



EDSS 531 Section 1
The Reflective Practitioner
CRN #27714
Mondays
5:00 pm – 6:50 pm
University Hall 272
Spring 2014

EDSS 531 Section 2
The Reflective Practitioner
CRN #27721
Mondays
5:00 pm – 6:50 pm
University Hall 272
Spring 2014

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

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Hours: After class and by appointment

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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 DESCRIPTION

Seminar approach to the art of reflective professionalism. Teacher site-based curriculum meetings add to blend necessary for communication in multicultural settings. Development of professional portfolio; assessment of student outcomes.

Heil/Rich: This course is designed to assist teacher candidates in becoming active learners who continuously research, assess, apply, and refine knowledge throughout their careers. The course has been developed around the belief that reflective teachers are more able to influence and mold the contexts, environments, and decision-making associated with the profession. The issues of reflective practice will be explored through readings, discussions, role-plays, field experiences, and connections to previous coursework. In this course, teacher candidates will have the opportunity to develop strategies and techniques to assist them in becoming reflective professionals.

Course Prerequisites

Spring Courses: Admission to the Single Subject Program, EDUC 350, EDUC 364, EDUC 422, EDSS 511, EDSS 521, & EDSS 555

Course Objectives

Teacher candidates will demonstrate the understanding 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 by written assignments, products and presentations including the development of a PLN (Personal Learning Network).

Required Materials

Required Reading:

(I recommend purchasing books from: <http://www.abebooks.com/> , <http://www.amazon.com> or <http://www.half.ebay.com/>)

Richardson, W. (2013). *Why school?: How education must change when information and learning are everywhere*. New York: Ted.

Recommended/Choice Reading:

Pink, D. H., (2005). *A Whole New Mind: Why right-brainers will rule the future*. New York, NY: Penguin.

Pink, D. H. (2011). *Drive: The surprising truth about what motivates us*. New York, NY: Penguin.

Godin, S. (2008). *Tribes: we need you to lead us*. New York, NY: PenguinGroup. (you are going to listen to this as an audiobook)

(we will also access a free version of Seth Godin's [Stop Stealing Dreams](#))

Lave, J., & Wenger, E. (1991). *Situated Learning: Legitimate peripheral participation*. New York, NY: Cambridge University Press.

*Several other readings are required and will be available for download.

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 Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Single Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

TPE 8 – Learning About Students

- Understands child and adolescent development to better understand students
- Uses formal and informal methods to learn about students to assess students' prior mastery
- Uses interpersonal interactions to learn about students' abilities
- Connects with the various factors that can affect student learning and modifies instruction to includes all students

TPE 11- Social Environment

- Understands the importance of the social environment
- Establishes and maintains a positive environment for learning
- Creates classroom community through promotion of students' social competence and natural peer supports

TPE 14 - Educational Technology

- *Maximizes use of instructional technology reflecting all five of the ISTE National Educational Technology Standards for Teachers. See www.iste.org*
- *Appropriately applies technology in instructional setting to maximize student achievement*
- *Adjusts the use of technology to resources available 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>

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 is unique in that most of the work will be conducted on line and within a GoogleDocs on-line community. Some portions of the course will be held on the same day as other coursework classes and includes guest speakers as a major portion of the face to face classes. **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.

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.

COURSE REQUIREMENTS | ASSIGNMENTS

Assignment Completion Expectations

Graduate Level Professionalism: Expectations are that assignments will be professionally done (i.e. typed and at the quality representative of graduate work)

Referencing Sources: Citations should always be used when utilizing information from another source.

Assignment Overview [total points – 100 pts.]

1. **Class participation** (10% of grade): Students are responsible for completing the assigned readings/activities before class (or during the week of a class session that was not F2F). Most class reading/activities will be assigned weekly on the class blog. The individual student blog will be a space to reflect/complete any reading reflection or writing on an assigned activity. Additionally, students are expected to actively engage in critical dialogue in each class session and in an online environment.
2. **Personal Learning Network (PLN)** (20% of grade): Each student will create a personal learning network, or PLN, to investigate an area of education that aligns with his/her passion. Participation in the network will be continuous throughout the course. The following digital tools, and some other tools discussed/discovered by the class, will be the medium of the PLN: Twitter, Diigo, personal blog, digital discussion forums, and possible a content curation site. Part of this process is to find your professional voice in a digital environment. This will entail not only blogging and participating in weekly online educational chats, but commenting on other blogs/posts from educators around the globe. Consider a more personalized version of the thematic course questions:
What am I learning? How does my learning occur?
In what ways does the personalization of my virtual environment promote learning?
Where am I learning? What is the process by which technology enhanced my learning?
3. **Twenty Percent Project** (20% of grade): Google has a policy of allowing its employees to dedicate 20 percent of their time to personal projects that they hope will eventually equate to new products/ or services. The idea is that if you allow your employees to follow their passions, good things will happen. As such, you will dedicate 20% of your time in this class to learn something using technology. It can be following Photoshop tutorials online, learning to play the guitar on YouTube, or anything else that you have always wanted to learn. The results will be shared on your blog in the form of a post with some documentation of your results (video, pictures, etc.)
4. **Digital Pedagogy Project** (20%): Students, including college students, are very good consumers of Internet content. Whether this is for learning or for pure entertainment, the web has been ubiquitous in its influence on our culture. For this project, you will become a producer of web content to teach something. This project will be school related and, hopefully, also a passion. The expectation is that you will utilize a variety of sources, mainly of your creation or curation, to create a learning experience for others. The project will be multi-media and accessible on the Internet. The resources could be made into a website, blog, or other tool that is conducive for learning.
5. **Reflections on Guest Speakers/Special topics** (30% of grade): Throughout the semester, you will be reflecting on the topics and ideas presented by our guest lecturers. After each guest or special topic presented by SOE faculty, you will write a minimum of a 400 word reflection that connects the topic to your classroom and your future as a professional educator.

Grading Standards

Candidates must attain at least a B average to meet program requirements and no grade lower than a C+.

Grades will be based on the following grading scale:

90 – 100 = A

80 – 89 = B

70 – 79 = C

60- 69 = D

All University Writing Requirement

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

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.

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. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

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.

SCHEDULE/COURSE OUTLINE

Due to the dynamic nature of the Spring 2014 Single-Subject Program schedule, there is a possibility that the schedule will be changed based on the needs of the class. A link to the online-collaborative schedule will be given on the first day of class. Professor will update the expectation of the class weekly on the class blog or Edmodo. Students are required to read the blog/Edmodo weekly to ensure the topic and assignment for each week is clearly understood.

Spring Core Course Weekly Schedule

Session Date	EDSS 530 Reflect Professional Pat Stall	EDSS 531 Sec School 21 st Century Jeff Heil & Julie Rich	EDSS 541 Interdisciplinary Methods Anne René Elsbree	EDSS 572 Clinical Practice Tuesday – Friday Julie Rich
Pre-Course work Jan 17	N/A	N/A	N/A	See EDSS 572 syllabus and email for most current information each week
#1 Jan 20/24 MLK Jr Holiday CSUSM is closed For online session complete tasks for each course.	Online Session Student Survey Analysis	Online Session Email Jeff the url to the professional website that you started in the fall.	Online Session By Jan 21, Update your Professional Website, Make a link for ITU, Check out 3 others & Post feedback on Forum 5 points	By Jan 24 Academic Unit Plan emailed to US for OGHS SPHS RBV MVHS Pre-nuptial agreement emailed to US for BVMS, Mt. C, Murrieta
#2 Jan 27	What is my belief system regarding the nature and education of adolescents?	Day is dedicated to EDSS 530 Jeff Heil & Julie Rich will lead the activities Speaker TBA	Review Social Justice Focus, Form ITU Teams & Choose ITU Theme 541 #1 F2F	By Jan 31 Academic Unit Plan emailed to US for BVMS, Mt. C, MMHS

<p>#3 Feb 3</p> <p>Later Schedule</p> <p>12-2:15 pm</p> <p>2:30-4:45 pm</p> <p>5-6 pm Dinner</p> <p>6-8 pm Lecture</p>	<p>How do I reflect upon my own biases and ensure equity in my classroom?</p>	<p>Speakers: A&L Project AWARE “At Risk” lecture 6:00-8:00</p>	<p>Social Justice & Art: Identify social justice and art content, process and products</p> <p>541 #2 F2F</p>	<p>By Feb 7**</p> <p>Prenuptial Agreement emailed to US for Carlsbad, SDA, LCC, HTH/HTM</p> <p>Academic Unit Plan emailed to US for Carlsbad, SDA, LCC, HTH/HTM</p> <p>First Log to US</p>
<p>#4 Feb 10</p>	<p>What does the Current Age require of its citizens and how is this reflected in my teaching? <i>Abundance, Asia, and Automation</i> <i>Story and Design in Pink</i></p>	<p>Speaker TBA</p>	<p>Service Learning: Identify what, who, where , when and how Content Process & Product</p> <p>541 #3 F2F</p>	<p>By Feb 14</p> <p>**Class profile with Learning Environment information to US (use forms provided) for all schools</p> <p>*Upload CPII Professional Dispositions Goals into Taskstream</p>
<p>#5 Feb 17</p>	<p>How do you use assessment and reflection to inform your teaching? (Bring samples of 5 students’ work for analysis – TPA 3)</p>	<p>Speaker TBA</p>	<p>Cooperative Learning: Identify activities where Cooperative Learning will be used, process, assessment, accountability & design tools.</p> <p>Extra: NABE Conference, SD Feb 13-15</p> <p>541 #4 F2F</p>	<p>By Feb 21</p> <p>Reflection Log emailed to US</p>
<p>#6 Feb 24</p>	<p>Invisible Students Belief System Paper Due</p>	<p>Speaker TBA</p>	<p>ITU Peer Review: Post ITU for Peer Review by Sunday, Feb 23rd</p> <p>541 #5 F2F</p>	<p>By Feb 28</p> <p>‘Submit’ TPEP for US first viewing</p>

#7 Mar 3	Innovation for now and the future Boss and Wagner Choice Book Group Presentations	Speaker TBA	ITU Workshop: Post ITU for grade by Mon Mar 3 rd 60 points #6 F2F	By Mar 7 Reflection Log emailed to US
#8 Mar 10	Behavior in School	Speaker TBA	ITU Poster Session 10 points 541 #7 F2F	By Mar 14
#9 Mar 17	No Assignment Option – Attend ASCD	Whole Day dedicated to 530 with Julie & Jeff Speaker TBA	No Assignment Extra Credit ASCD Conference, LA Mar 15-17	TPA Task 3 Due Mar 17 By Mar 21 Reflection Log emailed to US
#10 Mar 24 Online Session Some schools have Spring Break	No face-to-face class	No Speaker	Attend IEP Mtg & post reflection to forum 5 points	By Mar 28
#11 Mar 31 Although this is CSUSM's break we will be meeting face-to-face for class.	Choice Book Individual reflection and review posted to the forum	Speaker TBA	IEP Meeting Role Play 10 points 541 #8 F2F	By April 4 Reflection Log emailed to US US post PD rating on taskstream
#12 Apr 7 Online Session Some schools have Spring Break	Listen to Students: Submit self- assessment of dispositions on Taskstream	No Speaker	No Class – See Week 13 for Assignment	By April 11
#13 Apr 14 Online Session Some schools have Spring Break	Creativity and Schooling: Where shall the two meet? Robinson and Rose Choice Book Presentation	No Speaker	Online - IEP Reflection for TPE 6D 5 points	By April 18 Reflection Log emailed to US

<p>#14 Apr 21</p>	<p>Essential Question #5 How do I present myself as a professional educator? Ethics and Dispositions</p>	<p>Speaker: Principal Panel</p>	<p>541 #9 F2F</p>	<p>TPA Task 4 Due April 21</p> <p>By April 25 'Submit' TPE Portfolio for US second viewing</p>
<p>#15 Apr 28</p> <p>Attend MA Poster Session Tues April 29th 5:30-6:30 pm &</p>	<p>Social Justice Action Plan posted on Cougar Courses</p>	<p>Speaker – MA Poster Session 5:30 -6:30 pm Kellogg 5th Floor Reading Room</p>	<p>Network with credential graduates at MA Poster Session Tues April 29 5:30-6:30 pm</p> <p>By April 30th Post a Response to Posters on Forum 5 points</p>	<p>By May 2:</p> <p>Post copy of Social Justice Plan to TPE 15</p> <p>Reflection Log emailed to US</p>
<p>#16 May 5 Last Class</p>	<p>Joint Session to Reflect on Semester & Celebrate #10 F2F Session</p>			
<p>Clinical Practice Completion</p>	<p>Complete School Year at Clinical Practice Site Attend Clinical Practice Exit Meeting Provide evidence of Co-Requisites to Ed Services to Complete Credential</p>			