

 **EDSS 531: THE REFLECTIVE PROFESSIONAL (2 units)**
Coastal and Inland Cohorts
SPRING 2004

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Office Hours for both instructors: Before and after class and by arrangement

Class Times: Coastal: Monday's & Wednesday's 8:00-10:45 (2/11-3/15) Room: UH 442
Inland: Monday's & Wednesday's 11:30-2:15 (2/11-3/15) Room: UH 442
Both Cohorts: Portfolio presentations on May 19 (see calendar)

Note: This class meets in the classroom for fewer hours than what a 2 unit course would normally meet because part of the 2 units will be earned by out of class experiences (specifically, portfolio development and video assignment).

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 ongoing 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. See "Authorization to Teach English Learners Competencies." *(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 student 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 are approved for services through the Disabled Student Services Office (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.

This course is designed to assist preservice teachers 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, previous course work, and field experiences. In this course, students will have the opportunity to develop strategies and techniques to assist them in becoming reflective professionals.

Teacher Performance Expectation (TPE) Competencies:

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing 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. The following TPE's are addressed in this course:

Primary Emphasis

TPE 11 - Social Environment

TPE 12 - Professional, Legal, and Ethical Obligations

TPE 13 - Professional Growth

TPE 15 - Social Justice and Equity

REQUIRED TEXTS:

Mullen, Michelle. (2004). *Customized Text: EDSS 531 Reflective Practice - Journal Articles*. Aztec Bookstore (Referred to as CT on the calendar)

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

Choate, J.S. (2000). *Successful Inclusive Teaching*. (3rd ed.). Needham Heights, MA: Allyn and Bacon. [You should have this book from the fall.]

Villa, R., and Thousand, J. (1995). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development. [You should have this book from EDUC 350 or the fall.]

Other articles as assigned in class.

COURSE REQUIREMENTS

EXPECTATIONS

Students must come to class having done close reading of the required texts in preparation for socratic seminar-style discussion, submit required assignments, and participate in class activities, including facilitation, role plays, and feedback. Teacher education is a professional preparation program. Students 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. All ideas/material 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. **No late work will be accepted without prior approval.**

ASSIGNMENTS AND GRADING

Attendance

College of Education Attendance Policy

Due to the participatory nature of this course, all students are expected to attend all classes and participate actively. Absences and late arrivals will affect the final grade. At a minimum, students 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.

Instructor application of attendance policy: Students are expected to be on time and prepared for class. This course meets for ten sessions only (seven with Michelle; 3 with Leslie—1 online); your attendance at each session is critical to your success in the course. At a minimum, students must attend 8 classes to be eligible for a grade of C+ or better. Should you have extenuating circumstances, please contact the instructor(s).

Class Preparation and Participation

Critical, engaged discussion will make this a richer class for all of us. In preparation for that kind of thoughtful discourse, students will prepare responses to the readings in the form of a double entry journal and discussion questions. The journal may be typed or hand written (only if legible). An explanation and an example of the journal are on WebCT. Responses will be shared with colleagues, and class summaries and reflections will be added to the double-entry journal at each class meeting. Students 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 students work together openly, respectfully, cooperatively, and productively. It is expected that each student will continue to demonstrate the attributes of highly effective teachers (see list below as a reminder).

Come to class prepared to participate.

Due each meeting as listed on the calendar.

Revised Philosophy of Education and Action for Change

Working from the rough draft completed in EDUC 350 (or an equivalent course or on your own in the fall), students will revise their philosophy of education to better reflect their most recent experiences and learning. Using this revised philosophy, students will develop an action plan for promoting supported inclusive and multicultural experiences in schooling. **Philosophy due March 10 for check-off and then included in the professional portfolio. Action plan completed in class March 10.**

IEP Development and Family-Centered Perspective Role Play

In small groups, students will be responsible for developing and presenting a family role-play, including the following written materials: a plan for meeting the specific child’s needs, a “Tips for Teachers” handout, and completed mock IEP forms. **Due Feb 16 and 18.**

Reflective Teaching Review

Once student teaching has begun, each student will prepare a 5-8 page (approximately) analysis & reflection on 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. (Teacher teams should help each other tape lessons.) The format of the paper is explained on WebCT and will be discussed in class. Each student will include with the reflective paper the lesson plan used the day of the video taping. **Due to Michelle’s office no later than 5:00 on April 26, 2003** (paper, lesson plan, and videotape). **Feel free to turn it in earlier!**

Professional Portfolio

Students will develop a professional portfolio that showcases their readiness for entering the profession. The portfolio contents will vary from student to student, and general organizational guidelines will be discussed in class. If you are developing an electronic portfolio through EDUC 422, you will “distill” some of its contents to bring either as a hard copy or as an electronic version (via laptop) for the presentation. Portfolios will be presented on campus in small groups. 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. Portfolios will not be collected but will be assessed by your colleagues and the group facilitator for completeness and professionalism during the presentation. **Due May 19.**

RECAP OF ASSIGNMENTS AND DUE DATES

Class preparation and participation	Each class meeting as assigned on calendar
FCP and IEP role plays and prep.	Feb. 16 and 18
Revised philosophy and action plan	March 10
Reflective teaching review	April 26
Professional portfolio	May 19

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.

Summative Grading Criteria for EDSS 531

“A” students:

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, receiving 3+/3.5 – 4 average on all assignments.
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” students:

1. comply with the course requirements and expectations.
2. complete all assignments, usually thoroughly, thoughtfully, and professionally, receiving 2.5 –3+/3.5 average on all assignments.
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” students:






1. demonstrate an inconsistent level of compliance to course requirements and expectations.
2. attempt all assignments but with limited thoroughness, thoughtfulness, and/or professionalism, receiving 1.5 – 2.5 average on all assignments OR misses one major assignment.
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” students fail to meet the minimum requirements of a “C.”

GRADING NOTES

- Students must meet the attendance and minimum average score requirements to be eligible for the grade described. They are “prerequisites” for earning a particular grade.
- Each of the italicized assignments (or assignment “groups”) is equally weighted when determining the average score for the class (class preparation & participation, philosophy & action for change, etc.).
- Students 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 student’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.

Tentative Course Calendar for EDSS 531

Date (Monday & Wednesday class meetings)	Topic	Reading/Assignment Due
ONLINE Please do before the end of January	 Observation/participation and student teaching reminders	Review the discussion board posting about observation/participation and student teaching reminders. Do what's suggested. Post any thoughts or questions on the discussion board.
ONLINE Due on or before Feb. 19	 TPE self-assessment	Review the TPE document (on WebCT or the COE website). Look closely at the expectations listed for each TPE and consider your fall experiences (coursework and student teaching). Think about: Which TPE's do you feel confident in achieving thus far (you can cite specific evidence to support your achievement)? Which do you feel you need to really focus on this semester? Write: In an online reflection to me via WebCT (in the body of an e-mail, not an attachment), please identify those areas you need to focus on (it can be a whole TPE or part of a TPE). With each area, identify at least 2 things that you could do to help yourself improve. Save: Print a copy of this reflection for your records (put it in your notebook) as we'll be discussing these in class periodically.
Feb. 11 (Leslie)	 Review of Previous Learning (related to special education)  Introduction to Family Centered Perspective (FCP) and IEPs	Choate: Ch. 1-3
Feb. 16 ONLINE	 FCP work	⇒ To be determined

Feb. 18 (Leslie)	✚ The IEP Process and Family-Centered Perspectives—role plays	Choate: Ch. 16
Feb. 23 (Michelle)	✚ Introduction / overview to reflection practice <ul style="list-style-type: none"> • TPE reflection discussion • Socratic seminar instruction & practice 	CT: Excerpts from <i>The Courage to Teach</i> ⇒ Double entry journal for the article plus 1-2 discussion questions ⇒ Bring copy of online reflection about TPE's.
Feb. 25 (Michelle)	✚ Understanding Reflective Practice <ul style="list-style-type: none"> • Class management • A communication frame 	CT: “Zen and the Art of Reflection” CT: “This is Where Teaching Gets Real” ⇒ Double entry journals for both articles plus 1-2 discussion questions
Feb. 26 Thursday	✚ Hansen Symposium at California Center for the Arts, Escondido (professional education conference—FREE!)	
March 1 (Michelle)	✚ Working in Diverse Classrooms <ul style="list-style-type: none"> • TPE discussion • Philosophy revision ideas • Communication role plays 	CT: "Moving Beyond Polite Correctness" CT: “Of Aliens and Space” ⇒ Double entry journals for all 3 articles plus 1-2 discussion questions ⇒ Bring TPE reflection to class
March 2 (4:30-5:30)	✚ Career Seminar with Diana Sanchez	Plan to attend this seminar or the one presented on 3/8.
March 3 (Michelle)	✚ Infusing New Knowledge & Learning Into Practice <ul style="list-style-type: none"> • Dealing with Our Own Anxieties • Communication role plays 	CT: "Living with the Pendulum" ⇒ Double entry journal plus 1-2 discussion questions
March 8 (Michelle)	✚ Considering Other Perspectives Without Defense <ul style="list-style-type: none"> • Communication role plays • Philosophy feedback 	CT: "Silenced Dialogue" ⇒ Double entry journal plus 1-2 discussion questions ⇒ Revised philosophy of education due for colleague feedback
March 8	✚ Career seminar with	Plan to attend this seminar or the one

(4:00-5:00)	Diana Sanchez	presented on 3/2.
March 10 (Michelle)	✚ “Managing Complex Change”: developing an inclusive action plan	Villa/Thousand: Chapter 4 ⇒ Bring V/T text to class ⇒ Bring revised philosophy of education to class
March 15 (Michelle)	✚ Using Assessment to Foster Learning <ul style="list-style-type: none"> • Expanding your vision of classroom possibilities • Closure/transition to student teaching 	CT: "Quantum Theory ... Standardized Testing" ⇒ Reading log plus 1-2 discussion questions ⇒ Complete course evaluation and self-evaluation
March 16, 2003 – End of <u>high school</u> semester in June.	Advanced Student Teaching (Take the Spring Break established at your <u>high school</u> site, not CSUSM’s)	⇒ Reminder: You should have daily lesson plans prepared for each class you teach. Remember the sequence: <i>plan – teach – reflect</i> ⇒ Reminder: Be sure your cooperating teacher(s) has received his/her “payment” letter from the university supervisor
April 23	CSUSM Job Fair—check out CoE website for details (www.csusm.edu/COE)	
April 26 (by 5:00 to Michelle’s office)		⇒ Reflective teaching review (video assignment) due
May 19 (5:00-7:30) Commons 206	Portfolio Presentations (We start at 5:00—arrive early to be prepared.)	⇒ Professional portfolio