



EDSS 546A
Secondary English Education A
CRN 48867
Tuesdays
4:30 - 7:00
CSUSM University Hall Room 237
Fall 2014

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
 - Promote and foster social justice and educational equity
 - Advance innovative, student-centered practices
 - Inspire reflective teaching and learning
 - Conduct purposeful research
 - Serve the School, College, University, and Community
-

Basic Tenets of our Conceptual Framework

- Student centered education
 - Research and theory specific to the program field inform practice
 - Connections and links between coursework and application
 - Strong engagement between faculty and candidates
 - Co-teaching clinical practice
 - Culturally responsive pedagogy and socially just outcomes
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COURSE DETAILS**Course Description**

Focuses on developing an understanding of theory, methodology, and assessment of English in integrated and inclusive secondary classrooms: Part A.

Rich: In this course, students will explore theories and strategies for teaching all facets of language arts: speaking, listening, reading, writing, thinking, viewing and collaborating (although these are artificial separations), paying particular attention to scaffolding student learning for access and success. Students will be required to apply their learning in related assignments and clinical practice experiences during teaching and/or observations.

Course Prerequisites

Admission to the Single Subject Program, EDUC 350, EDUC 364, & EDUC 422

Course Objectives

EDSS 546A (2 units) Secondary English Education A focuses on developing an understanding of theory, methodology and assessment of English in integrated and inclusive secondary classrooms; Part A. *This course is aligned with California's SB 2042 Standards.*

During courses EDSS 546A and EDSS 546B using interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to deliver a comprehensive program of systematic instruction of English, as defined by the California Reading/Language Arts Framework, 2007 and California State Program Standards:

1. Connect reading, writing, and oral language processes in an integrated fashion. Teacher candidates in English understand, plan, design, and implement instruction that includes the following:
 - Word analysis, fluency, and systematic vocabulary development, as evidenced by the use of phonological, morphological, and derivational systems of orthographic development.
2. Reading comprehension, including promoting students' ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.
3. Purposes and characteristics of the major genres of literature.
4. Literary response and analysis and critique of texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.
5. Writing instruction (inclusive of the writing process) on conventions, domains (i.e. response to literature, informational, persuasive, and technical), research, and applications that allow students to produce complex texts.
6. Academic language development emphasizing discourse that leads to the production of complex texts.
7. Incorporation of technology into language arts as a tool for conducting research.
8. Strategies and systematic guidance so that students select texts for reinforcement of independent reading habits.
9. Opportunities for listening and speaking, including comprehension, organization and delivery of oral communication, and analysis and evaluation of oral and media communications.
10. Instruction in speaking applications including grade-level genres and their characteristics.
11. Assess student progress both formally and informally to inform and plan instruction that advances the learning of all students

Required Texts and References

- Burke, Jim. *The English Teacher's Companion*, 4th edition. Portsmouth: Boynton/Cook, 1999.
- California's Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. <http://www.cde.ca.gov/re/cc/>
- **California Content Standards:**
<http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>

Resources (for starters)

- Read write think: sponsored by the International Reading Association and National Council of Teachers of English <http://www.readwritethink.org/>
- National Council of Teachers of English: www.ncte.org

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. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

STUDENT LEARNING OUTCOMES

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

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students in the area of English/Language Arts. The successful candidate must be able to demonstrate their understanding and ability to apply each of the TPE's, that is, merge theory and practice in order to realize a comprehensive and extensive educational program for all students. This course will emphasize the following TPEs:

- **TPE 1B - Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments**
Understands and uses the state-adopted academic content standards
Develops planning instruction that addresses the standards
Consistently demonstrates the ability to teach to the standards

- **TPE 4 - Making Content Accessible**
States in every lesson plan the State standards
Uses activities and materials that support stated objectives
Uses multiple ways to reinforce the content of the standard
Follows a logical, sequence of instruction in the lesson plan

- **TPE 5 - Student Engagement**
Ensures students understand the objective of the lesson
Actively involves students with the lesson
Uses a variety of strategies to involve the students and increase their understanding of the lessons objectives

- **TPE 6c - Developmentally Appropriate Practices in Grades 9 -12**
Understanding important characteristics of the learners
Designing instructional activities
Providing developmentally appropriate educational experiences

- **TPE 9 - Instructional Planning**
Establishing academic learning goals
Connecting academic content to the students backgrounds, needs, and abilities
Selecting strategies/activities/materials/resources

- **TPE 10 - Instructional Time**
Appropriately allocates instructional time to maximize student achievement
Effectively and efficiently maximizes instructional time through management based on reflection and consultation
Adjusts the use of instruction time to optimize learning opportunities

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

Task 1: Principles of Context-Specific and Developmentally Appropriate Pedagogy

- Case Study 1: Developmentally appropriate pedagogy
- Case Study 2: Assessment practices
- Case Study 3: Adaptation of content-specific pedagogy for English Learners, and
- Case Study 4: Adaptation of content-specific pedagogy for students with special needs.

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance – *does not meet*, *approaching*, *meets*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, 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 student have extenuating circumstances, s/he should contact the instructor as soon as possible. **Notification of an absence does not constitute an excuse.** (*Adopted by the COE Governance Community, December, 1997*).

Candidates with Disabilities Requiring Reasonable Accommodations

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

All University Writing Requirement

The writing requirement of 2500 words will be met through research responses and notes, teacher interview, strategy matrix, lesson plans and unit plan.

CSUSM Academic Honesty Policy

“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 presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

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

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

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

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

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

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS AND GRADING STANDARDS

Teacher education is a professional preparation program. It is expected that teacher candidates will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Teacher candidates are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education. Points will be deducted if assignments are submitted late. *Half credit for any late assignments turned in within one week of the original due date. No assignments will be accepted after one week.*

It is expected that work will be turned in on time. Please discuss individual issues with the instructor.

EDSS 546A SECONDARY ENGLISH METHODS Course Assignment Descriptions

I. Concepts and Essential Questions

Know your students

How will you get to know your students?

How will this knowledge enhance your teaching and your students' learning?

How will you apply and implement this knowledge into your curriculum and your pedagogy?

What place does knowledge of your students have in the scaffolding of learning?

How and why will you form relationships and communication lines with parents?

Organization and management

What is the effect of your planning and organization on your students' learning?
How will you manage the paper load and provide appropriate and helpful feedback for 175+ students?
What role will students play in your organizational and management plan?
How will you organize yourself so that you have a life outside your classroom?

Academic components of the English classroom

What is the place of vocabulary in your English classroom?
What is the place of grammar in your English classroom?
What effective, research-based approaches will you use for developing your students' writing proficiency?
How will you teach students to be independent, critical readers and 'comprehenders'?
How will you know students understand and are progressing?
How will you model the [real life power] of lifelong reading, a well-developed vocabulary, and strong writing skills?

Critical thinking

What is the role of inquiry in your English curriculum?
How will you use questioning to scaffold understanding and encourage your students' critical thinking?
How do conversation and writing help your students to think?

Social justice in your English classroom

What does an effective learning environment in your classroom look like, feel like?
How will you develop a community of learners that is inclusive?
How will you teach respect through your actions and through your curriculum?
How will you ensure that your classroom is student-centered?
What place and effect will gender, race, and culture have on learning in your English classroom?

Transforming the English classroom for the 21st century

How will you engage in professional conversations and discussions with colleagues, administrators, and policy makers to effect change in the curriculum?
What expectations do you have for all of your students to become proficient readers and writers as requisites for navigating the 21st Century?

2. Assignments (in brief)

- **Research Responses and notes (150 points possible: 30, 30, 30, 60):** In order to have effective discussions within our classroom, you will be asked to come to class prepared with the readings, notes and surveys for the week. You will hand in research responses and notes in the format assigned on the syllabus.
- **Semester Curriculum Calendar/overview, Unit Calendar/overview (300 points possible):**
Part I. Each student will be responsible for creating a curriculum calendar/overview for the class they are teaching in Clinical Practice I. This calendar/overview will be created using Understanding by Design methodology, the CA content and common core Standards, ELD standards, textbooks and other supplemental material. You may use a graphic organizer (calendar type) or write a one-page narrative overview.
Part II. You will also include a calendar/overview of the unit (1-2 weeks) for which you have primary responsibility for planning and teaching. This calendar/overview will be created using Understanding by Design methodology, the CA content and common core Standards, ELD standards textbooks and other supplemental material. You may use a graphic organizer (calendar type) or write a one-page narrative overview.

- **Teaching English Learners in Clinical Practice I: Lesson Design, Implementation and Reflection. (300 points)** In this assignment, you will design a content lesson that is based on a Common core standard and CA Content standard and is differentiated for English Learners so as to ensure that your English Learner students have access to the core curriculum. You will also need to include an ELD standard in your lesson plan. You will implement the lesson and reflect upon your teaching. It is not a requirement, but I would suggest that you ask your cooperating teacher to observe you teaching this lesson and use the guide questions in the analysis and reflection to help you reflect on this lesson.
- **Thoughtful participation (assessed partially by Professional Dispositions 250 points):** Being a teacher involves more than planning lessons and delivering instruction. You must be able to articulate the reasons behind your curricular decisions, to advocate for students, and to defend policies about which you feel strongly. Engaging in professional conversations with parents, administrators, other teachers, and the public is imperative for teachers today. To that end, we expect that each student will participate actively and thoughtfully in each class session.

EDSS 546A SECONDARY ENGLISH METHODS COURSE CALENDAR

Although this schedule is carefully planned, the instructors reserve the right to make changes based on unforeseen circumstances and teachable moments.

Date	Topic	Your Responsibilities
9/09 Session 1 Joint Session with Social Science Methods	Introductions; What is effective teaching? What is Humanities and why do we care? Interdisciplinary teaching: Why and how, is it beneficial? The CCSS Connections	Come prepared to learn, participate and share! ;) UH 237
9/16 Session 2 & 3 What is English and why teach it every year?	Introductions, Community building Meeting Jim Burke--Advance organizer Syllabus review Delivery of instruction Learning styles: Bloom, Gardner, Piaget, VAK, Quantum Teaching and learning, ZPD Note: ALA Banned Books Week Sept 21-27 http://www.ala.org/bbooks/bannedbooksweek	HF: Look at the front covers –CCR Anchor Standards Bring: <i>The English Teacher's Companion</i> <i>To Discuss: what areas do you want to cover, have questions about, need more information about?</i>
9/30 Session 2 & 3 What will I teach and how? CA content standards for ELA and ELD	Unpacking the Standards Delivery of Instruction Questioning Instructional vocabulary-explicit teaching Language: what does it mean to you? Today? The Skills Stuff: Spelling, academic vocabulary(content terms), general vocabulary, word origins and analysis	HF: Bring the academic unit plan for the semester; a lesson plan from your current placement Review: ELA content standards Review: Chapter 7, Burke; Discuss with your CT- "What is your philosophy about vocabulary, grammar and spelling: how are these topics addressed in your classroom?" Take notes and bring to class (RR #1) Begin building your academic plan – parts I and II
10/14 Session 4 Teaching Reading <i>Add requested topics</i>	Reading – What does that mean? What good readers do Comprehension Major Genres Range of texts Selecting reading materials District/state lists Uniquely You	HF: Review Chapter 5, Burke: Read the article: "Beyond Anthologies-Why Teacher Choice and Judgment matter" (CC) Conduct an informal survey of people (at least 5) and ask them what they are reading during the week to discover reading habits. Ask at least 3 students and 2 adults. Take notes and be prepared to discuss. (RR#2)

Date	Topic	Your Responsibilities
10/28 Session 5 Joint Session: What are the Big Ideas Comprehension and Primary documents	Document Based Questioning (DBQ): strategies for both content areas Depth of Knowledge (DOK): using the wheel for planning Text Complexity Performance Assessment	HF: Review the CCSS for ELA and History Social Science Review Bloom's Taxonomy Review Chapter 8 , Burke
	Reading in the 'real world' What is happening in classrooms today? How is the CCSS structured?	HF: Skim Chapter 5 , Burke; Think about: How does your CT organize the teaching of reading? <ol style="list-style-type: none"> 1. Do they teach by genre? Chronologically (connecting with social studies timelines? Certain segments of literary history?) 2. What materials are district required? (Bring a District Scope and Sequence if available), what novels are taught at your grade level? 3. What novels will you teach? Are they using/infusing new fiction with classics? 4. Is there a poetry unit? Drama? 5. Are the reading assignments connected to writing assignments? How? Take notes, be prepared to discuss on 11/18 (RR 3#) . Select one of the elements (1-10) from the CCSS for ELA (beginning on page 47 – 55) for Reading Standards for Literature and one element (1 – 10) Reading Standards for Informational text. Follow the sequence from grade 6 through grade 12. What do you notice?

Date	Topic	Your Responsibilities
		<p>How are the grade level expectations connected? What impact does this have on you, the teacher? Write a short reflection about what you learned to discuss and turn in 11/18 (RR #3). Make a rough draft plan for 'Uniquely You'</p> <p>Work on your Semester Curriculum Calendar Assignment Work on your English Learner lesson design</p>
<p>11/18 Session 7</p> <p>Teaching Reading</p> <p>Language Revisited</p>	<p>Reading Strategies Reciprocal reading, read alouds, pair reading, literature circles, graphic organizers</p> <p>Teaching: Novels, poetry, drama</p> <p>Independent Reading/Readers Getting Started: Daily routines Planning and pacing for your school's schedule Rubrics</p>	<p>HF: Read Sign-on San Diego Article: Literary Classic Shelved for Writing (see Cougar Course)</p> <p>Present Uniquely You</p>
<p>12/2 Session 8 Joint Session Interdisciplinary humanities Lesson using DOK</p>	<p>In groups write 2-3 interdisciplinary humanities lesson plans using the DOK wheel to reflect all 4 levels and the use of differentiation for ELs</p>	<p>HF: Review the new ELD standards</p> <p>Due: Semester Curriculum Calendar/overview, Unit Calendar/overview</p>
<p>12/9 Session 9</p>	<p>Final Gathering- course evaluations</p> <p>Voices from the field-how is it going? Collaborative problem solving</p>	<p>HF: none</p> <p>Due: Teaching English Learners in Clinical Practice I: Lesson Design, Implementation and Reflection</p>



**ASSIGNMENT SHEET
EDSS 546 English**

Candidate Name: _____

E-Mail: _____

School Site: _____

Clinical Practice Class: _____

_____	Research Responses and notes (150 points possible)
_____	RR #1 (9/30)____ RR #2 (10/4)____ RR #3a____ RR#3b____ (11/18)
_____	Semester Curriculum Calendar/overview, Unit Calendar/overview (300 points possible-12/2)
_____	Part I(150)____ Part II(150)____
_____	Teaching English Learners in CP I: Lesson Design, Implementation and Reflection (300 points – 12/9)
_____	Thoughtful and active participation including group work and assignments (250)



TEACHING ENGLISH LEARNERS IN CLINICAL PRACTICE 1

Lesson Design, Implementation, and Reflection

In this assignment, you will design a content lesson that is based on a Common core standard and CA Content standard and is differentiated for English Learners so as to ensure that your English Learner students have access to the core curriculum. You will also need to include an ELD standard in your lesson plan. You will implement the lesson and reflect upon your teaching. It is not a requirement, but I would suggest that you ask your cooperating teacher to observe you teaching this lesson and use the guide questions in the analysis and reflection to help you reflect on this lesson.

The following information should be included in your write-up.

Design the Lesson

- Information about your whole class, including linguistic background, content and academic language abilities, cultural considerations, and interests. You will likely have some of this information from your class profile.
- Physical, social, and emotional factors that influence the instruction of adolescents and how you use this knowledge to inform your teaching, especially in this particular class.
- Briefly describe the lesson, including content standards, an ELD standard, where the lesson fits into a unit or sequence of instruction, formative and summative assessment. (attach the actual lesson plan as an appendix).
- Describe the adaptations you have made to the lesson to ensure that your English Learners, at their particular levels, can access the curriculum, build academic language skills, and reach the learning goals you have identified for this lesson.
- Describe the assessment based on the content and ELD standards stated

Analyze the lesson after teaching

- Overall, what worked, what did not work, what would you modify the next time you teach the lesson?
- To what extent did the whole class achieve the learning goals?
- Overall, how well did the lesson connect with student backgrounds and interests?
- What will you do for students who did not achieve the learning goals?
- With regard to your English Learners, how well did the lesson work? not work?
- To what extent did the student achieve the content learning goals and the development of English?

Reflect on the lesson

- Given your analysis of this lesson and the student learning, how will you use this information to guide your planning for future lessons?
- What have you learned about the need for making adaptations for English Learners as you plan for differentiated instruction? Cite specific information about the students, your plan for instruction, and the analysis of the lesson to explain your answer.
- What are your professional development goals for continued progress and learning with regard to planning and differentiating instruction for English Learners?



RUBRIC

Teaching English Learners: Lesson Design, Implementation, and Reflection

Name _____ Reviewer _____

All assignment criteria and guide questions should be addressed.

Criteria	Appropriate, relevant, accurate, clear, connected across the reflection (3)	Minimal, limited, inconsistent, ambiguous, weakly connected (2)	Inappropriate, irrelevant, missing, unconnected (0-1)
Information about your whole class, including linguistic background, content and academic language abilities, cultural considerations, and interests.			
Physical, social, and emotional factors that influence the instruction of adolescents and how you use this knowledge to inform your teaching, especially in this particular class.			
Description of the lesson, including content standards, an ELD standard, where the lesson fits into a unit or sequence of instruction, formative and summative assessment.			
Description of the assessment based on the content and ELD standards stated.			
Analysis includes what worked, what did not work, and modifications you would make the next time you teach the lesson.			
Analysis includes the extent to which the whole class achieved the learning goals.			
Analysis includes information regarding how the lesson connected with student backgrounds and interests.			
Analysis includes what you will do for students who did not achieve the learning goals.			
Analysis includes the extent to which the lesson worked for your English Learners.			
Analysis includes the extent to which your target English Learner achieved the content learning goals and progressed in the development of English.			
Reflection includes how you will use the information from this analysis to guide your planning for future lessons.			
Reflection includes what you have learned about the need for making adaptations for English Learners as you plan for differentiated instruction. Specific information about the students, plan for instruction, and analysis are cited as evidence and to explain.			
Professional development goals for continued progress and learning with regard to planning and differentiating instruction for English Learners are included.			

MESSAGES FOR SUCCESSFUL TEACHING

This is a rigorous program and profession and you are fortunate to be here. Take pride in being part of the program you chose and realize that you represent CSUSM and the teaching profession at all times.

ATTITUDE IS EVERYTHING! Guiding principles:

1. All Students Can Learn.

Teachers are responsible for the learning outcomes of every child. Tell your students you believe in them.

2. Relationships are the Key to Success. Reputation is Everything. Perception is Reality. This is a Year- Long Interview.

Be a good colleague. Everyone you encounter may be your unofficial letters of recommendation. Social and Cooperative Skills are needed with students, colleagues, administrators, families and the community. The education community is very small. You never know who knows whom, or who can help you get your ideal teaching position. Candidates who do not understand this early-on may encounter barriers to getting hired. What you do EVERY day matters!

3. It's Not About You, It is All About Your Students.

Learn who your students are, what they value, how they learn and how they feel validated and motivated to learn. Differentiate content, process and product based on each student's readiness learning profile and interests. Be respectful.

4. Ensure Social Justice and Equity.

Teaching is a political act. Effective teachers are change agents. Supporting the status quo is supporting failure. Remember, you cannot change systems with the same practices and processes that were used to create them.

5. Listen and Learn.

Pay attention to classroom and workplace discussion protocols. Listen and learn the culture of your school and the community context. Be respectful to your Cooperating Teacher, On-site Liaison and University Supervisor - they are your on-site support team!! Benefit from their expertise and experience. Learn the culture and the politics and develop a positive reputation to position yourself to transform education. At school meetings find ways to confirm and support, not challenge.

THE DAY TO DAY.....

6. If You Fail to Plan, You Plan to Fail. Be Prepared. Be Reflective.

You are expected to have a lesson plan for each and every day you teach. Evidence of learning should be monitored continuously and in a variety of ways. Reflect on what worked and what didn't work every period.

7. Engaging Lessons/Activities and Your Positive Attitude Are The Best Management Approach. (refer to #1)

"Idle hands are the devil's tools" (Chaucer's 'Tale of Melibee', c. 1386). If idleness is the root of mischief, then educators need to make sure they design engaging activities that take into account students' readiness levels, learning profiles and interests. If a lesson challenges students then they will not find ways to challenge you.

8. Do The Work. Step it Up. Try. Actions and Non-Actions Speak. Be Present.

You have to do the work. Push yourself to do your best. Be mindful of your actions, because they speak more than your words. Colleagues and students will judge you on what you do and do not do. A lack of action may reflect poorly on your effectiveness. Colleagues and students will look for evidence of your effectiveness. A lack of evidence can be perceived as failure. If you observe a problem and do not act, you are sending the message that that action is approved.

AND FINALLY.....

9. Be Flexible.

Be open to and enthusiastic for learning (Disposition 6 & 8).

10. Enjoy the Experience.

Enjoy the developmental process. Have fun with the students. This profession can be life affirming.
