



**BENEDICTINE COLLEGE/ EDUCATION DEPARTMENT
Standard Artifact Rubric (SAR) for
Boys & Girls Club Multicultural Experience**

Course: ED 313 School as Community

Artifact: Reflection on All Field Work

Brief Description: During the semester, each student works for at least 35 hours at the Boys and Girls Club in Atchison and Atchison Alternative High School, tutoring students in reading and math working with children and adolescents in other productive activities. In addition, students help with dances at Achievement Services and deliver sack lunches to needy citizens of Atchison.

How related to outcome: This artifact is related to Outcome 3: "The BC student teacher balances diversity and unity, through respecting and integrating different viewpoints, learning styles, cultures, and lived experiences.

Unacceptable				Acceptable				Distinguished				
Failure by the candidate to perform at an acceptable level				The candidate performed at an acceptable level on this artifact				The candidate performed at an exemplary level on this artifact.				
0	.25	.5	.75	1.0	1.25	1.5	1.75	2.0	2.25	2.5	2.75	3.0

Student's Name _____

Instructor's Signature Dr. Dianna S. Henderson *TOA*

Name _____

ED 313 SAC Professional Development Portfolio Evaluation Rubric

Points Awarded + 9

Required Criteria	Unacceptable 0 - .99	Acceptable 1 - 2.3	Distinguished 2.4 - 3
<p style="text-align: center;">Section #1 Building the Classroom Community</p> <p>A) Opening Statements B) Closing Statements C) Contributions to the Class</p>	<p>The student does not acceptably articulate his/her initial goals and ultimate accomplishments related to what a teacher should know and be able to do with diverse learners as a builder of community.</p> <p>Student's essay does not acceptably describe how his/her work at the Boys & Girls Club, Atchison Alternative High School, and Medical Lodge has impacted his/her understanding of diversity issues.</p> <p>Student does not provide a log of dates & times demonstrating his/her presence of at least 35 hours.</p>	<p>The student acceptably articulates his/her initial goals and ultimate accomplishments related to what a teacher should know and be able to do with diverse learners as a builder of community.</p> <p>Student's essay acceptably describes how his/her work at the Boys & Girls Club, Atchison Alternative High School, and Medical Lodge has impacted his/her understanding of diversity issues.</p> <p>Student provides a log of dates & times demonstrating his/her presence of at least 30 hours.</p>	<p>The student articulates with clarity and depth his/her initial goals and ultimate accomplishments related to what a teacher should know and be able to do with diverse learners as a builder of community.</p> <p>Student's essay describes, in depth, how his/her work at the Boys & Girls Club, Atchison Alternative High School, and Medical Lodge has impacted his/her understanding of diversity issues.</p> <p>Student provides a log of dates & times demonstrating his/her presence of at least 35 hours.</p>
<p style="text-align: center;">Section #2 Building the School Community</p> <p>A) Field Work Boys & Girls Club Atchison Alternative High School</p>	<p>Student's reflections do not demonstrate an acceptable understanding of poverty and exceptionality.</p> <p>Student's SAC project and essay do not acceptably describe or demonstrate how the project linked various communities together in service of children.</p> <p>Student and his/her peers do not provide materials and/or a log of dates & times demonstrating his/her presence and acceptable contributions of an appropriate number of hours.</p> <p>Student's group presentation was unacceptable according to criteria described.</p>	<p>Student's reflections demonstrate an acceptable understanding of poverty and exceptionality.</p> <p>Student's project and essay provide an acceptable demonstration of linking various communities together in service of children.</p> <p>Student provides a log of dates & times of an appropriate number of hours. Student and his/her and peers demonstrate his/her presence and acceptable contributions to the group's project.</p> <p>Student's group presentation was acceptable according to criteria described.</p>	<p>Student's reflections demonstrate an in depth understanding of poverty and exceptionality.</p> <p>Student's project and essay provide an outstanding demonstration of linking various communities together in service of children.</p> <p>Student provides a log of dates & times of the required hours. Student and his/her and peers demonstrate his/her presence and significant contributions to the group's project.</p> <p>Student's group presentation was outstanding according to criteria described.</p>
<p style="text-align: center;">Section #3 Building the Wider Community</p> <p>A) Poverty & Exceptionality Reflections B) SAC Project Linking Communities Together in Service to Children</p>	<p>Student's reflections do not demonstrate an acceptable understanding of poverty and exceptionality.</p> <p>Student's SAC project and essay do not acceptably describe or demonstrate how the project linked various communities together in service of children.</p> <p>Student and his/her peers do not provide materials and/or a log of dates & times demonstrating his/her presence and acceptable contributions of an appropriate number of hours.</p> <p>Student's group presentation was unacceptable according to criteria described.</p>	<p>Student's reflections demonstrate an acceptable understanding of poverty and exceptionality.</p> <p>Student's project and essay provide an acceptable demonstration of linking various communities together in service of children.</p> <p>Student provides a log of dates & times of an appropriate number of hours. Student and his/her and peers demonstrate his/her presence and acceptable contributions to the group's project.</p> <p>Student's group presentation was acceptable according to criteria described.</p>	<p>Student's reflections demonstrate an in depth understanding of poverty and exceptionality.</p> <p>Student's project and essay provide an outstanding demonstration of linking various communities together in service of children.</p> <p>Student provides a log of dates & times of the required hours. Student and his/her and peers demonstrate his/her presence and significant contributions to the group's project.</p> <p>Student's group presentation was outstanding according to criteria described.</p>

You have been an awesome Community builder - This Semester. I hope you keep it up! Thank you!

Section (1) Building a Classroom Community

Ryan Matlack

Dr. Henderson

Schools as Community

4 September 2012

Professional Development Portfolio: An Opening Statement

The art of teaching is the art of assisting discovery. ~ Mark Van Doren

It is through the great patrons and patronesses of the world, that the greatest discoveries have been made. These discoveries have, in turn, led to the creation of the greatest civilizations in the world. And if teaching is the mode by which the art of discovery is allowed, then it is the educator's job to fill the role of supporter to the educational future of the student discoverer.

Therefore, as a student within the School as Community classroom, I find myself in the role of explorer under the patronage of my instructor. Through her leadership and understanding, I will begin to give meaning to the conceptual framework of Benedictine College's Education Department, *Teachers as Builders of Community* and better understand my future role as teacher patron.

The classroom community, the docking station of the educational discoverer, is the first location in which he must look to begin a journey of discovery; therefore, it is in the School as Community classroom that I must first begin building community. In this regard, I believe I will need to begin by being open and honest with my classmates. In sharing my own experiences, I will be able to build positive relationships with the members of my immediate community. And in order to effectively relate to my fellow classmates, I will need to engage in dialogue with them in an effort to understand their unique individuality. The fore mentioned task, may initially prove to be difficult because I am far more comfortable with interactions with the instructor

(these can sometimes foster community with fellow students) than I am with my own peers. The classroom interaction will go beyond simple communication and will require working in groups with individuals whom I am unfamiliar, this too will stretch me beyond my introverted nature. Through the relationships I build in the classroom, I will be able to affect the Atchison community and begin to understand the means by which one becomes an effective *Builder of Community*.

you?
introverted

At the present moment, as I begin my educational voyage of discovery and start to visualize the classroom kingdom I hope to eventually establish, I do have some idea how I will begin fostering community within my own classroom. The immediate community of students that will compose my classroom community will be built around relationships. I will work tirelessly to get to know each student on an individual basis and recognize my own cultural biases in an effort to love them to their fullest potential. Additionally, I will encourage my students to work together in an effort to get to know each other and understand the value of positive relationships; this will require students to participate in group activities. As the head of the classroom community, I will also be required to recognize any conflict between members of my classroom. In being responsive to such issues, I will be able to mend tears in the fabric of my classroom community. Ultimately, through the building of community in the classroom, my students and I will be able to work towards building a better community.

At the onset of the School as Community classroom, and the beginnings of this semester's educational voyage, I can conceptualize the initial ways a classroom can affect both the school and greater community. Most obviously, the students of my class will be able to touch the community with the relationships and understanding of self-worth formed in the classroom. Additionally, if I can effectively educate students in understanding certain societal

conduct "rules," I will be able to create students who will go on to become positive members of society. I also can begin to understand ways in which my classroom can be a builder of community within the school. This can be done through interaction on the playground, reading buddies, school assemblies and other situations that will require interaction beyond the classroom setting; for me, this will include the work I do with my fellow teachers and administrators. Beyond, this however, I do have some difficulty in understanding other ways I can make my students part of the greater community. Perhaps, through fieldtrips, I can expose them to other members of the global community. And bringing professionals from the "outside world" into the classroom, I can help students to begin to conceptualize the interconnectedness of society. By participating in the School as Community class, I hope to come to a better understanding of how to foster community building beyond that of the classroom and school settings.

Upon completion of the course, I hope to have discovered, through the help of my instructor and peers, the tools necessary to become an effective *Builder of Community*. Additionally, and perhaps more importantly, I hope to come to a better understanding of the potential of my contributions; in a way, discovering my own self-worth as an educator. At the present time, I understand the conceptual understanding of "building community," however I trust that through my own participation in the course, I will be able to give substance to an otherwise immaterial abstraction. If I am honest throughout the course and work diligently towards emerging from my somewhat introverted shell, I believe I will be able to become not simply an explorer in the art of discovery, but rather the educational monarch in whom the tools and abilities are given. And in becoming the patron of future students, I will be able to build a better tomorrow.

Great!

Ryan Matlack

Professional Development Portfolio: A Closing Statement

The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards; and curiosity itself can be vivid and wholesome only in proportion as the mind is contented and happy. ~ Anatole France

It is through happiness and a content state of mind that one can put aside the pains of everyday life and explore concepts greater than themselves. As such is the case, it is the job of the educator, according to Anatole France, to learn how to allow for the minds of children to be content and happy as a means of fulfilling the natural curiosity that comes with ease of mind. I began my educational journey ^{if only!} this semester as a student discoverer under the patronage of my professor and through my participation in class, was afforded the opportunity to discover the happiness and content of being a *Builder of Community* and fulfilling Benedictine College's conceptual framework; through this understanding, I was allowed to explore and achieve the goals I set at the beginning of the semester.

Rereading my Opening Statement and reflecting on the goals I wished to achieve, I am pleased to state that I happily completed both the semester and the tasks I hoped to fulfill in my participation in class. At the beginning of the semester I hoped to make an honest contribution to classroom activities and video presentations. Initially, I was concerned I would have a difficult time opening up to my fellow classmates, however after a short amount of time, I began sharing myself with them in such a way that I was allowed to build healthy relationships. Additionally, through my participation in class, I was challenged to think in ways different from my natural tendencies. I encountered individuals different from myself and familiarized myself with them.

I challenged my conceptions of people different from myself and eventually fortified my former opinions of becoming the best educator I can be; the fore mentioned opinion is the importance of building relationships with students as the foundation for a successful classroom community. As previously stated and demonstrated, I successfully participated in class, built relationships and became a *Builder of Community* within my own classroom community. I did, however, discover my own naivety in thinking that individuals will not make assumptions certain incorrect assumptions regarding the recognition of diversity in others. During my SAC project presentation, I mentioned (incorrectly) that I assumed the students at the alternative high school would recognize me as different from my own classmates; this of course was not true and the students grouped my classmates and me. Ultimately, through my contributions to class projects, discussion and field work, I discovered my own self-worth as an educator and arrived at a place of happiness and content that allowed for the development of a curiosity that will aid in my becoming the best educator I can be. *wonderful!*

The self-worth I discovered and developed through my time in the School as Community classroom will serve as an excellent foundation for my future as an educator. Through the class I deepened my understanding of the diversity that can be encountered in the classroom; we had spoken conceptually of diversity throughout my time in the Education Department, but it was here that I had the most exposure to the living materialization of the term. I also fortified my belief in the necessity of building relationships with students and classmates. Throughout my time in class, the strength of relationships proved to be an integral part of the success of the classroom experience. As a future educator, I will work diligently to apply the diversity concepts learned and materialized. I will work to honestly build relationships within my classroom community as a means of building community within the classroom. The joy I

experienced through the relationships I created in class served as a constant reason to do well in class and help others to be successful. And so, through the application of the concepts mentioned, I hope to become effective instructor. Through the development of each student's self-worth and the creating of joy filled relationships, I will be able to become an effective *Builder of Community* and translate the joy of teaching into a joy for learning. This joy for learning within my students will develop the natural curiosity that serves as the goal of the art of teaching. In completing this goal I will work towards building a better tomorrow.

Reyes - Thank you
for your wonderful
contributions this semester!
You made coming to class
a joy for all of us - including
me.

Ryan Matlack

Honest Conversation and New Friendships: Building a Classroom Community

Looking to the conceptual framework of Benedictine's Education Department, one discovers the first circle of the educational community is the classroom. As builders of community, it is then the goal of educators to begin constructing a healthy learning environment as a means of fortifying the greater school community. And, as a part of the School as Community Classroom, it was necessary for me to serve as a bolsterer and builder of that classroom community. The first step I took towards building my classroom community was in participating in classroom discussions. In doing so, I ensured that my fellow classmates received complete scores on their video presentations. Sharing my own thoughts and ideas over the topics presented allowed me to explore and develop my beliefs and come to an understanding of those of my classmates. Through honest dialogue, I was able to give my classmates an insight to who I was and in sharing myself with my classmates, I allowed for the building of relationships with those in my class; it is in mutual giving that one is able to build relationships. In an effort to build community, I made a concerted effort to work with individuals I had not previously had experience with. Outside of the classroom, I also made sure to say hello to my classmates and inquire about their day when I saw them around campus; once again, this served to enhance my relationships with them. Even further outside the classroom environment and beyond the boundaries of campus, I made sure to attend other SAC projects. I helped to facilitate the Boys and Girls Club Halloween party and returned to the Boys and Girls Club for the Police Officer and Firefighter Day put on by another School as Community group. And finally, I attended the Nativity play at Medical Lodge (I also tried to make myself useful by assisting in carrying props out to my classmates' vehicle). Ultimately, the building of community within the classroom