



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

333 South Twin Oaks Valley Road, University Hall 468
 San Marcos, California 92096-0001
 760.750.4300
www.csusm.edu/education

Course Number	EDSS 531
Course Title	Reflective Practitioner (3 credits)
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Days	Mondays
Time/Location	Section 1: 7:00 – 9:45 am, UH 273
Time/Location	Section 2: 1:00 – 3:45 pm, KEL 5102
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Instructor: Pat Stall, Ph.D.
 Office: UNV 412
 Phone: 760-750-4386
 Office Hours: Before and after class, during lunch, and by appointment
 E-Mail: pstall@csusm.edu

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 DETAILS

Course Prerequisites

Admission to the Single Subject Program, EDUC 350, EDUC 364, EDUC 422

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. Teacher candidates successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 02.*)

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:

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages require not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

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.*)

This course: Attendance and promptness reflect the professional dispositional behaviors required and expected in the teaching profession. A minimum grade of C+ is required in all credential courses to earn the single subject credential. Absences and late arrivals/early departures will affect the final grade. **Teacher candidates may have one absence or portion of a class absence (late arrival or early departure) with no penalty. Second absence will result in a decrease of a half-letter grade (5%).** Third absence, tardy, or early departure will result in a Statement of Concern and possible failure of class. Statement of Concern will require the candidate to write an action plan to resolve the issue. A total of three statements of concern on this and/or other issues combined warrant exit from the program.

No credit will be given if you miss an in class assignment or required presentation. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use the edTPA (Educative Teacher Performance Assessment). Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:

http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Candidates with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled 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.

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.

Teacher candidates 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 teacher 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.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor or other teacher candidates, 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 electronic correspondences are a very specific form of communication, with their own form of nuances, meanings, and etiquette. Please be mindful of courtesies and limitations with regards to professional e-mail, 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. A guiding principle when writing an email is to assume that everyone in your school district will be reading it, including your principal.

Things to consider:

- Would I say in person what this e-mail specifically says?
- How could this e-mail be misconstrued?
- Does this e-mail represent my highest self?
- Am I sending this e-mail to avoid a face-to-face conversation?

In addition, if there is ever a concern with an email I send to you, let's talk in person so we can correct any confusion.

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.

TEACHER CANDIDATE LEARNING OUTCOMES/ TEACHER PERFORMANCE EXPECTATION (TPE) COMPETENCIES

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations and complete critical assessment tasks and specific assignments for this course.

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 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. Failure to meet a minimum level of competence in any of the TPEs 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 SOE webpage: <http://www.csusm.edu/soe/currentstudents/tpe.html>). .

The following Teacher Performance Expectations (TPEs) are addressed in this course and are imbedded in the Teacher Performance Assessments (TPAs).

- Teacher Performance Expectation
 TPE 3 - Interpretation and Use of Assessments
 TPE 8 - Learning About Students
 TPE 11 - Social Environment
 TPE 12 - Professional, Legal, and Ethical Obligations
 TPE 13 - Professional Growth
 TPE 15 - Social Justice and Equity

Enduring Understanding:

Culturally proficient educators use mindfulness, intentionality, reflection, and dialogue as baseline practices for connecting educators' beliefs, values, and culture with the beliefs, values, and culture of the students and the communities in which they serve.

Essential Questions for Teacher Candidates:

1. What is my belief system regarding the nature and education of adolescents?
2. How do I reflect upon my own biases and ensure equity in my classroom?
3. How do I listen and communicate openly, empathetically, and productively with students and colleagues?
4. How do I present myself as a professional educator?
5. How do I use assessment and reflection to inform my teaching?

REQUIRED TEXTS

Lindsey, D., Kearney, K., Estrada, D., Terrell, R., & Lindsey, R. (2015). *A Culturally proficient response to the common core*, Corwin: Thousand Oaks, California.

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. **Late work will not be accepted. If there are extenuating circumstances, the instructor may accept late work; however, it will not receive full credit.**

CSUSM Academic Honesty Policy: “Students (Teacher Candidates) 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. Teacher candidates are responsible for honest completion of their work including examinations.

Late work will not be accepted. If there are extenuating circumstances, the instructor may accept late work; however, it will not receive full credit. There will be no resubmissions.

ASSIGNMENTS

The purpose of the assignments is to help you develop your reflective practice and professional knowledge. To that end, you have choices in deciding which assignments will be most beneficial for you.

Reflective Journal (Required)

Throughout the semester in class and on your own, you will write thoughts, ideas, questions, wonderings in your journal. At the end of the semester, you will do a review of your journal, write an overall reflection and self-assess on the rubric.

In addition to your reflective journal, choose 3 of the following assignments. Review the assignments and choose what will help you the most. You must include at least one assignment from the **Writing, Analysis, and Reflection** category and at least one assignment from the *Professional Development* category. The third assignment can be from either category. If you have an idea of an alternate assignment you may discuss that with me. **You may represent your assignments through a variety of modes, e.g. 2-4 page traditional paper, 3-5 min. Youtube presentation, Infographic, Prezi, Digital Essay, etc. Be creative and explore a mode that you can also ask your students to use in their assignments.**

Writing, Analysis and Reflection Options

Student Survey Analysis

You will distribute a student survey that you (individually) or with a partner develop to get to know your students and write a brief analysis of the results. You **must** include questions that inform you of your students' preferences for instructional and learning styles, homework, interest in the content, and use of technology. You **may** ask other questions regarding students' extracurricular work or activity schedules, interests outside of school, education and career goals, etc. The survey should not take a great deal of time to complete (10-15 min.). The surveys should also be easy for you to review and analyze. Checklists and rating scales for preferences are appropriate, while short answers for some questions might be more appropriate. *(Also supports EdTPA)*

Student Case Study

The purpose of this assignment is for you to get to know an individual student better, assessing his/her learning strengths and needs as well as his/her attitudes about school and academic success in general. Knowing that you cannot do this type of in depth assessment with 170 students in a secondary setting, it is important to recognize that you need to "know" your students. There are parts of this case study that you can do with all students, e.g. attitudinal inventories, learning styles inventories, interest surveys, reading and writing practices surveys, analyzing results from standardized tests informally assessing writing samples, etc. A more involved assessment, like this case study, would be conducted with a few students who you know need additional help and you want to pin point their needs to more accurately modify your teaching practices. *(Also supports EdTPA)*

Choice Book Reflection and Review

We will review the books provided for you in the library and listed in the more detailed assignment. You will select the one you want to read during our second class. You will make a reading plan with your group. If it is a rather short book, I would suggest that you all read the entire book, agreeing on which pages to read for each book group meeting in class. If it is a longer book, you may want to all read the introductory material and first chapter, and then select chapters from the remainder, agreeing on which chapters to discuss for each book group meeting in class. **Each person will submit a reflection/review of the book and the discussion process.**

Foundational Knowledge and Beliefs about Educating Adolescents:

Teacher candidates will articulate their knowledge and beliefs about teaching and learning and the nature and learning of adolescents including adolescent characteristics, learning profiles, curriculum, instruction and management strategies for adolescents.

Professional Development Options

1. Attend one of the Open Professional development sessions at the Museum of Tolerance
http://www.museumoftolerance.com/site/c.tmL6KfNVLtH/b.9230113/k.9732/Open_Enrollment_Institutes.htm.
Submit a 2-page reflection and self-assessment on the rubric below.
2. Choose 3 of the professional development modules found at the following link in Teaching Tolerance.
<http://www.tolerance.org/seminar/critical-practices-anti-bias-education>. Submit a 2-page reflection self-assessment on the rubric below.
3. Observe Project AWARE sessions at your school site and submit a 2-page reflection self-assessment on the rubric below. <http://projectawareenterprises.org/>

REFLECTION RUBRIC FOR PROFESSIONAL DEVELOPMENT (PD)

Name:

Title of Professional Development:

	Very Thoughtful (exemplary)	Somewhat Thoughtful (Adequate)	Think Again (Inadequate)
Self-disclosure	Seeks to understand concepts in the PD by examining openly your own experiences in the past as they relate to the topic, to illustrate points you are making. Demonstrates an open, non-defensive ability to self-appraise, discussing both growth and frustrations as they related to the learning. Risks asking probing questions about self and seeks to answer these.	Seeks to understand concepts in the PD by examining, somewhat cautiously, your own experiences in the past as they relate to the topic. Sometimes defensive or one-sided in your analysis. Asks some probing questions about self, but does not engage in seeking to answer these.	Little self-disclosure, minimal risk in connecting concepts from the PD learning to personal experiences. Self-disclosure tends to be superficial and faculty without self-reflection.
Connections to teaching experiences	In-depth synthesis of thoughtfully selected aspects of experiences related to the PD. Makes clear connections between what was learned in the PD and teaching experiences.	Goes into some detail explaining some specific ideas or issues from teaching experiences related to the PD topic. Makes general connections between what is learned from teaching experiences and the PD topic.	Identifies some general ideas or issues from teaching experiences related to the PD topic.
Connection to readings (in class or ones you have sought on your own)	In-depth synthesis of thoughtfully selected aspects of readings related to the topic. Makes clear connections between what is learned from readings and the PD topic. Demonstrates further analysis and insight resulting from what you have learned and includes reference to at least two readings.	Goes into more detail explaining some specific idea or issues from readings related to the PD topic. Makes general connections between what is learned from reading and the PD topic.	Identifies some general ideas of issues from readings related to the topic. Vague or no reading references cited.
Overall quality of writing	My high school and university English instructors would be proud of me.	I did pretty well.	I hope nobody ever sees this.

WRITING, ANALYSIS AND REFLECTION OPTIONS

Student Survey Analysis (Supports EDTPA)

You will distribute a student survey that you develop to get to know your students and write a brief analysis of the results. You distributed a survey last semester. You may build upon that, taking into account what you wish you would have included on the survey. Keep in mind the information you need to know about your class and individual students for the TPA as well. You could construct questions that help you to complete the TPA. You **must** include questions that inform you of your students' preferences for instructional and learning styles, homework, interest in the content, and use of technology. You **may** ask other questions regarding students' extracurricular work or activity schedules, interests outside of school, education and career goals, etc.

The survey should not take a great deal of time to complete (10-15 min.). The surveys should also be easy for you to review and analyze. Checklists and rating scales for preferences are appropriate, while short answers for some questions might be more informative. If you have access to a classroom set of tablets, you could use something like Google Forms for the survey. This would make whole class analysis more efficient. You will submit your survey to the forum on Cougar Courses prior to administering it. Depending on when your school site semester begins, you will administer the survey in the first week or two and write a succinct analysis including a **brief summary** of the results, important findings regarding the **needs of your students**, **implications for your teaching**, and a **reflection** regarding how you and your students are alike and different in your learning preferences along with **how you will adjust your teaching style** to meet their needs.

Have a peer assess your work, as well as completing a self-assessment using the following rubric. **Submit** the analysis in whatever mode you choose, and the completed rubrics early in the CPII semester. That is when this information is most useful.

STUDENT SURVEY ANALYSIS RUBRIC

Minimal	Somewhat adequate	Adequate	Exceeds Expectations/Excellent
Survey provides minimal or no information regarding students' preferences for instructional and learning styles, homework, interest in the content, and use of technology.	Survey is somewhat inadequate. There is missing information in some areas regarding students' preferences for instructional and learning styles, homework, interest in the content and use of technology.	Survey is sufficiently constructed and provides some information regarding students' preferences for instructional and learning styles, homework, interest in the content, and use of technology.	Survey is well-constructed and provides pertinent information regarding students' preferences for instructional and learning styles, homework, interest in the content, and use of technology.
The summary includes minimal information and inadequate information of the results.	Analysis includes a brief summary of the results	Analysis includes concise and thorough summary of the results.	Analysis includes a concise and thorough summary of the results, including graphs or charts where appropriate.
Analysis includes minimal information regarding the needs of your students.	Information regarding the needs of your students is somewhat inadequate for purposes of informing your teaching.	Information regarding the needs of your students is adequate for purposes of informing your teaching.	Meaningful and pertinent information regarding the needs of your students is very informative for purposes of adjusting and differentiating your instruction.
Implications for your teaching are minimal or non-existent.	As a result of the information from your survey, the implications for your teaching are somewhat inadequate.	As a result of the information from your survey, the analysis includes some implications for your teaching.	Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students' prior academic learning AND personal/cultural/community assets. Candidate makes connections to research and/or theory.
Reflection is minimal, lacks insight, and does not include a comparison of how you and your students are alike and different and how you will adjust your teaching style to meet their needs.	Reflection is somewhat inadequate and does not include a comparison of how you and your students are alike and different nor how you will adjust your teaching style to meet their needs.	Reflection includes a comparison of how you and your students are alike and different and how you will adjust your teaching style to meet their needs.	Reflection is insightful and includes a comparison of how you and your students are alike and different and how you will adjust your teaching style to meet their needs.

Peer Name and Comments:

Writer's self-assessment, holistic judgment and rationale:

Instructor Comments:

STUDENT CASE STUDY (Supports EdTPA)

“Teachers are committed to students and their learning. Accomplished teachers act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish their students one from the other and taking account of these differences in their practice. They adjust their practice as appropriate, based on observation and knowledge of their students’ interests, abilities, skills, knowledge, family circumstances and peer relationships” (from National Board Core Proposition I).

The purpose of this assignment is for you to get to know an individual student better, assessing his/her learning strengths and needs as well as his/her attitudes about school and academic success in general. Knowing that you cannot do this type of in depth assessment with 170 students in a secondary setting, it is important to recognize that you need to “know” your students. There are parts of this case study that you can do with all students, e.g. attitudinal inventories, learning styles inventories, interest surveys, reading and writing practices surveys, analyzing results from standardized tests informally assessing writing samples, etc. A more involved assessment, like this case study, would be conducted with a few students who you know need additional help and you want to pin point their needs to more accurately modify your teaching practices.

Conducting the Case Study

1. Selecting a student: Select a student who is struggling either academically or socially. You may ask your co-teacher for a recommendation of someone they think might benefit from a little extra attention. It often helps to enlist the support of your student by explaining this is a requirement for your class and letting him/her know how much you appreciate his/her help, etc.

2. Prewrite/pre-reflect: Pre-write for a paragraph or two about the assumptions, questions and expectations you have about your student and her/his school experience before you spend time with her/him.

3. Gather existing data: Get as much as you can from the cumulative file.

- standardized test results
- grades from the first semester and past years
- IEP or ELD records if applicable
- Ask if the teacher saved a writing sample from the beginning of the year and if there is a current writing sample. This writing sample may not be from the teacher with whom you are student teaching. It may be from the English teacher, if that teacher is different. Be sure to ask the circumstances surrounding the writing of the piece, e.g. was it a 10 min. journal entry, a prompt completed in one sitting, or a piece that went through the writing process with editing.
- any interest inventories or attitudinal surveys they you or the cooperating teacher administered
- Ask the teacher what he-she has noticed about the student, e.g. regular or irregular attendance, hands work in on time, seems to be socially acclimated, etc. anything that the teacher has noticed might be useful information

4. Observe the student in other classes: Observe the student in a different class or two. This should be done under the guise of observing the teacher. Things you might make note of:

- Date of observation
- A description of each class; including size, length, number of students, expectations of student performance, and climate of the class.
- How the student responds in situations throughout the period
- Learning strategies your student demonstrates
- Interaction your student has with teacher and peers
- Reflection of the day; your overall reaction to events of the day, where and why your student was most involved, any problem areas your student encountered.

5. Student Interview: The student may not be interested in being interviewed; however, some students are pleased to receive the attention. You will have to play this one by ear and go along with what the student seems most comfortable. Explain to your student why you are doing this assignment and what you hope to learn from it. Sample interview topics:

- Ask how many schools the student has attended.
- Find out if the student moved during the first three to four grades of elementary school
- Ask about the student's early memories of learning to read and write (use your own literacy autobiography as a guide here)
- Ask how the student felt about school in grades 1-3, 4-6, junior high/middle school, high school. Look for any changes in attitude and ask for details. (If the student doesn't really open up here, you may try telling him/her an experience you had in middle school where a kid picked on you or someone made fun of your hair, etc. and ask the student if anything like that ever happened and how that made the student feel.)
- Ask how the student feels about school now.
- Try to discover how the student feels about his/her own literacy levels
- Ask what subjects the student likes, dislikes, and why
- Find out if English is the student's second language. If so, ask if he/she can read and write in both languages; ask which language is used with friends and family. Some students will be able to describe in which language they "think", and if they still move in and out of two languages when learning in different content areas—ask about this.
- Ask about favorites: sports, music, activities, etc.
- Try to find out if the student reads when he/she doesn't have to.
- Remember to ask about family influences on the student's literacy, e.g. Does the student read at home? Does his/her family have lots of reading material around the house? etc.
- Ask what the student considers to be the best way for him/her to learn and what conditions keep him/her from learning.

Remember, these questions are suggestions only (and you wouldn't ask all of them!). Don't ask for information you are able to get from existing data (see list below). Use your own intuition and stop the questioning if your student seems to find all this too intrusive.

Analyzing the Case Study Note: Use a pseudonym to keep your student anonymous. You will submit an analysis including the following information and a self-assessment using the rubric.

Introduction

Summarize all of the contextual information you've gathered from the student interview. Include age, grade, and any pertinent background information; include what you know about this student's general attitudes toward school, sports, family, and other interests as well as her/his specific attitudes about reading, writing. If your student expresses any strong likes or dislikes include that information here.

Existing Data

Summarize your findings from the existing data, including the observations in other classes and the interview if you conduct one.

Instructional Plan

Now that you have all this information about this student, what do you do with it? What would you do both individually for this student, and for your whole group instruction to modify your instruction? Identify two specific strategies, one that comes from the goals you set with the student, and one that would help this student as well as be used in whole class instruction.

Reflection

Looking back on your original prewriting/pre-reflection, which assumptions held true and which did you have to struggle with in terms of disparities? What do your preliminary assumptions, etc. say about where you are as a teacher and what you need to focus on with future students? What implications does this experience have for you as a future teacher? What kind of "a-ha's" did you experience while completing this case study?

STUDENT CASE STUDY RUBRIC

Name: _____ Date: _____

Be sure to have a peer assess and also self-assess on this rubric and hand it in with your case study analysis.

Criteria	Very competent	Adequate competence	Limited competence
The introduction provides a description of the student so that the analysis is adequately contextualized.			
The analysis of existing data uses specific examples to demonstrate patterns of learning consistent with the summary. Analysis uses specific evidence from work samples to demonstrate the connections between quantitative and qualitative patterns of learning for individual.			
Instructional plan and supports include specific strategies to identify and respond to student learning preferences, errors and misunderstandings and describes how you will guide the student to use feedback to evaluate their own strengths and needs.			
Reflection proposes changes that address individual learning needs and makes connections to research and/or theory.			
The analysis shows evidence of editing and proofreading final draft so that errors in spelling, punctuation, capitalization and usage do not impede comprehension.			

Peer Assessment Comments:

Self-Assessment Comments:

Instructor Comments:

Foundational Knowledge and Beliefs about Educating Adolescents

Every decision you make about your teaching and the students you see each day must be grounded in a belief system. That is the basis for this paper, which is part philosophical, part academic, and part opinion. It should be written in APA style, double-spaced with citations for references where appropriate. It should include 5-7 references, which could come from any of your single subject program texts, readings, or any other references you have found to be informative for your teaching. You may want to review the philosophy paper you wrote in EDUC 350; however, **I would not suggest that you use and revise that paper**. Since you wrote that paper, you should find that you are a great deal more knowledgeable and have some valuable teaching experience that informs your belief system regarding adolescents and teaching. In addition, the paper you wrote in EDUC 350 does not likely address all of the criteria below and in the rubric. ***This assignment is designed to help you articulate your belief system for purposes of making teaching decisions, preparing for job interviews, and responding to TPA 3.***

You should portray your personal beliefs and use your teaching experiences to illustrate how your beliefs “look” in a classroom setting. While this assignment is definitely about you and your beliefs, you will use citations and references to reinforce your opinions and base your knowledge upon theorists, scholars, and researchers in education.

Think about how you will begin, e.g. a story, a quote, a metaphor, or a powerful thesis statement. Use examples from your teaching and real students (pseudonyms), where appropriate, to illustrate your statements. **You must address all of the following subtopics:**

- **Physical, social, and emotional factors** that influence the instruction of adolescents and how you use this knowledge to inform your teaching, especially in your particular subject area.
- **Learning environment**, e.g. building and maintaining a positive and productive learning community.
- **Expectations**, e.g. encouraging and providing opportunities for students to take responsibility for their own learning and working responsibly with others.
- **Classroom Management**, e.g. establishing clear expectations for academic and social behavior, setting classroom routines and procedures, etc.
- **Knowledge and Dispositions that Meet the needs of all students**, e.g. English learners, at-risk students, gifted students, average students, etc.
- Professional, Legal, and Ethical Obligations

Think of assignment as a rehearsal for being able to articulate your beliefs, knowledge, and rationale for teaching decisions in an interview setting. Keep in mind that an interview panel does not want to hear you drone on and on and on. Be succinct and get to the point. Remember also, that these are topics that will help you respond to EdTPA.

FOUNDATIONAL KNOWLEDGE AND BELIEFS ABOUT EDUCATING ADOLESCENTS RUBRIC

Have a peer rate a draft of your paper. After you have made revisions, rate yourself and provide an explanation for your ratings using the following rubric. Hand this in with your paper. Failure to include peer review will result in a deduction of 2 points.

Name _____

CRITERIA and DESCRIPTORS	Minimal information, no or inadequate citations	Sufficient information, few or no examples	Sufficient information, examples and citations support the writer's claims	Excellent information, examples and citations reinforce and strengthen the writer's statements and opinions
Opening grabs the reader's attention.				
Physical, social, and emotional factors				
Learning environment				
Expectations				
Classroom Management				
Knowledge and Dispositions Meeting the Needs of all Students				
Professional, Legal, and Ethical Obligations				

Peer Review Comments:

Self Assessment Comments:

Instructor's Comments:

BOOK DISCUSSION GROUPS

Instructions and Guidelines for Participants

Review the books below and you will select the one you want to read during class. You will make a reading plan with your group. The plan must include at least 3 meetings, which can be face-to-face, virtual (online in the discussion forum) or a combination. If it is a rather short book, I would suggest that you all read the entire book, agreeing on which pages to read for each book group meeting in class. If it is a longer book, you may want to all read the introductory material and first chapter, then select other chapters, agreeing on which chapters to discuss for each book group meeting in class. Groups will create a 15-minute presentation that offers key points from the book and engages the audience in a provocative discussion related to one or more of the points. Each person will post a self and peer assessment on the forum.

On the Shelves in the Library

Robinson, K. (2011) Out of our Minds: Learning to be Creative
Wagner, T. (2012). Creating Innovators: The Making of Young People Who will change the world
Learning a New Land: Immigrant Students in American Society
Boss S. (2012) Bringing Innovation to School: Empowering students to thrive in a changing world.

On Reserve in the Library:

Ayers, R. Ayers, W. (2014) Teaching the Taboo: Courage and Imagination in the Classroom, 2nd ed.
Nieto, Sonia. (2015). Why We Teach Now
Boyle, G. (2010) Tattoos on the Heart: The power of boundless compassion
Howard, G. (2006). We can't teach what we don't know: White teachers, multiracial schools, 2nd edition.

Book Group Reading and Discussion Plan

Title of Book:

Book Group Members:

Agree on dates and deadlines for your group. Decide if the book group meetings will be face to face, virtual, or a combination of both. Post your plan in your discussion group forum. For face to face meetings, one member should post a brief summary of the discussion to the forum.

Mtg.	Format: Face to face Virtual	Pages to have read	Date to post your questions to the forum or to meet face to face	Date to respond to Group Members at least 3 times (if virtual)	Due Date to submit assignment self and peer assessment
1					
2					
3					

Instructions:

Step 1:

Create a Google doc that begins with the Reading and Discussion Plan. Be sure to invite the instructor and make everyone editors.

Step 2:

Complete your reading before the scheduled meeting. Identify and save significant passages and quotes with page numbers so that you can refer to them during your discussion.

Step 3:

Be sure to follow the guidelines and format on the rubric. You should also post and tweet information and links connected to the author and topic, in general that you find on Twitter, YouTube, or other social media. You could even tweet your question to the author or relevant organization.

Step 4 (virtual meetings only):

Revisit your initial post (from step 2) and respond to each group member directly. Read each of your group members' questions. Respond to each group member at least once throughout the 3 weeks. Be sure to check the discussion forum during the week to give your feedback and input. Remember to include specific references to the text and to support your claims with relevant evidence.

Step 5:

Submit the peer and self assessment by the due date.

Your Responsibilities:

- Follow the agreed upon plan and be diligent about posting and checking responses during virtual meeting times.

Remember:

- Always reference the text and provide evidence for your claims.
- Interact positively with your group members. Provide encouragement and feedback to your classmates. Acknowledge classmates who provide especially insightful or creative ideas.
- Ask clarifying questions if you are unsure what a group member is saying.
- For virtual discussions read each discussion topic and the existing responses carefully before you create your response. Try to show awareness of what has already been said. Connect your ideas to those of your group members and keep the discussion moving forward.

***Creating your Question**

1. Cite a compelling passage or quotation from the book.
2. Develop a high level, open-ended discussion question. Be sure to frame the question with context, background, and other relevant information.
3. Use the questions below to help you strengthen your initial post.

Is your question...

Clear?

Are you asking a direct and clear question? Is your question grammatically correct? Text-Based?
Is your quote based on a specific passage from the text? Have you included the text for your group's reference?

Contextualized?

Have you effectively explained the background and the situation that leads up to your question? Could someone who hasn't read your book understand what you are asking?

Compelling?

Does your question interest your reader? Does it look at the text from a unique or interesting angle? Will exploration of your question reveal some key insight into your understanding of the book?

BOOK GROUP DISCUSSIONS RUBRIC

Self-Reflection and Feedback to Peers

Think about your contributions to the group during the entire discussion process. Review the rubric and consider how well you meet the criteria. Write a narrative response that justifies includes evidence of your assessment.

Afterwards, provide an assessment for each of your group members using the same process.

	Not Acceptable	Minimally Acceptable	Good	Excellent
Original Question	<p>Level 1 question. Shows shallow engagement with the material.</p> <p>Does not revisit initial posting to respond to group members.</p>	<p>Level 2 question. May be slightly unclear or vague. May not include corresponding quotation.</p> <p>May revisit initial posting to respond to group members at least once. May respond vaguely to the group as a whole.</p>	<p>Level 2 or 3 question. Somewhat interesting, text-based question.</p> <p>Revisits own initial posting a few times to respond to comments in general, but does not directly address any group members.</p>	<p>Level 2 or 3 question. Compelling, text-based inquiry that promotes an open-ended discussion.</p> <p>Revisits own initial posting several times to respond directly and specifically to each group member.</p>
Responses to groups' questions	<p>Does not post follow-up responses to classmates.</p>	<p>Demonstrates shallow contributions (e.g. agree or disagree) that do not enrich the discussion. Does not reference the text when making claims - may create generalizations with no support.</p>	<p>Demonstrates some attempt to elaborate on a previous post. Supports claim by using somewhat relevant evidence from the text. May lack explanation of how the evidence supports the claim.</p>	<p>Demonstrates deep analysis of previous post. Attempts to extend discussion and connect multiple ideas. Supports claims with relevant evidence from the text. Explains how the evidence supports the claim.</p>
Frequency of Posting	<p>Does not post at all.</p>	<p>Posts 1-2 times on the same day.</p>	<p>Posts 3-4 times, but posts are not spread out throughout the two weeks.</p>	<p>Posts 4 or more times throughout the two weeks.</p>
Mechanics and Language	<p>Post contains many grammatical errors that interfere with meaning.</p>	<p>Post contains some grammatical errors. May be slightly disorganized.</p>	<p>Post may have a few grammatical errors that do not significantly interfere with meaning.</p>	<p>Clear and concise responses that are free of grammatical errors.</p>

My Name:**Self-Evaluation:**

Overall participation and engagement: Excellent

I believe I was a very strong contributor to my group. I always posted high-level discussion questions that encouraged critical thinking and allowed for discussion of the key themes of the novel. I was very prompt with my responses to my classmates' questions and I made sure to check back several times each week to respond as my classmates added their ideas. I believe that I made strong contributions to the group and carefully considered each of my group members' ideas. One area I could have improved, however, was bringing out specific evidence from the text to support my claims. I started out by simply stating my own opinion, but in the middle of the unit I realized that I should add evidence to make my point more valid. My group members would all agree that I made a sincere effort to help them understand the text and that I was a very strong member of the group.

Group Member #1: Mickey Mouse

Overall Participation and engagement: Minimally Acceptable

Although I like Mickey Mouse as a classmate, he was not the ideal group member. There were a few times when he posted his question late, and when I read his question I noticed that it was very low level and didn't really show that he even read the text. He also offered very short responses to our group members, and sometimes he even simply agreed or disagreed without giving any reasons why. Midway through the unit, however, he did improve a lot and made an attempt to respond to our questions more frequently. It seems like he actually started reading the book part way through the unit. Because he was so inconsistent, I can only say that his participation was minimally acceptable.

Readings may change depending on progress toward course objectives and teachable moments.

Session	Purposes/Learning Outcomes	Learning for the week	Assignment Due
1. Jan. 25	Know your Students and your own Beliefs. The purpose and process of reflection and mindfulness	Get to know your students and your school site community.	Viewings posted on Cougar Courses
2 Feb. 1	Essential Question #2 How do I reflect upon my own biases and ensure equity in my classroom?	Choose from 2 selections posted on Cougar Courses: Understanding unconscious bias and unintentional racism Equity, difference, and everyday practice: Taking a relational approach.	Read: A Culturally Proficient Response to the Common Core, ch. 1-3. Respond to reflection questions in the text.
3 Feb. 8	Essential Question 5 How do I listen and communicate openly, empathetically, and productively with students and colleagues?	Choose one of the ideas of empathy and compassion from the list of videos posted on cougar courses Teaching Tolerance: I thought about quitting today.... Trauma and mindfulness http://www.tolerance.org/magazine/number-51-fall-2015/feature/i-thought-about-quitting-today Lazy Bored Don't care Discipline Behavior in Schools	Read: A Culturally Proficient Response to the Common Core, ch. 4-6. Respond to reflections questions in the text. Choice Assignment 1 Due
4. Feb. 15 online	No formal class meeting		
5. Feb. 22	Essential Question #5. How do I use assessment and reflection to inform my teaching?	Bring whole class work for analysis. Homework and Grades What students would do if they did not do their homework Academic Stress Back to school: Dealing with academic stress From Degrading to De-Grading http://www.alfiekohn.org/teaching/fdtd-g.htm The Skill of Question Asking http://sites.sandiego.edu/character/blog/2015/02/23/the-skill-of-question-asking/	Read: A Culturally Proficient Response to the Common Core, ch. 7-9. Respond to reflections questions in the text.
6. Feb. 29	Essential Question #5 How do I present myself as a professional educator? Ethics and Dispositions	Ethics: Youtube videos. There are several Catharyn Baird https://www.youtube.com/watch?v=dqMj51Ea1K8&index=6&list=PLrL4cqWx2INAYyr60_SoW1Q6bzjwNCmk5 Dropout Prevention Star Power	Choice Assignment 2 Due

7. Mar 7	EDSS 530 meets No EDSS 531 meeting		
8. Mar 14	Essential Question #1 What is my belief system regarding the nature and education of adolescents? Motivation	Star Power Lazy Bored Don't care Ethics: Catharyn Baird https://www.youtube.com/watch?v=dqMj51Ea1K8&index=6&list=PLrL4cqWx2INAYyr60_SoW1Q6bzjwNCmk5 Tania Singer: Neuroscience videos for empathy, compassion http://cultureofempathy.com/references/Experts/Tania-Singer.htm	Choice Assignment 3 Due
9. 10. 11. 12. Mar 21, 28, April 4, 11	No formal class sessions, prepare for and complete EdTPA		
13. Apr. 18	Carlsbad GSA 3:00-5:00		Carlsbad GSA
14. Apr 25	How do I listen and communicate openly, empathetically, and productively with students and colleagues?	Social and Human Capitol: Behavioral Intervention Strategies and Support: CDE website http://www.cde.ca.gov/ls/ss/se/behaviorialintervention.asp Reflect on causes and responses to behavior in school Drop out Prevention Simulation EDSS 531 journal review and reflection.	Reflective Journal self-assessment due Poster Session April 28 5-6:40
15. May 2	Essential Question #5 How do I present myself as a professional educator? Ethics and Dispositions	Building an effective learning ecosystem: David Miyashiro https://www.youtube.com/watch?v=oAoTdQ80XI	Reggie Washington Project AWARE
16. May 9	Transition to Teaching.	Final Session: Exit Surveys, Goal Setting	

Holistic Performance Criteria for EDSS 531: Due to university requirements for the assignment of a grade, the following holistic criteria will be used for such purposes

Exceeds Expectations

- The teacher candidate consistently performs and participates in an exemplary manner evident by completing and engaging in all readings, assignments, and discussions thoroughly, thoughtfully, and professionally.
- Assignments, readings, and discussions receive in-depth exploration and reflection based upon research, observations and classroom implementation, when possible.
- The teacher candidate is consistently prepared and ready to engage in thoughtful discourse.
- The teacher candidate makes insightful connections between readings, assignments, and discussions and their developing overall understanding of reflective practice; they continually question and examine assumptions in a genuine spirit of inquiry.

- The teacher candidate always collaborates with their colleagues in professional, respectful, and productive ways, enhancing each participant's learning and demonstrating personal integrity.
- Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

Adequately Meets Expectations

- The teacher candidate usually completes all assignments and readings, thoroughly, thoughtfully, and professionally.
- Assignments, readings, and discussions are sometimes based upon research, observations and classroom implementation, when possible.
- The teacher candidate is usually prepared and ready to engage in thoughtful discourse.
- The teacher candidate sometimes connects 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.
- The teacher candidate generally collaborates with their colleagues in professional, respectful, and productive ways, enhancing each participant's learning and demonstrating personal integrity.
- Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

Minimally Meets Expectations

- The teacher candidate's assignments are completed with limited thoroughness, thoughtfulness, and/or professionalism.
- Each assignment is based upon opinion rather than research, theory, and best practices.
- The teacher candidate's skills are weak, unprepared to engage in thoughtful discourse and does not meet expectations.
- Reflection is shallow. The teacher candidate makes limited connections between assignments and readings and developing overall understanding of reflective practice; may not be open to examining assumptions or implications.
- The teacher candidate collaborates with their colleagues in ways that are not always professional, respectful, or productive.
- The teacher candidate needs a great deal of guidance and consistently fails to follow directions.
- The teacher candidate is consistently late with work and has classroom attendance problems.
- The teacher candidate may be distracted from learning and/or personal integrity may not be demonstrated.

NOTES

- Teacher candidates must meet the attendance requirements to be eligible for the grade described. They are "prerequisites" for earning a particular grade.
- No late work will be accepted
- In order to receive a California State Teaching Credential, you must maintain a B average in your 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.

EDSS 531 ASSESSMENT SHEET

Complete the top portion, review the choice assignments and fill them in with the due dates Print & bring to the second class.

Name:

Cohort:

Email:

Content Area:

Phone number(s):

School Site:

Journal Reflection (25%) Due: April 25, 2016

Expectations:

Exceeds _____ Adequate _____ Somewhat adequate _____ Minimal _____

Writing, Analysis, and Reflection Assignment (25%)

Assignment Title:

Check the Due Date: _____ Feb. 8 _____ Feb. 29 _____ March 14

Expectations:

Exceeds _____ Adequate _____ Somewhat adequate _____ Minimal _____

Professional Development Assignment (25%)

Assignment Title:

Check the Due Date: _____ Feb. 8 _____ Feb. 29 _____ March 14

Expectations:

Exceeds _____ Adequate _____ Somewhat adequate _____ Minimal _____

Third Assignment (25%)

Assignment Title:

Check the Due Date: _____ Feb. 8 _____ Feb. 29 _____ March 14

Expectations:

Exceeds _____ Adequate _____ Somewhat adequate _____ Minimal _____

Holistic Assessment

Exceeds _____ Adequate _____ Somewhat adequate _____
Minimal _____