

COMPREHENSIVE ANALYSIS PAPER Assignment

Directions: Write a **Comprehensive Analysis Paper** of your preclinical experience that thoroughly addresses all components listed below and include the section headings:

- **Introduction:** Write a detailed introduction of yourself and the classroom you were in. What level experience are you completing? What grade level did you work with during this preclinical experience? Who was the primary teacher and what were some of his/her primary methods of teaching? What were the demographics of the classroom (in general)? Consider all aspects of diversity as established in IPTS 1.
- **Outcomes:** For *each preclinical experience outcome*, write a detailed analysis connecting what you learned in this semester's education courses to your preclinical experience. Provide comprehensive examples from your textbooks, lectures, classroom activities, and discussions to connect the classroom learning to your preclinical teaching experience. This is not a summary of what you have learned, but an analysis focused on bridging your learning with your preclinical experience. Consider the following questions to help you get started:
 1. What did you learn about in the classroom that was not evident in your preclinical experience?
 2. What did you learn about in the classroom that was evident in your preclinical experience, but seemed to be executed quite differently than discussed in class?
 3. What did you learn in the classroom that was evident in your preclinical experience and executed as you anticipated?
 4. How did the elements of the outcomes that were similar to what you learned in the classroom affect student learning?
 5. How did the elements of the outcomes that were different to what you learned in the classroom affect student learning?

***This list of questions is NOT all inclusive. Your preclinical experience was unique and, therefore, your analysis should be as well. You are expected to use the above questions as starting points, but you must go beyond to show true understanding of how the outcomes are connected between your classroom learning and your preclinical experience. Be sure to include specific examples (without the use of any specific names) and research to support your claims.*
- **Growth:** Provide an in-depth, reflective description of your growth as an educator during this preclinical experience. This should include specific teaching strategies you learned and knowledge gained during this preclinical experience. Be sure to provide specific examples to support your claims.
- **Emerging Questions:** Identify three questions regarding: yourself as a future teacher, the cooperating teacher, students, classroom, and/or school, as a result of your overall PC experience and explain why you asked these questions.

Be sure to use APA guidelines for all formatting and citations.

Comprehensive Analysis Paper

Student	Term	Score /40 points	University Supervisor		
	<i>0 Missing</i>	<i>1 Unsatisfactory</i>	<i>2 Emerging</i>	<i>3 Proficient</i>	<i>4 Exemplary</i>
<i>Introduction</i>	No introduction was provided.	Introduction provides an introduction of the candidate that includes vague information about the classroom in which the experience was completed. Minimal information about the cooperating teacher and his/her teaching methods were identified. Few elements of diversity (IPTs 1) were addressed, with specific data from the classroom	Introduction provides an introduction of the candidate that includes some information about the classroom in which the experience was completed. Some information about the cooperating teacher and his/her teaching methods were identified. Most elements of diversity (IPTs 1) were addressed, with specific data from the classroom	Introduction provides a detailed introduction of the candidate that includes some information about the classroom in which the experience was completed. Information about the cooperating teacher and his/her teaching methods were identified. All elements of diversity (IPTs 1) were addressed, with specific data from the classroom	Introduction provides a detailed introduction of the candidate that includes specific information about the classroom in which the experience was completed. Detailed information about the cooperating teacher and his/her teaching methods were identified. All elements of diversity (IPTs 1) were addressed, with specific data from the classroom.
<i>Outcome #1</i>	No analysis of Outcome #1 was provided.	An analysis connecting what has been learned in this semester's education courses to the preclinical experience is provided and includes few examples from course textbooks, lectures, classroom activities, and discussions. Analysis shows vague understanding of how the outcomes are connected between the classroom learning and the preclinical experience. Analysis contains many elements of a summary. Few general examples and/or research to support claims have been provided.	An analysis connecting what has been learned in this semester's education courses to the preclinical experience is provided and includes few examples from course textbooks, lectures, classroom activities, and discussions. Analysis shows some understanding of how the outcomes are connected between the classroom learning and the preclinical experience. Analysis contains elements of a summary. General examples and/or research to support claims have been provided.	A detailed analysis connecting what has been learned in this semester's education courses to the preclinical experience is provided and includes some examples from course textbooks, lectures, classroom activities, and discussions. Analysis shows an understanding of how the outcomes are connected between the classroom learning and the preclinical experience. Specific examples and research to support claims have been provided.	A detailed analysis connecting what has been learned in this semester's education courses to the preclinical experience is provided and includes comprehensive examples from course textbooks, lectures, classroom activities, and discussions. Analysis shows solid understanding of how the outcomes are connected between the classroom learning and the preclinical experience. Specific examples and research to support claims have been provided.

	<i>0 Missing</i>	<i>1 Unsatisfactory</i>	<i>2 Emerging</i>	<i>3 Proficient</i>	<i>4 Exemplary</i>
<i>Outcome #2</i>	No analysis of Outcome #2 was provided.	An analysis connecting what has been learned in this semester's education courses to the preclinical experience is provided and includes few examples from course textbooks, lectures, classroom activities, and discussions. Analysis shows vague understanding of how the outcomes are connected between the classroom learning and the preclinical experience. Analysis contains many elements of a summary. Few general examples and/or research to support claims have been provided.	An analysis connecting what has been learned in this semester's education courses to the preclinical experience is provided and includes few examples from course textbooks, lectures, classroom activities, and discussions. Analysis shows some understanding of how the outcomes are connected between the classroom learning and the preclinical experience. Analysis contains elements of a summary. General examples and/or research to support claims have been provided.	A detailed analysis connecting what has been learned in this semester's education courses to the preclinical experience is provided and includes some examples from course textbooks, lectures, classroom activities, and discussions. Analysis shows an understanding of how the outcomes are connected between the classroom learning and the preclinical experience. Specific examples and research to support claims have been provided.	A detailed analysis connecting what has been learned in this semester's education courses to the preclinical experience is provided and includes comprehensive examples from course textbooks, lectures, classroom activities, and discussions. Analysis shows solid understanding of how the outcomes are connected between the classroom learning and the preclinical experience. Specific examples and research to support claims have been provided.
<i>Outcome #3</i>	No analysis of Outcome #3 was provided.	An analysis connecting what has been learned in this semester's education courses to the preclinical experience is provided and includes few examples from course textbooks, lectures, classroom activities, and discussions. Analysis shows vague understanding of how the outcomes are connected between the classroom learning and the preclinical experience. Analysis contains many elements of a summary. Few general examples and/or research to support claims have been provided.	An analysis connecting what has been learned in this semester's education courses to the preclinical experience is provided and includes few examples from course textbooks, lectures, classroom activities, and discussions. Analysis shows some understanding of how the outcomes are connected between the classroom learning and the preclinical experience. Analysis contains elements of a summary. General examples and/or research to support claims have been provided.	A detailed analysis connecting what has been learned in this semester's education courses to the preclinical experience is provided and includes some examples from course textbooks, lectures, classroom activities, and discussions. Analysis shows an understanding of how the outcomes are connected between the classroom learning and the preclinical experience. Specific examples and research to support claims have been provided.	A detailed analysis connecting what has been learned in this semester's education courses to the preclinical experience is provided and includes comprehensive examples from course textbooks, lectures, classroom activities, and discussions. Analysis shows solid understanding of how the outcomes are connected between the classroom learning and the preclinical experience. Specific examples and research to support claims have been provided.

	<i>0 Missing</i>	<i>1 Unsatisfactory</i>	<i>2 Emerging</i>	<i>3 Proficient</i>	<i>4 Exemplary</i>
<i>Outcome #4</i>	No analysis of Outcome #4 was provided.	An analysis connecting what has been learned in this semester's education courses to the preclinical experience is provided and includes few examples from course textbooks, lectures, classroom activities, and discussions. Analysis shows vague understanding of how the outcomes are connected between the classroom learning and the preclinical experience. Analysis contains many elements of a summary. Few general examples and/or research to support claims have been provided.	An analysis connecting what has been learned in this semester's education courses to the preclinical experience is provided and includes few examples from course textbooks, lectures, classroom activities, and discussions. Analysis shows some understanding of how the outcomes are connected between the classroom learning and the preclinical experience. Analysis contains elements of a summary. General examples and/or research to support claims have been provided.	A detailed analysis connecting what has been learned in this semester's education courses to the preclinical experience is provided and includes some examples from course textbooks, lectures, classroom activities, and discussions. Analysis shows an understanding of how the outcomes are connected between the classroom learning and the preclinical experience. Specific examples and research to support claims have been provided.	A detailed analysis connecting what has been learned in this semester's education courses to the preclinical experience is provided and includes comprehensive examples from course textbooks, lectures, classroom activities, and discussions. Analysis shows solid understanding of how the outcomes are connected between the classroom learning and the preclinical experience. Specific examples and research to support claims have been provided.
<i>Growth</i>	No analysis of growth was provided.	Section III provides a description of growth as an educator during this preclinical experience, including teaching strategies learned or knowledge gained during this preclinical experience. No examples are provided to support claims.	Section III provides a reflective description of growth as an educator during this preclinical experience, including a few teaching strategies learned and/or knowledge gained during this preclinical experience. Vague examples are provided to support claims.	Section III provides an in-depth, reflective description of growth as an educator during this preclinical experience, including general teaching strategies learned and/or knowledge gained during this preclinical experience. General examples are provided to support claims.	Section III provides an in-depth, reflective description of growth as an educator during this preclinical experience, including specific teaching strategies learned and knowledge gained during this preclinical experience. Specific examples are provided to support claims.

	<i>0</i> <i>Missing</i>	<i>1</i> <i>Unsatisfactory</i>	<i>2</i> <i>Emerging</i>	<i>3</i> <i>Proficient</i>	<i>4</i> <i>Exemplary</i>
<i>Emerging Questions</i>	No emerging questions were provided.	Fewer than three questions regarding the candidate as a future teacher, the cooperating teacher, students, classroom, and/or school, as a result of the overall PC experience were asked. An explanation as to why the questions were asked may or may not have been provided. Examples from the experience were not used to support reasoning for asking the questions.	Three questions regarding the candidate as a future teacher, the cooperating teacher, students, classroom, and/or school, as a result of the overall PC experience were asked. A vague explanation as to why the questions were asked was provided. Examples from the experience were used to support reasoning for asking at least one question.	Three questions regarding the candidate as a future teacher, the cooperating teacher, students, classroom, and/or school, as a result of the overall PC experience were asked. An explanation as to why the questions were asked was provided. Examples from the experience were used to support reasoning for asking at least two of the questions.	Three thoughtful questions regarding the candidate as a future teacher, the cooperating teacher, students, classroom, and/or school, as a result of the overall PC experience were asked. A detailed explanation as to why the questions were asked was provided. Examples from the experience were used to support reasoning for asking each question.
<i>Works Cited</i>	No works cited page was provided.	Paper and works cited page contained multiple errors in APA citation and formatting.	Paper or works cited page contained multiple errors in APA citation and formatting.	Paper or works cited page contained one error in APA citation and formatting.	Paper and works cited page contained no errors in APA citation and formatting.
<i>Academic Language</i>	No academic language was used.	Academic language was used in a few areas and was rarely used correctly.	Academic language was used in a few areas or usage was not always correct. Usage of academic language does not show understanding of the concepts discussed.	Academic language was used in some areas of the analysis. Usage was correct and shows understanding of the concepts discussed.	Academic language was used throughout the analysis; usage was correct and shows understanding of the concepts discussed.
<i>Writing Style</i> (grammar, spelling, mechanics, usage)	No analysis was provided.	The writing shows partial or little control of grammar and conventions. Minor and major errors occur and may be distracting. Some control of basic sentence structure is evident; usage may be imprecise.	The writing shows adequate control of grammar and conventions. Minor and perhaps a few major errors occur and they may interfere with meaning. Sentence structure is adequate but may not be varied; usage is adequate.	The writing shows good control of grammar and conventions. A few minor errors occur, but they do not interfere with meaning. Sentence structure shows variation; usage is often precise.	The writing shows mastery of grammar and conventions. Very few minor errors occur. Sentence structure is varied and effective. Usage is precise throughout.