



EDSS 530 Section 1
School for the 21st Century
CRN #27722
Mondays
1:00 pm – 3:45 pm
University Hall 444
Spring 2014

EDSS 530 Section 2
School for the 21st Century
CRN #27720
Mondays
10:00 am – 12:45 pm
University Hall 444
Spring 2014

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

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Hours:	Before and after class, during lunch, and by appointment

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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SINGLE SUBJECT COURSE WORK INFORMATION AND REQUIREMENTS

Course Description

Focuses on the concept of the newly evolving model of the secondary school in the 21st Century. Explores issues of professional perspectives, conduct, and obligations; school climate; special needs and equity for students; and interdisciplinary teaming and interpersonal communication skills.

Course Prerequisites

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

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)*

Teacher Candidate Learning Outcomes

Teacher Candidates will be required to complete a California Teaching Performance Assessment (CalTPA), show proof of Teacher Performance Expectations (TPEs) 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.

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>

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).

Teacher Performance Expectation	Evidence of Knowledge and Application
TPE 3 - Interpretation and Use of Assessments	Session 6 and TPA III
TPE 8 - Learning About Students	Student Survey Analysis
TPE 11 - Social Environment	Belief System Paper
TPE 12 - Professional, Legal, and Ethical Obligations	Student Survey Analysis, Belief System Paper
TPE 14 - Educational Technology	Digital Age/Innovation Project
TPE 13 - Professional Growth	Student Survey Analysis, Belief System Paper, Choice Book Review
TPE 15 - Social Justice and Equity	Belief System Paper, Reading Responses

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 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: This course and teaching in general are participatory; therefore, your attendance and participation are important. You are expected to attend all live sessions during the course and to fully participate in online sessions. Absences and late arrivals/early departures will affect the final grade much as it would affect evaluation in the work place. One absence, late arrival/early departure is allowed without penalty. Additional full and partial absences will reduce your grade by 10%.

Late assignments and resubmissions will not be accepted. In the teaching profession, paperwork, reports, etc. due to the state, district, or school office must be submitted by the deadline and in the correct format. This is our expectation as well.

Teacher Candidates with Disabilities Requiring Reasonable Accommodations

Teacher 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.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral 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.

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

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 candidate 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.

All University Writing Requirement

The writing requirements for this class will be met as described in the assignments. Every course at the university, including this one must have a writing requirement of at least 2500 words.

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.

Technology

This course infuses technology competencies to prepare candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology for their own professional development and practice, as well as be able to strategically place it in the hands of students for their learning and understanding of concepts you teach.

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 Current Age require of its citizens and how is this reflected in my teaching?
3. What will the next generation schools need to be?
4. How do I reflect upon my own biases and ensure equity in my classroom?
5. How do I communicate openly, empathetically, and productively in a variety of situations, including: Socratic seminars, class discussions, presentations, and role-plays?
6. How do I present myself as a professional educator?

REQUIRED TEXTS

Pink, D. (2006) *A Whole New Mind*.

Choice Book: We will review the books below and you will select the one you want to read during our first class

Why School? Reclaiming Education for All of US (2 copies)

Page Link: <http://pac.csusm.edu/record=b1745228~S5>

Out of our Minds: Learning to be Creative

Page Link: <http://pac.csusm.edu/record=b1745229~S5>

Creating Innovators: The Making of Young People Who will change the world

Page Link: <http://pac.csusm.edu/record=b1745220~S5>

Learning a New Land: Immigrant Students in American Society

Physical copy: <http://pac.csusm.edu/record=b1428184~S5>

Online copy: <http://pac.csusm.edu/record=b1686190~S5>

First Days of School (2009)

Page Link: <http://pac.csusm.edu/record=b1622628~S5>

How to be an Effective and Successful Teacher

Page Link: <http://pac.csusm.edu/record=b1745306~S5>

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.

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 - *unacceptable*, *initial target*, and *advanced target*. 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. Candidates are expected to meet the level of *initial target* during the program.

ASSIGNMENTS AND GRADING

Late work will not be accepted. If there are extenuating circumstances, the instructor may accept late work; however, it will not receive full credit.

Student Survey Analysis

20 points

You will distribute a student survey that you (individually) or with a partner develop to get to know your students and write a brief analysis of the results. You **must** include questions that inform you of your students’ preferences for instructional and learning styles, homework, interest in the content, and use of technology. You **may** ask other questions regarding students’ extracurricular work or activity schedules, interests outside of school, education and career goals, etc. The survey should not take a great deal of time to complete (10-15 min.). The surveys should also be easy for you to review and analyze. Checklists and rating scales for preferences are appropriate, while short answers for some questions might be more appropriate. You will submit a copy of your survey and a 1-2 page analysis including a brief summary of the results, important findings regarding the needs of your students, implications for your teaching, and a reflection regarding how you and your students are alike and different in your learning preferences along with how you will adjust your teaching style to meet their needs.

Your Belief System Paper:

20 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.

Digital Age/Innovation Project Parts I and II

20 points

Your students use technology. They are engaged. They are learning. They are exploring. They are thinking. This is the same kind of engagement, learning, exploring, and thinking that careers in the digital age require. To help them learn now and to prepare them for the electronic and digital literacy demands of the next generation, you must include digital literacies and experiences in your curriculum. That is the intent of this two-part project.

Part I. Exploration: You will collaborate with 1-2 of your colleagues who have the same interest. You will explore electronic spaces, places, and possibilities for improving student engagement in learning and exploration through digital technologies. To begin, you and your colleagues will identify a possibility, e.g. online publishing opportunities for student work, I Pad applications that support language learning or content specific learning, lessons and experiences that develop empathy (emotional literacy) in adolescents, etc. You and your colleagues will spend 2-3 weeks exploring the issue online. During that time you will use your Personal Learning Network to share websites, readings, make inquiries, etc., log sites and other information in Google + and “think aloud” with your colleagues. You will prepare a one-page brief that states the issue, synthesizes your findings, and an overview of your plan for application and activities to implement in Part II. You will post the brief on your respective websites.

Part II. Action: Now that you have some knowledge regarding your issue, you will design a lesson, practice, or project for your students to USE the technology for their own learning and inquiry. During the implementation/action phase, you will continue to share your thoughts and reflections through your PLN with your colleagues, asking questions and making modifications when/where warranted. At the conclusion of the implementation, you will add a one-page reflection to Part I and post it on your website, along with pertinent materials (lessons, examples of student work, etc.) that you developed during implementation.

Choice Book Reflection and Review

20 points

We will review the books below and you will select the one you want to read during our first class. You will make a reading plan with your group. If it is a rather short book, I would suggest that you all read the entire book, agreeing on which pages to read for each book group meeting in class. If it is a longer book, you may want to all read the introductory material and first chapter, then jigsaw the remainder, agreeing on which chapters to discuss for each book group meeting in class. Groups will create a 15-minute presentation that offers key points from the book and engages the audience in a provocative discussion related to one or more of the points. Each person will post a reflection/review of the book on the forum.

Why School? Reclaiming Education for All of US (2 copies)

Page Link: <http://pac.csusm.edu/record=b1745228~S5>

Robinson, K. (2011) Out of our Minds: Learning to be Creative

Page Link: <http://pac.csusm.edu/record=b1745229~S5>

Wagner, T. (2012). Creating Innovators: The Making of Young People Who will change the world

Page Link: <http://pac.csusm.edu/record=b1745220~S5>

Learning a New Land: Immigrant Students in American Society

Physical copy: <http://pac.csusm.edu/record=b1428184~S5>

Online copy: <http://pac.csusm.edu/record=b1686190~S5>

Boss S. (2012) *Bringing Innovation to School: Empowering students to thrive in a changing world.*

Godin, Seth. (2012) *Stop Stealing Dreams, Ted Conferences.* Free at <http://www.squido.com/stop-stealing-dreams>

Reading Responses

20 points

Student Survey Analysis

You will distribute a student survey that you (individually) or with a partner develop to get to know your students and write a brief analysis of the results. You **must** include questions that inform you of your students' preferences for instructional and learning styles, homework, interest in the content, and use of technology. You **may** ask other questions regarding students' extracurricular work or activity schedules, interests outside of school, education and career goals, etc. The survey should not take a great deal of time to complete (10-15 min.). The surveys should also be easy for you to review and analyze. Checklists and rating scales for preferences are appropriate, while short answers for some questions might be more appropriate. You will submit your survey to the forum on Cougar Courses prior to administering it. Depending on when your school site semester begins, you will administer the survey in the first week and a brief analysis including a **brief summary** of the results, important findings regarding the **needs of your students, implications for your teaching**, and a **reflection** regarding how you and your students are alike and different in your learning preferences along with **how you will adjust your teaching style** to meet their needs.

Complete the following rubric and **submit a paper copy** of your written analysis and the completed rubric within the first two weeks of your CPII semester.

Student Survey Analysis Rubric:

Have a peer rate a draft of your paper. Failure to include a peer review will result in a 2-point reduction. After, you have made revisions, rate yourself and provide an explanation for your ratings using the following rubric. Submit this with your paper.

Rate yourself on a scale of 1-4 with 4 indicating excellence in each category.

Criteria	Peer assessment	Self-assessment	Instructor assessment
Survey is well-constructed and provides pertinent information regarding students' preferences for instructional and learning styles, homework, interest in the content, and use of technology.			
Analysis includes a brief summary of the results.			
Analysis includes information regarding the needs of your students.			
Analysis includes implications for your teaching.			
Reflection includes a comparison of how you and your students are alike and different and how you will adjust your teaching style to meet their needs.			

Peer Name and Comments:

Self-Comments:

Instructor Comments:

Your Belief System 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. You may want to review the philosophy paper you wrote in EDUC 350; however, **I would not suggest that you use and revise that paper.** Since you wrote that paper, you should find that you are a great deal more knowledgeable and have some valuable teaching experience that informs your belief system regarding adolescents and teaching. In addition, the paper you wrote in EDUC 350 does not likely address all of the criteria below and in the rubric. ***This assignment is designed to help you articulate your belief system for purposes of making teaching decisions, preparing for job interviews, and responding to TPA 3.***

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 base your knowledge upon theorists, scholars, and researchers in education.

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.
- **Professional, Legal, and Ethical Obligations**

This paper should not be long and drawn out. Think of it as a rehearsal for being able to articulate your beliefs, knowledge, and rationale for teaching decisions in an interview setting. Keep in mind that an interview panel does not want to hear you drone on and on and on. Be succinct and get to the point. Remember also, that these are topics that will help you respond to TPA 3 and there are character limits in the TPA.

**What I Know and What I Believe About the Development and Learning Needs of Adolescents
Rubric**

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. Failure to include peer review will result in a deduction of 2 points.

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				
Professional, Legal, and Ethical Obligations				

Peer Review Comments:

Writer's Comments:

Instructor's Comments:

SCHEDULE/COURSE OUTLINE

Tentative Course Calendar for EDSS 531

Readings may change depending on progress toward course objectives and teachable moments.

Session	Purposes/Learning Outcomes	Learning for the week	Assignment Due
1. Jan. 20 online	Campus Closed Know your Students	Online Class Administer a survey to your current students. Instructions on cougar Courses and in the syllabus. Review TPA 3.	Student Survey posted to the Forum. Analysis due date depends on when your school semester starts.
2 Jan. 27	Session Devoted to EDSS 531, lead by Jeff Heil and Julie Rich	Review Digital Age/Innovation Project Parts I and II in your syllabus.	Secure your ticket for the Arts and Lectures event Feb. 3.
3 Feb. 3 Later Schedule 12-2:15 pm 2:30-4:45 pm 5-6 pm Dinner 6-8 pm Lecture	Essential Question #3 How do I reflect upon my own biases and ensure equity in my classroom? Caring for and About Students	Bring a print or electronic copy of the syllabus to class. Review TPA 3 again. Reading Response #1 Read: <i>Understanding unconscious bias and unintentional racism and Saving black and Latino boys: What schools can do to make a difference.</i> Read Story in Pink as preparation for thinking about your belief system paper. We will review this assignment in class.	Reading Response #1. (Paper copy) Choice Book groups post your reading plan on the forum.
4. Feb. 10	Essential Question #1 What is my belief system regarding the nature and education of adolescents?	Response #2 - Read <i>Thinking, not shuffling: Expecting all students to use their minds well</i> and <i>Students and teachers talk</i> and <i>They Knew Calculus When They Left: The Thinking Disconnect Between High School and College.</i> Read "Story" in Pink	Reading Response #2 (Paper copy) Last day to submit Student Survey Analysis
5. Feb. 17	Essential Question # 2 What does the Current Age require of its citizens, and how is this reflected in my teaching?	Reading Response #3 - Read: <i>Abundance, Asia, and Automation, Story and Design in Pink</i> Bring a draft of your belief system paper for peer review.	Reading Response #3 (Paper copy) Choice book groups meet.
6. Feb. 24	How do you use assessment and reflection to inform your teaching?	Reading Response #4 Read: <i>Do grades tell parents what they want and need to know?</i> Bring samples of 5 students' work for analysis. Read: <i>Flunking innovation and creativity</i> or view Ted Talks by Yong Zhao	Reading Response #4 Paper copy Innovation Project Part I.

7. March 3	Invisible Students	d: <i>Gay Male High School Teachers: A Taxonomy of Fear</i> <i>One Teacher's Story: Creating a New Future or Living up to Our Own History?</i> <i>How Homophobia Hurts Everyone</i> <i>Essential Understandings Regarding Montana Indians</i>	Belief System Paper Due Choice Book groups meet.
8. Mar 10	ITU poster Session Behavior in School		
9. Mar 17	Session Devoted to EDSS 531, lead by Jeff Heil and Julie Rich	TPA Task 3 due March 17	
10. Mar 24 Online Class		Review TPA Task 4	Choice Book Groups meet online
11. Mar 31	Listen to Students	Reading Response #5 Read <i>The voices of young black males and Listen first, then teach</i>	Reading Response #5 Paper copy
12 & 13. Apr. 7, 14 Online classes		April 15. Permission slips due for TPA Task 4 April 21. TPA task 4 due	Choice Book Individual reflection and review posted to the forum, by Apr. 7
14. Apr 21	Creativity and Schooling: Where shall the two meet? Innovation now and for the Future	Choice Book Presentations	Innovation Project Part II.
15. Apr 28	Essential Question #5 How do I present myself as a professional educator? Ethics and Dispositions	Readings Posted on Cougar Courses. <i>The Heart of a Teacher</i> <i>What New Teachers Need to Learn</i>	
16. May 5	Transition to Teaching.	Final Session: Job Search, Exit Surveys, Goal Setting	

GRADING STANDARDS

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 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.
- No late work will be accepted
- 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 530 GRADE SHEET

(Print & bring to first class.)

Name _____

Cohort _____

Email _____

Content Area _____

Phone number(s) _____

School Site _____

Reading Response

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ _____ 20 points

Student Survey Analysis _____ 20 points

Belief System Paper _____ 20 points

Digital Age/Innovation Project Parts I and II: Part I _____ Part II _____ _____ 20 points

Choice Book Reflection and Presentation _____ 20 points

Total Class Points	_____ / 100 points
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Grading Scale

	A= 93-100	A-=90-92
B+=86-89	B=83-86	B-=80-82
C+= 77-79	C= 73-76	C- =70-72
D=60-69	F=59 or lower	

If you do not earn a C+ or higher in this course - you must repeat the course to earn your credential.