

**5b.2. How do unit faculty members encourage the development of reflection, critical thinking, problem solving, and professional dispositions?** (Not necessary but may be helpful to indicate in which courses these are used.)

Faculty Name	Reflection	Critical thinking	Problem-solving	Professional dispositions
<p><b>Dr. Richard Bain, Sr. Guest Lecturer</b></p> <p><b>NOTE:</b></p> <p><b>Ed. 4321: Organization and Structure of Public Schools is the reference course for the responses.</b></p>	<p><b>Reflection</b> by students:</p> <p>1. Students research multiple intelligences, do an on-line inventory and analysis of their personal dominant intelligences, write a report which defines each intelligence, and then <b>reflect</b> on the effects this information will have on the way students learn and teachers teach.</p> <p>2. Students engage in a role-play which proves that teachers' attitudes about and toward students influence the grades they give their students. They <b>reflect</b> about this, and couple</p>	<p><b>Critical thinking:</b></p> <p>1. Students observe in public schools, record what occurs, and then analyze and evaluate the effectiveness of what they observed. The in-class discussions of these observations and the written reports focus on a <b>critical analysis</b> of the means used by the public school teacher, the actual ends attained, and whether the observer would do the same thing or whether the observer believes changes should be made by the teacher observed.</p>	<p><b>Problem-solving:</b></p> <p><b>Problem-solving</b> is an ever-present factor as students observe in the public schools, critique, analyze, and complete assignments. What was intended? What did you see? What occurred? Was it effective and efficient? What could or should have been done to attain the desired positive results? These questions frequent many course assignments and the discussions thereof.</p>	<p><b>Professionalism:</b></p> <p>1. The Career Development office emphasizes <b>professionalism</b> in the writing of a resume and letter of application, by focusing on appearance and behavior during the interview, and by being prompt and courteous.</p> <p>2. The Office of Field Experiences outlines the specific <b>acceptable and unacceptable behavior, appearance and attitude</b> during observations and student teaching in the public schools.</p> <p>3. Students learn to <b>be</b></p>

	<p>it with all the information learned later in the course about race, culture, ethnicity and socio-economic level. This teaches students to <b>reflect</b> about their own personal beliefs, biases, attitudes, and prejudices as these factors might influence them when they begin teaching.</p> <p>3. Students write a philosophy of education which is a <b>reflection</b> of what they believe about how students learn and how teachers should teach.</p> <p>4. Students prepare a historical time-line of major developments in education during the last four centuries which involves <b>reflection</b> about what</p>	<p>2. Knowledge of learning styles, multiple intelligences, and instructional strategies are used to identify how all these interrelate and are <b>critically analyzed</b> to prepare for and to evaluate one's teaching.</p>		<p><b>professional as they critique</b> what they observe in the public schools.</p> <p>4. Students study the organizational structure of the public school in order to learn where personnel fit into the line and staff structure. This clarifies what teachers must do to <b>be professional in making requests or voicing concerns</b>.</p> <p>5. The instructor <b>models appropriate dress and behavior</b>.</p>
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	<p>used to be, what now is, what likely will be in the future. And how all of this impacts curriculum content, teaching and learning.</p> <p>5. Students conduct an interview of a teacher which prompts the interviewer to <b>reflect about the answers.</b></p>			
Mary McGlamery	<p>In each course in the G&amp;C program, candidates must present artifacts accompanied by a reflection of how those artifacts show mastery of competencies as well as how the artifacts are applicable to “real world” situations that may arise in the schools. Additionally, in <b>CI 6346</b> candidates are asked to reflect on</p>	<p>Reflection is a form of critical thinking, so all of that column would be applicable here. <b>CI6343</b> Candidates are asked to apply theories to counseling situations. They must analyze counseling situations and choose the most applicable theory for the situation. They simulate a counseling session and evaluate both their own session</p>	<p><b>CI6343</b> Candidates conduct a counseling session, and complete a self-appraisal. They are then asked to problem solve ways to improve skills.  <b>CI6344</b> Candidates must problem solve in choosing an appropriate group activity for a particular age of student. They must problem solve ways to maintain confidentiality within</p>	<p>CI 6343 – candidates examine their own beliefs about what an appropriate counselor/client relationship is. They evaluate their own personality and personal habits for discrepancies between “effective” counselor characteristics and their own characteristics.  CI 6344 Candidates examine such issues as</p>

	<p>various theories presented and, by pairing that reflection with critical thinking skills, construct a personal theory paper. In <b><u>CI 6362</u></b> candidates are asked to interview a special education professional and write a reflection over the interview. In <b><u>CI 6351</u></b> candidates choose and research a lifespan related issue, and complete a reflection of how that issue may affect their practice as a public school counselor. In <b><u>CI 6343</u></b> candidates are asked to write an autobiography, including a reflection on how their life issues might influence their counseling skills and assignments. They keep a personal journal with reflections of</p>	<p>and that of two peers.. They analyze their autobiography for issues that may interfere with the counseling process. <b><u>CI6344</u></b> Candidates are asked to design a group session for a particular age group. In doing so, they must analyze the developmental characteristics of the age group and develop materials that are age appropriate. They are responsible for presenting a chapter from their text to the rest of the class. In doing so they must analyze the material and prioritize the material. They then create a visual to illustrate the materials. <b><u>CI 6346</u></b> Candidates view DVD counseling sessions for ten</p>	<p>the group. They must create a plan for dealing with breaches of confidentiality. They must anticipate problems they could arrive based on the topic and design a plan for dealing with the problems, should they occur. <b><u>CI 6346</u></b> Candidates review counseling simulations and make inferences as to how the skills observed may apply to real life situations. They are asked to analyze the simulated sessions and discuss what “went right” and what “went wrong.” They then predict and evaluate what counseling techniques may have lessened the “went wrongs”. <b><u>CI 6351</u></b> Candidates are asked to construct a</p>	<p>confidentiality and fair treatment of students,. CI 6346 – Candidates view various counseling simulations and discuss effective and non-effective characteristics. CI 6351 Candidates examine life span issues and evaluate their own responses and/or biases in reference to those issues.</p>
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	<p>events during the semester. In <b><u>CI 6344</u></b> candidates are asked to reflect on what type of groups may be appropriate for their particular age assignment, what limitations would need to be imposed, and how confidentiality will be addressed.</p>	<p>counseling theories. They then analyze the theory, and predict how well the theory would work for various situations in the public school system. They evaluate each of the major theories and construct a paper describing which of the theories they are most comfortable using. They read a book by a major theorist and critically analyze the book through a reaction paper. Candidates view videos of three major theorist in session with a client and compare the client's reaction to all three. They evaluate the value of the sessions to the client. <b><u>CI 6351</u></b> Candidates complete a case study in which they observe an individual. They</p>	<p>lesson plan on the same topic for two different age groups of students. They must compose a paper delineating the steps they went through in adapting the topic from one developmental age group to another. <b><u>CI 6362</u></b> Candidates must research an exceptionality and write a paper including the characteristics of the exceptionality, the impact the exceptionality may have on the student, parents and school system, and how the steps they would implement to lessen the impact of the exceptionality on the child.</p>	
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		<p>must then apply theories of human growth and development to their observations. They write a report comparing observed behavior to theory. Additionally, candidates choose a life issue for a particular age group. They assess the impact the issue has on that particular age and examine how they as counselors, principals, etc. would apply this knowledge to practice.</p> <p><b><u>CI 6362</u></b> Candidates evaluate an IRIS center module. They research various exceptionalities and interpret how their particular job classification may interface with parents of exceptional children.</p>		
Kim Livengood	CI 6327 – Student	CI 6327 – Student	CI 6327 – Students	CI 6327 – Students

	<p>write a reflection about each population presented within the chapters.</p> <ul style="list-style-type: none"> <li>• Students are required to participate in an event within a different culture than their own and reflect.</li> <li>• Students write an autobiography to reflect on their experiences.</li> <li>• Students watch media programs then answer reflection questions.</li> <li>• Students are required to read articles and follow up writing reflection pieces.</li> <li>• Students watch</li> </ul>	<p>write a justification for the 3-5 points chosen to best describe a chapter.</p> <ul style="list-style-type: none"> <li>• Students analyze the images of culture portrayed in media.</li> <li>• Students analyze how their personal experiences have contributed to their own beliefs.</li> <li>• Students summarize what is learned from their personal experience and evaluate how it will affect their educational experiences.</li> <li>• Students synthesize and</li> </ul>	<p>personally experience an event within a culture different than their own. They summarize the things they knew about the culture, the things they wanted to learn and the reasons for choosing the culture and event.</p> <p>CI 6318 – Students use the TEKS and a school calendar to develop a curriculum overview.</p> <ul style="list-style-type: none"> <li>• Students develop a unit plan based on the curriculum overview developed.</li> <li>• Students identify the information needed in an introductory parent letter and write one.</li> <li>• Students develop lesson</li> </ul>	<p>have to understand the biases that they bring into a situation before they can begin to address them and then teach a diverse population of students.</p> <p>CI 6318 – Students peer review the lesson plans giving them the opportunity to evaluate lesson plans and give constructive feedback.</p> <p>CI 6381 - Students peer review the reading and writing activities giving them the opportunity to evaluate lesson plans and give constructive feedback.</p> <p>CI 6317 – Students understand teaching as a profession rather than simply a job.</p> <p>CI 6331 – Students need to be able to research necessary information and evaluate the relevancy and quality of the</p>
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	<p>videos that are related to their text presenting different cultures and follow up writing reflection pieces.</p> <p>CI 6318 – Students reflect on the challenges, considerations and issues related to a successful parent – teacher conference.</p> <p>CI 6381 – Students reflect on the readability and how it would influence their plan for instruction. Then, they complete the same procedure with a trade book.</p> <p>CI 6317 – Students write their own philosophy of education.</p> <ul style="list-style-type: none"> <li>• Students reflect on the federal</li> </ul>	<p>analyze what they have learned for the final essay questions.</p> <p>CI 6318 – Students evaluate the advantages and disadvantages of different types of parent-teacher conferences.</p> <p>CI 6381 – Students choose an evaluation procedure appropriate for a textbook in their subject area and evaluate the readability of a textbook. Then, they complete the same procedure with a trade book.</p> <ul style="list-style-type: none"> <li>• Students evaluate websites related to their content area.</li> <li>• Student write a justification for</li> </ul>	<p>plans for a complete unit incorporating a variety of strategies.</p> <p>CI 6381 – Students design an evaluation form to be used to evaluate websites.</p> <ul style="list-style-type: none"> <li>• Design multiple activities to be used in their classroom. The activities must incorporate a variety of strategies and include writing and reading.</li> <li>• Students identify the types of literacy found in their students world and connect the use to topics within their content area.</li> </ul> <p>CI 6317 – Students make a timeline</p>	<p>information to determine the impact on their students.</p> <p>CI 6391 – Students need to be able to synthesize and present their research in such a way to inform and possible change opinions or actions.</p> <p>CI 6391 – Students need to use effective methods to develop a positive classroom environment that meets the needs of a diverse population of students.</p>
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	<p>role through assessment, school report cards and state accountability and how it affects the development of teaching as a profession and the daily life of a teacher.</p> <p>CI 6331 – Students reflect on the assessments systems at the different levels of education.</p> <p>CI 6391 – Students reflect on the content presented and discussed in class in an online forum.</p> <ul style="list-style-type: none"> <li>• Students reflect on the use of statistics within their own possible study.</li> </ul> <p>CI 5360/5660 – Students are asked to reflect on a lesson</p>	<p>the 3-5 points chosen to best describe a chapter.</p> <p>CI 6317 – Students write a justification of why they included the events and people on their timeline.</p> <ul style="list-style-type: none"> <li>• Students identify one legal case from Texas that exemplifies a lawsuit pertain to a major civil rights statute to summarize and analyze the impact of the outcome of the case.</li> <li>• Students analyze how hidden curriculum is incorporated into the formal curriculum.</li> </ul> <p>CI 6331 – Students</p>	<p>including the key events and people that they have identified in the development of American Education.</p> <ul style="list-style-type: none"> <li>• Students determine the qualifications that should be necessary for a person to be a member of a school board, principal, superintendent, chief state school officer or U.S. Secretary of Education.</li> <li>• Find community demographics for the area in which they teach or want to teach then analyze the information as it relates to adolescents and their families.</li> </ul>	
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	<p>observed prior to discussion.</p> <ul style="list-style-type: none"> <li>• Students reflect on a video taped lesson.</li> <li>• Students reflect on an audio taped lesson.</li> <li>• Students post weekly reflections regarding their classroom.</li> </ul> <p>CI 6314 – Students record and reflect on ideas found from other sources for behavior management.</p>	<p>synthesize information researched regarding the assessment system at the different levels of education.</p> <ul style="list-style-type: none"> <li>• Students analyze information learned from the in the class and use it to describe, discuss and evaluate different aspects of the assessment system.</li> </ul> <p>CI 6391 – Students create an annotated bibliography by synthesizing the important points in various research articles.</p> <ul style="list-style-type: none"> <li>• Students critique different types of research articles.</li> </ul>	<ul style="list-style-type: none"> <li>• Students identify professional organizations that would pertain to their positions and justify why and how they are related.</li> </ul> <p>CI 6331 – Students research to write a paper that describes the meaning of each type of test, how it is used and why.</p> <ul style="list-style-type: none"> <li>• Students research to write a paper describing the history of intelligence testing and the use in public schools.</li> <li>• Students research to write a paper giving an overview of</li> </ul>	
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		<ul style="list-style-type: none"> <li>Students use all that they have learned in the class to write a research proposal.</li> </ul> <p>CI 5360/5660 – Students observe master teachers and evaluate strategies that could be used in their classroom.</p> <p>CI 6314 – Students analyze articles and synthesize the strengths and weaknesses.</p> <p>Students develop and describe a personal discipline system and justify the system</p>	<p>personality testing, synthesizing information learned in an interview and describes details of tests that fall in this category.</p> <p>CI 6391 – Students develop higher level thinking questions related to their assigned chapter and lead the online discussion.</p> <ul style="list-style-type: none"> <li>Students develop a question or problem to guide the design of a research project.</li> </ul> <p>CI 5360/5660 – Students develop a documentation system for behavior, attendance, communication, and</p>	
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			professional development. CI 6314 – Students develop a list of ideas that could be used in the classroom from a variety of sources.	
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	will be addressed.	create a visual to illustrate the materials.		
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