which you are writing a philosophy.
- Should read like a polished document with a professional voice (this does not mean to imply, however, that it will be dull).
- Is planned and reads as an expository essay.

NOTE: Your instructor may provide specific assignment directions, suggestions, list of competencies to be addressed, and models as you work through this project.

THE WRITING PROCESS

Related to the success of any written assignment, is the extent to which you utilize the steps of the writing process. This is a process, which assists you in generating ideas and thinking of what to say, experimenting with a variety of ways of expressing it, and polishing the final draft for an audience. Your instructor may facilitate some of the steps as part of your class, or he or she may set expectations for you to follow them independently. Either way, you will write a better philosophy if you move through the process one step at a time – and even repeat some steps if needed!

Step 1. PRE-WRITING *("Get it!")*

- Reflect on the most important learning (such as competencies, readings, discussions, speakers, videos, current event awareness, etc.) you have gleaned from your course.
- Consider what you have learned or had reinforced as a result of service learning.
- Brainstorm all the ideas you might include.
- Begin to organize, outline or map your thinking.
- Complete the "I believe, therefore …" activity (probably in class).

Step 2. DRAFTING *("Get it down!")*

- Write! Avoid focusing too much on the mechanics (spelling, punctuation, etc.).
- Get your ideas down in complete sentences organized in paragraphs.
- Let topic sentences state your "value," then explain it in the paragraph to follow.
- Draft a "creative" introduction and conclusion. You may wish to use a quote, a metaphor, or some brief vivid descriptive passage to get your reader's attention.

Step 3. REVISING and EDITING *("Get it right!")*

- In revision, check for content and that you complied with assignment directions.
- In editing, you will correct your writing following standard conventions such as spelling, sentence fluency, capitalization and punctuation, etc.
- Provide an appropriate title: i.e. *My Philosophy of Teaching Children's Literature*

NOTE: Revision and editing should actually occur more than once in the process from beginning to end. You will want to assess the paper yourself, but you should also have peers review it, utilize the assistance of CGCC's Writing Center, and possibly, get feedback from your instructor. The checklist that appears later in this document can help you assess your writing and plan for which standard you wish to achieve. The rubric with which your paper will be graded is based on this checklist.

Step 4. PUBLISHING *("Get it out!")*

- Prepare the final draft.
- Decide on a specific and attention-getting title.
- Spell-check. Proofread. Proofread. Proofread. Proofread.
- Conform to suggested format (for either a web or paper copy).

CHECKLIST FOR REVISION

Present   Needed

THINKING, IDEAS, AND CONTENT

	Present	Needed
Includes all required elements of content from these assignment directions.	❑	❑
Includes a minimum of 3 distinct course topics, concepts or competencies.	❑	❑
Demonstrates knowledge and understanding of topics, concepts, or competencies.	❑	❑
Demonstrates application of course topics, concepts, or competencies.	❑	❑
Articulates interesting, relevant thinking and learning beyond the obvious.	❑	❑
Stays focused, on task, and true to the purpose and audience.	❑	❑

ORGANIZATION

	Present	Needed
Includes all required parts of the format used (essay, letter, sub-headed or bulleted).	❑	❑
Opens with a compelling introduction (imagery, metaphor, poignant quote, etc.).	❑	❑
Introduces body paragraphs with topic sentences.	❑	❑
Develops body paragraphs thoughtfully and thoroughly with explanations, elaborations, examples.	❑	❑
Uses transitions, headings, or bullets to introduce and connect ideas between and within paragraphs.	❑	❑
Concludes beyond summary (leaves an impact, connects to attention-getter, etc.).	❑	❑
Creates a title that is more than a label for the assignment.	❑	❑

VOICE

	Present	Needed
Uses first person voice ("I").	❑	❑
Exudes a sense of idealism, commitment, sincerity, personal mission.	❑	❑
Is authentic, enthusiastic, and/or scholarly as is appropriate.	❑	❑
Presents a positive philosophical approach.	❑	❑

WORD CHOICE

	Present	Needed
Uses accurate professional vocabulary and course terminology.	❑	❑
Chooses natural, not convoluted language.	❑	❑
Demonstrates a rich, mature vocabulary.	❑	❑
Avoids slang, colloquialisms and casual expression.	❑	❑
Clarifies acronyms, if used.	❑	❑

SENTENCE CLARITY AND FLUENCY

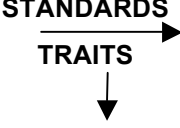|	Present	Needed
Writes in varied and sophisticated sentences (beginnings, length and pattern).	❑	❑
Creates a smooth flow of thought that is easy to read and easy to follow.	❑	❑
Avoids fragments, run-ons, and awkward or unclear wording in sentences.	❑	❑

CONVENTIONS

	Present	Needed
Is free of writing errors such as spelling, usage, capitalization, punctuation, etc.	❑	❑
Has been spell-checked, edited, and proofread.	❑	❑
Are controlled so as not to cause interference in or disruption to reading.	❑	❑
Is flawless in format and presentation.	❑	❑

RUBRIC CHOICE #1: HOLISTIC EVALUATION

Holistic evaluation looks for an overall impression made by the essay supported by general statements of criteria and standards. Standards on both rubrics are identical.

STANDARDS → TRAITS ↓	"A" *Exceptionally Competent, Clear, Creative;* *"Model" Work*	"B" *Competent, Clear Expressive;* *Good Work*	"C" *Adequately Complete and Clear;* *Inconsistent*
THINKING, IDEAS & CONTENT	Includes all required elements of the assignment. Demonstrates genuine understanding of a variety (3+) of important course concepts. Includes sophisticated discussion of both information and application of concepts (beliefs, rationale, examples) Stays focused and displays a depth of thought beyond the obvious and superficial. Displays awareness of and attention to a professional audience and purpose throughout.	Includes all required elements of the assignment. Demonstrates acceptable understanding of a variety (3) of important course concepts. Includes both information and application of concepts (beliefs, rationale, examples). Is mostly focused and displays depth of thought, although perhaps not as thoroughly as for an "A." Displays awareness of and attention to a professional audience and purpose.	May lack required elements of the assignment. May lack a variety (Fewer than 3) of course concepts or be redundant and repetitive. Develops concepts with little depth and interest. The combination of information and/or application is not consistently balanced of presented. Awareness of and attention to a professional audience and purpose may be lacking.
ORGANIZATION	Develops an effective three-part structure: compelling introduction, well developed body, memorable conclusion. Details are well chosen & well developed in body paragraphs. Paragraphs are well ordered and connected with transitions so as to provide smooth flow of major points.	Develops a three-part structure: introduction, well developed body, conclusion. Body paragraphs are ordered in most cases, to flow smoothly from point to point. Minor flaws or lack of finesse in some aspects of the format may be in evidence.	May not include all three parts (introduction, body and conclusion) or any one or more parts may not have been well developed. Reliance is on 5-paragraph format. Body paragraphs are only modestly developed, and may not be well ordered or connected resulting in some choppiness in flow of thought.
VOICE	Uses first person ("I") and exudes a sense of idealism, commitment, and sincerity. Presents a personal, professional and positive approach. Employs strong active voice and active verbs for a direct tone.	Uses first person ("I") but may exude only glimpses of a sense of idealism and commitment. Is sincere, and presents a personal, professional and positive approach but perhaps, with less refinement than an "A."	Uses first person ("I") but perhaps inconsistently or may lack a sense of idealism, commitment, or sincerity. Positive ideas are presented, but the overall voice may be objective or distant in places.
WORD CHOICE	Vocabulary is professional and reflects course terminology. Wording is natural, not convoluted. Rich, expressive language is used and words are used correctly. Avoids slang, casual expression, and clichés. Clarifies acronyms, if used.	Vocabulary is professional and reflects course terminology, but may not always be used clearly or precisely. Wording is natural, not convoluted. Language is mature. There may be minor lapses in use of slang, casual expression, clichés, or acronyms.	May not use professional vocabulary or course terminology consistently or correctly. Wording may not be natural or mature. Reliance is on simple expression and slang, casual expression, and clichés are in evidence. Generally, language may be repetitive and lackluster.
SENTENCE CLARITY & FLUENCY	Sentences are well-crafted, varied and sophisticated. Transitions are used to provide fluency, smooth flow of thought, and ease in reading and understanding. There are no fragments, run-ons or awkward or unclear working.	Sentences are varied and sophisticated. Transitions are used to provide fluency, smooth flow of thought. Occasional fragments, run-ons or awkward or unclear wording may interfere with easy reading and understanding.	There may be enough sentence errors (fragments, run-ons, awkward or unclear wording) to interrupt flow and understanding. Transitions may not be used at all or frequently enough to provide fluency.
CONVENTIONS AND PRESENTATION	All conventions of standard written English have been observed and controlled. Only insignificant errors in spelling, capitalization, punctuation, grammar, usage, and citation (if needed) are evidenced. Format and presentation are appropriate to form and flawless.	All conventions of standard written English have been observed and only minor or occasional errors in spelling, capitalization, punctuation, grammar, usage, and citation (if needed) are evidenced. Format and presentation are appropriate to form and flawless.	Frequent or persistent errors in spelling, capitalization, punctuation, grammar, usage, and citation (if needed) detract from reading. Editing and/or proofreading may have been neglected. Format and/or presentation may be flawed.

RUBRIC CHOICE #2: ANALYTICAL EVALUATION

Analytical evaluation assigns a value to each criterion and standard and determines the overall grade mathematically. Standards on both rubrics are identical.

Percentage of Overall Grade	Trait	1	2	3	4	Comments
20%	**Content and Ideas.** Demonstrates genuine understanding of a variety (3) of important course concepts. Includes sophisticated discussion of both information and application of concepts (beliefs, rationale, examples) Stays focused and displays a depth of thought beyond the obvious and superficial. Displays awareness of and attention to a professional audience and purpose throughout.					
15%	**Organization.** Develops an effective three-part structure: compelling introduction, well developed body, memorable conclusion. Details are well chosen & well developed in body paragraphs. Paragraphs are well ordered and connected with transitions so as to provide smooth flow of major points.					
20%	**Voice.** Uses first person ("I") and exudes a sense of idealism, commitment, and sincerity. Presents a personal, professional and positive approach. Employs strong active voice and active verbs for a direct tone.					
10%	**Word Choice.** Vocabulary is professional and reflects course terminology. Wording is natural, not convoluted. Rich, expressive language is used and words are used correctly. Avoids slang, casual expression, and clichés. Clarifies acronyms, if used.					
10%	**Sentence Fluency and Clarity**. Sentences are well-crafted, varied and sophisticated. Transitions are used to provide fluency, smooth flow of thought, and ease in reading and understanding. There are no fragments, run-ons or awkward or unclear working.					
15%	**Conventions**. All conventions of standard written English have been observed and controlled. Only insignificant errors in spelling, capitalization, punctuation, grammar, usage, and citation (if needed) are evidenced.					
10%	**Presentation**. The essay meets all specifications for length, format, and presentation.					

Points Possible		Grade
Ideas & Content ____ x 20 = ____	Sentence Fluency ____ x 10 =____	**Total Points:** _____
Organization ____ x 15 = ____	Conventions ____ x 15 = ____	**Percent:** _____
Voice ____ x 20 = ____	Presentation ____ x 10 =____	**Letter Grade:** _____
Word Choice ____ x 10 = ____		

SAMPLE STUDENT PHILOSOPHY (EDU221)

Life, Learning, and A Passion for Teaching:
My Philosophy on Education

Construction is an important aspect of teaching. The construction of knowledge and healthy social and academic development are the building blocks on which individuals build their lives. As a teacher, I lay the foundation on which my students will begin building their futures. Such a foundation must be solid, yet flexible enough to encourage change. It must be large enough to hold a volume of knowledge and information, yet with a capacity for human development and enrichment. The education of my students is my first priority, and my values will help me live up to this goal and provide the most positive school experience for my future students.

I understand the multiple influences on what and how I will teach and view the curriculum as the cornerstones for my teaching. Using state and district standards as springboards for my own curriculum development will ensure my students are receiving the preparation desired by policymakers and parents. My lessons will align with these standards and be designed with individual student interests and needs in mind. In an effort to address multiple learning styles and exceptionalities, I will be conscience of differentiating lessons for the individual students who require special accommodations. Providing students with choices where it is appropriate to do so is a student-centered approach to activity development and assessment processes. Because students learn best by doing, I hope that by offering a variety of ways to demonstrate their learning, students will be motivated to learn and be successful with their schoolwork. Including the language arts across all subject areas will provide a skills approach to my teaching and that a thematic approach will help students see connections among skills and subjects.

In order to be successful in teaching, I must provide a positive learning environment. Establishing a classroom in which students are safe, comfortable, and free to take risks in their work is the keystone in my classroom. Above all else, my classroom will promote learning by being student-centered and accommodating and honoring diversity. I want to create a classroom that is inviting – one in which my students are surrounded by relevant, meaningful active engagement in all curriculum goals and objectives. The walls of my classroom will be colorful and stimulating, lined with posters, and include a class library with shelves stocked with books of all genres, topics, and reading levels. In addition to creating a positive physical environment, my students need to feel secure in the emotional atmosphere of my classroom.

Feeling a sense of belonging will provide the students with the solid foundation for their learning. I will utilize a variety of positive reinforcements and rewards systems for encouragement and praise, and plan a series of individual student conferences throughout the year to help keep students' attitudes and progress on a positive track.

Closely related to both my approach to instruction and to classroom environment is my approach to management. I will establish clear rules and procedures for smooth operation in my classroom, and students will be held accountable with appropriate consequences. My approach to discipline will also be positive and in line with teaching responsibility. Students will have clear parameters for behavior and take on classroom jobs such as computer manager, supply monitor, and homework checker that will teach leadership. Building a positive and inclusive classroom community is important for the success of all students; they need to feel like they are part of a team and are valuable to that team. Working in groups promotes teamwork, which, in turn, builds self-esteem and provides children first hand problem solving skills, sharing, and the acceptance of others. Attention to aspects of cognitive, social, and emotional development of children frames my beliefs about the kind of classroom I wish to create.

I have established high standards for my teaching and my students. In order to be successful, I must present my best professional self. My organizational skills, compassion and empathy for students, and desire to serve students well will hold me in good stead as I continue to plan for teaching. Presenting a professional front and developing nurturing relationships with my students are also part of my professional value system. Recognizing the important role of parents in the learning process will ensure that I include them as partners in teaching their children.

Because every child has the right to opportunity and education, every educator, including me, extends a promise to all children: I promise that I will educate my students with patience and urgency. I will foster self-esteem through independent and social settings. I will speak and I will listen. I will provide opportunity for cognitive, social and emotional development. I will inspire and stimulate wonder to think critically and creatively. I will accept and expect, give and receive respect. I will build strong foundations for my students.

VIII.
COMMON PROJECT:
PORTFOLIO

VIII. Common Project:
Portfolio

DEFINITION and KEY FEATURES

"A portfolio is a purposeful **collection** of student work that exhibits to the students and/or others the student's efforts, progress or achievement in a given area. This collection must include: student participation in the **selection**; the criteria for selection; the criteria for judging merit; and evidence of self-**reflection** or self-assessment."

Northwest Regional Education Laboratories

PURPOSES and AUDIENCES

Teachers and child care providers maintain a professional portfolio – a compilation of a variety of evidence that documents and "shows off" their knowledge, skill and experience. In some cases, such a portfolio must meet credential criteria. Building your education portfolio is both a process and a product that will help you "see" what you have learned and how you have grown academically, personally, and professionally. It will continue to grow with you and in doing so, will serve many purposes:

- To assist you in reflection and self-evaluation of your learning
- To provide framework for organizing your professional learning, experiences, and materials
- To showcase your knowledge, skill, and experience related to your future in education
- To demonstrate mastery of national credential criteria and/or teaching standards
- To prepare for a university teacher or early childhood program
- To contribute to CGCC's Teacher and Early Childhood Education Assessment Program
- To present to a scholarship committee, potential employer or principal on job interviews
- To document professional development for career ladder, merit pay or recertification

One of the most challenging aspects of a portfolio, one that distinguishes it from merely a course notebook, is the audience for whom it is intended. In the real world, you will present your portfolio to someone outside of CGCC. This implies that some features of content and format be added to assist their viewing and understanding of the contents. In reality, you will prepare your portfolio for grading by your instructor and viewing by an outside professional audience.

PORTFOLIO FORMATS

The program in which you are enrolled will determined the format for your portfolio. For the majority of students will develop an electronic portfolio. Detailed directions for developing each section of your portfolio and how to use the Weebly website are included in the "Developing Your Portfolio in Weeby" manual. Copies are available for downloading or reference at: www.cgc.edu/teacher.   All portfolios should be developed according to the specifications and

examples provided in this manual.

Students developing a portfolio for the CDA credential and guidelines, however, will be instructed to develop a hard copy portfolio to meet national criteria.

IX.
ACADEMIC and
DISCIPLINARY
APPEALS
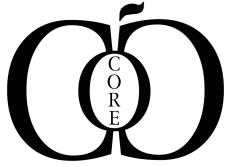
CHANDLER-GILBERT COMMUNITY COLLEGE
TEACHER and EARLYCHILDHOOD EDUCATION PROGRAM

ACADEMIC and DISCIPLINARY
APPEALS PROCESS

Academic and disciplinary decisions are made in compliance with policies outlined in Maricopa Community College District policy statements, Chandler-Gilbert Community College Student Handbook, and CGCC and National Center for Teacher Education (MCCCD) Teacher and Early Childhood Education Handbook. An appeal may be initiated by a student to resolve an academic or disciplinary issue that has not been successfully resolved at faculty, division, or program levels. SPECIAL NOTE: Students may use the appeal process only once during their tenure in CGCC's Teacher and Early Childhood Education Program.

PROCEDURE

1. Student consults with instructor about the incident or issue.

2. Student meets with instructor and appropriate college support personnel to discuss the incident/issue. This intervention team may consist of any of the following:

> Course instructor
>
> Program Coordinator
>
> Service Learning Placement Coordinator/Faculty Liaison
>
> Chair, Social and Behavioral Sciences Division
>
> Student Services Personnel (Vice President of Student Affairs, Office of Disability Resources, etc.)

3. Student completes a Teacher and Early Childhood Education Program Appeal Form (attached) **within two weeks after meeting with the intervention team**, and returns the paperwork to the Division Chair, Social and Behavioral Sciences Division. **SPECIAL NOTE:** No appeals will be considered after the two week period.

4. The Teacher and Early Childhood Education Program Coordinators call for a meeting of the Appeals Board. The coordinator replies to the student **within 5 working days** of an appeal being filed stating the date and location of the Appeals Board hearing.

5. The student must represent him or herself at the Appeals Board hearing in order to present his/her case and cannot be represented by any other person. If the student is unable to attend,

his/her paperwork and written appeal will represent the student's case to the committee in his or her absence.

6. The Appeals Board will review the case and make a decision and/or levy appropriate consequences as required.

7. A copy of the decision will be sent to the Vice President of Academic Affairs or to the Vice President of Student Affairs for review. His/her decision based on this review will be final.

8. Details of the decision will be sent in writing to the student.

GUIDING PRINCIPLES

1. Decisions are made in the best interest of the student, college, Teacher and Early Childhood Education Program, and community at large.

2. The Teacher and Early Childhood Education Program Appeals Board is an ad hoc committee that meets only as needed.

3. The Teacher and Early Childhood Education Program Coordinators will assemble faculty members to serve for one year as the Appeals Board. The Appeals Board will consist of no fewer than 3 faculty, one from the Teacher and Early Childhood Program, one from the Social and Behavioral Science Division, and one from another academic division. In the event the Teacher and Early Childhood Education Program faculty is the instructor involved in the appeal, another faculty will substitute on the Appeals Board.

4. The appeals process is designed to give students the opportunity to appeal decisions made by the Teacher and Early Childhood Education Program and to receive a fair hearing. No students should approach the Appeals Board members regarding their appeal prior to the hearing or review. Such action may terminate the student's appeal process, and may cause the student to be referred to the VP of Student Affairs of to the VP for Student Affairs for disciplinary review.

5. All decisions of the Appeals Board are sent to the Vice President of Academic Affairs and/or the Vice President of Student Affairs for final review (see item 7 in "Procedure"). Decisions will be sent to the student in writing.

6. Students must file their appeal (submit a completed the Appeal Process Form) within **two weeks of the incident/issue.**
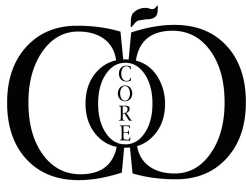
CHANDLER-GILBERT COMMUNITY COLLEGE
TEACHER and EARLY CHILDHOOD EDUCATION PROGRAM

APPEALS REQUEST FORM

Student Name: **Student ID:**

Address:

City/State/Zip Code:

Phone:

Email address:

Student Signature: _____ **Date:** _____

In the space below or on a separate page (not more than one side), type or word process your description of the academic or disciplinary incident/issue you want to appeal and the reason you are appealing. *(You may attach an additional page if necessary as well as any supporting documents).*

Submit this form to the Division Chair, Social and Behavioral Sciences Division, in E218.
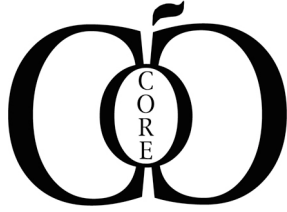Make a copy of all documents for your records.

For Administrative Use Only:

Appeal received by: _____ Date_____
                                                    Signature

Date, time, location of Appeals Hearing: _____

Result/Decision: _____

_____

CHANDLER-GILBERT COMMUNITY COLLEGE

TEACHER and EARLY CHILDHOOD EDUCATION PROGRAM

The contents of this document represent the curriculum and program values, policies, and procedures of CGCC's Teacher and Early Childhood Education Program that have been planned in conjunction with college policies and administration.

This handbook and the information therein serve as an addendum to all course syllabi.

Students should reference this handbook in both fall and spring semesters.

Thanks to CGCC's Students Learning and Outcomes Assessment Program
for funding annual assessment and revision work.

Special thanks to the National Center for Teacher Education for the
MCCCD Student Handbook.

CHANDLER-GILBERT COMMUNITY COLLEGE