

Ms. Jacqueline Williams/Ms. Pearl/Ms. Ratcliff  
EDU 430 -- Psychology of Education (Lab)

Office: Briggs, Room 347

Hours: By Appointment only-6:30pm --- Mondays: 4:30-6:30p.m.,Briggs 25—Williams

Phone #: Provided by each Supervisor

01 --- TBA Pearl (elementary school level)

School Break: March 3-8, 2003

02 --- TBA --- Ratliff (secondary school level)

### I. COURSE DESCRIPTION: PSYCHOLOGY OF EDUCATION (LAB)

The lab is an integral component of the Psychology of Education course. The course is supported through actual experience within a supervised lab setting. Curriculum, instruction, management, organization, assessment, etc. are practiced on a one-to-one basis with assigned student participants who are seeking academic support.

### II. FRAMEWORK OF COURSE -- STRUCTURE OF COURSE, GUIDING PRINCIPLES

#### A. College of Liberal Arts and Education

#### B. Outcomes

##### Conceptual Framework: Code of Ethics

1. Teacher as a scholar

⇕

2. Teacher as an inquiring educator

⇕

3. Teacher as a moral agent

1. Teacher as a scholar, theorist, and pedagogist

⇕

2. Teacher as a problem solver, inquirer and reflective thinker

⇕

3. Teacher as an ethical professional, a collaborator and advocate

#### C. Course Objectives

1. Develop the ability to individualize tutorial experiences for students. (B-1)

2. Create a portfolio reflective of the total lab experience. (B-1)

3. Utilize a variety of educational resources within the tutorial setting. (B-1; B-2)

4. Assess student skills using varied assessment instruments. (B-1; B-2)

5. Analyze study skills and present strategies for academic growth. (B-1; B-2)

6. Develop assorted classroom learning activities based upon various learning models (Piaget, Bloom, etc.). (B-1; B-2)

7. Simulate a classroom learning setting. (B-1; B-2)

8. Communicate the student's learning plan to the lab supervisor and to student's guardians. (B-3)

9. Determine the student's learning style and utilize appropriate instructional adaptations. (B-2)

10. Create learning activities representative of the student's reading style and ability. (B-2)

11. Review and become knowledgeable of educational research. (B-2)

12. Evaluate the student using varied assessment techniques. (B-2)

13. Prepare lesson plans appropriate to student needs. (B-1; B-2)

14. Maintain appropriate educational records. (B-3)

15. Demonstrate various learning strategies. (B-2)

16. Develop classroom management techniques. (B-1; B-2; B-3)

17. Develop knowledge of various curriculum content. (B-1)

18. Demonstrate professionalism. (B-3)

### III. REQUIREMENTS

#### A. Tutorial Experience

##### 1. Tutorial schedule

a. Weeks 1 through 3

--- 2 hours of supervisor-directed class instruction

b. Weeks 4 through 13

--- ½ hour supervisor classroom instruction

--- 1½ hour tutoring

c. Week 14

--- 2 hours supervisor-directed classroom instruction

2. Instruction time includes feedback on lesson plans and instruction on developing competencies in effective teaching

##### 3. Evaluation

a. Final Semester Evaluation: Psychology of Education

--- Teacher Candidate Evaluation Form

--- **Due Date: Wednesday, April 9, 2003 in the EDU 432 class (Briggs 246) between 3:00—3:30p.m.**

#### B. Portfolio

1. Tutor's portfolio should include:

- a. copy of all tests given to students and their scoring and interpretation
  - b. copies of lesson plans
  - c. copies of materials used for each lesson
  - d. reflective comments on lessons
  - e. parent consultations/write-ups
  - f. copy of work completed by students
2. Portfolio submitted to student's supervisors: Celletti or Williams
  3. **Due Date: March 24—March 28, 2003**

C. Case Study

1. Case study is developed on assigned student
2. The provided case study format is used
3. **Due Date: March 10--14, 2003**

D. Weekly-Related Lab Assignments (i.e., varied hands-on teaching activities and techniques, lesson plans, bulletin boards, assessment materials, etc.)

1. **Due Date: TBA**

IV. **EVALUATION**

A. Tutoring Experience (C-1 through C-18)	60%
B. Portfolios (C-1 through C-18)	20%
C. Case Study (C-1 through C-18)	10%
D. Weekly-Related Assignments (C-1 through C-18)	10%

University Of Detroit Mercy  
 College Of Education And Human Services  
 4001 West McNichols, Detroit, MI 48219-0900

EDU 432 -- Psychology of Education Teacher Education Evaluation Form

Teacher Candidate: \_\_\_\_\_ Student: \_\_\_\_\_ Age/Grade: \_\_\_\_\_

Day/Time: \_\_\_\_\_ Content Area(s): \_\_\_\_\_ Semester/Year: \_\_\_\_\_

The following Evaluation Form is developed to assess the achievement of the following outcomes of the Department of Education's Conceptual Framework.

- I. Teacher as a scholar, theorist and pedagogist
- II. Teacher as a problem solver, inquirer and reflective thinker
- III. Teacher as an ethical professional, a collaborator and advocate

The Roman numbers in parenthesis below indicate the Conceptual Framework outcome above being achieved.

**DIRECTIONS:** Use the following scale to respond to the listed criteria for each teacher candidate. Additional comments for clarity are appreciated.

SCALE: 5 -- Excellent; 4 -- Good; 3 -- Average; 2 -- Below Average; 1 -- Poor; 0 -- Incomplete, not attempted

CRITERIA	COMMENTS	SCALE
1. Attendance (III)  2. Organization (II)  3. Rapport with Client (III)  4. Preparation (I and II) A. Lesson plans 1. Objectives 2. Format-Activities 3. Resource Materials 4. Evaluation/Review B. Selection/Use of Resource Materials C. Creativity D. Summary Reports E. Tutoring Log  5. Feedback/Communication of Concerns to Supervisor (I through III)  6. Professionalism (III) A. Initiative B. Motivated C. Leadership Skills D. Decision-Making Skills E. Behavior F. Standards G. Completion of Guidelines H. Concern for Student		

Comments:

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Teacher Candidate  
Supervisor

EDU 432 Psychology of Education Tutorial

Date

EDU 432 -- Psychology of Education Lab

CASE STUDY

STUDENT'S NAME: \_\_\_\_\_

BIRTHDATE: YEAR \_\_\_\_\_ MONTH \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
STREET CITY  
STATE ZIP CODE

PHONE NUMBER: \_\_\_\_\_

PARENT(S) OR GUARDIAN: \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
STREET CITY  
STATE ZIP CODE

PHONE NUMBER: \_\_\_\_\_

GRADE: \_\_\_\_\_ DISTRICT AREA: \_\_\_\_\_

TEACHER: \_\_\_\_\_

TUTOR: \_\_\_\_\_

SUPERVISOR: \_\_\_\_\_

I. TUTORING INFORMATION

SEMESTER: \_\_\_\_\_

DAY: \_\_\_\_\_ TIME: \_\_\_\_\_

PREVIOUS TUTORING EXPERIENCE: \_\_\_\_\_

U OF DM TUTORING CLINIC: \_\_\_\_\_

OTHER: \_\_\_\_\_

II. STUDENT HISTORY

A. MEDICAL HISTORY:

B. PHYSICAL DEVELOPMENT:

C. EMOTIONAL/SOCIAL/BEHAVIORAL DEVELOPMENT:

D. COGNITIVE DEVELOPMENT:

III. ACADEMIC INFORMATION

A. LEVELS OF FUNCTIONING

<u>AREA</u>	<u>LEVEL</u>	<u>TEST</u>
1. READING		
2. MATH		
3. LANGUAGE		
-- VERBAL		
-- WRITTEN		

B. COGNITIVE

SUBTESTS (PLEASE LIST)

IV. LEARNING STYLES

<u>STYLES</u>	<u>ABOVE AVERAGE</u>	<u>AVERAGE</u>
AUDITORY		
VISUAL		
TACTILE		
KINESTHETIC		
REFLECTIVE		
IMPULSIVE		
INDIVIDUAL		
GROUP		

V. STUDY SKILLS

A. ORGANIZATION:

B. ON-TASK RELATED BEHAVIOR (CONCENTRATION/FOCUS):

C. ADAPTABILITY TO ENVIRONMENTAL OPPORTUNITIES:

D. EXTRA CURRICULAR ACTIVITIES:

E. MOTIVATION:

1. EXTERNAL MOTIVATORS:

2. INTERNAL MOTIVATORS:

VI. SIGNIFICANT OBSERVATIONS DURING TUTORING SESSIONS (BEHAVIORAL AND/OR ACADEMIC):

VII. SUMMARY OF TOTAL TUTORING EXPERIENCE:

VII. RECOMMENDATIONS:

\_\_\_\_\_  
SIGNATURE OF TUTOR

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE OF SUPERVISOR

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE OF PARENT

\_\_\_\_\_  
DATE



NAME OF ADVISOR:

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SIGNATURE OF STUDENT

DATE

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FOR SUPERVISOR USE ONLY

TERM: \_\_\_\_\_

YEAR:

STUDENT ASSIGNED:

AGE: \_\_\_\_\_

GRADE:

PARENT(S) OR GUARDIAN:

ADDRESS:

STREET

STATE

ZIP CODE

CITY

PHONE NUMBER:

CONTENT TUTORED:

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SIGNATURE OF SUPERVISOR

DATE

UNIVERSITY OF DETROIT MERCY  
P.O. Box 19900  
Detroit, MI 48219-0900

LESSON PLAN

Subject: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Concept:

Estimated Time of Lesson:

Performance Objective (Cognitive):

Prior Skills/Knowledge Needed:

Affective/Motivational Objective:

Materials Needed:

Procedures  
(Task Analysis)

Step #	

Lesson Plan Continued

Procedures Continued.....

Step #	

<p>Evaluation of Student (Measure of quantitative/qualitative achievement of objectives by the student):</p> <p>Follow-up (What next?)</p>	
<p>Self Evaluation (Reflection of total lesson)</p>	<p>Cooperating Teacher Evaluation</p>

**BLOOM'S TAXONOMY**

Descriptions of the major categories in Bloom's Taxonomy in the Cognitive Domain are:

- 
1. Knowledge -- Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.
- 
2. Comprehension -- Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.
- 
3. Application -- Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning

outcomes in this area require a higher level of understanding than those under comprehension.

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4. Analysis -- Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.
- 

5. Synthesis -- Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures.
- 

6. Evaluation -- Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all of the other categories, plus conscious value judgments based on clearly defined criteria.
-

**Illustrative General  
Instructional Objectives**

Knows common term  
Knows specific facts  
Knows methods and procedures  
Knows basic concepts  
Knows principles

---

Understands facts and principles  
Interprets verbal material  
Interprets charts and graphs  
Translates verbal material to mathematical formulas  
Estimates future consequences implied in data  
Justifies methods and procedures

---

Applies concepts and principles to new situations  
Applies laws and theories to practical situations  
Solves mathematical problems  
Constructs charts and graphs  
Demonstrates correct usage of a method or procedure

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Recognizes unstated assumptions  
Recognizes logical fallacies in reasoning  
Distinguishes between facts and inferences  
Evaluates the relevancy of data  
Analyzes the organizational structure of a work (art,  
music, writing)

---

Writes a well-organized theme  
Gives a well-organized speech  
Writes a creative short story (or poem, or music)  
Proposes a plan for an experiment  
Integrates learning from different areas into a  
problem-solving plan  
Formulates a new scheme for classifying objects (or  
events, or ideas)

---

Judges the logical consistency of written material  
Judges the adequacy with which conclusions are  
supported by data  
Judges the value of a work (art, etc.) by use of  
internal criteria  
Judges the value of a work (art, etc.) by use of  
external standards of excellence

**Illustrative Behavioral Terms For  
Stating Specific Learning Outcomes**

Defines, describes, identifies, labels, lists, matches, names,  
outlines, reproduces, selects, states

---

Converts, defends, distinguishes, estimates, explains, extends,  
generalizes, gives examples, infers, paraphrases, predicts,  
rewrites, summarizes

---

Changes, computes, demonstrates, discovers, manipulates,  
modifies, operates, predicts, prepares, produces, relates,  
shows, solves, uses

---

Breaks down, diagrams, differentiates, discriminates,  
distinguishes, identifies, illustrates, infers, outlines, points out,  
relates, selects, separates, subdivides

---

Categorizes, combines, compiles, composes, creates, devises,  
designs, explains, generates, modifies, organizes, plans,  
rearranges, reconstructs, relates, reorganizes, revises, rewrites,  
summarizes, tells, writes

---

Appraises, compares, concludes, contra  
criticizes, describes, discriminates, explains, justifies,  
interprets, relates

## INTRODUCING BLOOM TO STUDENTS

15 days, 15 minutes with Bloom

Explain to students something like this: “There is a man named Benjamin Bloom who has spent years studying how people think and learn. He found that people think in six levels. To become better at thinking, we are going to study each of the levels and practice them.”

It is a good idea to stand near each mobile and tell the students that they are there to help all of you improve our thinking. As you explain each level, move to the appropriate mobile.

Use a concrete object like a shoe to illustrate the taxonomy.

### LEVEL 1 - KNOWLEDGE

(Just remember something) What is the color of this shoe?

### LEVEL 2 - COMPREHENSION

(Understand what you know) Explain what this shoe does.

### LEVEL 3 - APPLICATION

(Use what you know in a new setting) What occupations need specialized shoes?

### LEVEL 4 - ANALYSIS

(Take an idea and understand each part of it) Compare this end of the shoe to the other end.

### LEVEL 5 - SYNTHESIS

(Put ideas together in a new way) Design a way that this shoe would be better.

### LEVEL 6 - EVALUATION

(You judge things) Why do you think your newly created shoe is better? Give 2 reasons.

### Ice Cream

Knowledge - Make a menu with as many flavors of ice cream as you can think of.

Comprehension - Explain in a letter to the American Dairy Association the value of ice cream as a nutritious dessert.

Application - Draw and color a picture of a delicious ice cream dish.

Analysis - Take a survey of your classmates to find their favorite flavor of ice cream. Graph your results.

Synthesis - Write and illustrate a story about ice cream that does not melt.

Evaluation - If you had \$1.00 to spend at the Dairy Queen, what would you buy? List 5 choices: develop 3 criteria: explain decision based on your given criteria.

### Apples

Knowledge - Make a list of different kinds of apples.

Comprehension - Make a chart labeling and illustrating the different varieties of apples. Explain how they are used best.

Application - Illustrate different recipes that can be made from apples.

Analysis - Investigate how apples grow. Show your findings on a diagram.

Synthesis - Create a new recipe using apples.

Evaluation - "An apple a day keeps the doctor away." Justify the statement.

### Teddy Bears

Knowledge - Remember as many kinds of bears as you can.

Comprehension - Define Teddy Bear in a sentence. A Teddy Bear is....

Application - Draw a diagram of a favorite Teddy. Label the ears, eyes, nose, mouth, paws, fur, heart, etc.

Analysis - You are a Teddy Bear teacher. Tell what you might teach.

Synthesis - Design a special Teddy for a famous person.

Evaluation - Judge whether or not you would like to become a Teddy Bear.

## BEHAVIORAL OBJECTIVES

### WHAT ARE BEHAVIORAL OBJECTIVES

1. Statements that determine exactly what pupils are to be able to do after they have mastered the content, unit, etc. The emphasis is on stating the objective in terms of definite behavior.
2. They should not state what the teacher is doing nor would they describe learning activities.
3. Each statement describes something that the pupil will be able to do after he has had the learning experience and is demonstrating his achievement of the objective.
4. An objective describes an intended outcome rather than a summary of content for a unit.
5. An objective defines the behavior sought in the learner.
6. An objective prescribes the terminal behavior of the student.
7. An objective identified the kind of performance which will be accepted as evidence that the learner has achieved the objective.

### FORMULATING OBJECTIVES IN BEHAVIORAL TERMS

1. Individual(s)  
---Who is to exhibit the behavior?
2. Behavior to be performed  
---What action or behavior is the learner expected to perform (say, point to, draw, act out, etc.)?
3. Conditions  
---What will the learner respond to?  
---What is the situation that stimulates the learner's performance?  
---What object is being acted upon or interacted with? be given (written, said, etc.)?  
---What things will the learner have at his disposal (to use, as reference, to manipulate, etc.)?
4. Criterion or Degree  
---What constitutes the set of acceptable response  
---How long does he have to complete the task?  
---What are (is) the criteria(on) against which a response is judged either correct or incorrect (test, evaluative measurement or instrument, etc.)?  
---What is the degree or accuracy desisted?
5. Retention  
---A fourth question could be asked here: How long should the learner retain the capability, knowledge, etc.

### DOs AND DON'Ts

1. Do not use:  
---to know  
---to recognize  
---to understand  
---to appreciate
2. Use:  
---identify (select, touch, pick up, point to, define)  
---list, enumerate  
---distinguish, choose between, differentiate  
---construct, draw, design, build  
---name, state, write, report  
---order, arrange, make a sequence  
---describe, compare, contrast  
---demonstrate, show, perform  
---count, calculate, make a graph  
---designate, label, classify  
---formulate a question, find a problem  
---state a rule, definition, principle, law  
---solve a problem  
---apply a rule or principle

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EDU 432 -- Psychology of Education Lab Guidelines

Lab Location: LRC, Briggs Basement

In order to make the tutorial experience rewarding and satisfying for all involved, the following guidelines are listed:

1. Tutors should display professional behavior at all times during the tutorial session (i.e., appropriate attire, no eating, gum chewing, smoking, talking in hallways, radios, etc.) (1 and 3).
2. Tutors should be on time (4:30 or 6:30pm) for each lab session. Absences should be avoided. Attendance and punctuality will be considered important in the lab grade (3).
3. Lesson plans should be presented during the first half of each lab session. This will be instruction time. Assistance, suggestions, and recommendations for lesson plans will be made during that time and should be implemented during the tutoring session (1).
4. Materials may be checked out on a weekly basis. When materials are returned, be sure your name is removed from the check out list with return date noted (3).
5. Breaks should be limited to a total of 10 minutes during the session (this may be split into 2 five minute segments). This time should be used for stretching, lavatory, getting drinks, etc. (3)
6. Games should not exceed 10 minutes of a session (3).
7. Treats given should be awarded at the end of the session or during the break. Rewards dealing with food must be approved by parent(s)/guardian(s) (3).
8. Thirteen and one-half hours of tutoring are required. Any absences are to be rescheduled as soon as possible through the director/supervisor and parent(s) (3).
9. Tutor requests for changes in tutoring assignments must be cleared with course instructor (2 and 3).
10. Tutorial experience comprises 50% of the EDU 432 lab experience and 25% of the total course grade (1, 2, and 3).
11. Students should not be left unattended: walk student to the lavatory; be sure to leave them with parents at the end of the session (3).
12. Tutors will:
  - A. Develop weekly lesson plans and objectives for the student's sessions. Lesson Plans should be complete and ready for checking at the beginning of each session (1 and 2).
  - B. Record summary of each session based upon completion of objectives, difficulties/concerns encountered, evaluation of the lesson and follow-up plans, suggestions, modifications, etc. The summary should be turned in to the supervisor following each weekly session (2).
  - C. Spend one and one-half hour per week following the assigned tutoring schedule. Notification of absence occurs the evening prior to the tutoring day by calling Ms. Williams at 313-993-6315 or Mr. Celletti at 248-585-1033 after 9:00pm. In cases where supervisors cannot be reached, call Steven Coddington at 313-993-6315 with the notification of absence. Absences must be made up (3).
  - D. Plan and implement activities based on results from various diagnostic materials (input from formal and/or informal testing) (1, 2, and 3).
  - E. Select appropriate resource materials based on lesson plans. Assistance may be received from supervisor upon request (2).
  - F. Provide lesson plans at the start of the session. Lesson plans will not be accepted after the start of the tutorial session. Lesson summaries are due a week after the lesson session and at the beginning of each session. Lesson plans and lesson summaries must follow the prescribed format and may not be late (3).
  - G. Bulletin boards which will be assigned to groups of students and will reflect areas of curriculum and instruction (1 and 2).
  - H. Tutors will be evaluated twice during the experience. These evaluations will consist of a Mid Semester Evaluation and a Final Evaluation. The Psychology of Education Teacher Candidate Evaluation Form is used for evaluation purposes (1, 2, and 3)

Please Note: EDU 432 Psychology of Education Lab Guidelines emphasize the achievement of the Department of Education's Conceptual Framework identified below (1-3). The Conceptual Framework Outcomes which pertain to each specific guideline is indicated by the number in the parenthesis beside each guideline.

Conceptual Framework Outcomes

1. Teacher as a scholar, theorist, and pedagogist
2. Teacher as a problem solver and reflective thinker

3. Teacher as an ethical professional, a collaborator and advocate

**GUILFORD'S STRUCTURE OF INTELLECT**

Curriculum development based on the Structure of Intellect -- To plan a unit of study, a learning center, or a daily assignment, use the chart below to select verbs (process) and nouns (product) when writing questions or planning activities. Each skill area represents one of the thought processes as defined in the Structure of Intellect.

<u>Skill</u>	<u>Process</u>	<u>Product</u>
Cognition	Match, record, observe, sort, note, locate, find, unscramble, gather, alphabetize, compile, classify, recognize, itemize, discover, label	Code, tangram solution filmstrip pictures, puzzles, diagrams, pictures, optical illusions, records
Memory	List, recall, remember, reproduce, name, quote, underline, locate, sketch, retrieve, match, identify, listen, recite, say	List, drawing, diagrams, association, details, stories, sequence, systems
Evaluation	Judge, compare, criticize, evaluate, analyze, summarize, determine, examine, select, debate, discuss, contrast, choose, decide	Debate, letter, panel book, news item, collage, survey, self-evaluation, recommendations
Divergent Thinking	Imagine, infer, rearrange, pretend, elaborate, write, paint, combine, regroup, design, create, invent, compose, predict, estimate, experiment, synthesize, produce, construct	Song, invention, cartoons, diorama, puppet show, play, advertisement, mine, newspaper, TV or radio show, new game
Convergent Thinking	Identify, decipher, map, describe, diagram, demonstrate, find evidence, find correct answer, search, explain, outline, produce, convey	Research paper, graph, survey, questionnaire, commercial, report, chart, code, map

PROCESS VERBS USED FOR STATING LEARNING OBJECTIVES ACCORDING TO B

- 1     KNOWLEDGES:       (The student recalls or recognizes information)  

define	repeat	list	memorize
label	record	recall	relate
  
- 2     COMPREHENSION:   (The student solves a problem using knowledge)  

restate	describe	explain	identify
discuss	recognize	express	locate
  
- 3     APPLICATION: (The student solves a problem using knowledge and appropriate generalizations)  

demonstrate	practice	employ	apply-
dramatize	operate	schedule	illustrate
  
- 4     ANALYSIS:       (The student separates information into components)  

debate	distinguish	question	differentiate
diagram	compare	inventory	criticize
  
- 5     SYNTHESIS:       (The student solves a problem by putting information together that requires original, creative think)  

compose	propose	formulate	assemble
design	arrange	organize	prepare
  
- 6     EVALUATION:   (The student makes qualitative and quantitative statements according to set standards)  

select	judge	predict	choose
measure	value	rate	assess

University of Detroit Mercy  
Tutorial Clinic  
College of Liberal Arts and Education  
4001 West McNichols Road, Detroit, MI 48219-0900

APPLICATION FOR TUTORING

TODAY'S DATE: \_\_\_\_\_

CLIENT INFORMATION:

NAME OF CLIENT: \_\_\_\_\_ DATE OF BIRTH: \_\_\_\_\_

LOCAL ADDRESS: \_\_\_\_\_  
CITY STATE ZIP

HOME PHONE NUMBER: \_\_\_\_\_

FATHER'S NAME: \_\_\_\_\_ BUSINESS PHONE NUMBER: \_\_\_\_\_

BUSINESS ADDRESS: \_\_\_\_\_  
CITY STATE ZIP CODE

MOTHER'S NAME: \_\_\_\_\_ BUSINESS PHONE NUMBER: \_\_\_\_\_

BUSINESS ADDRESS: \_\_\_\_\_  
CITY STATE ZIP CODE

CLIENT'S CURRENT GRADE IN SCHOOL: \_\_\_\_\_

CLIENT'S AREA(S) OF DIFFICULTY: \_\_\_\_\_

TIME SCHEDULE:

DAY(S): \_\_\_\_\_ TIME(S): \_\_\_\_\_

AND TERMINATE ON: \_\_\_\_\_

PAYMENT INFORMATION:

INSTALLMENTS: \_\_\_\_\_

ON \_\_\_\_\_  
AMOUNT

DATE: \_\_\_\_\_

REFERRAL SOURCE: \_\_\_\_\_