

 **EDSS 531: THE REFLECTIVE PROFESSIONAL**  
(actually 2.5 units--.5 unit comes from EDSS 541)

**Evening Cohort: CRN 22112**  
**SPRING 2006**

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**Office: University Hall, Room 422B**

**Office Hours: Before and after class and by arrangement**

**Class Times and Location:**

**Tuesday's, 5:30- 8:15; UH 443**

**Periodic Student Teaching Check-in Meetings: 8:20-8:50**

**College of Education Mission Statement**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

**Infused Competencies**

**Authorization to Teach English Learners**

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

*(Approved by CCTC in SB 2042 Program Standards, August 02)*

**Special Education**

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

**Technology**

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and teacher candidate learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

**Students with Disabilities Requiring Reasonable Accommodations**

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

## COURSE DESCRIPTION

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

**Course Prerequisites:** Admission to the Single Subject Credential Program and successful completion of EDSS 511.

**Unique Course Requirements:** This course requires teacher candidates to be able to videotape themselves teaching in order to complete the “Reflective Teaching Review” assignment. If you are not student teaching during this course, you will earn an incomplete grade until such time as this assignment can be completed. This course also requires teacher candidates to present their professional portfolios in small groups; this occurs one evening in May (see calendar).

**Course Objectives:** By the end of the course, teacher candidates should be able to:

- articulate a refined philosophy of education.
- articulate the key elements of an IEP.
- demonstrate their ability to communicate openly, empathetically, and productively in a variety of situations, including: socratic seminars, class discussions, presentations, and role plays.
- reflect on their learning and teaching experiences, using them to articulate goals for their own professional growth and to become aware of reflective strategies that work for them.
- reflect on and articulate ideas about the effectiveness of their practice as it is tied to evidence of student learning.
- develop and present a professional portfolio that portrays their preparation for teaching.

**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. Failure to meet a minimum level of competence in any of the TPE’s 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](http://www.csusm.edu/COE)). The following TPE’s are addressed in this course, and the ones with \*’s next to them require you to formally address them in a TaskStream response (see assignment description):

TPE 6D - Special Education

TPE 11 - Social Environment

TPE 12 - Professional, Legal, and Ethical Obligations \*

TPE 13 - Professional Growth \*

TPE 15 - Social Justice and Equity

## REQUIRED TEXTS

Baldwin, M. and Keating, J. (2005). *Teaching in secondary schools: Meeting the challenges of today's adolescents*. [You should have this book from the fall.]

Choate, J.S. (2004). *Successful Inclusive Teaching*. (4th ed.). Needham Heights, MA: Allyn and Bacon. [You should have this book from the fall.]

Course Website: <http://courses.csusm.edu> (WebCT used for online coursework and communications)

Mullen, Michelle. (2006). *Customized Text: EDSS 531 The Reflective Professional - Journal Articles*. Aztec Bookstore (Referred to as CT on the calendar)

TaskStream: [www.taskstream.com](http://www.taskstream.com) Web page access for assessment/reflection of TPE's. Subscription required each semester. Will be used by most courses in the program.

Other articles as assigned in class.

Bring a journal or composition book that you can use to write responses related to our class topics and readings.

## COURSE REQUIREMENTS

**Academic Integrity:** Teacher candidates must come to class having done close reading of the required texts in preparation for class or socratic seminar-style discussions, submit required assignments, and participate in class activities, including facilitation of and feedback to colleagues, role plays, and small group tasks. Teacher education is a professional preparation program. Teacher candidates will be expected to adhere to standards of dependability, academic honesty and integrity, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, colleagues, parents, and administrators, writing that is original, clear and error-free is a priority in the College of Education.

**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 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.”

**College of Education Attendance Policy:** Due to the dynamic and interactive nature of courses in the College of Education, all teacher candidates are expected to attend all classes and participate actively. At a minimum, teacher candidates must attend more than 80% of class time,

or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the teacher candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997)*

**Instructor Application of Attendance Policy:** Teacher candidates are expected to be on time and prepared for class. This course meets for eleven sessions only; your attendance at each session is critical to your success in the course. At a minimum, teacher candidates must attend nine classes to be eligible for a grade of C+ or better.

## ASSIGNMENTS AND GRADING

**Class Preparation and Participation:** Close and thoughtful reading and critical, engaged discussion will make this a richer class for all of us. In preparation for this kind of intellectual discourse, teacher candidates will prepare responses to the readings in the form of discussion questions and reflective responses to guiding questions. The responses should be written in a journal book, and selected responses will be shared and read by colleagues and/or the instructor. Candidates will write regularly in their journals as a way to respond to readings, but also to “capture” ideas, summarize learning from class, etc. Teacher candidates will also be responsible for a variety of informal in-class presentations, discussions, role plays, and other activities. As a cornerstone of teaching, collaboration is highly valued in our class; therefore, it is expected that teacher candidates work together openly, respectfully, cooperatively, and productively. It is expected that each teacher candidate will continue to demonstrate the attributes of highly effective teachers (see list below as a reminder), and self-evaluation of the attributes will be included as part of this class. **DUE: each meeting as listed on the calendar; self-evaluation periodically.**

**Family-Centered Perspective Role Play and IEP Development:** In small groups, teacher candidates will be responsible for developing and presenting a family role-play that includes a child with a disabling condition. The following written materials will be developed in support of the role play: a profile of the disabling condition, a plan for meeting the specific child’s needs, a “Tips for Teachers” handout. Candidates will also participate in completing a portion of a mock IEP for their designated child. Additional details of this assignment will be shared in class and available on WebCT. **DUE: February 28 and March 7.**

**Reflective Teaching Review:** Once student teaching has begun, each teacher candidate will prepare a 7-10 page (approximately) analysis and reflection of his or her own teaching, discussing the effectiveness of a particular lesson. The review will be based on careful observation of his/her teaching as seen through a videotaped lesson. (Where applicable, teacher teams should help each other tape lessons.) The format of the paper is explained on WebCT and will be discussed in class. Each teacher candidate will also include the lesson plan used the day of the videotaping. **DUE: on or before April 25 (paper, lesson plan, and videotape).**

**Optional feedback and discussion session for this assignment: April 18, 5:30-8:30 (may end earlier as people finish).**

**Professional Portfolio:** Teacher candidates will develop a professional portfolio that showcases their readiness for entering the profession. The portfolio contents will vary from candidate to candidate, and general organizational guidelines will be discussed in class. You will “distill” some of the contents of your TaskStream portfolio to add to your professional portfolio. Your

finished portfolio can be electronic (accessible via a laptop) or hard copy, and you will present portions of it in small groups on the designated meeting night. A mock interview situation will be used as the format for the portfolio presentations, and, where possible, local administrators and lead teachers will be asked to participate and offer feedback. Your portfolio table of contents will be due via e-mail by the date listed below (or hard copy if you come to the optional meeting). Final portfolios will not be collected but will be assessed by your colleagues and the group facilitator for completeness and professionalism during the presentation. **Table of contents DUE: April 25 (hard copy) or April 30 (online); Final portfolio DUE: May 9. Optional feedback and discussion sessions for this assignment: April 18 and 25, 5:30-8:30 (may end earlier as people finish).**

- **As part of the portfolio: Revised Philosophy of Education:** Working from the rough draft completed in EDUC 350 (or an equivalent course or on your own in the fall), teacher candidates will revise their philosophy of education to better reflect their most recent experiences and learning. **DUE: April 4 for check-off and feedback and then included in the professional portfolio on May 9.**

**Responses to TPE's 12 and 13:** It is important to recognize that the TPEs are threaded throughout the credential program, as a whole, and are addressed multiple times in each course. Even though we are referencing and seeking to understand many TPEs in this course, you are specifically responsible for writing a response for TPE's 12 and 13 in the TaskStream Electronic Portfolio.

Each assigned response will relate to course assignments, discussions, and/or readings that provide a deeper understanding of the specified TPE. As you write, the goal is to describe your learning as it relates to the TPE, to analyze artifacts and explain how they are evidence of your learning, and to reflect on the significance of your learning (the "so what?") and where you need to go next related to the TPE. You must have at least two artifacts attached for each TPE response. At least one of your artifacts for each response should come from your coursework in EDSS 531; other artifacts can come from other coursework or fieldwork. A four paragraph structure will help you develop your response (you would have more than four paragraphs if you attach more than two artifacts):

- 1<sup>st</sup> paragraph: Introduction to your response that uses the words of the TPE. **DO NOT** restate the TPE; instead, introduce your reader to the focus of your response as it relates to the TPE. This is basically an extended thesis statement related to the TPE.
- 2<sup>nd</sup> paragraph: Explain how one attached artifact is evidence of your learning related to the TPE. The key here is "evidence." How does this artifact prove that you have learned something specific related to this TPE?
- 3<sup>rd</sup> paragraph: Explain how another attached artifact is evidence of your learning related to the TPE.
- 4<sup>th</sup> paragraph: Reflect upon and summarize the significance of your learning overall (connected to the TPE) and explain what you still need to learn related to this TPE. This addresses the "so what?" of your learning.

Please be succinct in your writing; more is NOT better. State your ideas clearly and keep them grounded in the evidence of your learning as represented by your artifacts. When you submit each TPE response, you will receive feedback from the instructor that asks for revision or says that you are done (see "codes" below). **You will not get full credit for this assignment if you are asked to revise and you do not.** Please continue to check your TaskStream portfolio until the instructor says you are done with each TPE response for the course. More details about

using TaskStream will be given in class. **Optional feedback sessions for this assignment: April 18 and 25; Final TaskStream postings DUE: on or before April 30.**

**After receiving “Done” on both TPE responses, you must request that your electronic portfolio be “evaluated” on TaskStream (use “evaluate” tab); this closes out your portfolio and makes it accessible for program review. DUE: on or before 5/9.**

**Instructor Response “Codes”:**

***Done***  
reflection  
articulate your

You have provided enough description, analysis of evidence, and to show that you understand the intent of the TPE and can learning relative to the TPE.

***Almost Done***

You are close to providing enough description, analysis of evidence and reflection to show your understanding and learning related to the TPE. **Additional editing or minor revision still needed.**

***Developing***

You have attempted to demonstrate your understanding and learning, but there is not enough description, analysis of evidence, and/or reflection to fully satisfy this assignment. **Significant revision needed.**

## RECAP OF ASSIGNMENTS AND DUE DATES

Major Assignment	Due Date	Points	Points Earned
Class Preparation and Participation	Each class meeting as assigned on calendar	15	
Effective Teacher Attributes	Goal setting (online): January 24 Self-evaluation: April 4	5	
FCP Role Plays and IEP Preparation FCP (role play and written support) IEP (tutorial and in-class work)	February 28 March 7	20 total: (10) (10)	
Reflective Teaching Review Optional feedback session Final	April 18 April 25 (or earlier)	20	
Professional Portfolio Revised philosophy for feedback Optional feedback sessions Table of contents  Final portfolio and presentation	April 4 April 18 and 25 April 25 (hard copy at meeting) or April 30 (via WebCT e-mail—see calendar) May 9	25 total: (5) (10) (10)	
TPE 12 and 13 Responses Optional feedback on rough drafts Final on TaskStream	April 18 and 25 On or before April 30 (keep checking until both are marked “done”)	10	
Final Evaluations (Supervisors, CTs, Program, CSU, TaskStream “evaluate”)—bring receipt of verification to portfolio presentations (everything except TaskStream)	Complete evaluation processes prior to May 9; bring receipts to May 9 meeting	5	
Total		100	

## Summative Grading Criteria for EDSS 531

### **“A” teacher candidates:**

1. demonstrate serious commitment to their learning, making full use of the learning opportunities available to them and searching out the implications of their learning for future use.
2. complete all assignments thoroughly, thoughtfully, and professionally, earning 90-100% of all possible points.
3. make 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.
4. always collaborate with their colleagues in professional, respectful, and productive ways, enhancing each participant’s learning and demonstrating personal integrity.
5. consistently complete all class preparation work and are ready to engage in thoughtful discourse.
6. demonstrate responsibility to meeting attendance requirements.

### **“B” teacher candidates:**

1. comply with the course requirements and expectations.
2. complete all assignments, usually thoroughly, thoughtfully, and professionally, earning 80-89% of all possible points.
3. usually connect 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.
4. generally collaborate with their colleagues in professional, respectful, and productive ways, enhancing each participant’s learning and demonstrating personal integrity.
5. complete most class preparation work and are ready to engage in thoughtful discourse
6. demonstrate responsibility to meeting the attendance requirements.

### **“C” teacher candidates:**

1. demonstrate an inconsistent level of compliance to course requirements and expectations.
2. assignments completed with limited thoroughness, thoughtfulness, and/or professionalism, earning 70-79% of all possible points.
3. make limited connections between assignments and their developing overall understanding of reflective practice; may not be open to examining assumptions or implications.
4. collaborate with their colleagues in ways that are not always professional, respectful, or productive; participants may be distracted from learning and/or personal integrity may not be demonstrated.
5. complete some class preparation work and are generally under-prepared to engage in thoughtful discourse
6. meet the minimum attendance requirements.

**“D” and “F” teacher candidates** fail to meet the minimum requirements of a “C.”

### **GRADING NOTES**

- Teacher candidates must meet the attendance requirements to be eligible for the grade described. They are “prerequisites” for earning a particular grade.
- Teacher candidates falling in between grade levels will earn a + or – at the instructor’s discretion.
- 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.



**Generally Accepted Attributes of Highly Effective Teachers**  
**(as seen in pre-service programs)**

(Roberts and Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin, Keating and Bachman, 2003; Johnson and Johnson, 1994; COE Mission Statement, 1997)

*The following will be used as a guideline for defining each attribute:*

1. **General classroom attendance, promptness, and participation:** is on time, respects time boundaries (breaks, etc.), regularly attends class, and actively participates.
2. **Attention to classroom discussion protocols** (per Epstein's Five Stage Rocket): respects time limitations, recognizes and respects the perspectives of fellow classmates, gives wait time, listens actively, uses non-interruptive skills, mediates disagreements by working to understand others' perspectives and finding common ground, genuinely encourages all to participate.
3. **Social and cooperative skills (as illustrated in cooperative projects):** assumes responsibility of one's roles, is open to consensus and mediation, effectively communicates ideas, attends group meetings, is dependable, respects others' ideas, expects quality work from self and colleagues, manages time effectively, uses organizational skills and leadership skills, is assertive but not aggressive, uses reflection as a means of evaluation, motivates and offers positive reinforcement to others.
4. **Attention to assignments:** meets time deadlines, produces quality products, responds cooperatively to constructive criticism, uses rubrics or other stipulated criteria to shape an assignment, prioritizes tasks and performs/supervises several tasks at once.
5. **General classroom demeanor:** is professional, creative, kind, sensitive, respectful, has a sense of humor, is supportive of fellow classmates and instructors; recognizes others' perspectives as valid and works to include all "voices" in the classroom; is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom.
6. **Flexibility:** is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; "bounces" back easily; can work calmly under stress.
7. **Openness to and enthusiasm for learning:** can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and metacognition of learning across the curriculum and within discipline areas; takes advantage of learning opportunities and seeks out additional opportunities for learning.

## Evidence of Effective Teacher Attributes Self-Evaluation

Student: \_\_\_\_\_

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Score each of the attribute areas below on a 4-point scale in terms of level of accomplishment. Because reflective and “supported” assessment is the goal, you **MUST** provide evidence for each of your scores. “Perfection” (all 4’s) is **NOT** the goal. While these attributes define professional and collegial behavior to which we expect all teacher candidates (and students) to aspire, it is recognized that individuals will have areas in need of improvement (we are, after all, human!). Earning full credit for this assignment (at the end of the course) is predicated on your ability to provide **evidence** of your assessments and your ability to **work conscientiously toward increased accomplishment**. This is what reflective practitioners do: monitor and self-evaluate their own performances as well as that of their students.

- 4: Teacher candidate demonstrates an especially high level of functioning with respect to this attribute (no sub par examples).
- 3: Teacher candidate demonstrates an acceptable level of functioning with respect to this attribute (some qualities may be high while others are more limited; while there is room for continued growth, this candidate is generally solid; no concerns exist).
- 2: Teacher candidate demonstrates inconsistent levels of functioning with respect to this attribute; the candidate is on his/her way to meeting expectations, but needs time or a conscientious focus on this attribute in order to do so (numerous limitations or examples noted).
- 1: Teacher candidate demonstrates a low level of functioning with respect to this attribute (serious overall limitations noted in this area).

### ATTRIBUTES

**1) General classroom attendance, promptness, and participation:**

- is on time, respects time boundaries (breaks, etc.), regularly attends class
- actively participates

**RATING: End Semester: \_\_\_\_\_ COURSE EVIDENCE:**

**2) Attention to classroom discussion protocols:**

- respects time limitations
- recognizes and respects the perspectives of fellow classmates
- gives wait time
- listens actively
- uses non-interruptive skills
- mediates disagreements by working to understand others’ perspectives and finding common ground
- genuinely encourages all to participate.

**RATING: End Semester: \_\_\_\_\_ COURSE EVIDENCE:**

**3) Social and cooperative skills (as illustrated in cooperative projects):**

- assumes responsibility of one’s roles
- is open to consensus and mediation
- effectively communicates ideas
- attends group meetings
- is dependable
- respects others’ ideas

- expects quality work from self and colleagues
- manages time effectively
- uses organizational skills and leadership skills
- is assertive but not aggressive
- uses reflection as a means of evaluation
- motivates and offers positive reinforcement to others

**RATING: End Semester: \_\_\_\_\_ COURSE EVIDENCE:**

**4) Attention to assignments:**

- meets time deadlines,
- produces quality products
- responds cooperatively to constructive criticism
- uses rubrics or other stipulated criteria to shape an assignment
- prioritizes tasks and performs/supervises several tasks at once.

**RATING: End Semester: \_\_\_\_\_ COURSE EVIDENCE:**

**5) General classroom demeanor:**

- is professional, creative, kind, sensitive, respectful, has a sense of humor
- is supportive of fellow classmates and instructors
- recognizes others' perspectives as valid and works to include all "voices" in the classroom
- is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom

**RATING: End Semester: \_\_\_\_\_ COURSE EVIDENCE:**

**6) Flexibility:**

- is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena)
- can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking
- "bounces" back easily
- can work calmly under stress

**RATING: End Semester: \_\_\_\_\_ COURSE EVIDENCE:**

**7) Openness to and enthusiasm for learning:**

- can engage with a variety of educational ideas with an open mind and a sense of exploration
- demonstrates passion for and metacognition of learning across the curriculum and within discipline areas
- takes advantage of learning opportunities and seeks out additional opportunities for learning

**RATING: End Semester: \_\_\_\_\_ COURSE EVIDENCE:**

### Tentative Course Calendar for EDSS 531

Date	Topic	Reading/Assignment
Session 1: Tuesday, January 17	Introduction to class  What is reflective practice-part I?  Practice Socratic seminar: “The Heart of a Teacher”	Bring journal, course syllabus, course reader (CT), and Baldwin book to class.
Tuesday, 1/24	No class meeting; online postings only.	<b>ONLINE POSTINGS (two different discussion boards):</b> <b>1. Effective Teacher Attributes Goals:</b> Review the seven attributes categories for effective pre-service teachers (in syllabus). Set at least two goals for yourself in areas where you know you want to improve this semester. List specific things you will do to help yourself meet your goals.  <b>2. TPE Review and Goals:</b> Review the full text of the TPEs (on WebCT or the COE website). Look closely at the expectations listed for each TPE and consider your fall experiences (coursework and student teaching). Identify a few priority TPE areas you need to focus on this semester, specifically in student teaching (it can be a whole TPE or part of a TPE). For each area, identify at least 2 things that you could do to help yourself improve.
Session 2: Tuesday, January 31	What is reflective practice?—part II  Socratic seminars  Communicating without defense	<ol style="list-style-type: none"> <li>1. <b>CT:</b> Finish reading “Zen and the Art of Reflection” (started in class with reciprocal reading group). As you read, continue to make notes in the margins (or use sticky notes) about your thoughts, questions, confusions, etc.</li> <li>2. <b>Journal:</b> Using your margin notes/sticky notes, summarize 2-3 insights you can glean from this reading. Then, given the challenge of fully understanding the “Zen” article, generate 2-3 questions (level 2 or 3) that might help you explore the ideas more deeply and better understand the author’s conclusions in a Socratic seminar.</li> <li>3. <b>Journal: BEFORE reading the next article, respond to this prompt as the beginning of your reader response:</b> <ul style="list-style-type: none"> <li>• Write about a time when you found it difficult to communicate with someone because s/he held very different beliefs or maintained a very different perspective than you. Why was it challenging, and how did you deal with the challenge?</li> </ul> </li> <li>4. <b>CT:</b> Read and annotate "Moving Beyond Polite Correctness"</li> <li>5. <b>Journal: AFTER reading, respond to this prompt:</b> <ul style="list-style-type: none"> <li>• Recognizing that we all have “triggers” (things that will</li> </ul> </li> </ol>

		<p>put us on the defense or elicit a reaction), identify some of yours. What might a student say or do that would trigger your defenses or invite an emotional response? In what ways might you be “mindful” in responding to a situation where your “triggers” have been pushed?</p>
<p>Session 3: Tuesday, February 7</p>	<p>Responding to the realities of our students’ needs</p> <p>Socratic seminars</p> <p>Set up Family-Centered Perspective (FCP) assignment</p> <p><b>Student Teaching Check-in (8:20-8:50): mandatory if you are student teaching</b></p>	<ol style="list-style-type: none"> <li><b>Journal: BEFORE reading, respond to this prompt as the beginning of your reader response:</b> <ul style="list-style-type: none"> <li>Looking back at your student teaching (if you did it) or your case study work, what did you discover about the needs of students in your classes? What kinds of “needs” surfaced that surprised you?</li> </ul> </li> <li><b>CT:</b> Read “Beyond the Gifted Stereotype;” annotate the text and generate 1-2 questions (level 2/3).</li> <li><b>CT:</b> Read "Silenced Dialogue;" annotate the text and generate 1-2 questions (level 2/3).</li> <li><b>Choate:</b> Re-read chapters 1-3 (review of previous reading—pay close attention!)</li> <li><b>Journal: AFTER reading, respond to these prompts:</b> <ul style="list-style-type: none"> <li>To what degree do you think you really understand the needs of your students? How wide is the “gap” between them and you?</li> <li>What might have surfaced in the reading or in your teaching (about the realities of students’ needs) that triggered a negative response in you? Try to identify why this response was triggered.</li> </ul> </li> </ol>
<p>Session 4: Tuesday, February 14</p>	<p>Reflective classroom management</p> <p>Communication role plays</p>	<ol style="list-style-type: none"> <li><b>Journal: BEFORE reading, respond to these prompts as the beginning of your reader response:</b> <ul style="list-style-type: none"> <li>Looking back at your student teaching (if you did it), what did you find especially challenging about classroom management?</li> <li>What did you do as a teacher that brought negative responses from students, and what did you do as a teacher that brought positive responses, in terms of classroom behavior, “buy-in,” and environment? If you didn’t do student teaching, base your response on observations you’ve made of other teachers.</li> </ul> </li> <li><b>CT:</b> Read “Classroom Management” and engage with the article by jotting notes in the margins (or on sticky notes) and responding to questions that are posed within the article (again, in the margins or on sticky notes). Note: While this article was originally written for an elementary school audience, the overview of the approaches is appropriate for all grade levels. Be particularly mindful of strategies/ideas that you think are especially appropriate for adolescents—mark these for discussion with your colleagues.</li> <li><b>Baldwin/Keating Text:</b> Looking at pages 212-214 (“Most Common Disruptions”), which scenarios do you feel the least</li> </ol>

		<p>comfortable addressing? What other scenarios, if any (possibly from student teaching), would you want to discuss with others or practice addressing? Bring book to class.</p> <p>4. <b>Journal: AFTER reading, respond to these prompts:</b></p> <ul style="list-style-type: none"> <li>To what degree do you see “classroom management” as an opportunity to teach students? What would you be teaching them?</li> </ul> <p>5. Continue to work with group members on your FCP role play. Remember to use resources available on WebCT to complete your FCP assignment.</p>
<p>Session 5: Tuesday, February 21</p>	<p>Video Review and Portfolio—what are they all about?</p> <p>Meet with FCP team to finalize and practice FCP assignment</p>	<p>1. Download, read, and print the “Reflective Teaching Review” (video) assignment and the instructions for the professional portfolio assignment from WebCT. Identify questions you want to ask about these assignments.</p> <p>2. FCP research should be completed.</p>
<p><b>February 28, 5:00</b></p>	<p><b>Credential Finishing meeting with student services—ALL SS COHORTS (This is where you learn about how to file for your credential—IMPORTANT!)</b></p>	
<p>Session 6: Tuesday, February 28 (we start after credentialing meeting)</p>	<p>Realities of students’ needs: Family-centered perspective</p> <p>Introduce IEP</p>	<p>1. <b>DUE:</b> FCP role play and write-ups; post the write-ups on WebCT discussion board for your colleagues (Under heading “FCP Write-Ups”).</p> <p>2. <b>Choate:</b> Read chapter 16 (no reader response due).</p>
<p>Session 7: Tuesday, March 7</p>	<p>Realities of students’ needs: the Individualized Education Plan</p> <p><b>Student Teaching Check-in (8:20-8:50): mandatory if you are student teaching</b></p>	<p>1. Read and complete the IEP tutorial. Access it by looking at the EDSS 531 Resources (NOT the special ed. resources) and scrolling to the bottom of the page; click on the link. <a href="http://www.educatorlearningcenter.com/iep/index.html">http://www.educatorlearningcenter.com/iep/index.html</a> Read the entire tutorial and take notes (since you can’t print pages from the tutorial); notice that if you click on the green terms a pop-up box will appear with additional information—you should read the information in these boxes. When you get to part 2 of the tutorial, “Tutorial: Present Level of Performance,” respond to the question prompts in the text boxes—this will be practice to prepare you for part 3 (You don’t need to print these responses; just do them for the thinking involved.). When you get to part 3 of the tutorial, “Tutorial: Developing Quality IEP’s,” choose to work on Mwajabu’s case or Leanna’s case. Click on “case” (next to the names) to read the students’ profiles. Click on the actual name to start the IEP question prompts. As you respond to each prompt, write your ideas in the available boxes. REMEMBER: you are brainstorming ideas; you are NOT an expert. It is okay to not have all the “answers” to these</p>

		<p>questions. You will bring your ideas in to compare and discuss with others. The goal is for you to understand the thinking involved in determining an IEP by having to formulate responses yourself. <b>Please print all your responses and bring to class (Suggestion: print each page as you go along since there is no “save” mechanism on the tutorial).</b></p> <p>2. Bring your Special Education Matrix (13 disabling conditions) to class from EDSS 511.</p>
<p>Session 8: Tuesday, March 14</p>	<p>Finalize IEP work, as needed.</p> <p>Reflective planning and assessment</p>	<p>1. <b>Journal: BEFORE reading, respond to these prompts:</b></p> <ul style="list-style-type: none"> <li>• Looking at your student teaching, what did you/do you find especially challenging about lesson planning and what insights did you/are you gain(ing) about planning?</li> <li>• How do you know when students have learned what you have taught? How can you tell learning has happened?</li> </ul> <p>2. <b>CT:</b> Read “Reconcilable Differences? Standards-Based Teaching and Differentiation;” annotate the text.</p> <p>3. Prepare your journal for collection. Be sure each entry is dated and labeled and <b>identify 2 entries</b> (with flags/sticky notes) for me to read and respond to.</p> <p>4. From your student teaching, bring in a lesson plan you designed and implemented (if possible, bring in a plan where you’ve written reflective notes after teaching it).</p>
<p>Session 9: Tuesday, March 21</p>	<p>Reflective planning and assessment (cont.)</p> <p>Socratic seminars</p> <p>Communication role plays</p> <p>Ideas for revising philosophy</p>	<p>1. <b>ONLINE:</b> Download, print, and read “Assessment Crisis: The Absence of Assessment FOR Learning” by Richard J. Stiggins <i>Phi Delta Kappan</i> June 2002; annotate the text and create 1-2 questions (level 2/3): <a href="http://www.pdkintl.org/kappan/k0206sti.htm">www.pdkintl.org/kappan/k0206sti.htm</a></p> <p>2. Bring in your old philosophy of education (you might have notes written on it from EDSS 511)</p>
<p><b>Tuesday, March 28</b></p>	<p><b>CSUSM SPRING BREAK</b> <b>NOTE: If you are student teaching, you honor the school site’s spring break for days off student teaching (not CSUSM’s).</b></p>	
<p><b>Wednesday, March 29 (1:00-4:00)</b></p>	<p><b>CSUSM Job Fair at California Center for the Arts, Escondido</b></p>	

<p>Session 10: Tuesday, April 4</p>	<p>Philosophy feedback Communication role plays Reflective strategies revisited  <b>Student Teaching Check-in (8:20-8:50): mandatory if you are student teaching</b></p>	<ol style="list-style-type: none"> <li>1. <b>CT:</b> Read “Using Teaching Portfolios” (no reader response due)</li> <li>2. <b>CT:</b> Read “What New Teachers Need to Learn” (no reader response due)</li> <li>3. <b>DUE:</b> Bring your revised philosophy of education for colleague feedback.</li> <li>4. <b>DUE:</b> Using the self-evaluation form included in the syllabus, complete your end of semester rating of the seven attribute areas, citing specific evidence to support your ratings. Indicate where you accomplished/didn’t accomplish the goals you set out at the beginning of the semester. If you didn’t accomplish a goal, explain why. (It is easiest if you download the form and write directly on your computer, that way the text will move to give adequate space for citing evidence.)</li> </ol>
<p>Tuesday, April 18 (5:30 pm)</p>	<p><b>Optional</b> feedback session for the TPE responses (12 &amp; 13), Professional Portfolio, and/or Reflective Teaching Review assignments— <b>ALL COHORTS</b></p>	<p><b>I’ll ask for an RSVP via WebCT prior to this meeting, so I’ll know number of participants.</b></p> <p><b>If getting TPE Response feedback, bring in:</b></p> <ul style="list-style-type: none"> <li>• rough drafts of responses</li> </ul> <p><b>If getting Reflective Teaching Review feedback, bring in:</b></p> <ul style="list-style-type: none"> <li>• your rough draft or notes of the reflective teaching review</li> <li>• the assignment handout with all the steps listed</li> </ul> <p><b>If getting Professional Portfolio feedback, bring in:</b></p> <ul style="list-style-type: none"> <li>• your rough draft of the portfolio and/or writing</li> <li>• the assignment handout</li> </ul>
<p>Tuesday, April 25 (5:30 pm)</p>	<p><b>Optional</b> feedback session for the TPE responses (12 &amp; 13) and/or Professional Portfolio—<b>ALL COHORTS</b></p>	<p><b>I’ll ask for an RSVP via WebCT prior to this meeting, so I’ll know number of participants.</b></p> <ol style="list-style-type: none"> <li>1. <b>DUE:</b> Reflective teaching review (video assignment): video, lesson plan, paper (You might designate a colleague to deliver your assignment if you aren’t coming to the feedback session.)</li> <li>2. <b>DUE (Optional):</b> Portfolio table of contents (hard copy) at the feedback session. (This eliminates having to send it to me by Sunday via e-mail.)</li> </ol> <p><b>If getting TPE Response feedback, bring in:</b></p> <ul style="list-style-type: none"> <li>• rough drafts of responses</li> </ul> <p><b>If getting Professional Portfolio feedback, bring in:</b></p> <ul style="list-style-type: none"> <li>• your rough draft of the portfolio and/or writing</li> <li>• the assignment handout</li> </ul>



<p><b>Saturday, April 29 (9:00-2:00)</b></p>	<p><b>Hansen Symposium (FREE professional conference) at California Center for the Arts, Escondido</b></p>	
<p><b>Sunday, April 30</b></p>	<ol style="list-style-type: none"> <li><b>DUE:</b> Portfolio table of contents due to Michelle via WebCT e-mail (send in the <b>BODY</b> of the e-mail, please, not as an attachment)—don't do if you already turned in hard copy at 4/25 feedback session. Continue to check my response on your TOC; I may ask you to revise.</li> <li><b>DUE:</b> TPE 12 and 13 responses posted to TaskStream. Continue to check back on TaskStream until you receive "Done" from me on both responses.</li> </ol>	
<p>Session 11: May 9 (5:00pm to about 7:30) <b>Mission Hills HS Library</b></p>	<p>Portfolio Presentations— <b>ALL COHORTS</b></p>	<p><b>DUE:</b> Final portfolio. We will start right at 5:00; arrive early to get prepared and to choose your table.</p> <p><b>DUE:</b> Bring verification receipts for online evaluations (for CSU, program, CTs, and supervisors)—this is the <b>ONLY</b> way to verify completion of this assignment for credit.</p> <p><b>DUE:</b> Once TPEs 12 and 13 have been marked "done" by me, please request "evaluate" for your TaskStream portfolio (this "finalizes" your electronic portfolio).</p> <p>Mission Hills HS is on Mission Ave. a short distance from CSUSM. Park at front or back of school and walk toward the administration building—the library is east of the administration building. Look for posted signs.</p>