EDSS 531: THE REFLECTIVE PROFESSIONAL
2 units- CRN 21651 and 21419
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1. Syllabus Introduction (Course Title, Mission Statement, Table of Contents

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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.
(Adopted by COE Governance Community, October, 1997).

Table of Contents for Single Subject Syllabus

2. Single Subject Course Work Information & Requirements

Course Prerequisites

EDSS 511, EDSS 521, EDSS 555, EDSS, EDSS 571 or EDSS 573

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. Students 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 Teaching Performance Assessment, show proof of Teacher Performance Expectations 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 encouraged and **expected** to attend all sessions during the course. Absences and late arrivals/early departures will affect the final grade much as it would affect evaluation in the work place. If you miss one session or leave early or arrive late for more than 2

sessions, you cannot receive a grade of A. With regards to partially missed sessions, for every 30 minutes that a student is not in class, their grade in this category will be reduced by 20%. If you miss two or more class sessions you cannot pass the class. Please remember to sign in at each session.

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.

<u>**Classroom Courtesy:**</u>
- Please turn off or silence your cellular phones.
- If you choose to bring food, please make sure that it does not interfere with presentations, your participation or instruction.
- Please refrain from having private conversations during class.

Please refrain from texting and engaging in computer games during class.

Special Education

Consistent with the intent to offer a seamless teaching credential in the School of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and teacher candidate learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

3. EDSS 531 Course Information & Requirements

COURSE DESCRIPTION

This course is designed to assist teacher candidates in becoming active learners who continuously research, assess, apply, and refine knowledge throughout their careers. The course has been developed around the belief that reflective teachers are more able to influence and mold the contexts, environments, and decision-making associated with the profession. The issues of reflective practice will be explored through readings, discussions, role-plays, field experiences, and connections to previous coursework. In this course, teacher candidates will have the opportunity to develop strategies and techniques to assist them in becoming reflective professionals.

Course Prerequisites:
Admission to the EDSS 511, EDSS 521, EDSS 555, EDSS, EDSS 571 or EDSS 573

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 21st century 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 SOE webpage: www.csusm.edu/education).
The following Teacher Performance Expectations (TPEs) are addressed in this course and are imbedded in the Teacher Performance Assessments (TPAs).

TPE 5 - Student Engagement
TPE 6c - TPE 6c - Developmentally Appropriate Practices in Grades 9 -12
TPE 11 - Social Environment
TPE 12 - Professional, Legal, and Ethical Obligations
TPE 13 - Professional Growth
TPE 15 - Social Justice and Equity

REQUIRED TEXTS

Baldwin, M. and Keating, J. (2006). *Teaching in secondary schools: Meeting the challenges of today's adolescents.* Upper Saddle River, NJ: Pearson. [You should have this book from the fall.]

Other readings as assigned in class.

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.

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."

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 COE Governance Community, December, 1997*)

Instructor Application of Attendance Policy: Teacher candidates are expected to be on time and prepared for class. Attendance at each session is critical to your success

in the course. If extenuating circumstances occur, please contact the instructor as soon as possible to make appropriate arrangements. Notification of absences does not automatically excuse a teacher candidate from the class session. If a candidate is absent, there will be a reduction of 40% in this grade category. In regards to partially missed sessions, for every 30 minutes that a student is not in class, the grade in this category will be reduced by 20%. In accordance with the School of Education attendance policy, "students 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." If you miss two or more sessions, you cannot pass the class. Please remember to sign in for each class session.

ASSIGNMENTS

Class Preparation and Participation:
Close and thoughtful reading and critical, engaged discussion will make this a richer class for all of us. In preparation for this kind of intellectual discourse, teacher candidates will prepare responses to the readings in the form of discussion questions and reflective responses to guiding questions. The responses will be posted on your blogs and responses will be shared and read by colleagues and/or the instructor. Some responses/ dialogue will be posted to the class forum. Candidates will post regularly to their blogs as a way to respond to readings, but also to "capture" ideas, summarize learning from class, etc. Teacher candidates will also be responsible for a variety of in-class presentations, discussions, role-plays, and other activities. As a cornerstone of teaching, collaboration is highly valued in our class; therefore, it is expected that teacher candidates work together openly, respectfully, cooperatively, and productively. Each teacher candidate is responsible for submitting the final evaluations for (Supervisors, CTs. Program, & CSU). Please provide evidence of submitting CSU survey at our last class meeting in May (i.e. screen shot of submitted survey).

Academic Philosophy and Practice Paper:
"What I Know and What I Believe About the Development and Learning Needs of Adolescents." Please articulate your 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.

Model Presentation:
Prepare a 20-30 minute presentation in which you and group members actively and experientially demonstrate the teaching strategies, outcomes, goals and philosophy of a model that will be introduced in class. You may do this in any way you wish, and many times it is advisable to give a brief introduction to the model and then experientially present it. Please keep in mind that the focus of your presentation is the model itself. The content that you present is secondary here, and primarily should be the only vehicle for explaining the model. Be sure not to get caught up in the content so much that you forget about the actual model. Please work in interdisciplinary groups.

**While reading the information on every model is not required reading, it is expected that candidates will read the chapter that pertains to the model that you choose to present AND it is highly recommended that you skim and have a general knowledge of the other models that will be presented in class.

After your presentation, be prepared to lead a class discussion focusing on critically appraising the model (not your presentation ☺!). The duration of the discussion should be no more than 15 minutes. Some points to consider in your discussion can be: How can this model help to engage students in learning? How do I as an educator feel that I can use this model? How can students benefit from this model? How does this model help to create an inclusive environment? Keeping in mind that this is a first exposure to this model, and recognizing that you may feel uncomfortable with the model, how willing would you be to use this model in your classroom?

Educational Philosophy/ Model Integration:
Consider your educational philosophy, working with adolescents, class activities, your own experiences, your own personal learning style, etc., and write about two models of teaching that fit well with your philosophy. Prepare a short paper (2 pages or less) reporting your findings, explanations and thoughts. Please use your reflective journals and the experience of participating/ presenting different models to arrive at your conclusions.

TPE/ Professional Portfolio
As a part of the Single Subject Credential program, teacher candidates will develop a professional portfolio that addresses the 15 TPEs (16 if you are a candidate for a bilingual authorization). As part of the course, and the reflective nature of it, time will be allocated in class for you to address the requirements for the portfolio. Please review the TPE Portfolio purposes and expectations for requirements. Please use your Assessment of Teacher Performance Expectations from Clinical Practice I, course work from fall semester, lesson plans, artifacts (e.g., student work samples [anonymous]), etc. to continue your work on the portfolio. It is recognized that the portfolio will not be complete at the end of this course (CP II awaits you!), but significant progress towards completion of the portfolio should be evident. This portfolio will be created electronically on posted on your blog. Please create a tab on your blog for this component.

The objective is to develop a professional portfolio that showcases your readiness for entering the profession. The portfolio may not be reviewed by interviewers; however, it serves as a place to gather evidence, collect your thoughts, and articulate your beliefs. It will be a valuable "prop" that you can use in an interview to help you answer questions. Its very presence at an interview helps to make you "look" professional and prepared.

The purposes of the portfolio can be viewed on the guidelines summary sheet for the portfolio located on the School of Education website.

Reflective Paper: Prepare a **one-page** written reflection commenting on the course

readings, discussions, activities, etc. of the class. Make sure that your writings include personal connections, explanations as to how and why your perspective as an educator has changed, or is changing, as related to the course content.

Course Requirements and Grade Distribution:

Class Participation and Attendance	20%
(Blog posts, electronic journals and responses are included in this category)	
Academic Philosophy	20%
Model Presentation	20%
Portfolio	10%
Educational Philosophy/ Model Integration	20%
Reflective Journal (End of course)	10%
	100%

The following grading scale has been adopted by the School of Education for all credential courses:
93-100%………………..A
90-92%………………….A-
88-89%………………….B+
83-87%………………….B
80-82%………………….B-
75-79%………………….C+
72-75……………….……C
70-71……………….……C-
60-69%…………….……D
59% and below…………F
Note: *Students are reminded that the SoE requires completion of this course with a C+ or higher.*

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. As a starting point, you may want to review the philosophy paper you wrote in EDUC 350 and expand upon that; however, since you wrote that paper, you will likely find that you are a great deal more knowledgeable and have some valuable experience that forms your belief system about adolescents and teaching.

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. **Please 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"

Have a peer rate a draft of your assignment. After you have made revisions, rate yourself and provide an explanation for your ratings using the following rubric. Post your assignment online and submit the peer and self evaluation to Cougar Courses as an assignment.

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				
Grammar, spelling, mechanics	Several errors	A few minor errors	One or two errors	Clean assignment that is free of errors

Peer Review Comments:

Writer's Comments:

Guidelines for your TPE Portfolio:

✍ **Review your sections and artifacts. Can you explain why the artifacts are included and what they say about your teaching? Questions to address:**

- What does each artifact reveal about my teaching and student learning?
- Why is each significant enough to include in the portfolio?

✍ **Review your artifacts and pertinent descriptions and reflections. Do you have sufficient evidence of your teaching skills?**

Some particular suggestions and comments based on feedback from teacher candidates and interviewers:

1. Limit the total number of items (think quality over quantity).

2. You have significant license on how you present your portfolio, but remember to keep the focus on your artifacts and how they demonstrate that you are competent with regards to all of the TPE's.

3. Use lessons you have already taught or at least written (not "imported" lessons from other people).

4. Avoid lengthy verbiage and huge files.

5. Within the lesson designs demonstrate a good mix of teaching objectives that include both affective (attitudes/group processing skills), psychomotor (hands-on), and cognitive (learning) areas. This demonstrates that your teaching reaches out to different styles of learning.

6. Highlight those experiences (both professional and personal) that make you unique and potentially a valuable asset to a school district (science supplement, Bilingual Authorization, unique field experiences, other work related experiences, i.e. management, counseling, tutoring, etc.)

7. Demonstrate in the lesson plans that you know and understand how to link subject matter standards (list them as examples in the lesson plans) to your curriculum and your assessment (e.g., Students will study the parts and functions of the parts of a flower [science standard] by dissecting a real flower [hands-on activity]. They are assessed on this objective by drawing, labeling and writing a short essay on how flowers reproduce [assessment of standard/objective]).

✍ **Remember that while an interviewer may not actually look at or keep your portfolio, you may make reference to it during an interview. It is also a source of confidence for you—a place where you have evidence of your ability.**

Consider the act of compiling your portfolio as a "rehearsal" for interviews.

Suggested Process:

1. Spend time sorting through the artifacts and determining an organizational scheme and which artifacts will stay and which will go; **more artifacts are not necessarily better—you want quality NOT quantity.**

2. Think about the aesthetics! Revise or re-format artifacts, as needed, to demonstrate the highest level of professionalism. There is no need to re-post artifacts that were written by someone else (for example, a student's paper or project or a colleague's note). Feel free to be creative in how you display your artifacts: adding **anecdotal and reflective information**, using backgrounds, sound clips, etc. Keep in mind the accessibility focus for a reviewer.

3. As noted, for our class, your TPE professional portfolio will be created electronically and posted on your blog.

☜ **During the entire portfolio development process, you should draw on your colleagues for feedback and ideas. Do not work on this project in isolation. It is very helpful to exchange ideas with others as you're creating.**

Portfolio Rubric
Assess yourself and include feedback from 2 other members of your group.

Name:_____

Criteria	Revise	Approaching	Adequate	Excellent
Organized in a clear, logical, creative, and professional manner				
Written work by the teacher, e.g. philosophy, lesson plans, etc. are free of spelling, grammar and mechanical errors.				
Artifacts are displayed professionally and clearly with easy accessibility				
Presentation demonstrates that the teacher candidate is organized and thoughtful in his/her responses, able to reference the portfolio as a resource				

Writer's comments:

Reviewer 1 comments:

Reviewer 2 comments:

Tentative Course Calendar for EDSS 531
Readings may change depending on progress toward course objectives.

Week	Topics	Due
1 Date: 1/26/12	Essential Question #1 - What is my belief system regarding the nature and education of adolescents? ●Introduction to class	1. Reflecting on your CPI teaching, respond to the following questions: What is it like to be a student in my class? What is it like for a student to move through classes in a day at our school? (Use your CPI school as reference) Please post to your blog, or if you are "not there yet," you can post to Cougar Courses. (Journal 1) **Due: February 1, 2012**
2 Date: 2/1/12	Essential Question # 2 What does the 21st century require of its citizens and how is this reflected in my teaching? Creativity in Schools Model Presentation Portfolio discussion	1. Read: Kids Do Well if They Can" 2. Watch the TED video on Creativity in Schools 3. **Skim/ preview**: "Abundance, Asia, and Automation" (this chapter might be in the text that Prof. Heil is requiring) 4. **Read**: "Jobs of the Future." 5. Create a full sheet 3 column organizer (aka Tovani) to record and analyze at least 4 quotes from the text/ video: Post this to your blog. (Journal 2) {table below} **Due**: **February 8** 6. Journal Writing (3): To what degree do you think you really understand the needs of your students and what they need for the 21st century? How wide is the "gap" between them and you? In what areas are the gaps? What can you do to make connections? **Due: February 15**

Quote from the text/ video	What it means	Deeper thinking
1.		
2.		
3.		
4.		

Week 3 2/8/12	Essential Question #3. How do I reflect upon my own biases and ensure equity in my classroom?	1. **Read**: "Understanding Unconscious Bias and Unintentional Racism" 2. **Read**: "The Silenced Dialogue" 3. **Read**: "One Teacher's Story" 4. Highlight quotes from the above readings and write two questions for discussion. 5. Journal Writing 4: Respond to the following prompt: What are your biases and how do you mitigate your behavior when working with students? 6. Engage in an online **dialogue** with your classmates about the above question, respond to the video and to each other. Use our grouply page to post your comments, thoughts and reflections. Please respond to at least five other comments, posts, and reflections in a thoughtful and respectful manner. Minimum amount of posts **due by February 15,** but the dialogue will remain open after this date
Week 4 Date 2/15/12	Co-teaching meeting at HTC 4-8 pm	Co- teaching meeting Time to collaborate on Model of Teaching presentation

Week 5 Date: 2/23/12	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? Responding to the realities of our students' needs	1. **Due**: Academic/Philosophy assignment 2. **Read**: "One Teacher's Story" 3. Journal Writing 5: Respond to the following prompts : • 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? • 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. • **Due: February 29**. You may post this to your blog or to Cougar Courses

Week 6 Date: 2/29/12	All Essential questions addressed Model Presentations	1. Model Presentations: Inductive Thinking, Attaining Concepts, Scientific Inquiry,
Week 7 Date: 3/7/12	All Essential questions addressed	1. **Read:** "Heart of a Teacher" 2. Model Presentations: Role Playing, Memorization and Synectics

Week 8 Date: 3/14/12	Essential Question #5 How do I present myself as a professional educator?	1. **Read:** "What New Teachers Need to Learn" 2. **Read:** "Responsibilities & Tasks of Mentors – Stages of Mentoring" 3. Getting Hired 4. Interview Question practice.(if time) 5. **Due**: Portfolio
Week 9 Date: 3/29/12	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? Essential Question #5 How do I present myself as a professional educator?	1. Gotcha! Motivate, engage, and support English learners- Presentation 2. Course Closure 3. **Due**: Educational Philosophy/ Model Integration 4. **Due**: Reflective Paper by April 4.

References: Joyce, B., Weil, M. & Calhoun, E. (2004). *Models of teaching* (7th ed.). Boston, MA: Allyn and Bacon.

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 their 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.

GRADING NOTES

➢ Teacher candidates must meet the attendance requirements to be eligible for the grade described. They are "prerequisites" for earning a particular grade.
➢ In order to receive a California State Teaching Credential, you must maintain a B average in your School 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.