

# THE REFLECTIVE PROFESSIONAL EDSS 531 - Part Time Cohort

SPRING 2002

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.

Mark D. Baldwin, Ed.D.  
University Hall 307

Telephone: 760-750-4306  
Email: [mbaldwin@mailhost1.csusm.edu](mailto:mbaldwin@mailhost1.csusm.edu)

Class Times: SSBC 4: Tuesday's      6:00 - 7:50 PM      Room: UH 443

Office hours: Tuesday's 4:30 – 6:00 PM  
By appointment

## COURSE DESCRIPTION

This course is designed to assist preservice teachers to become active learners who continuously research, assess, apply and refine knowledge throughout their careers. The course has been developed around the belief 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.

## REQUIRED TEXTS:

Baldwin, M. D. (2001). Customized Text: EDSS 531 Reflective Practice - Journal Articles. Aztec Bookstore

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 and students will be expected to adhere to standards of dependability, confidentiality, and excellence in all work. All assignments should be typed and reflective of graduate level work. **No late work will be accepted without prior approval.**

### ASSIGNMENTS AND GRADING

#### Attendance and Participation

#### 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 five sessions only, your attendance at each session is critical to your success in the course. At a minimum, students must attend five full classes or they will not receive a grade of C+ or better. Should you have extenuating circumstances, please contact me.

#### Reading Logs

Students will be assigned weekly readings. Students should be prepared to present their responses to the readings in the form of a double entry reading response log at the next class meeting. The log may be typed or hand written (printed). The format to be used for the log will be explained in class. **Due Weekly**

#### Insight Essay

An insight essay concerning your second semester site will be a required assignment for the course. Each teacher team will prepare one paper per team based on the specific criteria explained on a separate handout.

## Final

Students will submit a final paper reflective of their progress on the road to becoming a professional educator. The criteria for this paper will be explained on a separate handout. **Due May 7, 2002**

## Reflective Teaching Review

Once student teaching has begun, each student will prepare a 2 - 3 page reflection on his or her own teaching. The review will be based on viewing videotape of them conducting a lesson. (Teacher teams should help each other in taping of lessons.) The format of the paper will follow the "Reflective Journal" formats provided during first semester. Each student will include with the reflective paper the lesson plan used the day of the video taping.  
**Due May 7, 2002**

### ASSIGNMENT VALUES

Attendance / Participation	15 points
Reading Logs	20 points <i>[weekly]</i>
Insight Essay - Group	20 points
Final Exam	20 points <i>[5/7/02]</i>
Video Reflection	25 points <i>[5/7/02]</i>
<hr/>	
<b>Total Possible Points</b>	<b>100 points</b>

### GRADING SCALE

A	100-93 pts.	C+	79-78 pts.
A-	92-90 pts.	C	77-73 pts.
B+	89-88 pts.	C-	72-70 pts.
B	87-83 pts.	Below 70 pts.	N/P
B-	82-80 pts.		

## COURSE SCHEDULE

Date	Topic	Assignment/Reading [Due Prior to Class]
<b>2/5</b>	<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>	
<b>2/26</b>	<ul style="list-style-type: none"> <li>⊙ Understanding Reflective Practice                             <ul style="list-style-type: none"> <li>• **Class Management</li> </ul> </li> </ul>	<p><b>Article #1</b>                      "Zen and the Art of Reflection"                      ⇒ <b>Reading Log Due</b></p>
<b>3/12</b>	<ul style="list-style-type: none"> <li>⊙ Working in Diverse Classrooms                             <ul style="list-style-type: none"> <li>• **CSTP - Evaluation</li> </ul> </li> </ul>	<p><b>Article #2</b>                      "Moving Beyond Polite Correctness"                      ⇒ <b>Reading Log Due</b></p>
<b>3/26</b>	<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>	<p><b>Article #3</b>                      "Living with the Pendulum"                      ⇒ <b>Reading Log Due</b></p>
<b>4/9</b>	<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>	<p><b>Article #4</b>                      "Silenced Dialogue"                      ⇒ <b>Reading Log Due</b></p>
<b>4/23</b>	<ul style="list-style-type: none"> <li>⊙ Using Assessment to Foster Learning                             <ul style="list-style-type: none"> <li>• **Building a Professional Reputation</li> </ul> </li> </ul>	<p><b>Article #5</b>                      "Quantum Theory ... Standardized Testing"                      ⇒ <b>Reading Log Due</b></p>
<b>5/7</b>	⊙ Final Class Reflections	