

Course & Section Nos.	EDMS 511—Section 2
Course Title	Elementary Teaching and Learning I
Class Roster No.	42522
Course Day(s)	Fridays (through October 20)
Time	8:30am-3:00pm
Course Location	Maie Ellis Elementary School, Room 280, Fallbrook, CA
Semester / Year	Fall 2017
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Office Hours	Before class, during lunch, or by appointment

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 DESCRIPTION

Elementary Teaching and Learning I

Focuses on developing a preliminary understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms.

Course Prerequisites

Admission to the Multiple Subject/CLAD teacher Credential Program.

Course Objectives

The purposes of this course are threefold:

- To expand preservice candidates' knowledge about general learning theories and experiences with a range of pedagogical practices;
- To enhance preservice candidates' awareness of the multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings;
- To provide a safe environment for preservice candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

Required Texts

- Center for Responsive Schools (2015). The First Six Weeks of School. Center for Responsive Schools. <https://www.responsiveclassroom.org/product/first-six-weeks-of-school/>
- Heritage, M. (2010). Formative Assessment: Making it Happen in the Classroom. Thousand Oaks, CA: Corwin.
- edTPA handbook (Print out Task 4 and also save a soft copy to your computer)

Course Material Availability

There are numerous online resources available for you in this course. Look to each section for required links and videos, and to Cougar Courses for additional readings.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- Design learning experiences with a lesson planning template that clearly state instructional objectives and aligned with state/common core standards.
- Modify and differentiate lesson plans to meet the needs of diverse learners.
- Deliver a lesson plan using effective practices: anticipation, questioning, wait-time, modeling, active participation, and assessment.
- Apply a variety of classroom management strategies.
- Develop effective questioning techniques to assist students in critical thinking.
- Personalize their role as a teacher to create a classroom management plan and a philosophy for instruction.

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. 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 (2017)

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) 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:

TPE 1: Engaging and Supporting All Students in Learning (Lesson Planning Assignment)

1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning (Classroom Management Assignment)

2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning (Lesson Planning Assignment)

3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students (Lesson Planning Assignment)

4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

- appropriate use of instructional technology, including assistive technology;
- applying principles of UDL and MTSS;
- use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
- * appropriate modifications for students with disabilities in the general education classroom;
- opportunities for students to support each other in learning; and
- use of community resources and services as applicable

4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

TPE 5: Assessing Student Learning (Lesson Planning Assignment)

5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6: Developing as a Professional Educator

6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and Preliminary Multiple and Single Subject Credential Program Standards

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 2017-18 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

edTPA

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

Additionally, to support your success in your credential program and with edTPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires 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 that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. 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.

SCHEDULE/COURSE OUTLINE

Date	Topic	Assignments
Session 1 09/01/17	Introduction/Course Overview Trying our hand at teaching Organizing ourselves for success	
Session 2 09/08/17	Formative and Summative Assessment Different kinds/purposes of assessment Classroom Management Routines and systems Creating a management plan	Read: Heritage Chapter 2 (pp. 7-20) Read: First Six Weeks of School (pp. 52-54 & the pages for the grade level in which you are placed)
Session 3 09/15/17	Formative Assessment Examining student work and displaying data Using data to inform instruction edTPA Task 4 Choosing a good formative assessment Rubrics	READ: Heritage Chapter 4 (pp. 37-55) BRING: edTPA Handbook
Session 4 09/25/17	Differentiated Lesson Planning Lesson planning structures/design Universal Design Classroom management Language choice in the classroom	Due: Task 4 Lesson Sequence Overview (to be completed with your CT) and Context for Learning (Due 9/22/17 via email to me) Read: Universal design and differentiated instruction: Thousand, Villa & Nevin, Chapter 3 (pp. 35-48) Read: First Six Weeks of School (pp. 106-108 & the section for the grade level in which you are placed)
Session 5 09/29/17	Differentiated Lesson Planning Lesson planning structures/design Universal Design Teaching a strategy	Bring in your class set of initial formative assessments for edTPA Task 4 (from the Lesson Sequence Overview) Initiate Task 4 reengagement in classroom by 10/13.

Date	Topic	Assignments
Session 6 10/06/17	Lesson Plan Snapshots Classroom Management	Due: Lesson plan for Task 4 reengagement (use template from Cougar Courses) Read: First Six Weeks of School (pp. 162-164 & the section for your grade level) Reminder: Initiate Task 4 reengagement in classroom by 10/13.
Session 7 10/13/17	Classroom Management Beyond routines and systems: How do we manage challenging behavior? Special Education and Supporting Students Who Struggle IDEA/ADA/504 Response to Intervention (RTI) Student Study/Support Teams (SST)	Due: Observations of classroom management Read: Punished by Rewards (Chapter 3—pp. 35-48) Read: RTI: http://www.rtinetwork.org/learn/what/whatisrti https://www.sandi.net/staff/special-education/3-referral <u>REENGAGEMENT MUST BE COMPLETE BY THIS DATE!</u>
Session 8 10/20/17	Classroom Management Presentations Reflections and Looking Ahead edTPA Tasks 1, 2, & 3 CP II	Due: Charts and narratives summarizing patterns of student learning (initial assessment and reengagement assessment)—edTPA Task 4 (see templates) Due: Classroom management plans/presentations

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

Lesson Plan Snapshot (Due 10/06)

40 points

There are two components to the Lesson Plan Snapshot Assignment.

- (1) You will create a formal lesson plan for your mathematics reengagement lesson for Task 4. This lesson plan should be detailed and complete, including all the components outlined on the lesson plan template (see Cougar Courses). In addition, it is expected that you will describe, through the use of *italics and different colored font*, where and how you are differentiating your instruction to meet the needs of the particular students in your class. This lesson plan should be emailed to me at jkolman@csusm.edu by 5am Friday, October 6 (20 points)
- (2) In addition to the formal written lesson plan, on Friday, October 6, each member of the cohort will present the main content instruction of this reengagement lesson. The expectation is that you will come fully prepared, with all materials ready, to engage us in the learning. This experience often serves as an opportunity for you to practice your reengagement before doing it with the actual students in the classroom. As this lesson is designed to meet the needs of the particular students in your classroom, feel free to assign roles to your peers to better simulate the real experience (20 points).

edTPA Task 4

25 points

A major task that must be completed by the end of your credential program is the edTPA. The edTPA for elementary education involves 4 “tasks” and the 4th one revolves around the teaching of mathematics. This component will be our focus in this course. By the end of this eight-week course, you will be required to do the following:

- 1) Work with your cooperating teacher to complete the Context for Learning (Due 9/22/17)
- 2) Work with your cooperating teacher to complete the Lesson Sequence Overview (Due 9/22/17)
- 3) Collect and analyze one formative assessment from the Lesson Sequence Overview
- 4) Design and teach a reengagement lesson in your CP I classroom (by 10/13)
- 5) Collect and analyze students’ learning from the reengagement lesson’s formative assessment
- 6) Create charts and narratives that summarize students’ patterns of learning from both the initial formative assessment and from the reengagement assessment (due 10/20/17)

I am aware that this assignment has multiple parts that require the assistance and understanding of your cooperating teacher. Therefore, it is imperative that you provide your cooperating teacher with the letter of introduction to this assignment (see Cougar Courses) on your first visit so it is clear to them what will be required of you. You will not complete all the writing required for Task 4 within this course; however, you will complete the major components and be supported with those that are the most challenging. The writing can be done during CP I, over winter break, or during the spring semester. Also note that this assignment is directly linked to the Lesson Plan Snapshot assignment.

Classroom Management Plan (Due 10/20)

35 points

This assignment has two components: A written description and a visual. Throughout this semester, we have considered the kinds of routines and systems that teachers put in place in their classrooms. In addition, we have begun to explore how teachers deal with challenging behaviors in the classroom. For this assignment, you will write a management plan that describes:

- (1) What routines and systems you will put in place in your classroom to help it run smoothly and effectively (choose a grade level). Specifically, be sure to address the following:
 - a. Arrival routines (turning in homework, settling into the classroom, what to do when they first come in;
 - b. Signals (how are you going to get students’ attention? How will they let you know they have an idea they want to contribute? How will they let you know that they need to go to the bathroom?);

- c. Transitions (how will you have students move from one activity/routine/learning structure to another? How will you have them turn in work they have completed in-class or put away their notebooks?);
- d. Materials management (how will you make materials available to students? how will you manage handing things out/collecting things? Who will be putting materials away? How will homework be handled and managed?);
- e. End-of-day routines (How will students pack up their stuff to go home? When and where will homework be recorded (if it occurs daily)? What will they do/where do they sit/stand to be dismissed?)

Be sure to cite your readings, when appropriate.

- (2) How you plan to TEACH your students to engage with these routines and systems. Also, consider how you will go about establishing a community credo/set of rules as you think about your routines and systems. Provide a rationale for approaching this instruction as you do, supported with citations from our readings.
- (3) How you plan to address challenging behaviors in the classroom. Include with this description your rationale, and support your ideas with citations from our readings.

In addition to the written description, you will also construct/develop a visual image (or set of images) that illustrates your approach to classroom management. In the past, teacher candidates have created a wide variety of visuals including clay pots which they built and etched, poster boards showcasing their ideas through pictures, silent film reels, and Powerpoint presentations. Do not feel limited to these—be creative! On the last day of class (10/20), your written description is due via Cougar Courses by 5am and you will be presenting your image and ideas in an oral presentation in class.

PLEASE NOTE that we will be building upon these plans next semester as we further explore addressing challenging behaviors in the classroom, so construct both the image and the writing so that they can be built upon. In addition, the written plan will become an integral part of your teaching portfolio, so be aware for your presentation of your ideas for a broader audience.

Grading Standards

Lesson Plan Snapshot	40 points
edTPA Task 4	25 points
Classroom Management Plan and Presentation	35 points
Total	100 points

The number of points earned in this course determines grades.

- A = 93-100
- A- = 90-92
- B+ = 87-89
- B = 83-86
- B- = 80-82
- C+ = 77-79
- C = 73-76
- C- = 70-72
- D = 60-69
- F = 0-59

Final Exam Statement

There is no final exam for this course

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. You may miss **no more than one** class session **to receive a passing grade** in this course. There is no such thing as an excused absence. As a professional courtesy, I expect that you communicate with me in advance should you need to miss a class, but the expectation is that you will attend **every** course session as much learning is built into each one, and this kind of work cannot be made up outside of the classroom. Should you have extenuating circumstances, please contact me as soon as possible.

Policy on Late Work

Students are expected to turn in their work in a timely manner; this is particularly important because each course session is designed to utilize the assignments/readings due in class. There will be a 10% deduction in points for each day a written assignment is turned in late. **Assignments will not be accepted if they are more than one week late.** Please speak with me if there are exceptional circumstances.

GENERAL CONSIDERATIONS

Professional Expectations

It is an expectation that you will behave in a professional manner. This will require that you approach your instructor, school personnel, and colleagues in a respectful manner that emphasizes problem solving. Your full attendance means you are not distracted by electronic equipment. As a rule, cell phones should be turned off or to the vibrate mode during class. Laptop computers are essential to the process of our learning; however, it is expected that all students will avoid recreational use of computers during class and that laptops will be put away at the request of the instructor.

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 assignments must be original work, clear and error-free. 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

If you SUPPLY another student with a copy of your work, this makes you a part of plagiarism and the same penalties may apply.

Students with Disabilities Requiring Reasonable Accommodations

Students 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. 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.

Credit Hour Policy Statement

This course has is a face-to-face course. These components will total at least 45 hours of work per credit.

Course Format

This is a face-to-face course format. Some assignments will be turned in via Cougar Courses while others will require you to bring in a hard copy to class. Please see Cougar Courses for details.

Necessary Technical Competency Required of Students

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, 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.

Contact Information for Technical Support Assistance

[ITT student support services link - http://www.csusm.edu/sth/support/index.html](http://www.csusm.edu/sth/support/index.html)

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, 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 e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and 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.

Things to consider:

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

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.