

 **EDSS 531: THE REFLECTIVE PROFESSIONAL (2 units)**
Part-time Cohort: CRN: 21707
SPRING 2005

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University Hall: Room 422B

Office Hours: Before and after class and by arrangement

Class Times: Tuesday's 5:30-8:30 (see calendar) Room: Mission Hills 635

College of Education Mission Statement

The mission of the College 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).*

Infused Competencies

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)

Special Education

Consistent with the intent to offer a seamless teaching credential in the College 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 student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

Students with Disabilities Requiring Reasonable Accommodations

Students 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 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students 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.

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 Single Subject Credential Program and successful completion of EDSS 511.

Unique Course Requirements: This course requires teacher candidates to be able to videotape themselves teaching in order to complete the “Reflective Teaching Review” assignment. If you are not student teaching during this course, you will earn an incomplete grade until such time as this assignment can be completed. This course also requires teacher candidates to present their professional portfolios in small groups; this occurs one evening in May (see calendar).

Course Objectives: By the end of the course, teacher candidates should be able to:

- articulate a philosophy of education.
- articulate the key elements of an IEP.
- demonstrate their ability to communicate openly, empathetically, and productively in a variety of situations, including: socratic seminars, class discussions, presentations, and role plays.
- reflect on their learning and teaching experiences, using them to articulate goals for their own professional growth and to become aware of reflective strategies that work for them.
- reflect on and articulate ideas about the effectiveness of their practice as it is tied to evidence of student learning.
- develop and present a professional portfolio that portrays their preparation for teaching.

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 district 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 TPE’s 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 TPE’s are addressed in this course, and the ones with *’s next to them require you to formally address them in a TaskStream response (see assignment description):

TPE 6D - Special Education

TPE 11 - Social Environment

TPE 12 - Professional, Legal, and Ethical Obligations *

TPE 13 - Professional Growth *

TPE 15 - Social Justice and Equity

REQUIRED TEXTS

Mullen, Michelle. (2005). *Customized Text: EDSS 531 Reflective Practice - Journal Articles*. Aztec Bookstore (Referred to as CT on the calendar)

Course Website: <http://courses.csusm.edu> (WebCT used for online coursework and communications)

Choate, J.S. (2004). *Successful Inclusive Teaching*. (4th ed.). Needham Heights, MA: Allyn and Bacon. [You should have this book from the summer/fall.]

www.taskstream.com (2005). Web page access for assessment/reflection of TPE's. Subscription required each semester. Will be used by most courses in the program.

Other articles as assigned in class.

Bring a journal or composition book that you can use to write responses related to our class topics and readings.

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 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.

Students 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.”

College of Education Attendance Policy: Due to the dynamic and interactive nature of courses in the College 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. This course meets for ten sessions only; your attendance at each session is critical to your success in the course. At a minimum, teacher candidates must attend 8 classes to be eligible for a grade of C+ or better.

ASSIGNMENTS AND GRADING

Each major assignment listed below will be graded on a 4-point rubric. Some assignments carry more weight than others; the weights are indicated. All major assignment scores will be averaged at the end of the course to determine where you fall on the summative grading criteria for the course.

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 should be written in a journal book and selected responses will be shared and read by colleagues and/or the instructor. Candidates will write regularly in their journals 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 informal 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. It is expected that each teacher candidate will continue to demonstrate the attributes of highly effective teachers (see list below as a reminder), and self-evaluation of the attributes will be included as part of this class. **DUE: each meeting as listed on the calendar. (Weighted x 2)**

Family-Centered Perspective Role Play and IEP Development: In small groups, teacher candidates will be responsible for developing and presenting a family role-play that includes a child with a disabling condition. The following written materials will be developed in support of the role play: a profile of the disabling condition, a plan for meeting the specific child’s needs, a “Tips for Teachers” handout. Candidates will also participate in completing a portion of a mock IEP for their designated child. Additional details of this assignment will be shared in class and available on WebCT. **Due February 22 (FCP) and March 1 (IEP done in class) (Weighted x 3)**

Reflective Teaching Review: Once student teaching has begun, each teacher candidate will prepare a 7-10 page (approximately) analysis and reflection on his or her own teaching, discussing the effectiveness of a particular lesson. The review will be based on careful

observation of his/her teaching as seen through a videotaped lesson. (Where applicable, teacher teams should help each other tape lessons.) The format of the paper is explained on WebCT and will be discussed in class. Each teacher candidate will include with the reflective paper the lesson plan used the day of the video taping. **Due April 12 (paper, lesson plan, and videotape). Optional feedback and discussion session for this assignment: April 5, 5:30-8:30 (may end earlier as people finish). (Weighted x 3)**

Professional Portfolio: Teacher candidates will develop a professional portfolio that showcases their readiness for entering the profession. The portfolio contents will vary from candidate to candidate, and general organizational guidelines will be discussed in class. You will “distill” some of the contents of your TaskStream portfolio to add to your professional portfolio. Your finished portfolio can be electronic (accessible via a laptop) or hard copy, and you will present portions of it in small groups on the designated meeting night. A mock interview situation will be used as the format for the portfolio presentations, and, where possible, local administrators and lead teachers will be asked to participate and offer feedback. Your portfolio table of contents will be due via e-mail by the date listed below. Final portfolios will not be collected but will be assessed by your colleagues and the group facilitator for completeness and professionalism during the presentation. **Table of contents DUE: April 26; Final portfolio DUE: May 10. Optional feedback and discussion session for this assignment: April 26, 5:30-8:30 (may end earlier as people finish). (Weighted x 3)**

- **As part of the portfolio: Revised Philosophy of Education:** Working from the rough draft completed in EDUC 350 (or an equivalent course or on your own in the fall), teacher candidates will revise their philosophy of education to better reflect their most recent experiences and learning. **DUE: April 12 for check-off and feedback and then included in the professional portfolio on May 10.**

Responses to TPE’s 12 and 13: It is important to recognize that the TPEs are threaded throughout the credential program, as a whole, and are addressed multiple times in each course. Even though we are referencing and seeking to understand several TPEs in this course, you are specifically responsible for writing a narrative statement for TPEs 12 and 13 in the TaskStream Electronic Portfolio. The reflection should be approximately 250-350 words (the goal is to be succinct not to count words) and focus on a description, analysis, reflection sequence. You must attach one or more artifacts to support your ideas in the reflection. These artifacts may come from any of your EDSS courses, including student teaching, but you should strive to include at least one artifact from this course for each response. The same artifact may appear in multiple TPE reflections. You will bring rough drafts of your responses to class for feedback prior to finalizing them online. You may return to any of the TPEs at any point in your program and make modifications as your understanding deepens. Instructions and samples of TPE responses are included on WebCT. **Rough drafts DUE: April 12; Final online responses DUE: on or before May 8. (Weighted x 1)**

RECAP OF ASSIGNMENTS AND DUE DATES

All the major assignments are graded on a 4-point rubric and weighted (see below for weights). The major assignments are averaged at the end of the course. You should keep track of your grades (and on-going average) to monitor your own progress.

As per the Summative Assessment Criteria (page 7), to be eligible for a B or an A all major assignments must have been attempted.

Major Assignment	Due Date	Weight	My Score
Class preparation and participation	Each class meeting as assigned on calendar	4 x 2	
FCP role plays and IEP preparation FCP IEP (done in class)	February 22 March 1	4 x 3	
Reflective teaching review	April 12	4 x 3	
Professional portfolio Revised philosophy for feedback Table of contents Final	April 12 April 26 (via WebCT e-mail) May 10	4 x 3	
TPE 12 and 13 responses Rough draft for feedback Final on TaskStream	April 12 May 8	4 x 1	

Summative Grading Criteria for EDSS 531

“A” teacher candidates:

1. demonstrate serious commitment to their learning, making full use of the learning opportunities available to them and searching out the implications of their learning for future use.
2. complete all assignments thoroughly, thoughtfully, and professionally, receiving 3.5 – 4 average on all assignments.
3. make 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.
4. always collaborate with their colleagues in professional, respectful, and productive ways, enhancing each participant’s learning and demonstrating personal integrity.
5. consistently complete all class preparation work and are ready to engage in thoughtful discourse.
6. demonstrate responsibility to meeting attendance requirements.

“B” teacher candidates:

1. comply with the course requirements and expectations.
2. complete all assignments, usually thoroughly, thoughtfully, and professionally, receiving 2.5 –3.5 average on all assignments.
3. usually connect 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.
4. generally collaborate with their colleagues in professional, respectful, and productive ways, enhancing each participant’s learning and demonstrating personal integrity.
5. complete most class preparation work and are ready to engage in thoughtful discourse
6. demonstrate responsibility to meeting the attendance requirements.

“C” teacher candidates:

1. demonstrate an inconsistent level of compliance to course requirements and expectations.
2. attempt all assignments but with limited thoroughness, thoughtfulness, and/or professionalism, receiving 1.5 – 2.5 average on all assignments OR misses one major assignment.
3. make limited connections between assignments and their developing overall understanding of reflective practice; may not be open to examining assumptions or implications.
4. collaborate with their colleagues in ways that are not always professional, respectful, or productive; participants may be distracted from learning and/or personal integrity may not be demonstrated.
5. complete some class preparation work and are generally under-prepared to engage in thoughtful discourse
6. meet the minimum attendance requirements.

“D” and “F” teacher candidates fail to meet the minimum requirements of a “C.”

GRADING NOTES

- Teacher candidates must meet the attendance and minimum average score requirements to be eligible for the grade described. They are “prerequisites” for earning a particular grade.
- Teacher candidates falling in between grade levels will earn a + or – at the instructor’s discretion.
- 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.

Generally Accepted Attributes of Highly Effective Teachers
(as seen in pre-service programs)

(Roberts and Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin, Keating and Bachman, 2003; Johnson and Johnson, 1994; COE Mission Statement, 1997)

The following will be used as a guideline for defining each attribute:

1. **General classroom attendance, promptness, and participation:** is on time, respects time boundaries (breaks, etc.), regularly attends class, and actively participates.
2. **Attention to classroom discussion protocols** (per Epstein's Five Stage Rocket): respects time limitations, recognizes and respects the perspectives of fellow classmates, gives wait time, listens actively, uses non-interruptive skills, mediates disagreements by working to understand others' perspectives and finding common ground, genuinely encourages all to participate.
3. **Social and cooperative skills (as illustrated in cooperative projects):** assumes responsibility of one's roles, is open to consensus and mediation, effectively communicates ideas, attends group meetings, is dependable, respects others' ideas, expects quality work from self and colleagues, manages time effectively, uses organizational skills and leadership skills, is assertive but not aggressive, uses reflection as a means of evaluation, motivates and offers positive reinforcement to others.
4. **Attention to assignments:** meets time deadlines, produces quality products, responds cooperatively to constructive criticism, uses rubrics or other stipulated criteria to shape an assignment, prioritizes tasks and performs/supervises several tasks at once.
5. **General classroom demeanor:** is professional, creative, kind, sensitive, respectful, has a sense of humor, is supportive of fellow classmates and instructors; recognizes others' perspectives as valid and works to include all "voices" in the classroom; is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom.
6. **Flexibility:** is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; "bounces" back easily; can work calmly under stress.
7. **Openness to and enthusiasm for learning:** can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and metacognition of learning across the curriculum and within discipline areas; takes advantage of learning opportunities and seeks out additional opportunities for learning.

**Evidence of Effective Teacher Attributes
Self-Evaluation**

Student: _____

Spring 2005

1) General classroom attendance, promptness, and participation:

- is on time, respects time boundaries (breaks, etc.), regularly attends class
- actively participates

RATING: Beg. Semester: _____ **Mid Semester:** _____

COURSE EVIDENCE:

2) Attention to classroom discussion protocols:

- respects time limitations
- recognizes and respects the perspectives of fellow classmates
- gives wait time
- listens actively
- uses non-interruptive skills
- mediates disagreements by working to understand others' perspectives and finding common ground
- genuinely encourages all to participate.

RATING: Beg. Semester: _____ **Mid Semester:** _____

COURSE EVIDENCE:

3) Social and cooperative skills (as illustrated in cooperative projects):

- assumes responsibility of one's roles
- is open to consensus and mediation
- effectively communicates ideas
- attends group meetings
- is dependable
- respects others' ideas
- expects quality work from self and colleagues
- manages time effectively
- uses organizational skills and leadership skills
- is assertive but not aggressive
- uses reflection as a means of evaluation
- motivates and offers positive reinforcement to others

RATING: Beg. Semester: _____ **Mid Semester:** _____

COURSE EVIDENCE:

4) **Attention to assignments:**

- meets time deadlines,
- produces quality products
- responds cooperatively to constructive criticism
- uses rubrics or other stipulated criteria to shape an assignment
- prioritizes tasks and performs/supervises several tasks at once.

RATING: Beg. Semester: _____ **Mid Semester:** _____

COURSE EVIDENCE:

5) **General classroom demeanor:**

- is professional, creative, kind, sensitive, respectful, has a sense of humor
- is supportive of fellow classmates and instructors
- recognizes others' perspectives as valid and works to include all "voices" in the classroom
- is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom

RATING: Beg. Semester: _____ **Mid Semester:** _____

COURSE EVIDENCE:

6) **Flexibility:**

- is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena)
- can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking
- "bounces" back easily
- can work calmly under stress

RATING: Beg. Semester: _____ **Mid Semester:** _____

COURSE EVIDENCE:

7) **Openness to and enthusiasm for learning:**

- can engage with a variety of educational ideas with an open mind and a sense of exploration
- demonstrates passion for and metacognition of learning across the curriculum and within discipline areas
- takes advantage of learning opportunities and seeks out additional opportunities for learning

RATING: Beg. Semester: _____ **Mid Semester:** _____

COURSE EVIDENCE:

Tentative Course Calendar for EDSS 531

Date (Tuesday Nights)	Topic	Reading/Assignment
January 18	Introduction to class; establish schedule, assignments, etc.	<ol style="list-style-type: none"> 1. Bring journal to class 2. Bring course syllabus to class
January 25	<p>What is reflective practice?</p> <p>Practice Socratic seminar: “Zen...”</p> <p>TPE review</p>	<ol style="list-style-type: none"> 1. CT: Read Ch. 1 excerpt from <i>The Courage to Teach</i>; Reflect on these questions in your journal: What does it mean to <u>you</u> to teach with integrity? How do you know when you are “out of integrity” with yourself? 2. CT: Read “Zen and the Art of Reflection”; as you read, make notes in the margin about your thoughts, questions, confusions, etc. (annotating the text). 3. The “Zen” article is challenging; generate 2-3 questions that might help you reach a deeper understanding of the article in a Socratic seminar discussion. Bring your questions to class. 4. Review the full text of the TPEs (on WebCT or the COE website). Look closely at the expectations listed for each TPE and consider your fall experiences (coursework and student teaching). Think about: Which TPE’s do you feel confident in achieving thus far (this means you can cite specific evidence to support your achievement)? Which do you feel you need to really focus on this semester? 5. Write (type, please): Identify a few priority TPE areas you need to focus on (it can be a whole TPE or part of a TPE). For each area, identify at least 2 things that you could do to help yourself improve. Print: Print a copy of this reflection to share with others in class and to turn in.
February 1	<p>Communicating without defense</p> <p>Socratic seminar: “Moving Beyond...”</p> <p>Communication frame and role plays</p>	<ol style="list-style-type: none"> 1. BEFORE reading, respond to this prompt in your journal as the beginning of your reader response: <ul style="list-style-type: none"> • Write about a time when you found it difficult to communicate with someone because s/he held very different beliefs or maintained a very different perspective than you. Why was it challenging, and how did you deal with the challenge? 2. CT: Read “This is Where Teaching Gets Real” 3. CT: Read "Moving Beyond Polite Correctness" (annotate this text and write 2-3 questions for Socratic seminar) 4. CT: Read “Of Aliens and Space” 5. AFTER reading, add to your initial writing in your journal by responding to this prompt: <ul style="list-style-type: none"> • Recognizing that we all have “triggers” (things that will

		put us on the defense or elicit a reaction), identify some of yours. What might a student say or do that would trigger your defenses or invite an emotional response?
February 8	Responding to the realities of our students' needs Communication role plays Set up Family-Centered Perspective (FCP) assignment	<ol style="list-style-type: none"> BEFORE reading, respond to this prompt in your journal as the beginning of your reader response: <ul style="list-style-type: none"> Looking back at your student teaching (or observations), what did you discover about the needs of students in your classes? What kinds of "needs" surfaced that surprised you? CT: Read "Beyond the Gifted Stereotype" CT: Read "Silenced Dialogue" Choate: Re-read chapters 1-3 (review of previous reading—pay close attention!) AFTER reading, add to your initial writing in your journal by responding to these prompts: <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.
February 15	No class meeting	Work with group members on your FCP assignment. Online: Use resources available on WebCT to complete your FCP assignment
February 22	Realities of students' needs: Family-centered perspective Introduce IEP	<ol style="list-style-type: none"> DUE: FCP role play and write-ups; post the write-ups on WebCT discussion board for your colleagues Choate: Read chapter 16 (no reader response due)
March 1	Realities of students' needs: the Individualized Education Plan	<ol style="list-style-type: none"> Complete mid-semester assessment of teacher attributes (add to your form started at the beginning of the semester). Read and complete the IEP tutorial. Access it by looking at the EDSS 531 Resources (NOT the special ed. resources) and scrolling to the bottom of the page; click on the link. http://www.educatorlearningcenter.com/iep/index.html <p>Read the entire tutorial and take notes (since you can't print pages from the tutorial); notice that if you click on the green terms a pop-up box will appear with additional information—you should read the information in these boxes. When you get to the "cases" at the end of the tutorial, the tutorial will walk you through a sample with Marty—review the sample. Then, choose one of the following cases to read and actually respond to: Marty,</p>

		<p>Mwajabu, Leanna, Seth. As you respond to each prompt, write your ideas in the available boxes. REMEMBER: you are brainstorming ideas; you are NOT an expert. It is okay to not have all the “answers” to these questions. You will bring your ideas in to compare and discuss with others. Please print all your responses and bring to class.</p>
March 8	<p>Reflective planning and assessment</p> <p>Socratic seminar: “The Absence...”</p>	<ol style="list-style-type: none"> BEFORE reading, respond to these prompts in your journal as the beginning of your reader response: <ul style="list-style-type: none"> Looking at your student teaching, what did you/do you find especially challenging about lesson planning and what insights did you/are you gain(ing) about planning? (If you haven’t done student teaching, skip this question.) How do you know when students have learned what you have taught? How can you tell learning has happened? CT: Read “Reconcilable Differences? Standards-Based Teaching and Differentiation” ONLINE: Download, print, and read “Assessment Crisis: The Absence of Assessment FOR Learning” by Richard J. Stiggins <i>Phi Delta Kappan</i> June 2002 (annotate the text and create 2-3 questions for Socratic seminar): www.pdkintl.org/kappan/k0206sti.htm AFTER reading, add to your initial writing in your journal by responding to these prompts: <ul style="list-style-type: none"> How do you envision yourself becoming better as a planner and assessor of student learning? What do you need to do to be more effective? If you did student teaching or are doing it now, bring in a lesson plan you have designed and implemented (if possible, bring in a plan where you’ve written reflective notes after teaching it).
March 15	<p>Reflective planning and assessment (cont.)</p> <p>Communication role plays</p> <p>Review video assignment</p> <p>Ideas for revising philosophy</p>	<ol style="list-style-type: none"> Download, read, and print the “Reflective Teaching Review” (video) assignment on WebCT, and identify questions you want to ask about the assignment. Bring in your old philosophy of education (you might have notes written on it from EDSS 511) In your journal, respond to these prompts: <ul style="list-style-type: none"> When I think about making phone calls or conferencing with parents, I worry about...because.... Experiences I’ve had making contact with or working closely with parents relative to student learning or behavior... These experiences have helped me to understand...
March 22	<p>Reflective classroom management</p>	<ol style="list-style-type: none"> BEFORE reading, respond to these prompts in your journal as the beginning of your reader response: <ul style="list-style-type: none"> Looking at your student teaching, what did you/do you

	Communication role plays	<p>find especially challenging about classroom management?</p> <ul style="list-style-type: none"> • What did you do as a teacher that brought negative responses from students, and what did you do as a teacher that brought positive responses (in terms of classroom behavior, “buy-in,” and environment)? (If you haven’t done student teaching, skip these questions.) <p>2. CT: Read “Classroom Management” and engage in the questions that are posed by jotting responses right on the article (or on post-it notes).</p> <p>3. ONLINE: Download, print, and read “Using a Discipline System to Promote Learning” by Marvin Marshall <i>Phi Delta Kappan</i> March 2004: www.pdkintl.org/kappan/k0403mar.htm</p> <p>4. AFTER reading, add to your initial writing in your journal by responding to these prompts:</p> <ul style="list-style-type: none"> • To what degree do you see “classroom management” as an opportunity to teach students? What would you be teaching them?
March 29	No class meeting--Spring Break	Please note: if you are student teaching, you honor the school’s spring break, not the university’s.
April 5 (5:30)	Optional feedback session for the Reflective Teaching Review assignment—all cohorts	<p>I’ll be asking for an RSVP via WebCT prior to this meeting, so I’ll have an idea of number of participants.</p> <p>Bring in:</p> <ul style="list-style-type: none"> • your teaching video • your rough draft or notes of the reflective teaching review • the assignment handout with all the steps listed
April 12	Reflective strategies revisited Feedback sessions Review portfolio	<p>1. DUE: Reflective teaching review (video assignment): video, lesson plan, paper</p> <p>2. DUE: Bring your revised philosophy of education for colleague feedback.</p> <p>3. DUE: Bring rough drafts of TPE 12 and 13 responses (typed) for colleague feedback.</p> <p>4. Download, read, and print the instructions for the professional portfolio assignment from WebCT.</p> <p>5. CT: Read “Using Teaching Portfolios”</p> <p>6. CT: Read “What New Teachers Need to Learn” (No reader responses due)</p>
April 19	No class meeting	Work on portfolio.
Friday, April 22		CSUSM Job Fair at California Center for the Arts, Escondido

(1:00)		
April 26	Optional feedback session for professional portfolios—all cohorts	<p>I'll be asking for an RSVP via WebCT prior to this meeting, so I'll have an idea of number of participants.</p> <p>Bring your portfolio draft and your assignment details. If your portfolio is electronic and you have a laptop computer to display it, please bring your computer.</p> <p>DUE: Portfolio table of contents due to Michelle via WebCT e-mail (send in the body of the e-mail, please, not as an attachment) or bring hard copy to feedback session.</p>
Saturday, April 30		Hansen Symposium (FREE professional conference) at California Center for the Arts, Escondido
May 3	No class meeting	Work on portfolio and TPE 12 and 13 responses. TPE responses due on TaskStream on or before May 8th .
Sunday, May 8		DUE: TPE 12 and 13 responses on TaskStream
May 10 (5:00pm to about 7:30)	Portfolio Presentations—all cohorts	DUE: Final portfolio. We will start right at 5:00; arrive early to get prepared.
During the semester for some of you	Beginning and/or Advanced Student Teaching	<ul style="list-style-type: none"> <input type="checkbox"/> Reminder: You should have daily lesson plans prepared for each class you teach. Remember the sequence: <i>plan – teach – reflect – plan</i> <input type="checkbox"/> Reminder: Be sure your cooperating teacher(s) has received his/her “payment” letter from the university supervisor