

Broadening Professional Perspective Analysis

Key Assessment for EDUC 410. Education in a Democracy: Broadening Professional Perspectives

This assessment, Broadening Professional Perspective Analysis, provides an opportunity to demonstrate a level of democratic literacy necessary for understanding the broader context of the teaching profession as it relates to the Internship experience in preparation for the first year of teaching. Structural, legal, ethical and professional concepts, which affect the unique experiences of the beginning teacher, interact on the federal, state, and local levels in a democracy. Understanding of these interactions aids the new teacher with his/her interpretation of internal and external events on the classroom and the school community.

Students/Candidates must earn a C or better on the key assessment to earn a C in *EDUC 410 Education in a Democracy: Broadening Professional Perspectives*. A grade of C or better in *EDUC 410 Education in a Democracy: Broadening Professional Perspectives* is required for successful completion of the Winthrop University initial teacher preparation program.

The assessment series is broken down into five distinct parts--(I) Educator Role, (II) State Context, (III) District and School Context, (IV) Student Impact, and (V) Scenario: application to an ethical situation.

Instructions for candidates: To complete the key assessment below, you may use any materials you have from study guides, notes, class discussions and your authentic experience postings. You should read the rubric as a guide for each part before you respond. Each part contains a suggestion as to the approximate length of your response. Respond precisely and concisely, cite sources you use, and be aware of organization and standard English conventions in your writing.

Part I: Educator Role. (Not more than one page)

Generate a description of your role as an educator in a democratic society. This description should move beyond how you teach or your preferred management strategies. Ultimately, this response will be a statement about your rights, responsibilities, and ethical obligations as a teacher in a representative form of democratic government.

Part II: State Level Context. (Not more than one page, including citations if appropriate)

Identify current or past activity from the South Carolina* State Legislature and/or State Board of Education that would or will affect your role as a democratic educator described in Part I. Analyze how the legislation has affected or will affect your internship school including the rights and responsibilities of the students in your class and your fellow teachers. Talk to administrators, teachers, and specialists for additional insight.

Part III: District and School Level Context. (Not more than two pages)

One authentic experience in the course was to attend a district school board meeting and to relate your observations to your internship community. Your response to this section has two parts.

Part A: Apply your school board experience to provide the following three elements: (1) a summary of district school board minutes that identifies recent activity at the district and/or school levels; (2) an overview of one aspect of the school board discussion that could impact you as a teacher at your Internship school; and (3) an analysis of how the identified aspect would impact your role as a democratic educator and the rights and responsibilities of students, parents, and teachers. The purpose of this part is to see how decisions at the district and school level can affect the lives of teachers, students, and parents in real, tangible ways.

Part B: In addition, assess by observation at the Board meeting or through a conversation with an experienced educator how much teacher, parent, and general citizen participation occurs at board meetings and the impact such participation has on relations in your internship community.

Part IV: Student Impact. (Not more than one page)

In thinking about education as a democratic process at the federal, state, district, and school level, what have you learned about the effects of policy and practice? Create and support your thoughts in a one-page overview of how the various contexts are supporting and/or hindering South Carolina's* students from becoming successful future citizens of a global economy. Connect what you have learned about and experienced in multiple interactions with diverse learners throughout the teacher education program to the concepts of this course. Are we fulfilling our responsibilities as democratic educators? Are students' rights being upheld? If so, what is your evidence? If not, what needs to change?

Part V: Scenario: Ethical Dilemma. (Less than one page)

Using the scenario below, write a response of less than one page that enables you to analyze the situation and your reaction to it as a professional with regard to Parts 1 – IV of the key assessment above.

Your discussion should consider the following questions:

- What are your responsibilities?
- What are the moral and ethical implications in this situation?
- What are the legal implications? How do federal, state and local laws and policies affect this situation?
- How will you communicate your decision to the principal? What method and manner will you use?
- Beyond your responsibilities as the teacher, what are the ramifications to the school, the student, the parents and the district if the situation is or is not handled appropriately?

Scenario:

You are a first-year teacher in a rural, poverty-stricken school. After the first month of school, you begin to notice behavioral changes in Donald. He has become withdrawn, jumpy and inattentive. One morning, you notice that he has several bruises on his arm and a burn on his neck. You ask him what happened and he responds that he got in a fight with some bigger kids in the neighborhood.

A couple of days later, Donald limps into class late and gingerly sits down in his desk. You see a large bruise on his leg and ankle. You ask him what happened and he tells you that he slipped on the steps getting off the bus. He does not want to go to the nurse. You ask the bus driver about it that afternoon; the bus driver tells you that Donald's explanation didn't happen. You are beginning to suspect that something is going on beyond his clumsiness.

You speak to the counselor. She is unable to give you any further information. You speak to the principal; she tells you that she knows the mother and she will handle it with the parents. You do not hear anything back from the counselor or the principal in the next two days.

*You may utilize the North Carolina context if applicable to your internship placement.

Key Assessment RUBRIC

EDUC 410. Education in a Democracy: Broadening Professional Perspectives

| Assessment Outcome and Standards | Exceeds Expectations (3 points) | Meets Expectations (2 points) | Below Expectations (1 point) |
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| Part I: Teacher candidate describes the rights, responsibilities, and ethical obligations of teachers. (US 7, Element 2; Disposition 2, Integrity; InTASC 9, Professional Learning and Ethical Practice) | TC describes the rights, responsibilities, and ethical obligations of teaching in a democracy from multiple perspectives . TC considers role as a democratic educator through the lens of equity . | TC's response includes the basic rights, responsibilities, and ethical obligations of teachers in terms of district and state policy and exhibits some consideration of the learner perspective. | TC presents an exclusive focus on self as teacher and classroom authority. The response highlights rights and some responsibilities but lacks consideration of ethical obligations. |
| Part II: Teacher candidate analyzes the impact of state legislation on his/her role as a democratic educator and on the internship school. (US 7, Element 3; InTASC 10, Leadership and Collaboration) | TC analysis of state legislation explicitly aligns with purpose statement. TC uses multiple sources to determine impact of legislation on Internship school and cites sources appropriately. | TC analysis of state legislation connects with purpose statement. TC describes the impact of legislation on Internship school and cites sources appropriately. | TC identifies state legislation although connection to purpose statement and impact on Internship school is confusing or questionable. |
| Part IIIA: Teacher candidate analyzes the impact of local policy on the rights and responsibilities of students, parents, and educators. (US 7, Element 3; InTASC 10, Leadership and Collaboration)) | TC attends a School Board meeting, talks with attendees about activity, and summarizes key meeting activity. TC analyzes the impact of one or more activities on the students, parents , and educators at the internship school. | TC summarizes School Board minutes and analyzes a key activity that will impact the students and educators at the internship school. | TC summary presents more of a list of School Board activities versus an overview of key content. TC has difficulty analyzing impact on students, parents, and/or educators. |
| Part IIIB: Teacher candidate analyzes citizenship, relationships, and quality of life in the school community related to the current engagement in district-level initiatives. (EEDA Standard 4; InTASC 10, Leadership and Collaboration)) | After personally attending a district School Board meeting, TC analyzes the connection between citizen involvement in district-level initiatives and relationships within the school/district community. | TC describes and analyzes the attendance and participation of citizens at district School Board meetings. | TC describes citizen attendance at School Board meeting but fails to analyze the impact of such attendance. |

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| <p>Part IV: Teacher candidate draws upon current education policy and prior course experiences to reflect upon and suggest improvements for supporting diverse learners at the school, district, and state level. (US 7, Element 1; US 1, Element 1; Disposition 1, Fairness; InTASC 9, Professional Learning and Ethical Practice)</p> | <p>TC integrates knowledge and experience from prior coursework to reflect upon the impact of current policy and practice on multiple diverse learner needs at the school, district, and state level. Suggestions made for how to improve education in South Carolina* focus on equity for all learners.</p> | <p>TC discusses the impact of policy and practice at the school, district, and state level on students with diverse needs and relates the discussion to prior coursework. Suggestions are made for how to improve education in South Carolina*.</p> | <p>TC describes the impact of policy and practice at the school, district, OR state level on some diverse needs. Connection to prior coursework is weak or absent. Suggestions for improving education lacks alignment with description.</p> |
| <p>Part V: Application of Parts I-IV to a scenario Teacher candidate relates the ethical context of teaching to a scenario and analyzes his/her reaction as a teacher in a democracy in terms of federal, state and local law and/or policy and includes the effect of the situation on the school, student, parents and educators. (US 7, Element 2; Element 3; InTASC 9, Professional Learning and Ethical Practice)</p> | <p>TC relates his/her responsibilities in the resolution of the scenario to the multiple ethical roles of a teacher, expresses knowledge and empathy for the roles all persons involved, cites legal and policy reasons for actions, and constructs the content of a professional, effective crucial conversation with the principal.</p> | <p>TC recognizes one of the teacher’s ethical responsibilities in the resolution of the situation, expresses understanding of the roles of the other participants, refers to legal and policy precedents, and communicates in a positive manner with the principal.</p> | <p>TC expresses how he/she would resolve this situation, vaguely references law and policy, poorly expresses understanding of the roles of the other participants, and exacerbates the situation through the conversation with the principal or omits the conversation as part of the resolution.</p> |
| <p>Overall: Teacher candidate utilizes standard English in written communication. (Disposition 3, Communication; APS 10)</p> | <p>TC’s written communication is clear, exhibits mastery of professional language, and reflects standard English conventions (i.e., no errors in writing mechanics and sentence structure).</p> | <p>TC’s written communication reflects standard English conventions (i.e., minor errors in writing mechanics and sentence structure) and integrates professional language.</p> | <p>TC’s written communication struggles with standard English conventions (i.e., distracting errors in writing mechanics and/or sentence structure,).</p> |
| <p><i>*You may utilize the North Carolina context if applicable to your internship placement.</i></p> | | | |