

EDSS 531: THE REFLECTIVE PROFESSIONAL

(2.5 units -- 0.5 unit comes from EDSS 541)

SPRING 2007

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Office Hours: Before and after class and by arrangement

Class Times and Location

Coastal: Tuesday 8:00-11:50 am UH 440 & 3 Student Teaching Seminars *

Inland: Tuesday 1:00-4:50 pm UH 443 & 3 Student Teaching Seminar *

Evening: Tuesday 5:30-8:15 pm UH 443 & 3 Student Teaching Seminar *

*All cohorts meet for Student Teaching Seminars on:

Tuesday April 17th & 24th @ 5:30-8:15 pm & May 1 @ 5:00-7:30 pm; Room TBA

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 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.

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.

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. (See course calendar for session.)

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? (Session 1+)
2. What are the key elements and preparation necessary for a successful Individual Education Plan (IEP)? (Session 2 & 3)
3. How do I communicate openly, empathetically, and productively in a variety of situations, including: Socratic seminars, class discussions, presentations, and role-plays? (Session 2 & 3)
4. How do I reflect on my learning and teaching experiences, using them to articulate goals for my own professional growth? (Session 4)
5. How do I reflect on and articulate ideas about the effectiveness of my practice as it is informed to evidence of student learning? (Session 9)
6. How do I present myself as a professional educator? (Session 9)

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 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 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 TPEs 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

Baldwin, M. and Keating, J. (2005). *Teaching in secondary schools: Meeting the challenges of today's adolescents*. [You should have this book from the fall.]

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

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

EDSS 531 The Reflective Professional Course Reader.

Purchase at Copy Serve: 754 S. Rancho Santa Fe Road, San Marcos
Phone # (760) 599-9923

TaskStream: www.taskstream.com Web page access for assessment/reflection of TPE's.
Subscription required each semester. Used throughout 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 (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.”

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 complete classes** to be eligible for a grade of **C+ or better**. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements. **Notification of absences does not automatically excuse a teacher candidate from class. It is the responsibility of the teacher candidate to meet with the instructor and discuss make up of class time or assignments.**

Consequences for absences:

- Half credit for written assignments
- No credit for the intermediate assessment for that days work (i.e. reading responses & journal writing)
- 10 points deducted for each full class absence or a combination of three (3) late or early departures
- Teacher Candidates may make up one absence. Make up assignment is due 1 week after absence. (See Make Up Assignment on WebCT.)

ASSIGNMENTS AND GRADING

Class Preparation and Participation

15 points

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. Each teacher candidate is responsible for submitting the final evaluations for (Supervisors, CTs. Program, & CSU) and providing verification for the evaluations at the portfolio session (5 points).

Effective Teacher Attributes

5 points

It is expected that each teacher candidate will continue to demonstrate the attributes of highly effective teachers, and self-evaluation of the attributes will be included as part of this class.

Belief Statement

5 points

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 will be provided in class.

Family-Centered Perspective Role Play

10 points

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.

IEP Development

10 points

Candidates will complete a portion of a mock IEP for a designated child. Students will use an interactive webpage to learn about IEPs, walk through a cases study, and develop a plan for meeting students’ individual needs.

Professional Portfolio

45 points

Teacher candidates will develop a professional portfolio that showcases their readiness for entering the profession. There are 6 different section of the portfolio referred to as Tabs. 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. (See instructions for more detail.)

Table of Contents

2 points

Tab 1: Profession Information (Belief Statement, Resume and Transcripts)

3 points

Tab 2: The Context of Your Teaching

5 points

Tab 3: Unit Curricular Planning & Reflection

10 points

Tab 4: Videotaped Lesson (Video, lesson & reflection)

10 points

Tab 5: Assessment of Student Learning (On whole class & 3 students)

10 points

Tab 6: Analysis of Teaching & Professional Growth (reflection and growth plan)

5 points

Responses to TPEs 12 and 13

10 points

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 many TPEs in this course, you are specifically responsible for writing a response for TPEs 12 and 13 in the TaskStream Electronic Portfolio. See detailed instructions below.

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

(Roberts & Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin, Keating & Bachman, 2003; Johnson & 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:** 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 & finding common ground; and 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; communicates in respectful manner in online discussion (as noted in electronic communication protocol); 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; and 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; and 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 & responsive to issues & behaviors that might marginalize colleagues in the classroom; does not conduct personal business during class time; uses personal computer appropriately, clearly taking notes when warranted; and computer is closed during discussions so that eye contact can be maintained.
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; and 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; and takes advantage of learning opportunities and seeks out additional opportunities for learning.

Evidence of Effective Teacher Attributes Self-Evaluation**Student:** _____ **Date** _____

Score each of the attribute areas below on a 4-point scale in terms of level of accomplishment. Because reflective and “supported” assessment is the goal, you **MUST** provide evidence for each of your scores. “Perfection” (all 4’s) is **NOT** the goal. While these attributes define professional and collegial behavior to which we expect all teacher candidates (and students) to aspire, it is recognized that individuals will have areas in need of improvement (we are, after all, human!).

Earning full credit for this assignment (at the end of the course) is predicated on your ability to provide **evidence** of your assessments and your ability to **work conscientiously toward increased accomplishment**. This is what reflective practitioners do: monitor and self-evaluate their own performances as well as that of their students.

- 4:** Teacher candidate demonstrates an especially high level of functioning with respect to this attribute (no sub par examples).
- 3:** Teacher candidate demonstrates an acceptable level of functioning with respect to this attribute (some qualities may be high while others are more limited; while there is room for continued growth, this candidate is generally solid; no concerns exist).
- 2:** Teacher candidate demonstrates inconsistent levels of functioning with respect to this attribute; the candidate is on his/her way to meeting expectations, but needs time or a conscientious focus on this attribute in order to do so (numerous limitations or examples noted).
- 1:** Teacher candidate demonstrates a low level of functioning with respect to this attribute (serious overall limitations noted in this area).

ATTRIBUTES**1. General classroom attendance, promptness, and participation:**

- a. Is on time
- b. Respects time boundaries (breaks, etc.)
- c. Regularly attends class
- d. Actively participates

RATING: Mid Semester: _____**COURSE EVIDENCE:****2. Attention to classroom discussion protocols:**

- a. Respects time limitations
- b. Recognizes and respects the perspectives of fellow classmates
- c. Gives wait time
- d. Listens actively
- e. Uses non-interruptive skills
- f. Mediates disagreements by working to understand others' perspectives & finding common ground
- g. Genuinely encourages all to participate

RATING: Mid Semester: _____**COURSE EVIDENCE:****3. Social and cooperative skills (as illustrated in cooperative projects):**

- a. Assumes responsibility of one's roles
- b. Is open to consensus and mediation
- c. Effectively communicates ideas
- d. Communicates in respectful manner in online discussion (see electronic communication protocol)
- e. Attends group meetings
- f. Is dependable
- g. Respects others' ideas
- h. Expects quality work from self and colleagues
- i. Manages time effectively
- j. Uses organizational skills and leadership skills
- k. Is assertive but not aggressive
- l. Uses reflection as a means of evaluation
- m. Motivates and offers positive reinforcement to others

RATING: Mid Semester: _____**COURSE EVIDENCE:****4. Attention to assignments:**

- a. Meets time deadlines
- b. Produces quality products
- c. Responds cooperatively to constructive criticism
- d. Uses rubrics or other stipulated criteria to shape an assignment
- e. Prioritizes tasks and performs/supervises several tasks at once

RATING: Mid Semester: _____**COURSE EVIDENCE:**

5. General classroom demeanor:

- a. Is professional, creative, kind, sensitive, respectful, has a sense of humor
- b. Is supportive of fellow classmates and instructors
- c. Does not conduct personal business during class time.
- d. Uses personal computer appropriately, clearly taking notes when warranted.
- e. Computer is closed during discussions so that eye contact can be maintained.
- f. Recognizes others' perspectives as valid and works to include all "voices" in the classroom
- g. Is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom
- h. Does not conduct personal business during class time
- i. Uses personal computer appropriately, clearly taking notes when warranted and computer is closed during discussions so that eye contact can be maintained.

RATING: Mid Semester: _____**COURSE EVIDENCE:****6. Flexibility:**

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

RATING: Mid Semester: _____**COURSE EVIDENCE:****7. Openness to and enthusiasm for learning:**

- a. Can engage with a variety of educational ideas with an open mind and a sense of exploration
- b. Demonstrates passion for and metacognition of learning across the curriculum and within discipline areas
- c. Takes advantage of learning opportunities and seeks out additional opportunities for learning

RATING: Mid Semester: _____**COURSE EVIDENCE:**

Context for the Family-Centered Perspective (FCP) Role-Play: The Family Snapshot

You belong to a family (or are somehow connected to a family), which includes a member with a specific disabling condition (condition will be assigned to you). Your team will be imagining/ creating/designing a real-life scenario around the student/child who has the specific disabling condition your group is assigned. Your role-play will center on a meeting concerning this family member. Your team will determine the specifics of the meeting, but some past examples of meetings have included: a family meeting with a social worker or other social services person; a support group meeting; a family meeting with a psychologist where you learn about the diagnosis or are troubleshooting some difficulty associated with the condition; a graduation party for the student; an informal family meeting at home; etc. Besides establishing the purpose/focus of the meeting, your team must also determine the specific age of your family member with the disabling condition. While your role-play will take place in the context of the student's designated age, you will also be responsible, during the course of the role-play, to address issues/concerns that relate to all three of these life stages: childhood prior to school; school-age; adulthood. So, for example, if you assume your student is 14 years old and you are focusing on issues related to transitioning to high school, you would be addressing school-age concerns/issues automatically. You would still need to reference the other two life stages during your role-play: how that student's life as a young child and future adult relate to the issues/concerns now.

You may structure your family in whatever configuration you agree to with your group members given the following facts:

- One "head-of-household" earns \$40,000 per year.
- The family has a basic family health insurance policy through the "head-of household's" employer.
- The insurance DOES NOT cover major medical or unusual medical expenses.
- Given the low income earned by the head of household, the family has to be creative with living arrangements and/or has to seek outside resources to assist with daily living needs for the family.
- With the diagnosis and determined needs created through the disability, there have been many things to learn and many new emotions and feelings to deal with individually and collectively.

Planning for how ALL-family members can enjoy a quality life has taken on a new importance. You realize a major task is to find the educational and community resources and supports necessary for the child and the entire family to thrive while making the special accommodations for your child's disability. You understand this task will continue until all of the children are adults and out on their own. You realize that unique plans will need to be made to meet his/her current needs and to lead to as productive, independent and "typical or normal" a life as possible in the child's adult years.

Roles will include, but are not limited to:

- One or both parents
- A sibling of the child with the condition
- An aunt, uncle, grandparent or some part of the extended family, from one or both sides of the family (You might consider whether or not this extended family member shares the household—and costs—with you.)
- A friend, neighbor, relative, or professional who has some type of connection (you invent this) to your family and to the myriad kinds of services, which are available to your child. (e.g. Aunt Kathleen is a physical therapist by training and knows something about your needs--can act as a resource to the family.)

Please do NOT include the child with the disabling condition in the scenario and role-play you create, as it is both impractical and disrespectful to try to portray a person with a disabling condition.

Please begin your work by designating meeting times and methods with your group members. While meeting online is encouraged, you will definitely need face-to-face time in order to practice/rehearse your role-play.

Use all of your available resources to help you research and become knowledgeable about your specific disabling condition. Resources include:

- Your disability matrix from first semester
- The WebCT "Special Education Resource Links" icon: filled to the brim with a variety of resources that will expedite your research for the project.
- Reference to journal articles from Course Reader.
- Your textbooks: there are entries in the Choate; Turnbull, Turnbull & Wehmeyer; and the Villa & Thousand texts about your topic.

Keep in mind that the goal of this experience is two-fold: to grasp the flavor of what it feels like to be a part of a family in which there is a child with a specific disabling condition, and to provide you with the tools necessary to participate more fully in an IEP experience as a general education teacher.

For this project, the assigned disabilities will be of a more severe nature, so that you will have some preparation in order to meet the situation in the field with some skill. Your team will be examining a specific condition from two different "camera angles": that of the family member who copes with the harsh realities and daily impact of coping with a child needing specialized attention, time and energy (The FCP role-play), and that of the professional educator working collaboratively to practically and effectively provide for the child's needs in the classroom (done later in a mock IEP activity).

Team Written Assignment: "How Do We Meet Our Child's Needs?"

As a team, you will create three written documents **PRIOR to the FCP role-play in class**:

1. Outline of the disabling condition
2. Profile of the child (from the family perspective)
3. Summary of "Tips for Teachers"

NOTE: Following the class presentations of the FCP role-plays and the IEP practice, you should individually read other families' information online, and download and print these as resources for your use in the classroom. It would make sense to include this information in a binder with your Special Education Matrix from EDSS 511.

1. Outline of the Disabling Condition

In this write-up, include:

- Definition(s) and description of the disabling condition
- Characteristics of a person (in general) with this condition, with attention to the overlying factors associated with a child entering adolescence
- How this condition is diagnosed
- Basic services or assistance this student may require in order to function in a classroom

2. Profile of the Child

Given the research your team conducts, develop a "family written" profile of the child with a disability in the "voice" of concerned parents and/or family members. The written profile must include the following components:

- Describe his/her personality and strengths as a person.
- Describe how this disability has manifested itself in your child, with attention to the Development of his/her multiple intelligences.
- Identify how the disability is connected to/has impacted the child's various life stages: pre-natal/birth to school-age; school-age; adulthood.

- Describe the potential implication of his/her disability on his/her **physical, cognitive, social, and emotional development.**
- Describe the impact of his/her disability on the family.
- What are your hopes or fears for your child with regard to schooling?
- What are your dreams for post-secondary adult life employment, education, and independent living for your child?
- A list of primary resources, both local and national, that you and your family members have used (as a part of your invented scenario) to meet the various needs of your child and your family in terms of support and direct help.

3. Summary of “Tips for Teachers”

This 1-2 page summary should be easily accessible by your colleagues as a reference if they have a child with this disability in their classes. (Do NOT reference the role-play child by name in this handout. It is intended to be a generic reference.) The summary can take the form of an outline, a concept map, or any other effective graphic organizer. The goal is to have quality information in an easy-to-access reference.

FCP/IEP Scoring

The entire FCP role-play, IEP practice, and accompanying write-ups will be judged based upon the following criteria:

- Quality of content, and the accuracy and thoroughness of information about the disability (as displayed in the FCP role-play, IEP practice and write-ups)
- Cohesiveness of the FCP role-play elements
- How "real" the family seems in the FCP role-play
- Quality of the preparation for and participation in the mock IEP practice (in class)
- Quality of the content generated for the mock IEP
- Evidence of collaboration within the team and shared responsibilities for researching the topic and generating the written documents
- Professionalism of writing and collaboration
- Adherence to given timelines

Individual Education Plan Development

1. Read and complete the IEP tutorial @ <http://www.educatorlearningcenter.com/iep/index.html>

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 part 2 of the tutorial, "Tutorial: Present Level of Performance," respond to the question prompts in the text boxes—this will be practice to prepare you for part 3 (You don't need to print these responses; just do them for the thinking involved.).

When you get to part 3 of the tutorial, "Tutorial: Developing Quality IEP's," choose to work on Mwajabu's case or Leanna's case. Click on "case" (next to the names) to read the students' profiles. Click on the actual name to start the IEP question prompts. 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. The goal is for you to understand the thinking involved in determining an IEP by having to formulate responses yourself.

Reading Response 4: Please print all your responses and bring to class (Suggestion: print each page as you go along since there is no "save" mechanism on the tutorial.).

Read through the resources.

Suggestions: Save this website as a bookmark on your computer for future reference.

2. Bring your Special Education Matrix (13 disabling conditions) to class from EDSS 511.
3. In class meet with your interdisciplinary team.
 - a. Share your printed responses to the IEP tutorial.
 - b. Identify what responses would be most appropriate for meeting the student's needs.
 - c. Refine any responses that need to be stronger.
Pay special attention to the IEP goals. Write a goal for each subject area. Use the matrix for ideas.
 - d. Discuss what might be appropriate for the student that you did for your Family Centered Perspective.
 - e. Create a list of best practices (tips for preparing for a future IEP).

Reflective Teaching Portfolio

The nature of the teaching profession is that you are never perfect. You are always learning. The strength of a portfolio is that it provides you with multiple sources of information about your teaching. When used in a reflective and analytical manner, that information helps you to grow and improve as a teacher. This portfolio should also help to present you and your teaching to prospective employers. There are several specific requirements for the instruction you choose as the focus for your portfolio. Look at documentation from a series of lessons that will showcase the **kinds of tasks** that characterize your teaching, the **type of discourse** that typifies your classroom, the **environment** you have established for learning, and your **analysis of student's learning** and of **your teaching**. The portfolio you develop will use work from your classroom and your commentary and reflection on that work to illustrate your teaching. Specifically, the portfolio will include:

- Table of contents
- Professional information, e.g. introductory letter to prospective employers, resume, relevant transcripts, written belief system (could be combined with introductory letter)
- Curricular planning ability evidenced in a unit of study that addresses content concepts and standards, processes, and perspectives. Typically, this encompasses your two to three week thematic unit.
- One videotaped lesson that includes the introduction and development of concepts, problem solving, and student engagement.
- An analysis of the assessment from one particular lesson or a cumulative assessment from a series of lessons, and
- A final reflection on the lessons and plans for professional development and continual growth as a teacher.

Identify three students to highlight in your portfolio

The students in your classes are individuals, and they may differ in their approaches to learning. Ensuring the full participation of all students often calls for the creation or adaptation of instructional opportunities to accommodate individual differences. Since you cannot identify every change you make for every student, choose three students and focus on the ways you accommodate their individual learning needs throughout the portfolio.

Choose three students who reflect the diversity of the school where you are teaching. The three students should be different from one another and capture some of the instructional challenges that this class of students presents. One student may be typical of the class; another may be gifted, an English learner or have other special needs.

Throughout the commentaries you write for your portfolio you will describe ways in which you designed or modified instruction to fully engage these students in learning. The descriptions of how you analyze learning and modify instruction for these students will provide some indication of your ability to make adaptations for all students. The choice of students is up to you, but you should follow the same three students throughout the portfolio. This does not mean that you cannot mention other students.

Overview of Portfolio

This section provides specific directions for creating a portfolio of your teaching. In your portfolio you will use a variety of media to represent to represent the teaching and learning that occurs in your classroom. Instead of discussions about, observations of, and documentation of your teaching that might occur in an on-site evaluation, you'll provide written commentaries, videotapes of lessons, lesson plans, and samples of student work.

One way of thinking about your portfolio is as a notebook with the following seven sections:

Table of Contents

Tab 1: Professional Information. You will begin your portfolio with some pertinent information about yourself, e.g. introductory letter to prospective employers, resume, relevant transcripts, written belief system (could be combined with introductory letter).

Tab 2: The Context of Your Teaching. Describe the context of your teaching, i.e., the community in which you teach, your school, the students in your class, and the individual students you have selected to highlight as part of this assessment. (This is a 2-3 page summary of your Ethnographic Study from EDSS 530.)

Tab 3: Unit Curricular Planning. In the second entry you'll provide an overview of a coherent set of lessons (3-5) that are unified around one thematic concept. You will write a reflective commentary that provides an overview of the unit, a general description of your approach to instruction across these lessons, citing specific examples from individual lessons to illustrate key points. You will also identify ways in which the plans were designed or modified to ensure the engagement of the highlighted students.

Tab 4: Videotaped Lesson Analysis. You will also provide expanded documentation of one lesson you teach, providing greater detail about the lesson, videotaped segments of your teaching, samples of student work, and your reflective commentary.

Tab 5: Assessment of Student Learning. This entry will be an assessment that you created to evaluate learning across the lessons along with your commentary. Samples of student work from the assessment should provide the basis for the evaluation of student learning and of your teaching from these lessons.

Tab 6: Analysis of Teaching and Professional Growth. The final required entry will include your own reflection on your teaching as demonstrated by this portfolio and preliminary plans for your continued professional development.

Detailed Descriptions of Portfolio Sections

Each of these entries is described in greater detail in the text that follows. The specific directions for each entry begin with a rationale for why you are asked to include that particular entry. The boxed text provides a summary of the decisions you must make and the products that should appear in your portfolio. A more detailed description of the products, including specific questions to address in your commentary, is then provided.

Table of Contents

Present in a professional manner a table of contents with each of the 6 tabs labeled and paginated.

Tab 1: Professional Information

This section might include the following:

- Letter of introduction that indicates who you are, the type of position for which you are applying, experiences you have had with children, any special interests or other relevant experience that helps to present you as a viable employee.
- Resume that is up to date with relevant teaching experience and other work with children. While your work at Burger King during high school and/or college is admirable, it is not necessarily relevant to a teaching position. So, you may not want to include it. However, experience in a previous career, such as business if you are applying for math positions, would definitely be relevant. Community service would also be relevant.
- Copies of relevant transcripts. Some of us have copies of transcripts from multiple universities and include some coursework that is not necessarily relevant to the position to which you are applying. You may just want to include coursework that is in your teaching field and your credential coursework.
- Written Belief System that indicates your basic philosophy of who you are, how you understand adolescents and how you intend to BE as a teacher.

Tab 2: The Context of Your Teaching

Effective teaching calls for instruction that is based upon your knowledge of subject matter, students, the community, and curriculum goals. For this entry, prepare a written commentary that sets the stage and establishes the context for the teaching you will feature in this portfolio. This entry should provide an introduction to the community in which you teach, the class you have selected for this assessment, and the students you will highlight as part of your analysis of learning.

The Context of Your Teaching

- Decisions:
- Select the themes/unit with which you will work.
 - Select three students in the class whose work you will highlight.

Product:

- A written commentary that sets the context for instruction in terms of the community, the class, and the students. This could be a 2-3-page summary of your ethnographic study if it is current and a cluster graph of the 3 highlighted students. (This is a summary of your Ethnographic Study for EDSS 530.)

Your cooperating teacher will be a valuable resource to interview for this section. You should write a draft of your own ideas first. Then look at it with your mentor teacher to see how realistic your own conclusions are. Make changes and additions where necessary after you have a conversation with your cooperating teacher.

Community: Provide a brief description of your school and the community that it serves. Describe the students served by your school. How is your school organized (e.g., interdisciplinary teams, subject matter departments, self-contained, inclusion, pull out for special programs, etc.)?

The Class: Identify the content and the specific class you have selected to use for this assessment. In providing pertinent information you may consider including some (not all) of the following information. Remember, this is only 2-3-pages.

Describe the resources, texts and programs that you use with the students. Do you work primarily from textbooks? What other print materials do you use with this class (e.g., resource books, activities, labs)?

How accessible are trade books (e.g. classroom library, school library)? How do you use literature to promote literacy and enhance concepts?

How accessible is technology (e.g., calculators, computers, and other technology) for use with instruction with this class? What kinds of computers are available? What kinds of software? In what ways do you use technology with this class?

How accessible are concrete materials (e.g., models, manipulatives) for use with instruction with this class? What kinds of models and manipulatives are available? In what ways do you make use of concrete materials with this class?

Describe the students in this class and the factors that you must consider to encourage full participation of all students. In your description address each of the following characteristics and for each characteristic, provide examples of how it impacts your planning and teaching.

- The identities of the students (ethnicity, cultures, languages, socioeconomic status...)
- The abilities of these learners (e.g., what do they already know and what understandings are they still struggling with).
- The learning styles of the learners (e.g., the ways in which they differ in their approach to the learning).
- The interests and experiences of these learners.
- The ways in which the class works/doesn't work together.

Three Students: Describe the three students you have chosen to focus on throughout this assessment. You may use a cluster graph for efficiency.

Describe the students' abilities (readiness levels). What specific goals do you have for these students? What are the students' unique interests and experiences? Describe the students' learning profiles. What other information do you believe is important to know about these students?

What kinds of learners are they? What motivates them? How will you work to challenge them and to involve them in each lesson?

Tab 3: Unit Curricular Planning

Preparing for good teaching begins with lesson plans. You may use a unit written for Beginning Student Teaching or Advanced Student Teaching. Ideally, it should be a unit you actually teach so that you can reflect upon the realities of planning and teaching. However, this should also represent your best work, so it may be a unit prepared, but not actually taught at this time. This section represents a set of initial ideas for learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction. In this section you will present a unit of study organized around an important curricular topic or idea, which is standards-based. You will also write a commentary in which you highlight the tasks, discourse, environment, and analysis that characterize your instruction, citing specific examples.

Unit Curricular Planning

Decisions: Overview of an appropriate Unit of study that indicates your curriculum planning ability.

Products:

- Unit Plan
- 3-5 Lessons from the Unit
- Reflective Commentary

Write a reflective commentary that consists of a 2-3-page narrative describing how you went about developing your unit. How did you select your topic? What problems did you encounter initially? How did you start? What kind of assistance did you need? What kind of information did you lack? What was easy for you? What was the most difficult for you? What do you know about planning that you did not know before? What questions, problems remain for you? If you have taught this unit, what changes will you make the next time you teach it and why will you make those changes

Tab 4: Videotaped Lesson

As important as context setting and preparation are, it is not possible to assess teaching without viewing instruction. Through reflective commentary, videotape, and samples of student work from a lesson, you will have an opportunity to observe yourself and your students in your classroom. In this section you will provide a more detailed analysis of the lesson to allow for an in-depth look at your teaching. Your choice of lessons to feature should be made in consultation with your cooperating teacher. When you select the lesson to feature, be sure that the following elements appear at least once during the lesson:

1. Introduction and development of a concept or procedure
2. Problem solving and critical thinking and
3. Student engagement.

Two Featured Lessons

Decisions:

- Decide EARLY in which class you will videotape and what the policy for videotaping is at your school.
- Select a lesson that involves critical thinking.
- Select a lesson in which the teaching strategy is student-centered. You may choose to include a problem-solving lesson in which the students are working in groups.
- Select a project, homework assignment, or some other way in which you assess student learning and understanding in the lesson. Projects, models, or oral assessments are acceptable

Products:

- Lesson Plan
- Videotaped segments from the lesson
- A written commentary, reflecting upon and analyzing the lesson, your teaching, and student interaction.
- Student work for each of the three students, including feedback provided, from the lesson.

You may want to videotape early in your student teaching. In the event there is technical difficulty, you may need to videotape another lesson. You will likely video-tape an entire period and then edit specific segments for a total of 20 – 22 minutes of the videotape from the lesson for inclusion in your portfolio. This can either be one continuous segment or two to three distinct segments. As you select segments to include in your portfolio, select videotape that will capture the following aspects of your instruction.

- ▶ the introduction and development of a concept,
- ▶ students engaged in problem solving,
- ▶ your role in facilitating discourse in the classroom,
- ▶ student to student discourse, and
- ▶ the classroom environment

The lesson you choose to feature may not illustrate all of these aspects of instruction; however it is important to address as many as you can.

Video Selection Reminders

Does the videotape show students engaged in problem solving and critical thinking?

Does the videotape illustrate the classroom environment?

Do the selections show the introduction and development of a concept or procedure?

Provide a copy of the formal or informal assessment that you used to evaluate student learning for this lesson.

Lesson Commentary

Write a 3-5 page reflective commentary in which you expand on the plan for this lesson. Review your plan, the videotape, and student work from the lesson. Include your observations from reviewing the tape and the work as part of your commentary.

What were the objectives of the lesson? Describe the development of the content standard lesson (i.e., the specific concept or procedure in the lesson). How did you introduce the concept or procedure? What did you do to develop understanding? How did you develop the connections between this concept and other prior knowledge the students have learned, connections to other subject areas, or connections to the real world?

Describe the **task (s)** you used as part of the lesson. Why did you select that particular task? How did you present the task to the class? Why did you choose that way?

As you reviewed the tape, did you implement the task as you had planned? What changes did you make, and why did you make them? Cite specific examples on the videotape to support your assumptions that the task was engaging, helped to develop understandings, and called for problem solving and critical thinking.

How did the task (s) develop understandings and skills? How did the task(s) help students to make connections and develop a coherent framework for future content ideas? In what ways did the task(s) accommodate the different ways in which students learn? How was the task related to your students' understandings, interests, and experiences?

Describe the **content discourse** that occurred in the lesson. Choose two or three questions, comments, or observations posed orally during the videotape or in writing on the student work, either by you or your students. Analyze these questions, comments, or observations and the discussion what followed with respect to your students' conceptual or procedural understandings. How did you respond to the students' questions? Why did you respond that way? What issues were the students struggling with? Describe the ways in which you emphasized the use of content language or representation to support the discourse. In what ways did the students take responsibility for the discussion or exchange of ideas in the classroom? Finally, describe how the use of technology, concrete models, demonstrations, visuals, or other tools that aided in understanding this lesson.

Describe the type of grouping you used for the lesson (e.g., whole class, small group). Why did you use that particular grouping for this lesson? If you used small group instruction as part of this lesson describe how group composition was determined and your rationale for this process.

Describe the ways in which you have created a learning **environment** that encourages full participation of and risk-taking by all students.

Describe the ways in which you **analyzed student learning** for this lesson; focus on the class as a whole as well as on the three chosen-highlighted students. Cite examples from the videotape of the ways you gathered information about what students were learning (e.g. observations, oral questions, worksheet,

journal entry, etc.)

Describe the assessment (e.g., project, assignment, task). What criteria did you use for evaluation and how did you communicate the criteria to the students? Compare your objectives for student learning as identified in the plans for lesson to the student learning you observed. Were they successful? Where do they need work? Give specific examples to support your analysis.

What did you learn about the highlighted students from evaluating these performances? Use specific examples of student work to illustrate your points. Be sure to address what the student learned (e.g., conceptual and/or procedural understandings, problem solving and reasoning, and mathematical communication) and where there is a need for additional work. How did you communicate your evaluation to the students?

Describe the ways in which you **analyzed your teaching** for this lesson. Compare your lesson plans to what actually occurred during the class. Specifically, what changes did you make during the lesson? Why did you make these changes? Cite examples. What did you learn about your instruction based on the student performances and what changes will you make for the next day and for the next time you teach this lesson?

Tab 5: A Cumulative Evaluation of Student Learning

Student learning should be at the center of all teaching. The portfolio should include evidence of what the students have learned as a result of a particular lesson. For this entry you will provide a copy of an assessment you used to analyze what students learned across several of the lessons in the portfolio. You will be asked to cite specific examples of what students know and are able to do based on the student work samples you provide; focus on the class as a whole as well as on the three chosen-highlighted students. The analysis of what students have learned should also provide a basis for future instructional plans.

A Cumulative Evaluation of Student Learning

- Decisions**
- **Select a formal assessment that addresses learning across several** Lessons from the series of lessons that framed this portfolio (e.g., a quiz, a project, a paper, or a test). This assessment can extend beyond the series of lessons but must include some lessons from the series. The assessment must be an assessment you designed or modified for your class including scoring criteria, and for which you have samples of student work. Projects, models, or oral assessments are acceptable as long as you can document them in your portfolio. Include the evaluation criteria you used for this assessment.

- Products:**
- Assessment of Student Learning Form
 - A copy of the assessment and scoring criteria.
 - An answer key, list of accepted responses, or response guide for the Assessment, if appropriate.
 - Marked copies of the three highlighted students' work that reflect your evaluation and the feedback provided to the students.
 - Commentary on the assessment and its results.

Assessment of Student Learning Form

What lesson or lessons were addressed by this assessment?

Purpose of Assessment:

Type of Assessment:

Directions to Students (if not written on the assessment or if communicated orally):

How was Feedback Communicated?:

(Attach a copy of assessment, scoring criteria or rubric, and answer key, list of acceptable responses, or response guide, and evaluated responses from the three highlighted students.)

Student Work

Provide samples of work from the three students that you have highlighted in your portfolio. If students working in groups completed the work, a group product is acceptable.

Commentary on Evaluation

Describe the assessment (e.g., test, project, task, or other assessment) and what you expected to learn from its use. How does the assessment address the concepts and standards you were teaching? How does the assessment reflect the students' understanding? How does the way in which you assessed learning compare to your instructional processes (i.e., compare the alignment with *how* you taught the content)?

Focus on the highlighted students. Based upon your review of their work, describe what you believe the students learned from the lesson or the series of lessons. What are they able to do now that they weren't able to do at the outset? What do they still need to learn? Use specific examples from the student work to illustrate your points. Be sure to address the standards and skills expected of students at this grade level. How are your students meeting or not meeting these standards.

Tab 6: Analysis of Teaching and Professional Growth

The final entry is your own evaluation of the work in the portfolio and how you will use it for professional growth. In this entry you will reflect on your teaching, with an emphasis on what you have learned from your students, your colleagues, and yourself and then design a plan for professional development that will begin to take you forward in your school and your profession. You will have an opportunity to describe ways in which you have collaborated with other professionals, how you have grown as a teacher within your classroom, and ways in which you have developed as a teacher.

Professional Growth	
Product	<ul style="list-style-type: none"> ● A commentary based on the review of your portfolio. ● A preliminary plan for professional development

6.1 Commentary

Your teaching: How do you reflect on and evaluate your own teaching? What kinds of information provide you with meaningful feedback? How do students, colleagues, and mentors assist in your self-evaluation?

Reflect on the portfolio of your teaching. Use this sample of your work to address what you see as areas of strength and areas for improvement as you write this final commentary.

As you reflect on your teaching throughout the series of lessons and your weekly reflections, think about the kinds of **tasks** that you incorporated into your teaching across the lessons. How well did they develop understandings and skills? How well did they stimulate students to make connections and develop a coherent framework for understanding ideas? How well did they address the range of ways students learn? Which tasks were the most effective? What was it about those tasks that made them more effective than others? Use specific examples of the tasks you used in this series of lessons to support your statements. What might you do differently next time and why?

Consider the types of **discourse** that occurred across these lessons. What kinds of discourse were most effective at helping students develop an understanding of the concepts? Use specific examples of the

discourse that occurred across the lessons to support your statements. What might you do differently next time and why?

Reflect on the **environment** that you established for this series of lessons. What kinds of instructional strategies were most effective? What changes that you made to your classroom environment were effective? How well did you allocate time for these lessons? Do you think you were successful at ensuring full participation by all students? What might you do differently next time and why?

How well did you **analyze the learning** that occurred throughout these lessons? What was most informative and why? Cite examples of the ways in which you used informal and formal assessment to determine what students learned to support your observations. What might you do differently next time and why?

Your continued professional growth. Describe one aspect of your teaching, which you want to improve. Why did you select this aspect? How will you work in the coming year to improve in this area?

Your colleague (s). Describe collaboration with colleagues in your school this past year. How will you work in the coming year to improve in this area?

Portfolio Rubric

Basic rubric for each section of the portfolio. Be sure to self-assess and include a copy of this rubric with each section that is submitted to your instructor for feedback.

Table of Contents	2 points
Tab 1: Profession Information (Belief Statement, Resume and Transcripts)	3 points
Tab 2: The Context of Your Teaching	5 points
Tab 3: Unit Curricular Planning & Reflection	10 points
Tab 4: Videotaped Lesson (Video, lesson & reflection)	10 points
Tab 5: Assessment of Student Learning (On whole class & 3 students)	10 points
Tab 6: Analysis of Teaching & Professional Growth (reflection and growth plan)	5 points

Tasks & Criteria	All products included and presented in a professional manner	Some products are missing and/or are not professionally presented.	Products are of poor quality and are incomplete.	Points Awarded
Table of Contents (2 pts.)				
Tab 1: (3 pts.) Professional Information				
Tab 2: (5 pts) Context of your Teaching				
Tab 3: (10 pts.) Unit Curricular Planning				
Tab 4: (10 pts) Videotaped Lesson				
Tab 5: (10 pts.) Assessment of Student Learning				
Tab 6: (5 pts.) Analysis of Teaching and Professional Growth				
Total Portfolio Points: 45 possible				

TPE Electronic Portfolio Entry Instructions

Each assigned response will relate to course assignments, discussions, and/or readings that provide a deeper understanding of the specified TPE. As you write, the goal is to describe your learning as it relates to the TPE, to analyze artifacts and explain how they are evidence of your learning, and to reflect on the significance of your learning (the “so what?”) and where you need to go next related to the TPE. You must have at least one artifacts attached for each TPE response. At least one of your artifacts for each response should come from your coursework in EDSS 531; other artifacts can come from other coursework or fieldwork. A three-paragraph structure will help you develop your response, if you use more than one artifact you will have more than three paragraphs, an additional paragraph for every artifact-evidence you will analyze. It is suggested to type your response into a *Word* document and paste it into Taskstream once you have proofed it for spelling, grammar and understanding.

TPE Narrative Response Structure

- **1st Paragraph: Description of the TPE and your Evidence.**
 1. Introduction to your response that uses the words of the TPE. **DO NOT** restate the TPE; instead, introduce your reader to the focus of your response as it relates to the TPE. This is basically an extended thesis statement related to the TPE. Use first person language.
 2. Articulate the names of the evidence you are going to analyze. Use the same name you use to refer to the evidence as it is uploaded.
- **2nd Paragraph: Analysis of Artifact Evidence**
 - b. Explain how one attached artifact is evidence of your learning related to the TPE. The key here is “evidence.”
 - c. How does this artifact prove that you have learned something specific related to this TPE?
(If you include more than one artifact include a paragraph analysis for each artifact.)
- **3rd Paragraph: Reflection**
 2. Address the “so what” of your learning. Reflect upon and summarize the significance of your learning overall (connected to the TPE). How does knowing this impact you and your students?
 3. Explain what you still need to learn related to this TPE.
- **Upload your TPE Narrative Response to Taskstream**
 1. Copy the complete TPE response in the word document
 2. Open your Taskstream account
 3. Go to “View My Work”
 4. Click on “CSUSM Single Subject Portfolio” this should take you to “#3 Edit Content”
 5. Go to the TPE number you are working on
 6. Go to “Add/Edit”
 7. Go to Text
 8. Paste your complete TPE response into the text box

9. Check for completeness
- **Upload TPE Evidence Artifacts**
 1. Open your Tasksteam account
 2. Go to "View My Work"
 3. Click on "CSUSM Single Subject Portfolio" this should take you to "#3 Edit Content"
 4. Go to the TPE number you are working on
 5. Go to "Add/Edit"
 6. Go to Attachment
 7. Name file. Choose the name you use to refer to the evidence within the TPE Narrative Response. Capitalize like a title.
 8. Choose your file from your computer and upload your attachment
 9. Describe your file. Write a sentence or two - to elaborate on this evidence beyond it's name.
 10. If you would like you can select standards that are aligned with the artifact and TPE.
 11. Spell Check
 12. Check for attachment format and completeness.

Please be succinct in your writing; more is NOT better. State your ideas clearly and keep them grounded in the evidence of your learning as represented by your artifacts. When you submit each TPE response, you will receive feedback from the instructor that asks for revision or says that you are done (see "codes" below). **You will not get full credit for this assignment if you are asked to revise and you do not.** Please continue to check your TaskStream portfolio until the instructor says you are done with each TPE response for the course. More details about using TaskStream will be given in class.

Instructor Response "Codes":

Done - You have provided enough description, analysis of evidence, and reflection to show that you understand the intent of the TPE and can articulate your learning relative to the TPE.

Almost Done - You are close to providing enough description, analysis of evidence and reflection to show your understanding and learning related to the TPE. **Additional editing or minor revision still needed.**

Developing - You have attempted to demonstrate your understanding and learning, but there is not enough description, analysis of evidence, and/or reflection to fully satisfy this assignment. Significant revision needed.

Tentative Course Calendar for EDSS 531

Readings may change depending on progress toward course objectives.

Session	Topics	Due
1	Introduction to class The Nature of Reflective Practice Adolescents and Learning Practice Socratic seminar: "The Heart of a Teacher" Student Engagement Research TPE Review Jigsaw Readings for Session 2	<ol style="list-style-type: none"> 1. Bring to class: journal, course syllabus, course reader (CR), grade sheet, Baldwin, Keating & Bachman textbook, the full text of the TPEs & TPEs at a Glance @ http://lynx.csusm.edu/coe/eportfolio/index.asp 2. Read from Course Reader <ol style="list-style-type: none"> a. "The Heart of the Teacher" by Parker Palmer, p. 1 (Highlight quotes - in class) b. "High School Survey of Student Engagement 2005" p. 143 (in class) 3. Journal Writing 1: (In Class) Essential Question #1 - What is my belief system regarding the nature and education of adolescents?
2	Career Center Presentation with Diana Sanchez Journal Writing 2 Introduction to FCP Role-Play & IEP Communicating strategies <ul style="list-style-type: none"> - Listen - Communicating without defense Portfolio introduction	<ol style="list-style-type: none"> 1. Read Jigsaw articles from Course Reader: <ol style="list-style-type: none"> a. "Beyond the Gifted Stereotype" p. 67 b. "Silenced Dialogue" p. 77 c. "Reconcilable Differences" p. 91 d. Review Choate chapters 1-3 (Skim) 2. Reading Response 1: Annotate the text of the above readings and generate 1-2 questions per reading. Print off 3 copies. 3. Read Family Centered Perspective Assignment Instructions 4. Journal Writing 2: (In Class) To what degree do you think you really understand the needs of your students? How wide is the "gap" between them and you? In what areas are the gaps? What can you do to make connections?

<p>3</p>	<p>Review Statement of Beliefs</p> <p>Reflective Classroom Management</p> <p>Preparation for Family Centered Perspective</p> <p>Journal Writing 3</p>	<ol style="list-style-type: none"> 1. Read in Course Reader – “Moving Beyond Polite Correctness” p. 51 2. Read Baldwin, Keating & Bachman Text pp. 212-214 – Most Common Disruptions. Which scenarios do you feel the least comfortable addressing? What other scenarios, if any (possibly from student teaching), would you want to discuss with others or practice addressing? 4. Reading Response 2: Complete the “Highlight & Revisit” Graphic Organizer on “Moving Beyond Polite Correctness” 5. Journal Writing 3: (In Class) Respond to this prompt: <ol style="list-style-type: none"> a. 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? In what ways might you be “mindful” in responding to a situation where your “triggers” have been pushed? b. To what degree do you see “classroom management” as an opportunity to teach students? What would you be teaching? 6. Portfolio Table of Contents & Tab 1: Professional Info. Due
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Session	Topic	Due
4	<p>Responding to the realities of our students' needs</p> <p>Family Centered Perspective Role-Plays</p> <p>Essential Questions 2 & 3</p> <p>2. What are the key elements and preparation necessary for a successful Individual Education Plan (IEP)?</p> <p>3. How do I communicate openly, empathetically, and productively in a variety of situations, including: Socratic seminars, class discussions, presentations, and role-plays?</p>	<ol style="list-style-type: none"> 1. Read: Choate Ch 16 2. Readings Response 3: <ol style="list-style-type: none"> a. BEFORE reading, respond to this prompt as the beginning of your reader response: <ul style="list-style-type: none"> • Looking back at your student teaching, what did you discover about the needs of students in your classes? What kinds of "needs" surfaced that surprised you? b. AFTER reading, respond 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. 3. Journal Writing 4: (In Class) <p>Essential Questions 2 & 3 -</p> <ol style="list-style-type: none"> 2. What are the key elements and preparation necessary for a successful Individual Education Plan (IEP)? 3. How do I communicate openly, empathetically, and productively in a variety of situations, including: Socratic seminars, class discussions, presentations, and role-plays? 7. Family Centered Perspective Team Written Assignments (Outline, Profile and Tips for Teachers) 8. Tab (with a post it note) one of your four journal writings (Session 1, 2, 3, or 4) to be read by instructor for comments.

Session	Topic	Due
5	Realities of students' needs: the Individualized Education Plan	<p>1. Read and complete the IEP tutorial @ http://www.educatorlearningcenter.com/iep/index.html</p> <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.</p> <p>When you get to part 2 of the tutorial, "Tutorial: Present Level of Performance," respond to the question prompts in the text boxes—this will be practice to prepare you for part 3 (You don't need to print these responses; just do them for the thinking involved.).</p> <p>When you get to part 3 of the tutorial, "Tutorial: Developing Quality IEPs," choose to work on Mwajabu's case or Leanna's case. Click on "case" (next to the names) to read the students' profiles. Click on the actual name to start the IEP question prompts. 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. The goal is for you to understand the thinking involved in determining an IEP by having to formulate responses yourself.</p> <p>Reading Response 4: Please print all your responses and bring to class (Suggestion: print each page as you go along since there is no "save" mechanism on the tutorial.).</p> <p>Read through the resources. Suggestions: Save this website as a bookmark on your computer for future reference.</p> <p>2. Bring your Special Education Matrix (13 disabling conditions) to class from EDSS 511. 3. TPEs 12 & 13 Due 4. Portfolio Tab 2: Context of Your Teaching Due</p>

Session	Topic	Due
6	Invisible Students Stimulation on Joe Jones Socratic Seminar on Readings Brainstorm strategies to meet needs of invisible students	<ol style="list-style-type: none"> 1. Read from Course Reader: <ol style="list-style-type: none"> a. "Gay Male High School Teachers: A Taxonomy of Fear" by William DeJean, p. 15 b. "GLSEN Lunch Box 10 Strategies for Combating Homophobia" p. 169 c. "How Homophobia Hurts Everyone" by Warren Blumenfeld, p. 170 d. "Essential Understandings Regarding Montana Indians" from <i>Phi Delta Kappan</i>. November, 2006, p.171 2. Readings Response 5: <ol style="list-style-type: none"> a. BEFORE READING: Who are the invisible students at your student teaching school site? What are their needs? How could you support these students? b. DURING READING: Highlight key phrases in readings that help you answer the above questions. 3. Portfolio Tab 3: Unit and Planning Reflection Due
7	Portfolio Tabs 4, 5 & 6 Written Belief Statement Interview Questions Reflective strategies revisited Transition to Student Teaching	<ol style="list-style-type: none"> 1. Read from Course Reader: <ol style="list-style-type: none"> a. "Using Teaching Portfolios" p. 129 b. "What New Teachers Need to Learn" p. 133 c. "Responsibilities & Tasks of Mentors – Stages of Mentoring" p. 172 2. Reading Response 6: What questions might I be asked at an interview? What do I need to be prepared to show in a portfolio? (<i>Bring written response and also post to WebCT Discussion Board. Read questions to prepare for session 9, 10 & interview.</i>) 3. Download, read, and print the Portfolio Tabs 4, 5 & 6 Instructions. Identify questions you want to ask about these assignments. 4. Bring your revised Belief Statement for colleague feedback. 5. Mid-Semester Attribute Self-Evaluation Due Cite specific evidence to support your ratings. Indicate where you accomplished/didn't accomplish the goals you set out at the beginning of the semester. If you didn't accomplish a goal, explain why. (It is easiest if you download the form and write directly on your computer, that way the text will move to give adequate space for citing evidence.) 6. Revisions for TPEs 12 & 13 Due

Session	Topic	Due
8 April 17 5:30- 8:15 pm	Student Teaching Seminar 1 Professional Portfolio Essential Questions 5 & 6 7. How do I reflect on and articulate ideas about the effectiveness of my practice as it is informed to evidence of student learning? 8. How do I present myself as a professional educator? ALL COHORTS	Bring in: <ul style="list-style-type: none"> • Your portfolio • Portfolio instructions • Portfolio rubric • Your rough draft of Portfolio Tab 4, 5 & 6
9 April 24 5:30- 8:15 pm	Student Teaching Seminar 2 Professional Portfolio Essential Questions 5 & 6 9. How do I reflect on and articulate ideas about the effectiveness of my practice as it is informed to evidence of student learning? 10. How do I present myself as a professional educator? ALL COHORTS	1. Tab 4: Video-taped Lesson from Unit with Lesson Plan & Written Reflection Due 2. Tab 5: Assessment Reflection Due 3. Practice Presentation 4. Interview Questions – Read questions on WebCT Discussion Board. Write up any additional questions and answers questions to prepare for in an interview. 5. Bring in: <ol style="list-style-type: none"> a. Your portfolio b. Portfolio instructions c. Portfolio rubric d. Draft of Tab 6 (Credit will be given for draft. Do not forget!)
10 May 1 5:00- 7:30 pm	Student Teaching Seminar 3 Portfolio Presentations ALL COHORTS	1. Portfolio Tab 6 Due 2. Final Portfolio Due We will start right at 5:00; arrive early to get prepared and to choose your table. Bring verification receipts for online evaluations (for CSU, program, CTs, and supervisors)—this is the ONLY way to verify completion of this assignment for credit. Verification worth 5 points.

TPE Reflective Writing for TaskStream—Single Subject Program

The goal: each instructor will take a few "priority" TPEs (according to the grid below) and have his/her students write summary reflections toward the end of the course to be submitted, responded to, and archived via TaskStream. This will prepare students for final TPE assessments and for creating their final portfolios. See below for a statement to use on syllabus and a possible scoring guide (drafts).

TPE	EDUC 422 Educ. Tech.	EDSS 511 Second. Teaching & Learning	EDSS 530 Second. Schools of the 21 st Century	EDSS 521 Secondary Literacy	EDSS 541 Interdis.Met hods	EDSS 531 Reflect. Profess.	EDSS 555 Theories & Methods Bilingual Education	BCLAD I and II
1B: Subject-specific Pedagogical Skills for Single Subject Teaching Assignments	To be addressed in individual methods courses.							
2: Monitoring Student Learning During Instruction					X			
3: Interpretation and Use of Assessments				X				
4: Making Content Accessible				X				
5: Student Engagement					X			
6C: Developmentally Appropriate Practices in Grades 9-12		X						
6D: Special Education		X						
7: Teaching English Learners							X	
8: Learning about Students			X					
9: Instructional Planning		X						
10: Instructional Time	Student Teaching.							
11: Social Environment			X					
12: Professional, Legal, and Ethical Obligations						X		
13: Professional Growth						X		
14: Educational Technology	X							
15: Social Justice							X	X

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.

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.
- 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.

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

Name _____ **Cohort** _____
Email _____ **Content Area** _____
Phone number(s) _____ **School Site** _____

Class Preparation and Participation _____ / 15 points

Attendance
 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____

Reading Response (1 point each)
 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

Journal Writing (1 point each)
 1 _____ 2 _____ 3 _____ 4 _____

Final Evaluations (5 points)
 Supervisor _____ CT _____ Program _____ CSU _____

Effective Teacher Attributes _____ / 5 points
Family-Centered Perspective _____ / 10 points
IEP Development _____ / 10 points
Belief Statement _____ / 5 points

Professional Portfolio (45 points total)
 Table of Contents _____ / 2 points
 Tab 1: Profession Information (Belief Statement, Resume & Transcripts) _____ / 3 points
 Tab 2: The Context of Your Teaching _____ / 5 points
 Tab 3: Unit Curricular Planning & Reflection _____ / 10 points
 Tab 4: Videotaped Lesson (Video, Lesson & Reflection) _____ / 10 points
 Tab 5: Assessment of Student Learning (On whole class & 3 students) _____ / 10 points
 Tab 6: Analysis of Teaching & Professional Growth _____ / 5 points

Responses to TPE's 12 and 13 _____ / 10 points
Absences, Tardies or Early Departures _____ / - # points
 Subtract 10 pts for each absence or combination of 3 tardies/early departures.

Make Up Assignment _____ / 10 points
 Identify the make up assignment _____ and add pts.

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.