

Expectations for Writing in Education

Clarion University of Pennsylvania

At graduation, Education majors will demonstrate the following abilities.

Critical Literacy and Analysis

Student comprehends and follows directions.

Benchmark indicators:

- Student accurately follows directions for the particular writing assignment.
- Student clearly answers question posed.

Student demonstrates in writing critical thinking about learning process

Benchmark indicators:

- Student maintains a reflective journal.
- Student reflects on self as a teacher.
- Student reflects on & critiques lesson plans.
- Student reflects on artifacts.
- Student reflects on home visit.
- Student reflects on relationships between teacher's work and student learning.

Student applies learned terminology

Benchmark indicators:

- Identify and describe types of classroom management.
- Identify and describe various instructional strategies.
- Identify and describe methods of student motivation.
- Identify and describe learning styles and characteristics.

Student demonstrates critical thinking using the discourse conventions of Education

Benchmark indicators:

- Student describes personal philosophy of education.
- Student answers study guide questions.
- Student describes and evaluates own educational background.
- Student integrates various standards into teaching plans.
- Student summarizes and evaluates assigned readings.
- Student responds to readings & current research in field.
- Student summarizes and evaluates content of web sites.
- Student analyzes and reports on articles in professional journals.
- Student describes and evaluates value of professional organizations.
- Student designs lesson plans.
- Student reviews and critiques lesson content and strategies.
- Student identifies and explains value of classroom materials and equipment.

Student demonstrates in writing critical thinking about field experiences

Benchmark indicators:

- Student takes observation notes.
- Student summarizes field notes into paragraphs addressing pertinent information.
- Student describes the experience in detail, offering evidence/example.
- Student identifies and explains factors that facilitate and/or frustrate learning.
- Student identifies and reflects on individual student learning styles and characteristics.
- Student evaluates teacher and school community appreciation of students as individuals.
- Student reflects on future career goals.
- Student analyzes and evaluates aspects of school board meeting.
- Student draws conclusions about school board functions.

Student identifies and locates readings in educational literature.

Benchmark indicators:

- Student locates professional sources by searching through databases and the physical library.
- Student identifies appropriate Internet sources.

Student identifies and accurately interprets appropriate sources in professional literature.

Benchmark indicators:

- Student comprehends educational texts.
- Student demonstrates ability to interpret and analyze educational texts.

Student comprehends educational literature, discriminates between relevant and irrelevant information, and incorporates relevant information to support writing.

Benchmark indicators:

- Student supports assertions with evidence.
- Student cites external sources where appropriate.
- Student accurately summarizes and evaluates professional literature
- Student accurately summarizes and evaluates content of web sites.

Rhetorical Awareness

Students understand the rhetorical rules that govern conventional form and content in documents produced in the field of education.

Benchmark indicators:

- Student develops strong note-taking skills.
- Student writes field observations.
- Student writes narrative report on school board meeting.
- Student composes statement of educational philosophy.
- Student designs brochure.
- Student writes artifact reflection.
- Student writes issues letter.
- Student writes a case study.
- Student writes interview summary report.

- Student writes summaries of discipline specific literature.
- Student maintains a reading response journal.
- Student maintains a project planning journal.
- Student writes a critique.
- Student writes reviews of discipline specific literature.
- Student produces visuals for classes.
- Student writes assignments with clear directions.
- Student writes assessment report.
- Student writes lesson plans.

Professional Style for Writing in Field of Education

Students write in accordance with professional style.

Benchmark indicators:

- Student uses appropriate tone, voice, and formality expected of educators.
- Student identifies representative examples of course materials.
- Student describes criteria for evaluating course materials.
- Student cites sources according to APA documentation format.

Student models correct conventions of standard written English.

Benchmark indicators:

- Student writes in accordance with conventions of standard written English in all materials for students (i.e., handouts, blackboard notes, visuals, etc.).
- Student develops legible handwriting.

Written Language Use & Competency

Student approaches writing as a process in which ideas and clarity of expression develop over time.

Benchmark indicators:

- Student plans and organizes writing projects.
- Student engages in prewriting activities such as outlining or using concept maps.
- Student arranges concepts and facts in a meaningful order.
- Student produces multiple drafts.
- Student improves content and style from draft to draft.

Student synthesizes connections among diverse materials, such as educational theories, teaching objectives, artifacts, critiques, and reflections.

Benchmark indicators:

- Student presents information relevant to the assignment.
- Student establishes connections among diverse and complex materials and concepts.
- Student selectively chooses from available information to plan, describe, reflect on, and critique teaching objectives.

Student integrates own ideas with external sources.

Benchmark indicators:

- Student uses quotations where appropriate.

- Student correctly paraphrases and summarizes professional literature.

Student writes in accordance with conventions of standard written English.

Benchmark indicators:

- Student demonstrates control of grammar, punctuation and spelling.
- Student controls sentence boundaries and structure.
- Student controls paragraph boundaries and structure.
- Student controls organization and internal unity in various documents.

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