Education 604: Knowledge Construction and Accomplished Teaching
(3 units) Fall 2005
On Campus Cohort

Mission Statement of the College of Education, CSUSM
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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

Instructor	**Office Hours**	**Phone #s**
Anne René Elsbree, Ph.D.	By appointment in	(760) 750-4384 office
aelsbree@csusm.edu	University Hall 417	(619) home

Class meeting times: Thursday 5:30 - 8:15 pm Univ Hall 443   CRN # 41649

Course Description: This course provides an overview of a selection of educational philosophies, leads teachers through an examination of their personal philosophy of teaching and learning, and considers how philosophies shape educational practice.

This course plays a central role in the introduction of an "aesthetic of knowing" that is the foundation for the Teaching, Learning & Leadership Master's Option. Topics include various ways of knowing, the impact of context on knowledge construction, and an ethic of life-long learning via reflective practice. Questions of equity, inclusion, leadership, community, collaboration, and systematic inquiry form the core of the course.

Course Objective: This course is specifically designed to provide reflection on theory of learning and instruction, positioning of oneself in a theoretical framework, and application of philosophy to one's teaching practice. Students will articulate their educational philosophy and create an electronic portfolio of pedagogical examples of their philosophy in action.

Required Texts:
- *Publication Manual of the American Psychological Association (5th ed.)* Washington D.C.: American Psychological Association. (www.apa.org)
- Daniels, H. & Bizar, M. (2005). *Teaching the Best Practice Way*. ME: Stenhouse. ISBN 1-57110-405-4
- Course Reader available online at http://library.csusm.edu/finding/reserves/ The password = student
- Palmer, P. (1998). *The Courage to Teach.* SF: Jossey-Bass.
- Task Stream Electronic Portfolio, Must register and pay fee online prior to first class @ www.TaskStream.com

Recommended Texts:
- Ladson-Billings, Gloria. (2001). *Crossing Over to Canaan: the journey of new teachers in diverse classrooms.* San Francisco: Jossey-Bass. ISBN 0-7879—5001-7
- Lyons, N. (Ed.) (1998). *With portfolio in hand: Validating the new teacher professionalism.* NY: Teachers College Press.

Other Recommended Reading: To stay updated regarding educational issues that impact teaching, learning and leadership, you are urged to read current publications in the field. Some examples include: *Educational Leadership, Language Arts, Science and Children, Democracy & Education, Phi Delta Kappan,* and *Rethinking Schools.*

Accommodations for Disabilities: Discuss your needs for limited accommodation with the instructor within the first week of the semester. Students requiring substantial accommodations need to contact Disabled Student Services in order to make the necessary arrangements.
Craven Hall Room 5025A, (760) 750-4905 or (760) 750-4909 (TDD users).

Plagiarism: All work completed for this class must be of your own design. When relying on supporting documents authored or created by others, cite them clearly and completely using American Psychological Association (APA) style format (APAStyle.org). Failure to credit others and create original work of your own may result in a failing grade.

Readings: Reading requirements are critical to productive class discussion and assignments and will need your time and attention.   The dates the readings and homework assignments are listed on the calendar indicate the date the readings and homework assignments are due.

Course Load: In all master course work, it is expected that for every one hour of contact time, you will complete approximately one hour of work outside of class. Please plan accordingly.

Professional Demeanor: Grading will also include a component of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to the following:
- Attendance;
- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

If instructor has to address any of the above with you – you most likely will not earn full credit.

Make up assignments - Students may make up one absence by attending one of the following and giving a verbal report in class with paper resources for peers:
- Oct 7-8, 5th Annual Bi-National Border Pedagogy Conference
  University of San Diego, www.bilingualeducation.org
- Oct 20-22, California Council on Teacher Education Conference
  Shelter Point Hotel & Marina, San Diego, www.ccte.org
- Nov 10 -13, California Art Education Association
  Sacramento Sheraton Grand Hotel,
  www.caea-arteducation.org/conference/Conference05/conference05.html
- Writing Workshop with Dr. Valadez and Dr. Woo, To Be Determined
- Other Educational Conferences with instructor approval

Please note assignments are due whether or not you are present in class that day.

College of Education Attendance Policy: Due to the interactive nature of courses in the College, and the value placed on the contributions of every student, **students are expected to prepare for, attend, and participate in all classes**. For extenuating circumstances contact the instructors **before** class is missed, and make arrangements to make up what was missed. At minimum, a student **must attend more than 80% of class time**, or s/he may not receive a passing grade for the course. Each absence will reduce a grade by 10 points (one full grade). If a student earns 95 % and is absent 2 times = 95 – 2(10) = 75 points = C. A student may negotiate to make up one absence. **Notification of absence does not warrant an excuse.**

_____   _____
student's name printed   **school**

_____   _____
signature   **date**

_____   _____   _____
home telephone   **cell phone**   **email**

Attendance

9/1	_____ introduction	10/20	philosophy writing group
9/8	_____ Palmer	10/27	_____ ch. 5 & 6
9/15	_____ philosophy/portfolio workshop	11/3	_____ ch. 7 & 8
9/22	presentation prep	11/10	independent portfolio work
9/29	presentation prep	11/17	_____ defenses
10/6	_____ ch. 2	11/24	Portfolio Work & Thanksgiving
10/13	_____ ch. 3 & 4	12/2	_____ portfolio workshop
		12/9	_____ final

Professional Demeanor   _____ / 20 %

Assignments	Due Dates	Percentage
Best Practice Group Presentation	10/6 – 11/3	_____ / 30 %
Philosophy Paper Drafts	9/15, 10/6, 10/20 & 11/3	_____ / 30 %
Electronic Portfolios of Best Practice	11/10, 12/2 & 12/9	_____ / 20 %

Total	_____ / 100 % = ____ Grade

Course Grading & Evaluation
90-100 pts = A   80-89 pts = B   70-79 pts = C   0-69 pts = No Credit

<ins>Tentative Class Schedule</ins>
Readings and assignments are in bold next to the date they are due.

Session 1   Sept 1   EDUC 604 Course Introduction
Course Overview (Syllabus, Assignments & Class Norms)
Define Conceptions of Knowledge
Electronic Resources
Read Syllabus
Sign Up for a Best Practice Presentation.
Confirm Class Schedule & Assignments.
Learn how to access electronic resources

Session 2   Sept 8   Community Building & Presentation
Syllabus Quiz
In Groups of 3-4 Discuss Parker Palmer's Courage to Teach
Building Community
   Bring an artifact to share that represents who you are as a teacher.
Break
Plan a Best Practice Presentation
Objective: To teach a specific educational philosophy or perspective using a best practice teaching model.
Step 1: In a group of two - four conduct an inquiry to gather as much information as you can about your content (educational philosophy/perspective) and your process (best practice teaching model). Brainstorm what beliefs are implemented in this best practice. Determine how the educational philosophy/perspective and the best practice are aligned or not. Identify what questions you believe the class will have about both the content and the process. Make sure you address these questions in the presentation. Before you start working as a group - take 5 minutes to think privately – jot down notes to share. Be creative; do your best work.
Step 2: Identify how you will use your best practice to teach our class about the educational philosophy/perspective. *Remember your peers have read the readings, so DO NOT teach the content or process extensively, rather bring it to life with a model demonstration.* Since the process is not the focus of the presentation make sure that the best practice will be transparent through presentation. Your presentation must:
   o use visuals, props, and varied activities that engage the entire group;
   o address the needs of different learning styles, cultures, readiness levels, interests, and talents;
   o create a culturally relevant pedagogy that addresses academic achievement, cultural competence, and sociopolitical consciousness (Ladson-Billings, 2001).
Step 3: Create a handout reviewing key concepts of educational philosophy/perspective, key concepts of best practice, resources for using best practice, critical analysis of best practice (pros & cons/cost & benefits), lesson, etc.
Step 4: Develop or locate 4 lesson plans modeling the best practice at different grade levels: K-2, 3-5, 6-8, 9-12. Make sure lesson plans include: objective (Student will be able to . . .), content (curriculum to be covered, materials used, standards addressed), process

(what will students do to learn), product (what will you use as an assessment) and then the steps teacher will take (into, through, beyond).

Step 5: Before your presentation, assign roles to each member. Decide who will do what, when, and for how long. You will need to determine what materials you will need to insure a successful presentation. Consider activities to debrief with the group. For example, quick writes, lesson plan revision, guided critique…

You will not complete all steps tonight, but you will need to email instructor a tentative plan. Before you leave determine:

- outline for presentation
- when you will meet (2-4 planning session)
- who will create the group email and send it
- what beliefs are implemented in this best practice
- how the educational philosophy/perspective and the best practice are aligned or not alligned
- what questions you believe the class will have about both the content and the process – and prepare to answer all questions
- who will be responsible for 4 lessons, handout, best practice resources, educational philosophy/perspective resources, critique and materials needed for presentation and who will bring/create them.
- **who will type up the plan and send/respond via email to group and instructor by Sept 12**

S**tep 6:** Practice presentation to fit 20-30 minute requirements. Instructor will stop all presentations at 30 minutes.

Step 7: Conduct the presentation on your chosen date. Make sure all members of the group participate in MEANINGFUL ways   Presentations will be graded on membership contribution to the process.

In class create a Rubric for the Best Practice Presentations.
Write a 1 pg reflection connecting Palmer's ideas to your teaching practice -
Bring four copies of reflection to Session 2.
Email presentation plan to instructor by Monday
Read * Syllabus
**   * Parker Palmer's Courage to Teach (entire text)**
**   * Daniels & Bizar's p. 1-32, 308-312 & your chap**

Session 3   Sept 15   Educational Philosophy & Portfolio
Philosophy Paper Workshop   (Meet in computer lab)
   You will write at least 5 drafts before uploading philosophy paper to electronic portfolio.
        1st Draft read by peers
        2nd Draft read by instructor
        3rd Draft read by peers
        4th Draft read by instructor
        5th Draft upload as evidence in electronic portfolio
Step 1: Write a 3-page educational philosophy paper addressing the following:
- your beliefs about knowledge and learning

- how you enact your beliefs in your curriculum choice, your instructional strategies and your management style
- how your identity plays a role in your pedagogy and how you meet the varied needs of your diverse students

Step 2: Philosophy Writing Workshop
- **Bring 4 copies of your 3-page philosophy of education 1st draft.**
- Philosophy Paper should address:
    - Beliefs and Theories: teacher's beliefs about knowledge and learning
    - Practice: how teacher enacts beliefs in curriculum choices, instructional strategies and management style
    - Personal Pedagogy: how teacher's identity plays a role in his/her pedagogy and how he/she meets the varied needs of his/her diverse students
- Then get in groups of 3 (no larger), pass out copies of philosophy statement drafts.
- Read all three drafts (approximately 30 minutes).
- Write notes on each draft addressing the following (**PQP**):
    - **P**raise: praise the strong parts of the paper. Be specific.
    - **Q**uestions: identify what questions you had about the paper
      Ask questions that probe and push the author to articulate what they mean.
    - **P**olish: what could be done to polish up the paper? Be specific.
- Discuss each paper. Focus on one at a time as a group, being attentive to the theoretical ideas, how well are the ideas supported, and how well are the ideas connected to both the ideas of others, examples of classroom practice, and personal pedagogy;
- Respond in writing to each peer, use **PQP** format (See attached graphic organizer)
- Discuss the draft as a group, by asking the author the questions generated in the written response.
- Allow about 30 minutes of undivided attention per draft, roughly 10 minutes to read, 10 minutes to write response, and 10 minutes to discuss as a triad. Attach peer response, one from each member of the group, to draft.
- Be sure group names are clearly indicated on draft, along with the author's name clearly delineated.
- Determine date to reconvene with writing group for 3rd draft.
- In the last 10 minutes, as a large group we will discuss what you learned by reflecting on your own philosophy and the philosophies of your peers.

Step 3: Create rubric for philosophy paper in class.
Step 4: Revise 1st draft.
Step 5: Turn in 2nd draft to instructor on _____ .
  Attach 1st draft and drafts with comments from peers.
Step 6: Revise again. Connect philosophy and pedagogy to readings from course.
  Make sure you have a minimum of 3 citations. Use APA style.
Step 7: Meet with writing group for more feedback.
  Follow directions from Step 2 and use **PQP** for guiding feedback to peers.
Step 8: Revise paper again.
Step 9: Turn in 4th Draft with all of drafts including comments from instructor & peers.
Step 10: Revise if needed and upload philosophy paper in electronic portfolio.

Break

Taskstream Workshop

- Access account. Log on to www.taskstream.com, Enter username and password.
- Go to "My Programs". Click on "CSUSM TLL Masters Portfolio" and then "Work on DRF".
- Click on "1. Overview." Follow directions.
- Click on "2. Choose Style." Follow directions.
- Click on "3. Edit Content." Click on "Add/Edit Work." When you want to write your narrative click on "Text." Remember to "Save." When uploading click on the following: standards, attachment (for word documents, lesson plan, power point, excell…), video, and web links.
- Click on "4. Publish/Share" when you want peer or instructor to read and give you feedback. Make sure you select the person you want to read it so they will receive a request and have access.
- Do not click on "5.Evaluation" until you are done in program with all propositions.
- Read examples of narratives and evidence. (1: MS, CF; 2:MF; 3: MS; 4: JF; 5:JF)
- Critique examples to help identify criteria for your portfolio work.
- Start creating your portfolio. Choose a proposition and practice writing narratives and uploading evidence.
- Create a rubric for taskstream assignment.

Session 4 & 5 Sept. 22 & 29   Presentation Preparation
Best Practice Presentation Preparation – Meet with group.

Session 6 Oct. 6   Multiple Ways of Knowing & Reading to Think
5 Tricks Game
Break
Reading to Think Presentation
Review Expectations for Presentations
Read Daniels & Bizar Ch. 2 (p. 33-76)
Read Course Reader:
    Coloring Epistemologies
    Whiteness
2nd Draft of Philosophy Paper to Instructor. Turn in all drafts & comments.

Session 7   Oct 13   Integrated Instruction & Small Group Activities
Integrated Instruction Presentation
Break
Small Group Activities Presentation
Read Daniels & Bizar Ch. 3 & 4 (p. 77-114, & 115-151)
Read Course Reader:
      Critical Race Theory
      Black Feminist Thought & Race Traitor

Session 8   Oct 20   Educational Philosophy
Philosophy Paper Writing Group
&
California Council on Teacher Education Oct 20-22
Sheraton Island Hotel & Marina
www.ccte.org
No Readings
3rd Draft of Philosophy Paper to Peers. Remember to turn in all drafts & comments.

Session 9   Oct 27   Representing to Learn & Classroom Workshops
Representing to Learn Presentation
Break
Classroom Workshop Presentation
Read Daniels & Bizar Ch. 5 & 6 (p. 152-191 & 192-221)
Read Course Reader:
      Chicana & Language
      Navajo Ways of Knowing

Session 10   Nov 3   Authentic Experiences & Reflective Assessment
Authentic Experiences Presentation
Break
Reflective Assessment Presentation
4th Draft of Philosophy Paper to Instructor. Remember to turn in all drafts and peer comments.
Read Daniels & Bizar Ch 7 & 8 (p. 222-268 & 269–307)
Read Course Reader:
      Lebanese
      Lesbian Perspective

Session 11   Nov 10   Electronic Portfolio
Independent Portfolio Work
No Readings

Session 12   Nov 17   <u>Preview Thesis Defenses</u>
Defenses: Preview what you will be doing as a culminating activity for your masters.
No Readings

Session 13   Nov 24   <u>Electronic Portfolio</u>
Thanksgiving Break & Independent Work on Portfolios
No Readings

Session 14   Dec 1   <u>Electronic Portfoilo</u>
Portfolio Workshop to finish Individual Portfolios in Computer Lab
Preview Final Class
Sign Up for Potluck
Post Electronic Portfolios Dec 2nd– No exceptions!
Read Course Reader: White Teacher

Session 15   Dec 8   <u>EDUC 604 Final & Reflection</u>
Portfolio Sharing & Potluck
Reflections on the semester
Implications for education reform & accomplished teaching
Discuss next semester coursework
Read Course Reader: White Teacher

While this syllabus is carefully planned, it may be modified at any time in response to the needs and interests of the class.

EDUC 604: Philosophy Paper

Objective of Philosophy Paper: Students will be able to articulate their educational philosophy identifying what they believe about knowledge and learning and how that is enacted in their curriculum choices, instructional strategies, and management style. Students will also articulate how their identity plays a role in their pedagogy and how they meet the diverse needs of their students.

Step 1: Write a 3-page educational philosophy paper addressing the following:
- your beliefs about knowledge and learning
- how you enact your beliefs in your curriculum choice, your instructional strategies and your management style
- how your identity plays a role in your pedagogy and how you meet the varied needs of your diverse students

Step 2: Philosophy Writing Workshop
- **Bring 4 copies of your 3-page philosophy of education draft #1.**
- Philosophy Paper should address:
    - Beliefs and Theories: teacher's beliefs about knowledge and learning
    - Practice: how teacher enacts beliefs in curriculum choices, instructional strategies and management style
    - Personal Pedagogy: how teacher's identity plays a role in his/her pedagogy and how he/she meets the varied needs of his/her diverse students
- Then get in groups of 3 (no larger), pass out copies of philosophy statement drafts.
- Read all three drafts (approximately 30 minutes).
- Write notes on each draft addressing the following (**PQP**):
    - **P**raise: praise the strong parts of the paper. Be specific.
    - **Q**uestions: identify what questions you had about the paper
      Ask questions that probe and push the author to articulate what they mean.
    - **P**olish: what could be done to polish up the paper? Be specific.
- Discuss each paper. Focus on one at a time as a group, being attentive to the theoretical ideas, how well are the ideas supported, and how well are the ideas connected to both the ideas of others, examples of classroom practice, and personal pedagogy;
- Respond in writing to each peer, use **PQP** format (See attached graphic organizer)
- Discuss the draft as a group, by asking the author the questions generated in the written response.
- Allow about 30 minutes of undivided attention per draft, roughly 10 minutes to read, 10 minutes to write response, and 10 minutes to discuss as a triad. Attach peer response, one from each member of the group, to draft.
- Be sure group names are clearly indicated on draft, along with the author's name clearly delineated.
- Determine date to reconvene with writing group for 3rd draft.
- In the last 10 minutes, as a large group we will discuss what you learned by reflecting on your own philosophy and the philosophies of your peers.

Step 3: Create rubric for philosophy paper in class
Step 4: Revise 1st draft.

Step 5: Turn in 2nd draft to instructor on _____ .
   Attach 1st draft and drafts with comments from peers.
Step 6: Revise again. Connect philosophy and pedagogy to readings from course.
   Make sure you have a minimum of 3 citations. Use APA style.
Step 7: Meet with writing group for more feedback.
   Follow directions from Step 2 and use **PQP** for guiding feedback to peers.
Step 8: Revise paper again.
Step 9: Turn in 4th Draft with all of drafts including comments from instructor & peers.
Step 10: Revise if needed and upload philosophy paper in electronic portfolio.

You will write at least 5 drafts before uploading philosophy paper to electronic portfolio.
   1st Draft read by peers
   2nd Draft read by instructor
   3rd Draft read by peers
   4th Draft read by instructor
   5th Draft upload as evidence in electronic portfolio

Beliefs and Theories: teacher's beliefs about knowledge and learning	5 points
Practice: how teacher enacts beliefs in curriculum choices, instructional strategies and management style	5 points
Personal Pedagogy: how teacher's identity plays a role in his/her pedagogy & how he/she meets the varied needs of his/her diverse students	5 points
Citations	5 points
All Drafts Included	5 points
Within 3 page limit	5 points
Total	30 points

Author _____ Reader _____ Date _____

Philosophy Paper Writing Workshop Feedback Guide

Objective of Philosophy Paper: Students will be able to articulate their educational philosophy identifying *what they believe about knowledge and learning* and how that is *enacted in their curriculum choices, instructional strategies, and management style*. Students will also articulate *how their identity plays a role in their pedagogy and how they meet the varied needs of their diverse students*.

Praise
Praise the strong parts of the paper. Be specific.

Questions
Identify what questions you have about the paper.
Ask questions that probe and push the author to articulate what they mean.

Polish
What could be done to polish up the paper? Be specific.

EDUC 604 Best Practice Presentation

Presentation Objective: To teach a specific educational philosophy or perspective using a best practice teaching model.

Step 1: In a group of two to four conduct an inquiry to gather as much information as you can about your content (educational philosophy/perspective) and your process (best practice teaching model). Brainstorm what beliefs are implemented in this best practice. Determine how the educational philosophy/perspective and the best practice are aligned or not. Identify what questions you believe the class will have about both the content and the process. Make sure you address these questions in the presentation. Before you start working as a group - take 5 minutes to think privately – jot down notes to share.
Be creative; do your best work.
Step 2: Identify how you will use your best practice to teach our class about the educational philosophy/perspective. *Remember your peers have read the readings, so DO NOT teach the content or process extensively, rather bring it to life with a model demonstration.* Since the process is not the focus of the presentation make sure that the best practice will be transparent through presentation. Your presentation must:
  o   use visuals, props, and varied activities that engage the entire group;
  o   address the needs of different learning styles, cultures, readiness levels, interests, and talents;
  o   create a culturally relevant pedagogy that addresses academic achievement, cultural competence, and sociopolitical consciousness (Ladson-Billings, 2001).
Step 3: Create a handout reviewing key concepts of educational philosophy/perspective, key concepts of best practice, resources for using best practice, critical analysis of best practice (pros & cons/cost & benefits), lesson, etc.
Step 4: Develop or locate 4 lesson plans modeling the best practice at different grade levels: K-2, 3-5, 6-8, 9-12. Make sure lesson plans include: objective (Student will be able to . . .), content (curriculum to be covered, materials used, standards addressed), process (what will students do to learn), product (what will you use as an assessment) and then the steps teacher will take (into, through, beyond).
Step 5: Before your presentation, assign roles to each member. Decide who will do what when and for how long. You will need to determine what materials you will need to insure a successful presentation. Consider activities to debrief with the group. For example, quick writes, lesson plan revision, guided critique…
    You will not complete all steps tonight, but you will need to email instructor a tentative plan. Before you leave determine:
  •   outline for presentation
  •   when you will meet (2-4 planning session)
  •   who will create the group email and send it
  •   what beliefs are implemented in this best practice
  •   how the educational philosophy/perspective and the best practice are aligned or not
  •   what questions you believe the class will have about both the content and the process – and prepare to answer all questions

- who will be responsible for 4 lessons, handout, best practice resources, educational philosophy/perspective resources, critique and materials needed for presentation and who will bring/create them.
- **who will type up the plan and send/respond via email to group and instructor by Sept 12**

S**tep 6:** Practice presentation to fit 20-30 minute requirements. Instructor will stop all presentations at 30 minutes.

Step 7: Conduct the presentation on your chosen date. Make sure all members of the group participate in MEANINGFUL ways   Presentations will be graded on membership contribution to the process.

Good Luck and Have Fun!

Representation of Ed Philosophy/Perspective	5 points
Representation of Best Practice (Modeling & Lesson Plans)	5 points
Handout (Resources for Best Practice and Philosophy)	5 points
Critical Analysis of Best Practice (Pros & Cons)	5 points
Debriefing (Engaging and Support next steps)	5 points
Timing (Pacing, within 20 -30 mins. and all members participate)	5 points
Total	30 points

EDUC 604 Taskstream Portfolio

Portfolio Objective: Student will be able to articulate what they have learned in this course about knowledge construction and accomplished teaching through use of the web based electronic portfolio. Students will describe their evidence, analyze how the evidence addresses the proposition from the National Board Teaching Standard and reflect on what they learned from the activity and/or creation of the evidence.

Step 1: Sign up for Taskstream at www.taskstream.com
Step 2: Instructor will ask administrator to group entire class.
Step 3: Read through the 5 different proposition based on the National Board Teaching Standards. Identify which 2 propositions believe you had addressed in EDUC 604. Brainstorm what evidence you could use from this course to upload as examples for these 2 propositions. What other evidence outside of this course could compliment your evidence from the course? Prepare the evidence to upload electronically. (Scan paper copies onto a cd, email yourself a copy of a word document or a power point . . .)
Step 4: Taskstream Workshop
- Access account. Log on to www.taskstream.com, Enter username and password.
- Go to "My Programs". Click on "CSUSM TLL Masters Portfolio" and then "Work on DRF".
- Click on "1. Overview." Follow directions.
- Click on "2. Choose Style." Follow directions.
- Click on "3. Edit Content." Click on "Add/Edit Work." When you want to write your narrative click on "Text." Remember to "Save." When uploading click on the following: standards, attachment (for word documents, lesson plan, power point, excell…), video, and web links.
- Click on "4. Publish/Share" when you want peer or instructor to read and give you feedback. Make sure you select the person you want to read it so they will receive a request and have access.
- Do not click on "5.Evaluation" until you are done in program with all propositions.
- Read examples of narratives and evidence. (1: MS, CF; 2:MF; 3: MS; 4: JF; 5:JF)
- Critique examples to help identify criteria for your portfolio work.
- Start creating your portfolio. Choose a proposition and practice writing narratives and uploading evidence.
- Create a rubric for taskstream assignment.

Step 5: Complete your taskstream narrative and upload a minimum of 3 pieces of evidence for each proposition.
Step 6: Have a peer read your electronic portfolio. And read their electronic portfolio as well. Remember to Praise, Question and Polish when giving feedback.
Step 7: Make any necessary revisions.
Step 8: Request feedback from instructor electronically.

Description	5 points
Analysis	5 points
Reflection	5 points
Evidence	5 points
Total	20 points