



## PSY 310

### The Psychology and Sociology of Diverse Populations

Course Syllabus: Fall 2024

Mondays/Wednesdays, 1:00 pm – 2:15 pm

#### INSTRUCTOR INFORMATION

**Instructor:** Andryce Clinkscales, PhD, LSSP, NCSP

**Office Location:** Binnion Hall, 211A

**Office Hours:** Mondays/Wednesdays, 9:30 – 12 pm (*Campus: Dallas, Room: 1945*)

**Email Address:** Andryce.Clinkscales@tamuc.edu

**Preferred Form of Communication:** Email

**Communication Response Time:** Within 48 hours Monday-Friday; Weekends and holidays may take longer than 48 hours.

#### COURSE INFORMATION

##### Textbooks and Materials

This course does not rely on one specific text. Instead, we use a variety of readings, videos, and other content - all free! These materials will be distributed in class and/or made available on the course D2L website.

If you would prefer to purchase a textbook to supplement course materials and assigned readings, please consider the recommended text below.

##### RECOMMENDED TEXT:

***Multicultural Education in a Pluralistic Society (12th ed.) by Gollnick & Chinn***

ISBN-10: 0138167826

ISBN-13: 978-0138167820

**Author(s):** Donna M. Gollnick; Philip C. Chinn

**Publisher:** Pearson

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**Copyright year:** © 2024

\*Keep in mind the following: If you are considering purchasing an eTextbook (electronic version of the textbook) only, you need to remember that our online D2L course quizzes are 'open book' quizzes, and you may not be able to access your eTextbook while taking a quiz.

### ***Software Required:***

A word processing program such as Microsoft Office Word, or similar software enabling you to view course material(s), compose assignments, and save/open files.

## **Course Description**

This course will examine the variables which affect the perceptions, beliefs, and behaviors of diverse cultures which comprise our population. This course will include, but will not be limited to, cultural factors such as socioeconomic status, religion, gender, language, age, national origin, race, and ethnicity, etc. Additionally, this course will include information related to intersectionality and how multicultural issues function in a global context.

**\*IMPORTANT NOTE:** This dual credit course includes a requirement of 16 hours of observation in a K-12 school setting. Completion of this field-based experience assignment is a requirement for passing the course.

## **Student Learning Outcomes**

The following are the standard course objectives: The student is expected to be able to:

- 1) identify and explore educational and social assumptions, issues, and initiatives relating to individual and cultural diversity;
- 2) apply information related to psychological and sociological research on diversity to decision-making and best practices in educational and other settings;
- 3) extend concepts learned in this course to global issues, and describe the relationship between domestic concepts of diversity (racial, ethnic, gender, sexual orientation, religious, language, geographical, socioeconomic status) and global issues such as population growth, economic systems, ecology and the climate, immigration, international and civil conflicts, terrorism, communication and technology, manufacturing and industrialization, weapons containment, etc.;
- 4) practice research methods using available electronic databases to seek and access research-based information relating to multicultural awareness; and,
- 5) develop writing skills using APA Writing Style, including the correct usage, and formatting of APA Style citations and references.

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# COURSE REQUIREMENTS

## Minimal Technical Skills Needed

- Using the learning management system Using Microsoft Word and PowerPoint
- Using general Internet search engines (i.e. Google.com, Yahoo.com) to locate research related to topics
- Accessing and using the Texas A&M University-Commerce Library electronic databases

## Instructional Methods

This course is delivered in person, but enhanced using the LMS (MyLeoOnline/D2L/Brightspace) instructional system that is available to you through Texas A&M University-Commerce. "LMS" refers to learning management system, and the names "MyLeoOnline", "D2L", and "Brightspace" are all names that refer to the one online learning management system that TAMU-C is currently using for all of its courses. In this syllabus, you will see the LMS referred to as D2L or Brightspace or your LMS website.

## **You are required to complete all assignments, quizzes, and other course requirements.**

You may not "skip" any assignments. Assignments that are submitted past the deadline dates that are listed in the MyLeo Online topic assignment guidelines must still be submitted; however, they will be submitted for partial credit (half credit), or no credit.

**IMPORTANT NOTE:** ALL STUDENTS MUST COMPLETE ALL ASSIGNMENTS, and ALL PARTS OF ALL ASSIGNMENTS, TO REMAIN ENROLLED IN PSY310. If you turn in an assignment after the stated deadline for that assignment, you will be submitting it for partial credit only, but it must still be submitted. If you are submitting an assignment more than a week after the original due date, then the assignment might not be accepted for any credit. If you are submitting an assignment past the deadline, you must communicate with the instructor at the point at which you realize that the assignment will be late, and then make arrangements for submitting it as soon as possible. *If there is no communication with the instructor about submitting an assignment late, then the assignment might not be accepted for any credit.*

## **Attendance and Participation:**

We cover a tremendous amount of information each week, therefore, participation at a high level is very critical to your performance in this course. ALL students are expected to be 100% active in participating throughout the course.

If you are absent/not participating for an excused reason (see student handbook or instructor for detailed explanation of excused absences), you will be able to make up your work (daily participation assignment, projects, or exams). ***You will have to produce documentation for your excused absence*** and make arrangements immediately upon missing class. You will have a few days to make up any missed work if it's an excused absence and approved by the instructor. **Assignments, projects, or exams that are missed due to an unexcused absence may not be made up.**

It is each student's responsibility to communicate honestly and frequently with the instructor about any circumstances that prevent the student from participating, and result in a temporary period of inactivity. Please notify the instructor in advance if you will be absent or unable to

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participate in the class due to observance of a religious holiday.

**Additional note about participation:** Excessive absences/lack of participation can result in being dropped from the class, whether those absences or excused or unexcused.

### **Tips for Success in the Course**

- 1) Be sure to always read all of the information that you receive from your instructor.
- 2) Keep a calendar where you can write the course quiz dates and other assignment deadlines as you learn them each week.
- 3) Take notes as you read and listen in class. Before and after each class, review your notes, reminding yourself of what you have learned and information that you have found on various course-related websites, etc.

### **GRADING**

Final grades in this course will be based on a points system, with the following percentage scale determining your final semester grade:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

### **Assessments**

3 Quizzes

Exposure Project

Final Paper

Completion of Field-Based Experience (Hours and Documentation)

#### **Quizzes: 10%**

These quizzes will contain objective questions over material that is presented in the textbook **and** in class. Multiple choice format will be used. You will take your quizzes online, on our course website, and they will be timed exams. You will have a certain period of time in which you are able to take the quiz, and you will have to complete the quiz in the designated period. **These quizzes will be “open book;” however, because the quizzes are timed, you will find that you MUST read and learn the material thoroughly prior to taking the quizzes, just as you would do for a closed-book quiz.** If you try to take the quiz without having read and studied the material, you will likely run out of time as you try to look up each answer. It is best to complete the assigned readings each week so that you are most prepared for these quizzes and do not spend time trying to search for answers.

#### **Exposure Project: 10%**

The Exposure Project invites students to design their own learning experience to grow in their awareness and understanding of individuals who may hold different cultural identities or

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experiences than their own. Think very broadly about what types of identities and experiences exist, especially as these are discussed in class.

The project includes the following components:

1. Select an individual or group of people that may have different experiences, backgrounds, perspectives, values, or beliefs that you may be unfamiliar with.
2. Design a “real-world” experience in order to help you gain knowledge and understanding about this different cultural identity. Be creative. This could include things such as joining a community-based club (e.g., book club, language group), attending an event (e.g., religious, political, fundraising event), volunteering, inviting an individual to have a meal, etc. This aspect of the project encourages you to go beyond an “academic” experience. You will need to supplement your in-person experience with academic material(s), such as reading a book, book chapter, or academic article, attending a webinar or lecture, etc.

3. Write a brief reflection (about 2 pages, double spaced), which might include answers to the following questions:

Why did you choose this individual/group?

Why did you choose the experiences you did?

What did you learn about this individual/group?

How did these two ways of knowing (i.e., “real world” vs. “academic”) offer information that overlapped, complemented each other, or differed?

Are there any systemic barriers that had prevented you from being familiar with or having understanding of this individual/group prior to this assignment?

How did this experience inform you, as a person, which includes both a professional and personal identity?

4. Be prepared to discuss your experience with the class for approximately 5-10 minutes on one of the following dates: November 18<sup>th</sup> and 20<sup>th</sup>; December 2<sup>nd</sup> and 4<sup>th</sup>. Students will sign up for time slots at a later date identified by the instructor.

Students will receive full credit for completing parts 1 and 2 of the assignment or zero credit for failing to select an “exposure” and complete the real-world experience. The ungraded aspect of the assignment is to (a) encourage honesty, rather than trying to get the “right” answer and (b) to promote an inclusive classroom environment. However, parts 3 and 4 will be graded in terms of completion. That is, students must truly and deeply reflect on their experience(s), submit a narrative detailing as such, and be prepared to have an insightful and respectful discussion with classmates regarding the Exposure Project.

### **Field-Based Experience: 10%**

Participate in a Field-Based Experience (FBE), maintain the agreed-upon schedule, complete a minimum of 16 clock hours of documented time observing in the assigned school, be evaluated on the work experiences by the assigned mentor teacher(s) in the school, and complete the (3) required FBE forms (Log Sheet, Evaluation Form, FBE Reflection).

### **Final Paper: 70%**

Reflections in Practice – Throughout the course, you will complete field-based experience in an educational setting. In addition, the class will discuss multicultural issues in education that may arise in your future practice or work. In this reflection paper, you may cite research, but this is not required. However, a reference list *is* required. This exercise is meant to help you further reflect on your own cultural beliefs, attitudes, and behaviors, prior to applying these concepts to a different

population. This final reflection paper will address a specific multicultural issue, problem, or intervention within your field-based experience (current or prior). You can choose an issue that is particular to a specific population (e.g., bullying and depression among a specific cultural group; media stereotypes among racial/ethnic groups; social-emotional adjustment across cultural groups; etc.).

*The goal of the final paper is to dive deeper to understand a particular issue that you have observed and/or experienced within your field-based experience and to critically consider your role in supporting the population dealing with this issue.*

Some questions you may consider:

- How have the course topics and your reflections influenced your understanding of and the way you would approach working with this diverse population?
- Are there practices or interventions designed to support these issues in practice (with the population of interest)? If so, what are they? If not, are there suggestions for culturally adapting current interventions?
- How have others at your site addressed the issue (if at all)? How effective have they been in supporting diverse students?

The paper should provide a clear conceptualization of the multicultural issue, along with a critical analysis of how you and/or others might intervene or approach the issue to support the diverse population of interest.

**\*Guidelines for Written Work:** All final papers are to be typed, 12-point font, double-spaced, using APA style guidelines (7th edition) for the paper's organization, citations, and references.

Refer to the publication manual for specific guidelines:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.) Washington, D.C.: Author.

*Originality Tool.* Consistent with TAMUC's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, the instructor will use an originality check feature of an online tool, such as Turnitin, to compare a student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a "similarity score." The tool does not determine whether plagiarism has occurred or not. The instructor will use this information to make a complete assessment and judge the originality of the student's work. All submissions to this course may be checked using this tool.

## TECHNOLOGY REQUIREMENTS

### Browser support

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

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LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Also, at a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's/roommate's/family member's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Brightspace Support Need Help?**

#### **Student Support**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

#### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

I am here to support you. My office hours are by appointment only, and will be conducted via Zoom. If you would like to set up a Zoom meeting, please email me to schedule a time. My normal email response time is within 48 hours. If you do not hear back from me within 2 business days, please email me again in case I did not receive your message.

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## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### EMAIL POLICY

If you would like to schedule an office hour appointment, the best way is to email. We can then set up a time to chat when it is convenient for both of us.

### EMAIL GUIDELINES

In an attempt to provide a framework for professional communication, emails must contain the following:

- Subject Line: Course (e.g., PSY 310-01W); additional information if desired (e.g. syllabus question)
- Address the Reader: Open with “Dr. \_\_\_\_\_.”
- Use good grammar and avoid acronyms (i.e., do not write like you text)
- Ask good questions; a good question is specific and shows me the effort you’ve made.
- If asking for assistance with an issue, please list how you have attempted to remediate the issue prior to contacting me (these should probably include looking at the syllabus/ course rubrics/ D2L, contacting a classmate, and checking your textbook, etc.)
- Close with your name and CWID.
- Please send emails from your school account.
- The instructor will NOT discuss grades over email. If you would like to discuss your grade, please make an office hour appointment.

### Course Specific Procedures/Policies

Attendance: The course attendance policy has been described in detail in this Syllabus.

Missing a quiz: The quizzes must be taken on the dates on which they are scheduled. See the Course Syllabus timeline on the last page to note the quiz dates. Make up quizzes will ONLY be administered to students who miss the quiz for a university-approved reason (i.e., extreme illness requiring a visit to the doctor or hospital, death in the family, court-mandated appointment). Official documentation (i.e., doctor’s or hospital note, funeral notice or obituary, court document) must be submitted to instructor before a makeup quiz will be administered. If you miss a quiz, you are responsible for contacting the instructor on the day of or before the day of the quiz.

### Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. A reasonable attempt will be made to communicate any changes.

## University Specific Procedures

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/student_guidebook/Student_Guidebook.pdf). [http://www.tamuc.edu/student\\_guidebook/Student\\_Guidebook.pdf](http://www.tamuc.edu/student_guidebook/Student_Guidebook.pdf)

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

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## **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#). <http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

## **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

## **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a

learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

## **Office of Student Disability Resources and Services**

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Texas A&M University-Commerce Gee Library-  
Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

**The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)**

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun.

Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url: <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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## COURSE OUTLINE / CALENDAR

Week	Dates	Topic	Assignments
1	<b>August 26-30</b>	Syllabus and Introduction	Syllabus Quiz (Quiz #1)
2	<b>Sep. 2-6</b> *Labor Day 9/2 - No Class	Foundations of Multicultural Education	
3	<b>Sep. 9-13</b>	Geography and Review Final Paper Rubric	
4	<b>Sept. 16-20</b>	Age and Generation	
5	<b>Sep. 23 - 27</b>	(Developmental) Disability	
6	<b>Sep. 30 – Oct. 4</b>	Religion	Quiz #2
7	<b>Oct. 7-11</b>	Ethnicity and Race	
8	<b>Oct. 14-18</b>	Socioeconomic Status	
9	<b>Oct. 21-25</b>	Sexual Orientation	
10	<b>Oct. 28 – Nov. 1</b>	Final Paper Drafts	Quiz #3
11	<b>Nov. 4-8</b>	National Origin and Language	
12	<b>Nov. 11-15</b>	Gender	
13	<b>Nov. 18 - 22</b>	Exposure Project Presentations	Exposure Project Reflections Due Date #1
14	<b>Nov. 25 – 29</b> *Thanksgiving Break 11/25 & 11/27 – No Class	Multicultural Education Applied	Complete D2L Module for Topic of the Week

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15	<b>Dec. 2 - 6</b>	Exposure Project Presentations	Exposure Project Reflections Due Date #2  Field Experience Documentation Due
16	<b>Dec. 9-13</b> *Exam Week – No Class	Final Paper	Final Paper Due 12/13

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Use this form to record your Field-Based Experience Hours of Classroom Observation

**NO exceptions:  
This form MUST be submitted in D2L On or Before Week 15**

**RECORD OF EARLY FIELD EXPERIENCES**

CENTER FOR EDUCATOR CERTIFICATION & ACADEMIC SERVICES  
TEXAS A&M UNIVERSITY-COMMERCE  
COMMERCE, TX 75429-3011

Name: \_\_\_\_\_ ID#: \_\_\_\_\_

School District: \_\_\_\_\_ School Campus: \_\_\_\_\_

Primary Mentor Teacher: \_\_\_\_\_ Total Hours Completed: \_\_\_\_\_

Observation Dates: First Date \_\_\_\_\_ Last Date \_\_\_\_\_

**Instructions:** Complete this form and submit to your instructor. Make copies for your files. Use the space below to report on dates, time, & activities. Additional pages may be used if needed.

DATE	HOURS	GRADE LEVEL	DESCRIPTION OF ACTIVITIES	MENTOR TEACHER INITIALS
<b>TOTAL HOURS</b>		<i>Primary Mentor Teacher: Your signature verifies the completion of the total field experience hours indicated to the left.</i>		

Mentor Teacher’s Signature: \_\_\_\_\_ Phone: \_\_\_\_\_

Principal’s Signature: \_\_\_\_\_ Phone: \_\_\_\_\_

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## **CLASSROOM OBSERVATION REFLECTION**

PSY 310: The Psychology and Sociology of Diverse Populations

Please complete four (4) of these forms; one for each of the four types of classroom settings you observe. As a reminder, you will need to spend a total of four (4) hours in each classroom setting. The four total hours can take place on the same day or on two different days. The classroom settings include:

1. Special Education classroom
2. Bilingual or Dual Language classroom
3. Gifted and Talented classroom
4. Self-contained general education classroom

**Classroom Setting:**

**Date:**

**Time:**

**Number of students in the classroom setting:**

**What types of instructional methods does the teacher use?** (lecture, group work, partner work, etc.)

**What learning activities are the students engaged in?** (discussion, hands-on activities, reading, writing, etc.)

**How does the teacher support student learning based on their needs?**

**How would you describe the teacher's relationship with the students in the classroom?**

**Additional reflections of your observations:**

**EARLY FIELD EXPERIENCE RATING FORM  
TEXAS A & M UNIVERSITY-COMMERCE**

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Student's Name: \_\_\_\_\_ ID #: \_\_\_\_\_

Mentor Teacher/Principal: \_\_\_\_\_ Date: \_\_\_\_\_

School District: \_\_\_\_\_ School Campus: \_\_\_\_\_

Directions: Rate the student's performance during their Early Field Experience by circling: 3= Acceptable; 2= Needs Improvement; 1= Unacceptable. Acceptable means that in your judgment the student possesses the social skill level necessary for admission to internship and the Teacher Education Program. This information will be used in conjunction with other requirements when the student is being considered for admission. If you have not had an opportunity to observe an item, circle NA as not applicable. A principal or other teachers may complete this form as an (additional) observer of the student's professional behavior while on campus completing his/her EFE.

Appearance: Dresses as the setting dictates and is well groomed.	3	2	1	N/A
Social Maturity: Interacts with staff and students appropriately.	3	2	1	N/A
Emotional Maturity: Exhibits personal self-control using mature judgment.	3	2	1	N/A
Physical fitness: Demonstrates effort to maintain fitness.	3	2	1	N/A
Effective Communication: Uses standard English in oral and written communication.	3	2	1	N/A
Role Model: Projects a professional image and positive attitude toward students.	3	2	1	N/A
Punctuality: Reliable and responsible in meeting commitments.	3	2	1	N/A
Receptiveness to Coaching: Seeks and accepts guidance and demonstrates application.	3	2	1	N/A
Initiative and Willingness: Demonstrates eagerness to participate.	3	2	1	N/A
Ethical Standards: Is responsible for ethical conduct towards students, professional colleagues, parents, and the community.	3	2	1	N/A
Interest and Enthusiasm: Displays a positive interest toward competence in teaching.	3	2	1	N/A
Cooperation: Works smoothly within social guidelines and with professional personnel.	3	2	1	N/A
Motivation: Maintains appropriate level of concern to support student effort and success.	3	2	1	N/A

\*Modified from TWU, Field Performance, Experimental Version, Spring 1996

**Comments:** (Use back if needed.)


**Mentor Teacher/Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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