

EDSS 531: The Reflective Professional (2 credits)
Spring 2013

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School of Education Mission Statement

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(adopted by College of Education Governance Community October, 1997)*

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2. Single Subject Course Work Information and Requirements

Course Prerequisites: Admission to the Single Subject Program, EDUC 350, EDUC 364, EDUC 422

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Teacher candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02.)*

Teacher Candidate Learning Outcomes

Teacher Candidates will be required to complete a California Teaching Performance Assessment (CalTPA), show proof of Teacher Performance Expectations (TPEs) and complete critical assessment tasks- specific assignments for this course. It is the teacher candidates responsibility to understand expectations and complete assignments by stated due dates.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short. To assist your successful completion of the TPA a series of informational seminars are offered online through Moodle Cougar Courses. TPA related questions and logistical concerns are to be addressed during the seminars. Your attention to TPA seminars will greatly contribute to your success on the assessment. Additionally, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program. The CalTPA Candidate Handbook, TPA seminars, and other TPA support materials can be found on the SOE website.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all teacher candidates are expected to attend all classes and participate actively. At a minimum, teacher candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the teacher candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the College of Education Governance Community, December, 1997.)*

Instructor application of Attendance Policy: This course and teaching in general are participatory; therefore, your attendance and participation are important. Students are expected to attend all live sessions during the course and to fully participate in online sessions. Absences and late arrivals/early departures will affect the final grade much as it would affect evaluation in the work place.

Teacher Candidates with Disabilities Requiring Reasonable Accommodations

Teacher candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Teacher candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

The writing requirements for this class will be met as described in the assignments. Every course at the university, including this one must have a writing requirement of at least 2500 words.

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Teacher candidates are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each teacher candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor or other teacher candidates, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that electronic correspondences are a very specific form of communication, with their own form of nuances, meanings, and etiquette. Please be mindful of courtesies and limitations with regards to professional e-mail, on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care. A guiding principle when writing an email is to assume that everyone in your school district will be reading it, including your principal.

Things to consider:

- Would I say in person what this e-mail specifically says?
- How could this e-mail be misconstrued?
- Does this e-mail represent my highest self?
- Am I sending this e-mail to avoid a face-to-face conversation?

In addition, if there is ever a concern with an email I send to you, let's talk in person so we can correct any confusion.

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Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations and complete critical assessment tasks and specific assignments for this course.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved assessment system to be embedded in the credential program of preparation. At CSUSM, this assessment is CalTPA. To assist your successful completion of the TPA a series of informational seminars are offered online through Moodle Cougar Courses. TPA-related questions and logistical concerns are to be addressed through the TPA coordinator and the online resources. Additionally, SoE classes use common pedagogical language, lesson plans (designs), and unit plans in order to support and ensure your success on the TPA and your credential program in general. The CalTPA Candidate Handbook, seminars, and other support materials can be found on the SoE website.

Technology

This course infuses technology competencies to prepare candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology for their own professional development and practice, as well as be able to strategically place it in the hands of students for their learning and understanding of concepts you teach.

Enduring Understanding:

Teacher candidates understand that effective teaching and student achievement is based upon the practitioner's ability to reflect upon events and individual students as a means to meet student needs and continually grow in the profession.

Essential Questions for Teacher Candidates:

1. What is my belief system regarding the nature and education of adolescents?
2. What does the Current Age require of its citizens and how is this reflected in my teaching?
3. How do I reflect upon my own biases and ensure equity in my classroom?
4. How do I communicate openly, empathetically, and productively in a variety of situations, including: Socratic seminars, class discussions, presentations, and role-plays?
5. How do I present myself as a professional educator?

Evidence of Understanding - Teacher Performance Expectation (TPE) Competencies: The course objectives, assignments, and assessments have been aligned with the CTC standards for the Single Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Failure to meet a minimum level of competence in any of the TPEs by the completion of the program will prevent the acquisition of the Single Subject Credential (A full-text version of the TPE descriptions can be downloaded from the COE webpage: www.csusm.edu/COE).

The following Teacher Performance Expectations (TPEs) are addressed in this course and are imbedded in the Teacher Performance Assessments (TPAs).

TPE 11 - Social Environment

TPE 12 - Professional, Legal, and Ethical Obligations

TPE 13 - Professional Growth

TPE 15 - Social Justice and Equity

REQUIRED TEXTS

Readings posted on Moodle

Pink, D. (2006) A Whole New Mind.

COURSE REQUIREMENTS

Academic Integrity: Teacher candidates must come to class having done close reading of the required texts in preparation for class or Socratic seminar-style discussions, submit required assignments, and participate in class activities, including facilitation of and feedback to colleagues, role plays, and small group tasks. Teacher education is a professional preparation program. Teacher candidates will be expected to adhere to standards of dependability, academic honesty and integrity, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, colleagues, parents, and administrators, writing that is original, clear and error-free is a priority in the College of Education. **Late work will not be accepted. If there are extenuating circumstances, the instructor may accept late work; however, it will not receive full credit.**

CSUSM Academic Honesty Policy: “Students (Teacher Candidates) will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Teacher candidates are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

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ASSIGNMENTS AND GRADING

Effective Teacher Dispositions

It is expected that each teacher candidate will continue to demonstrate the dispositions of highly effective teachers, and self-evaluation of the dispositions will be included as part of this class. Download the dispositions and type your evidence and rationale for your self-ratings. ***Now that you have been teaching and have gained experience as a member of a school community, think about how these dispositions were/are evidenced in relation to professionalism in teaching as well as in your university classes and how you might use this as a tool in your own classroom.***

Academic Philosophy and Practice Paper:

25 points

“What I Know and What I Believe About the Development and Learning Needs of Adolescents” Teacher candidates will articulate their beliefs about teaching and learning and the nature and learning of adolescents including adolescent characteristics, learning profiles, curriculum, instruction and management strategies for adolescents. Additional details are provided later in the syllabus.

20% Project Innovation in Education

25 points

Google has a policy of allowing its employees to dedicate 20 percent of their time to personal projects that they hope will eventually equate to new products/ or services. The idea is that if you allow your employees to follow their passions, good things will happen. As such, you will dedicate 20% of your time in this class to learn something using technology. It can be following Photoshop tutorials online, learning to play the guitar on YouTube, or anything else that you have always wanted to learn. The results will be shared on your blog in the form of a post with some documentation of your results (video, pictures, etc.)

Student Survey Analysis

25 points

You will distribute a student survey that you (individually) or with a partner develop to get to know your students and write a brief analysis of the results. Additional details are provided later in the syllabus. You must include questions that inform you of your students’ preferences for instructional and learning styles, homework, and interest in the content. You may ask other questions regarding student extracurricular work or activity schedules, interests outside of school, education and career goals, etc. They survey should not take a great deal of time to complete (10-15 min.). They should also be easy for you to review and analyze. Checklists and rating scales for preferences are appropriate, while short answer for some questions might be more appropriate. You will hand in a copy of your survey, a one-page analysis including a brief summary of the results, important findings regarding the needs of your students, implications for your teaching, and how you and your students are alike and different in your learning preferences.

Reading Responses

25 points

Student Survey Analysis

Student Survey Analysis

You will distribute a student survey that you (individually) or with a partner develop to get to know your students and write a brief analysis of the results. You **must** include questions that inform you of your students' preferences for instructional and learning styles, homework, interest in the content, and use of technology. You **may** ask other questions regarding students' extracurricular work or activity schedules, interests outside of school, education and career goals, etc. The survey should not take a great deal of time to complete (10-15 min.). The surveys should also be easy for you to review and analyze. Checklists and rating scales for preferences are appropriate, while short answers for some questions might be more appropriate. You will submit a copy of your survey and a 1-2 page analysis including a brief summary of the results, important findings regarding the needs of your students, implications for your teaching, and a reflection regarding how you and your students are alike and different in your learning preferences along with how you will adjust your teaching style to meet their needs.

Complete the following rubric and submit with your written analysis and a copy of the survey.

Student Survey Analysis Rubric:

Have a peer rate a draft of your paper. After you have made revisions, rate yourself and provide an explanation for your ratings using the following rubric. Submit this with your paper.

Rate yourself on a scale of 1-5 with 5 indicating excellence in each category.

Criteria	Peer assessment	Self assessment	Instructor assessment
Survey is well-constructed and provides pertinent information regarding students' preferences for instructional and learning styles, homework, interest in the content, and use of technology.			
Analysis includes a brief summary of the results.			
Analysis includes information regarding the needs of your students.			
Analysis includes implications for your teaching.			
Reflection includes a comparison of how you and your students are alike and different and how you will adjust your teaching style to meet their needs.			

Peer Name and Comments:

Self Comments:

Instructor Comments:

Academic/Philosophical Paper:

“What I Know and What I Believe About the Development and Learning Needs of Adolescents”

Every decision you make about your teaching and the students you see each day must be grounded in a belief system. That is the basis for this paper, which is part philosophical, part academic, and part opinion. It should be written in APA style, double-spaced with citations for references where appropriate. It should include 5-7 references, which could come from any of your single subject program texts, readings, or any other references you have found to be informative for your teaching. You may want to review the philosophy paper you wrote in EDUC 350; however, **I would not suggest that you use and revise that paper.** Since you wrote that paper, you should find that you are a great deal more knowledgeable and have some valuable teaching experience that informs your belief system regarding adolescents and teaching. In addition, the paper you wrote in EDUC 350 does not likely address all of the criteria below and in the rubric. ***This assignment is designed to help you articulate your belief system for purposes of making teaching decisions, preparing for job interviews, and responding to TPA 3.***

You should portray your personal beliefs and use your teaching experiences to illustrate how your beliefs “look” in a classroom setting. While this paper is definitely about you and your beliefs, you will use citations and references to reinforce your opinions and knowledge.

Think about how you will begin your paper, e.g. a story, a quote, a metaphor, or a powerful thesis statement. Use examples from your teaching and real students (pseudonyms), where appropriate, to illustrate your statements. **You must address all of the following subtopics:**

- **Physical, social, and emotional factors** that influence the instruction of adolescents and how you use this knowledge to inform your teaching, especially in your particular subject area.
- **Learning environment**, e.g. building and maintaining a positive and productive learning community.
- **Expectations**, e.g. encouraging and providing opportunities for students to take responsibility for their own learning and working responsibly with others.
- **Classroom Management**, e.g. establishing clear expectations for academic and social behavior, setting classroom routines and procedures, etc.
- **Meeting the needs of all students**, e.g. English learners, reluctant learners, gifted students, average students, etc.

What I Know and What I Believe About the Development and Learning Needs of Adolescents

Rubric

Have a peer rate a draft of your paper. After you have made revisions, rate yourself and provide an explanation for your ratings using the following rubric. Hand this in with your paper.

Name _____

CRITERIA and DESCRIPTORS	Minimal information, no or inadequate citations	Sufficient information, few or no examples	Sufficient information, examples and citations support the writer's claims	Excellent information, examples and citations reinforce and strengthen the writer's statements and opinions
Opening grabs the reader's attention.				
Physical, social, and emotional factors				
Learning environment				
Expectations				
Classroom Management				
Meeting the Needs of all Students				

Peer Review Comments:

Writer's Comments:

Instructor's Comments:

Tentative Course Calendar for EDSS 531

Readings may change depending on progress toward course objectives and teachable moments.

Session	Purposes/Learning Outcomes	Learning for the week	Assignment Due															
1. Jan. 21 online	Campus Closed Know your Students	Online Class Revise your student survey from CPI and administer to your current students. Instructions on Moodle	Student Survey Analysis															
2 Jan. 28	Articulate your belief system Essential Question #1 What is my belief system regarding the nature and education of adolescents?	Bring a print or electronic copy of the syllabus to class. Reading Response #1 - Read <i>Thinking, not shuffling: Expecting all students to use their minds well</i> and <i>Students and teachers talk about school reform and student engagement</i> Reading Response 1. Pre-reading writing prompt: Reflecting on your CPI teaching, respond to the following questions. What is it like to be a student in my current class? What is it like for a student to move through classes in a day at our school? What do you think your students would say is the biggest change they would like to see in High School? During reading, Is Miguel Thinking or Shuffling? How do their experiences match your own? What might be an innovative change or teaching practice you could implement in response to what students say they need and want? Highlight quotes and write at least 3 questions for participation in a Socratic seminar. Post Reading: You will add a hand written reflection to your reading response after discussion in a Socratic seminar.	Reading Response #1. (Paper copy)															
3. Feb. 4	Essential Question # 2 What does the Current Age require of its citizens and how is this reflected in my teaching? <i>20% Project with Innovation</i>	Reading Response #2 - Read: <i>Abundance, Asia, and Automation Story and Design in Pink</i> Use a 3 column organizer to record and analyze 4 quotes, one from each of the readings. Bring a paper copy to class. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Quote from the text</th> <th style="width: 33%;">What it means</th> <th style="width: 33%;">Deeper thinking</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td></td> <td></td> </tr> </tbody> </table>	Quote from the text	What it means	Deeper thinking	1.			2.			3.			4.			Reading Response 2 (Paper copy)
Quote from the text	What it means	Deeper thinking																
1.																		
2.																		
3.																		
4.																		

4. Feb. 11	Essential Question #3 How do I reflect upon my own biases and ensure equity in my classroom?	Reading Response #3 Read: <i>Understanding unconscious bias and unintentional racism and Saving black and Latino boys: What schools can do to make a difference</i> . Respond to the following prompt: What are your biases and how do you mitigate your behavior when working with students? Read Highlight quotes and write two questions for discussion in a Socratic Seminar Bring draft Belief System paper for writing workshop. What reading responses and blog posts might be appropriate to include in your paper?	Reading Response 3 (Paper copy)
5. Feb. 18 Joint session	Use assessment and reflection to inform your teaching.	Reading Response #4 Read: <i>Do grades tell parents what they want and need to know?</i> And. Bring samples of 5 students' work for analysis. Read: <i>Flunking innovation and creativity</i> or view Ted Talks by Yong Zhao	Reading Response 4 Paper copy
6. Feb 25	Invisible Students	Read: <i>Gay Male High School Teachers: A Taxonomy of Fear</i> <i>One Teacher's Story: Creating a New Future or Living up to Our Own History?</i> <i>How Homophobia Hurts Everyone</i> <i>Essential Understandings Regarding Montana Indians</i> a. BEFORE READING: Who are the invisible students at your school site? What are their needs? b. AFTER READING How could you support these students?	Belief System Paper Due
7. Mar 4		Completion and submission of TPA Task 3	
8. Mar 11 TPA Task 3 Due	Listen to Students EAP coordinator guest speaker	Reading Response #5 Read <i>The voices of young black males and Listen first, then teach</i> Before reading respond to the following questions: How can listening be a sign of respect? Why would the author of the second article put teaching second, after listening in the title? Read: <i>What students would do if they did not do their homework</i>	Reading Response 5 Paper copy
9. Mar 18	ITU poster session Joint session. Travel to carlsbad	20% Project workshop ITU Poster Session	
10-11-12. Mar 25, Apr. 1, 8 Online Spring breaks	Behavior in School	On line class readings and discussion groups Work on 20% Project Completion of TPA 4 Preparation for session 13	

<p>13. Apr 15 TPA Task 4 Due</p>	<p>Essential Question #4 How do I communicate openly, empathetically, and productively in a variety of situations, including: Socratic seminars, class discussions, presentations, and role-plays? Parent and family Connections.</p>	<p>Read: <i>The silenced dialogue and Kids do well if they can</i> BEFORE reading, respond to this prompt as the beginning of your reader response:</p> <ul style="list-style-type: none"> Looking back at your teaching last semester, what did you discover about the needs of students in your classes? What kinds of “needs” surfaced that surprised you? <p>AFTER reading, respond to these prompts:</p> <ul style="list-style-type: none"> To what degree do you think you really understand the needs of your students? How wide is the “gap” between them and you? What might have surfaced in the reading or in your teaching (about the realities of students’ needs) that triggered a negative response in you? Try to identify why this response was triggered and how it relates to your biases. <p>3.Print from Moodle for in class reading: “This is Where Teaching Gets Real” After discussion: Journal Writing 4: (In Class)</p>	
<p>14. Apr 22</p>	<p>Essential Question #5 How do I present myself as a professional educator? Principal’s panel</p>	<p>Read “The Heart of a Teacher” “What New Teachers Need to Learn” “Responsibilities & Tasks of Mentors – Stages of Mentoring” Thoughts to consider during reading: With what do you feel most confident as you begin teaching? What will be your biggest curricular challenge? What will be your biggest environmental challenge? What will be your biggest personal challenge?</p>	<p>20% Project Innovation Poster (or other media) presentation</p>
<p>15 Apr 29</p>	<p>Ethics and Dispositions</p>		<p>Submit self assessment of dispositions on Taskstream</p>
<p>16. May 6</p>	<p>Transition to Teaching.</p>	<p>Final Session: Job Search, Exit Surveys, Goal Setting</p>	

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Summative Grading Criteria for EDSS 531

“A” teacher candidates “Exceed Expectations”:

1. The teacher candidate consistently performs and participates in an exemplary manner evident by completing all assignments thoroughly, thoughtfully, and professionally, earning 90-100% of all possible points.
2. Each assignment receives in-depth exploration and reflection based upon research, observations and classroom implementation, when possible.
3. The teacher candidate is consistently prepared and ready to engage in thoughtful discourse.
4. The teacher candidate makes insightful connections between all assignments and their developing overall understanding of reflective practice; they continually question and examine assumptions in a genuine spirit of inquiry.
5. The teacher candidate always collaborates with their colleagues in professional, respectful, and productive ways, enhancing each participant’s learning and demonstrating personal integrity.
6. Presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared.
7. All work is submitted in a professional manner using APA style when appropriate.
8. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

“B” teacher candidates “Adequately Meet Expectations”:

- a. The teacher candidate completes all assignments, usually thoroughly, thoughtfully, and professionally, earning 80-89% of all possible points.
- b. Each assignment is based upon research, observations and classroom implementation, when possible.
- c. The teacher candidate is usually prepared and ready to engage in thoughtful discourse.
- d. The teacher candidate usually connects assignments to their developing overall understanding of reflective practice; may be satisfied with “accepting” their learning as it’s “received” without examining, very deeply, their and others’ assumptions or seeking a deeper understanding of the implications.
- e. The teacher candidate generally collaborates with their colleagues in professional, respectful, and productive ways, enhancing each participant’s learning and demonstrating personal integrity.
- f. Generally, presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared.
- g. Generally, work is submitted in a professional manner using APA style when appropriate.
- h. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

“C+” teacher candidates “Minimally Meet Expectations”:

1. The teacher candidate’s assignments are completed with limited thoroughness, thoughtfulness, and/or professionalism, earning 77-79% of all possible points.
2. Each assignment is based upon opinion rather than research, theory, and best practices.
3. The teacher candidate’s skills are weak, unprepared to engage in thoughtful discourse and do not meet expectations.
4. Reflection is shallow. The teacher candidate makes limited connections between assignments and developing overall understanding of reflective practice; may not be open to examining assumptions or implications.

5. The teacher candidate collaborates with their colleagues in ways that are not always professional, respectful, or productive.
6. Generally, presentations are not consistent with professional expectations, not providing appropriate visual aids, appropriate handouts, and are unprepared.
7. Assignments are submitted without APA style, thorough proofreading and organization.
8. The teacher candidate needs a great deal of guidance.
9. The teacher candidate is consistently late with work and has classroom attendance problems.
10. The teacher candidate may be distracted from learning and/or personal integrity may not be demonstrated.

Teacher candidates who fail to meet the minimum requirements of a “C+” must repeat the course to earn their teaching credential.

GRADING NOTES

- Teacher candidates must meet the attendance requirements to be eligible for the grade described. They are “prerequisites” for earning a particular grade.
- No late work will be accepted
- In order to receive a California State Teaching Credential, you must maintain a B average in your College of Education classes and receive no lower than a C+ in any one course. A grade lower than a C+ indicates serious concern about a teacher candidate’s readiness for a teaching credential—significant concerns exist about his/her quality of learning, quality of work, etc. If you are concerned about meeting this requirement at any time, you should talk with your instructor immediately.

EDSS 531 GRADE SHEET
(Print & bring to first class.)

Name _____

Cohort _____

Email _____

Content Area _____

Phone number(s) _____

School Site _____

Reading Response

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ _____ 25 points

Student Survey Analysis _____ 25 points

Academic Philosophy and Practice Paper: _____ 25 points

20% Innovation in Education Project _____ 25 points

Total Class Points	_____ / 100 points
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Grading Scale

A= 93-100	B+=86-89	C+= 77-79		
A-=90-92	B=83-86	C= 73-76	D=60-69	F=59 or lower.
	B-=80-82	C- =70-72		

If you do not earn a C+ or higher in this course - you must repeat the course to earn your credential.