

# EDSS 531: THE REFLECTIVE PROFESSIONAL (2 units)

## Part-Time Cohort

SPRING 2003

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

Class Times: Tuesday's 6:00-8:00 pm in UH 443

*Note: The class times for EDSS 531 and 541 are shorter than what is published because part of the 2 units for each class will be earned by out of class experiences (specifically, portfolio development and video assignment). Class times are approximate and might be extended occasionally if circumstances warrant it.*

### 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.

## COURSE DESCRIPTION

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 research, 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 practitioners.

### **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. (2003). *Customized Text: EDSS 531 Reflective Practice - Journal Articles*. Aztec Bookstore (referred to as CT in the calendar)

Choate, J.S. (2000). *Successful Inclusive Teaching*. (3<sup>rd</sup> 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.

Other articles as assigned in class.

## COURSE REQUIREMENTS

### **EXPECTATIONS**

Students must come to class prepared to discuss required reading, submit required assignments and participate in class activities. 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.

Students are expected to be on time and prepared for class. This course meets for eight sessions only; your attendance at each session is critical to your success in the course. At a minimum, students must attend 6 ½ classes to be eligible for a grade of C+ or better. Should you have extenuating circumstances, please contact me.

### ***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 should prepare responses to the readings in the form of a double entry reading response log. The log may be typed or hand written (printed). The format to be used for the log will be explained in class. Class summaries and reflections will be added to the double-entry log at each class meeting. Students will also be responsible for a variety of informal in-class presentations, discussions, and other activities. As a cornerstone of teaching, collaboration is highly valued in our class; therefore, it is expected that students work together respectfully, cooperatively, and productively. Come to class prepared to participate.

**Due weekly.**

### ***Revised Philosophy of Education and Action for Change***

Working from the rough draft completed in EDSS 511 or EDUC 350 (or an equivalent course), students will revise their philosophy of education to better reflect their most recent experiences and learning. **Due February 25 and then included in the professional portfolio.**

Using this revised philosophy, students will develop an action plan for promoting supported inclusive and multicultural experiences in schooling. Guidelines for both assignments will be explained in class. **Due May 8**

### ***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 May 13**

### ***Reflective Teaching Review***

#### **[TPA 4: Lesson Design, Implementation and Reflection upon Instruction]**

Once student teaching has begun, each student will prepare a 2 - 3 page reflection on his or her own teaching, discussing the effectiveness of a particular lesson. The review will be based on careful observation of their teaching as seen through a videotaped lesson. (Use your teacher colleagues to help tape lessons.) The format of the paper will be explained in class. Each student will include with the reflective paper the lesson plan used the day of the video taping. NOTE: If you are not doing advanced student teaching in the spring, you can use your beginning student teaching experience or a "guest" teacher experience (where you teach a lesson as a "guest" in a class) for this assignment. **Due April 29, 2003 (turn in with Toni).**

### ***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 (and will build on what was already discussed in EDSS 530 with Joe Keating). Portfolios will be presented outside of class in teacher teams with Joe and/or Michelle at a designated time in May. A mock interview situation will be used as the format for the portfolio presentations, and, where possible, administrators or lead teachers will be asked to participate and offer feedback. Teams will sign up for a presentation time in class. Portfolios will not be collected but will be assessed for completeness and professionalism during the presentation. **Due at designated presentation date in May.**

## Grading Rubric 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 3.7 – 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 2.7 –3.6 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. complete all assignments but with limited thoroughness, thoughtfulness, and/or professionalism, receiving 1.7 – 2.6 average on all assignments.
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.

**“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 (Part-Time Cohort)**

<b>Date (Tuesdays)</b>	<b>Topic</b>	<b>Reading/Assignment Due</b>
Jan. 21 Reflective Professional (Michelle)	<ul style="list-style-type: none"> <li>© Introduction / Course Overview</li> <li>© Assignments Detailed               <ul style="list-style-type: none"> <li>• [Developmental Plans]</li> <li>• [Reflective Practice Plans]</li> </ul> </li> </ul>	
Jan. 28 Interdisciplinary Methods (Joe)	See Joe’s syllabus	Text assignment (see Joe’s syllabus) to be completed by next class on March 4.
February 4 Reflective Professional (Michelle)	<p><b>Note: Pre-class student teaching handbook meeting (5:00)</b></p> <ul style="list-style-type: none"> <li>© Understanding Reflective Practice               <ul style="list-style-type: none"> <li>• Class Management</li> </ul> </li> </ul>	CT: “Zen and the Art of Reflection” CT: “This is Where Teaching Gets Real” ⇒ <b>Reading logs for both articles plus 1-2 discussion questions</b>
February 11 Reflective Professional (Michelle)	<ul style="list-style-type: none"> <li>© Working in Diverse Classrooms               <ul style="list-style-type: none"> <li>• CSTP – Evaluation</li> </ul> </li> </ul>	CT: "Moving Beyond Polite Correctness" CT: “Speaking from the Heart” CT: “Of Aliens and Space” ⇒ <b>Reading logs for all 3 articles plus 1-2 discussion questions</b>
February 18 Reflective Professional (Michelle)	<ul style="list-style-type: none"> <li>© Infusing New Knowledge &amp; Learning Into Practice               <ul style="list-style-type: none"> <li>• Dealing with Our Own Anxieties</li> </ul> </li> </ul>	CT: "Living with the Pendulum" CT: “Adult Conversations about Unasked Questions: Teaching for Educational Justice” ⇒ <b>Reading logs for both articles plus 1-2 discussion questions</b>
February 25 Reflective Professional (Michelle)	<ul style="list-style-type: none"> <li>© Engaging all students' voices in the classroom               <ul style="list-style-type: none"> <li>• Handling the Roller Coaster</li> </ul> </li> </ul>	CT: "Silenced Dialogue" CT: “Of Aliens and Space” ⇒ <b>Reading logs for both articles plus 1-2 discussion questions</b> ⇒ <b>Revised philosophy of education due</b>
March 4 Interdisciplinary Methods (Joe)	See Joe’s syllabus	See task sheet for: <ul style="list-style-type: none"> <li>• ITU (mostly done in class)</li> <li>• Reading assignment from text (discussion in class)</li> </ul>

March 7	<b>Hansen Symposium at California Center for the Arts, Escondido (professional education conference—FREE!)</b>	
March 11 Interdisciplinary (Joe)	See Joe's syllabus	<ul style="list-style-type: none"> <li>• Reading assignment from text (discussion)</li> <li>• ITU tasks (see syllabus)—mostly done in class</li> </ul>
March 18 Interdisciplinary Methods (Joe)	See Joe's syllabus	<ul style="list-style-type: none"> <li>• Reading assignment from text (discussion)</li> <li>• ITU tasks (see syllabus)—mostly done in class</li> </ul>
March 25 Interdisciplinary Methods (Joe)	See Joe's syllabus	<ul style="list-style-type: none"> <li>• Reading assignment from text (discussion)</li> <li>• ITU tasks (see syllabus)—mostly done in class</li> </ul>
<b>March 29-April 4</b>	<b>Spring Break (from university classes but not from student teaching)</b>	
April 8 Reflective Professional (Michelle)	© Using Assessment to Foster Learning <ul style="list-style-type: none"> <li>• Building a Professional Reputation</li> </ul>	CT: "Quantum Theory ... Standardized Testing" Assessment article or "data" TBA ⇒ <b>Reading log plus 1-2 discussion questions</b>
April 15 Interdisciplinary Methods (Joe)	See Joe's syllabus	<ul style="list-style-type: none"> <li>• Final oral and written presentation of ITU</li> <li>• Final written exam (in class)</li> </ul>
April 22 (Toni)	© School Law and Diversity <ul style="list-style-type: none"> <li>• Review of Previous Learning</li> </ul>	Choate: chapter 1-3
April 29 (Toni)	© The IEP Process and Family-centered perspectives	Choate: chapter 16 ⇒ <b>Bring 2 sets of blank IEP forms from your school site</b> ⇒ <b>Reflective teaching review (video assignment) due for Michelle (turn in with Toni)</b>

May 6 (Toni)	<ul style="list-style-type: none"> <li>© Managing Complex Change</li> <li>© Complete 1<sup>st</sup> draft of Action Plan in class</li> </ul>	<p>Villa/Thousand: Chapter 4 (bring book to class)</p> <ul style="list-style-type: none"> <li>• <b>Final draft of action plan due May 8</b></li> </ul>
May 13 (Toni)	<ul style="list-style-type: none"> <li>© IEP/FCP Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>IEP/FCP</b></li> </ul>
<b>Early-Mid May</b>	<ul style="list-style-type: none"> <li>© <b>Small group portfolio presentations (sign up for dates in class)</b></li> </ul>	<p>⇒ <b>Professional portfolio due</b></p>
<b>Spring/Summer</b>	<p style="text-align: center;"><b>Beginning and Advanced Student Teaching</b></p>	<p>⇒ <b>Reminder: You should have daily lesson plans prepared for each class you teach. Remember the sequence: <i>plan – teach – reflect</i></b></p> <p>⇒ <b>Reminder: Be sure to give your master teacher(s) his/her “payment” letter</b></p>