

EDSS 531: THE REFLECTIVE PROFESSIONAL

2 units

SPRING 2009

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University Hall 425

Office Hours: Before and after class and by arrangement

Class Times and Location

Day Cohort: Sessions 1-6 Tuesday 8:00-11:50 am, UH 443 & Sessions 7-8 April 21 and May 12 4:00-6:30

Evening Cohort: Sessions 1-6 Wednesday 5:00-8:50 pm, UH 444 & Sessions 7-8 April 21 and May 12 4:00-6:30

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.

Enduring Understanding:

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

Essential Questions for Teacher Candidates:

1. What is my belief system regarding the nature and education of adolescents?
2. What does the 21st century require of its citizens and how is this reflected in my teaching?
3. How do I reflect upon my own biases and ensure equity in my classroom?
4. How do I communicate openly, empathetically, and productively in a variety of situations, including: Socratic seminars, class discussions, presentations, and role-plays?
5. How do I present myself as a professional educator?

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

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

TPE 11 - Social Environment

TPE 12 - Professional, Legal, and Ethical Obligations

TPE 13 - Professional Growth

TPE 15 - Social Justice and Equity

REQUIRED TEXTS

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.]

EDSS 531 The Reflective Professional Course Reader.

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

Other readings as assigned in class.

Bring a journal, composition book, or paper in a folder 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. **Late work will not be accepted. If there are extenuating circumstances, the instructor may accept late work; however, it will not receive full credit.**

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

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

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 eight sessions only; your attendance at each session is critical to your success in the course. 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.

Consequences for absences:

- Half credit for written assignments
- No credit for the intermediate assessment for that day's work (e.g. reading responses & journal writing)
- 10 points deducted for each full class absence or a combination of three (3) late or early departures with the exception of extenuating circumstances.

ASSIGNMENTS AND GRADING

Class Preparation and Participation

20 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).

Effective Teacher Dispositions

20 points

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

Academic Philosophy and Practice Paper:

40 points

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

Professional Portfolio

20points

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. (See instructions for more detail.)

PROFESSIONAL DISPOSITIONS-SINGLE SUBJECT PROGRAM

Name: _____

Date: _____

Download the dispositions and type your evidence and rationale for your self-rating. *Now that you have been teaching and have gained experience as a member of a school community, think about how these dispositions were/are evidenced in relation to professionalism in teaching as well as in your university classes and how you might use this as a tool in your own classroom.*

1. General classroom and workplace attendance, promptness, and participation:

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

RATING: _____

EVIDENCE and RATIONALE:

2. Attention to classroom and workplace discussion protocols:

- a. Respects time limitations
- b. Recognizes and respects the perspectives of colleagues
- 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: _____

EVIDENCE and RATIONALE:

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 communication (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: _____

EVIDENCE and RATIONALE:

4. Attention to assignments and workplace paperwork requirements:

- 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: _____

EVIDENCE and RATIONALE:

5. General classroom and workplace demeanor:

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

RATING: _____

EVIDENCE and RATIONALE:

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: _____

EVIDENCE and RATIONALE:

7. Commitment to ensuring social justice and equity for all students:

- a. Is able to identify issues of social justice and equity in the classroom
- b. Possesses and continually develops pluralistic and divergent perspectives on educating students
- c. Holds high expectations for all learners
- d. Applies appropriate instructional strategies to ensure equal outcomes for diverse students
- e. Is willing and eager to collaborate with others, especially curriculum specialists, community leaders, and parents on preparing relevant and appropriate instructional activities, curricular units, and school structures that would provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds.

RATING: _____

EVIDENCE and RATIONALE:

8. 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 additional opportunities for learning

RATING: _____

EVIDENCE and RATIONALE:

Rubric:

Evidence of Effective Teacher Dispositions Self-Evaluation

Name: _____ **Date** _____

Score each of the dispositional 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 dispositions 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 disposition (no sub par examples).
- 3:** Teacher candidate demonstrates an acceptable level of functioning with respect to this disposition (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 disposition ; the candidate is on his/her way to meeting expectations, but needs time or a conscientious focus on this disposition in order to do so (numerous limitations or examples noted).
- 1:** Teacher candidate demonstrates a low level of functioning with respect to this disposition (serious overall limitations noted in this area).

Academic/Philosophical Paper:

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

Every decision you make about your teaching and the students you see each day must be grounded in a belief system. That is the basis for this paper, which is part philosophical, part academic, and part opinion. It should be written in APA style, double spaced with citations for references where appropriate. It should include 5-7 references, which could come from any of your single subject program texts, readings, or any other references you have found to be informative for your teaching. As a starting point, you may want to review the philosophy paper you wrote in EDUC 350 and expand upon that; however, since you wrote that paper, you will likely find that you are a great deal more knowledgeable and have some valuable experience that forms your belief system about adolescents and teaching.

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

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

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

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

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

Name _____

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

Peer Review Comments:

Writer’s Comments:

Instructor’s Comments:

Professional Portfolio

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

Purpose:

1. To organize experiences both personal and professional into a presentational format.
2. To reflect upon your teaching beliefs and practice with the purpose of informing and improving your teaching.
3. To provide additional information for potential employers regarding your qualifications that adds to and goes beyond the scope of a brief interview and your paper application.

Areas to Include:

(NOTE: The suggested five sections below are simply a suggestion. While it’s important that your portfolio contains the information outlined in these five sections, you should feel free to organize that information in whatever way makes the most sense to you.

1. General Personal History that includes:
 - a. Brief introduction or biographical sketch (one page or less) that includes experiences directly related to working with children.
 - b. One page resume (you may want to have multiple copies of your resume so that you can leave a copy with representatives at job fairs and with interviewers)
 - c. Pertinent transcripts
 - d. Letters of reference
2. Philosophy of Education/Teaching that includes both general and subject(s) specific information. You may not need this if your brief introduction or biographical sketch embodies this information.
3. Professional Field Experiences from both Clinical Practice I and II. Include lesson plans from different subjects (or interdisciplinary), photos of you or students at work, photos of student work, projects you’ve designed for students, assessments you’ve created, and student products representative of specific learning outcomes. It is valuable if at least some of these artifacts are reflective of how you have addressed the needs of second language learners (SDAIE/SIOP) or other students with special needs. Be particular in this section as you choose artifacts; more is not necessarily better. Determine what you want to highlight (specific teacher traits/TPEs) and then choose the best artifacts to showcase those things.
4. Transition or Goal Statements that specify what your future professional development goals are as you transition into your induction years upon hire (BTSA). Reflecting upon your teaching, the artifacts in your portfolio, and feedback from observers of your teaching, briefly respond to this prompt: **Looking at the six California Standards for the Teaching Profession (CSTP), I have set these 3-5 goals for myself in my first year of teaching.** The CSTPs as they are related to TPEs and Induction Standards are included in your Reader.

(As you list your goal statements, be specific about the areas you know you want to improve, and make sure they are things that can be measured and evaluated. An example: To be able to write and implement effective differentiated lesson plans based on my students' skills and needs.)

Self-check:

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

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

🔗 **Review your artifacts and pertinent descriptions and reflections. Do you have sufficient evidence of your teaching skills? Have you addressed a variety of TPEs? If not, re-work your portfolio.**

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

1. Limit the total number of pages to approximately 20-25 in an attractive binder (think quality over quantity).
2. Use a simple table of contents that clearly lists all of the contents and title each of your sections.
3. Use lessons you have already taught or at least written (not “imported” lessons from other people).
4. Avoid lengthy verbiage and voluminous enclosures.
5. Within the lesson designs demonstrate a good mix of teaching objectives that include both affective (attitudes/group processing skills), psychomotor (hands-on), and cognitive (learning) areas. This demonstrates that your teaching reaches out to different styles of learning.
6. Highlight those experiences (both professional and personal) that make you unique and potentially a valuable asset to a school district (science supplement, BCLAD, unique field experiences, other work related experiences, i.e. management, counseling, tutoring, etc.)
7. In your enclosures demonstrate in the lesson plans that you know and understand **how to link subject matter standards** (list them as examples in the lesson plans) to your curriculum and your assessment (e.g., Students will study the parts and functions of the parts of a flower [science standard] by dissecting a real flower [hands-on activity]. They are assessed on this objective by drawing, labeling and writing a short essay on how flowers reproduce [assessment of standard/objective]).

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

your portfolio as a “rehearsal” for interviews.

Suggested Process:

1. Review the “What to Include” handout below.
 2. Think about the professional dispositions and TPEs you want to communicate in your portfolio and gather together possible artifacts you might use to show these. Artifacts can include assignments from coursework and lessons you have written and taught.
 3. Spend time sorting through the artifacts and determining an organizational scheme and which artifacts will stay and which will go; **more artifacts are not necessarily better—you want quality NOT quantity.** This is not meant to be a scrapbook. It should be easily skimmed and accessible to a reviewer. The suggested five sections on the handout are simply a suggestion. While it is important that your portfolio contains the information outlined in those five sections, you should feel free to organize that information in whatever way makes the most sense to you.
 4. Think about the aesthetics! Revise or re-format artifacts, as needed, to demonstrate the highest level of professionalism. There is no need to re-type artifacts that were written by someone else (for example, a student’s paper or project or a colleague’s note). Feel free to be creative in how you display your artifacts: adding anecdotal information, using special paper as background, using plastic sleeves to hold oddly shaped items, including photos on divider pages, etc. Keep in mind the accessibility focus for a reviewer. Do not place a multi-paged artifact in one sleeve that requires the reviewer or you to remove the material for reading or displaying.
 5. Create a cover page (and back, if bound), a table of contents (Note: a table of contents should include a listing of all your artifacts, not just the “sections” of your portfolio.), and divider pages. Your portfolio does not need to be bound. It is fine to use a thin three-ring binder to hold your work (a new one!). Remember to purchase several binders or 3-hole punched folders if you plan to have multiple copies of your portfolio for later distribution.
 6. In preparation for your small group presentation, mark the selected sections/artifacts in your portfolio that you know you want to highlight (so you’re not fumbling for them while presenting)—Post-It notes work well for this. You will be asked 3-5 possible interview questions by your group and will reference your portfolio where appropriate.
- 🔗 During the entire portfolio development process, you should draw on your colleagues for feedback and ideas. Do not work on this project in isolation. It is very helpful to exchange ideas with others as you’re creating.**

Portfolio Rubric

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

Name: _____

Criteria	Excellent 4	Adequate 3	Needs work 2	Revise 1
Table of Contents is included and is organized in a clear, logical, creative, and professional manner				
Written work by the teacher, e.g. philosophy, lesson plans, etc. are word-processed and do not have spelling and grammar errors.				
Artifacts are displayed professionally and clearly with easy accessibility				
Presentation demonstrates that the teacher candidate is organized and thoughtful in his/her responses, able to reference the portfolio as a resource				
Total Portfolio Points: 20 possible				

Writer's comments:

Reviewer 1 comments:

Reviewer 2 comments:

Tentative Course Calendar for EDSS 531

Readings may change depending on progress toward course objectives.

Session	Topics	Due															
1	<p>Essential Question #1 - What is my belief system regarding the nature and education of adolescents?</p> <p>Introduction to class</p> <p>The Nature of Reflective Practice</p> <p>Review Effective Teacher Dispositions and set goals for yourself for this semester.</p> <p>Adolescents and Learning</p> <p>Socratic seminar: Thinking, not Shuffling</p>	<ol style="list-style-type: none"> Bring to class: journal, course syllabus, course reader (CR), grade sheet from syllabus, Baldwin, Keating & Bachman textbook, a copy of your CPI TPE evaluation Read from Course Reader “Thinking, Not Shuffling: Expecting all students to use their minds well.” Pre-reading writing prompt: Reflecting on your CPI teaching, respond to the following questions. What is it like to be a student in my class? What is it like for a student to move through classes in a day at our school? During reading, highlight quotes and make marginal notes with thoughts and questions for Socratic seminar. Post Reading: Journal Writing 1: (In Class) Small group discussion of assessment results, student artifacts, what you learned, etc.) <i>While this is fresh on your mind, go home tonight and complete the final steps of TPA #3, if you have not done so already.</i> 															
2	<p>Essential Question # 2 - What does the 21st century require of its citizens and how is this reflected in my teaching?</p> <p>Communicating strategies</p> <ul style="list-style-type: none"> - Listen - Communicating without defense <p>Portfolio introduction</p>	<ol style="list-style-type: none"> Read from Course Reader: “Abundance, Asia, and Automation” and “Story” Use a 3 column organizer (aka Tovani) to record and analyze 4 quotes from the text: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Quote from the text</th> <th style="text-align: center;">What it means</th> <th style="text-align: center;">Deeper thinking</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">2.</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">3.</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">4.</td> <td></td> <td></td> </tr> </tbody> </table> Journal Writing 2: (In Class) To what degree do you think you really understand the needs of your students and what they need for the 21st century? How wide is the “gap” between them and you? In what areas are the gaps? What can you do to make connections? (Add this to your paper where/if appropriate.) 	Quote from the text	What it means	Deeper thinking	1.			2.			3.			4.		
Quote from the text	What it means	Deeper thinking															
1.																	
2.																	
3.																	
4.																	
3	<p>Career Center Presentation with Ron Gaschler</p> <p>Essential Question #3. How do I reflect upon my own biases and ensure equity in my classroom?</p>	<ol style="list-style-type: none"> Read in Course Reader: Understanding Unconscious Bias and Unintentional Racism” Respond to the following prompt: What are your biases and how do you mitigate your behavior when working with students? “I Planned to Be Somebody: The Absence of Tracking is Deeply Radical Idea.” Highlight quotes and write two questions for discussion in a Socratic Seminar Journal Writing 3: (In Class) Bring draft Academic/Philosophy paper for writing workshop 															

4	<p>Essential Question #4 How do I communicate openly, empathetically, and productively in a variety of situations, including: Socratic seminars, class discussions, presentations, and role-plays?</p> <p>Responding to the realities of our students' needs</p>	<ol style="list-style-type: none"> 1. Academic/Philosophy Paper Due 2. Readings Response 3: "The Silenced Dialogue" BEFORE reading, respond to this prompt as the beginning of your reader response: <ul style="list-style-type: none"> • Looking back at your teaching last semester, what did you discover about the needs of students in your classes? What kinds of "needs" surfaced that surprised you? 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 and how it relates to your biases. 3. Journal Writing 4: (In Class) 4. 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.
5	Invisible Students	<ol style="list-style-type: none"> 1. Reader Response #4: Read from Course Reader: <ol style="list-style-type: none"> a. "Gay Male High School Teachers: A Taxonomy of Fear" by William DeJean, b. One Teacher's Story: Creating a New Future or Living up to Our Own History? c. "GLSEN Lunch Box 10 Strategies for Combating Homophobia" d. "How Homophobia Hurts Everyone" e. "Essential Understandings Regarding Montana Indians" 2. Readings Response 4: <ol style="list-style-type: none"> a. BEFORE READING: Who are the invisible students at your student teaching school site? What are their needs? b. AFTER READING How could you support these students? 3. Disposition Self-Evaluation Due
6	<p>Essential Question #5 How do I present myself as a professional educator?</p> <p>Portfolio presentations and Interview Question practice.</p>	<ol style="list-style-type: none"> 1. Read from Course Reader: "The Heart of a Teacher" 2. Portfolio Due

7	<p>Reflective strategies revisited (computer time for beginning TPA 4 Culminating Teaching Experience)</p> <p>Transition to Student Teaching</p>	<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. Portfolio Due
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Student Teaching Seminar April 22: Guest Speakers and TPA #4 workshop

Student Teaching Seminar April 29: TPA #4 workshop and supervisor evaluations submitted

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.
- In order to receive a California State Teaching Credential, you must maintain a B average in your College of Education classes and receive no lower than a C+ in any one course. A grade lower than a C+ indicates serious concern about a teacher candidate's readiness for a teaching credential—significant concerns exist about his/her quality of learning, quality of work, etc. If you are concerned about meeting this requirement at any time, you should talk with your instructor immediately.

EDSS 531 GRADE SHEET

(Print & bring to first class.)

Name _____

Cohort _____

Email _____

Content Area _____

Phone number(s) _____

School Site _____

Reading Response (2 points each)

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ **10 points**

Journal Writing (1 point each for a total of 5 points.....Pat's special math)

1 _____ 2 _____ 3 _____ 4 _____ **10 points**

Effective Teacher Dispositions _____ **20 points**

Academic Philosophy and Practice Paper: _____ **40 points**

Professional Portfolio _____ **20 points**

Absences, Tardies or Early Departures _____ **- # points**

Subtract 10 pts for each absence or combination of 3 tardies/early departures.

Total Class Points _____ / 100 points

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.