

Course Number	EDMS 512 (03)
Course Title	Elementary Teaching and Learning II
CRN Number	22410
Days	Wednesdays (January 24-March 14)
Time	9:00am-3:30pm
Course Location	Maie Ellis Elementary School, Room 280, Fallbrook, CA
Semester / Year	Spring 2018
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Hours	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

This course requires participation in public schools and other education-related contexts.

This course is designed:

- To extend preservice candidates' understandings about numerous philosophies of teaching and learning;
- To inform preservice candidates about key concepts and procedures as they relate to students learning English and students with special education labels;
- To encourage further infusion of technology into curriculum.

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

- Greene, R. (2009). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. New York, NY: Simon & Schuster.
- Heritage, M. (2010). *Formative assessment: Making it happen in the classroom*. Thousand Oaks, CA: Corwin.
- edTPA Handbook
- Making Good Choices edTPA Handbook and Addendum
- *** You must have an active Taskstream account***

Course Material Available

There are numerous readings and resources required to successfully complete this course available through Cougar Courses. Look to each section for required links and videos.

COURSE LEARNING OUTCOMES

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

- Develop and write a cycle of lessons using the edTPA lesson planning model,
- Demonstrate effective teaching strategies in live presentations,
- Build on a classroom management plan,
- Develop understandings of major educational theorists and how they shape teaching practice,
- Learn to apply Universal Design for Learning strategies as a means of effective differentiated 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 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Check with your program coordinator to determine which assessment is used for your credential program.

CalTPA

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

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 TPA, 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	Readings & Assignments Due
Week 1 01/24/18	Course overview Unit planning assignment	<ul style="list-style-type: none"> • Read: Picower article
Week 2 01/31/18	Revisiting UDL Unit workshop day	<ul style="list-style-type: none"> • Go to CAST website: http://www.udlcenter.org/aboutudl/udl_guidelines_theorypractice; download a printable copy of the UDL Guidelines • Begin reading: Lost at School • AT CP II site: Provide letter about recording and edTPA to CT
Week 3 02/07/18	edTPA Tasks 1 & 2 Theory/research and how it impacts teaching	<ul style="list-style-type: none"> • Due: Complete Google form. Be prepared to talk about your theorist • Continue reading: Lost at School • You should be working on your unit plan • At CP II site: Distribute and begin collecting consent forms from students • At CP II site: Begin collecting information for Context for Learning • At CP II site: <u>Create a schedule for recording/a topic lined up for edTPA Tasks 1-3 with CT</u>
Week 4 02/14/18	edTPA Task 3 Formative feedback Rubrics, revisited	<ul style="list-style-type: none"> • Due: Unit Plan via Turnitin • Read: Heritage Chapter 6 (Formative Feedback for Teaching) • Bring in: Your Task 4 work (including the examples of student work) • Continue reading: Lost at School • You should be working on your Task 1 Lesson Sequence plans

Week 5 02/21/18	Lost at School	<ul style="list-style-type: none"> • DUE: Lost at School complete • You should be working on your Task 1 Lesson Sequence plans • At CP II site: Be sure you have collected video waivers • Check in with CT about lesson plan sequence
Week 6 02/28/18	Job market Resumes Portfolios Education and the Law IEPs	<ul style="list-style-type: none"> • Bring in a binder with tabs, as well as any artifacts or evidence that you think might be appropriate for inclusion in your professional portfolio (see assignment in syllabus) • Bring in a current copy of your resume • You should be working on your Task 1 Lesson Sequence plans
Week 7 03/07/18	Mock interviews, managing your online reputation Writing commentaries workshop	<ul style="list-style-type: none"> • Due: Classroom Management Plan • You should be working on your Task 1 Lesson Sequence plans
Week 8 03/14/18	Portfolio presentations	<ul style="list-style-type: none"> • Due: edTPA Task 1 Lesson Sequence • Bring: Portfolio
03/19/18- 04/13/18	<p><u>I EXPECT THAT YOU WILL BE VIDEO RECORDING FOR TASK 2 BETWEEN 03/19 AND 04/13 in your CP II.</u> The time that you video will depend on your CT and the school's spring break schedule. DO NOT forget to check your edTPA work against the rubrics and through consultation with Making Good Choices. Feel free to email me with questions!</p>	
04/26/18		<ul style="list-style-type: none"> • UPLOAD your final edTPA (Tasks 1, 2, 3, AND 4) to Pearson <u>BY THIS DATE!</u> Email me when you have completed the upload.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Purposeful Theory/Research Resource Project and Presentations

5 points

For this assignment, you will be broken up into small groups to study an assigned theorist/researcher's perspective on teaching and learning. As a group, you will contribute to a Google Doc that outlines major components/tenets of this perspective, including explanation of core terms. In addition, you will provide key "quotes" (include page numbers and source) on which an individual might draw if they were to describe this theory/research to another person. Your group will do a short presentation in class on **February 7**.

Unit Plan

30 points

For this assignment, you will work in groups of 3-4 to research and design an integrated thematic curricular unit. The entire unit will revolve around a social justice theme and integrate the following disciplines: Language arts, social studies, science, math, art, and physical education. It is expected that the unit will demonstrate cultural responsiveness, attention to ELD standards, and Universal Design for Learning principles. This unit plan is due **February 14**. The grade assigned to this unit is the grade that will be given to each member of the group.

Classroom Management Plan

20 points

For this assignment, you should illustrate your approach to classroom management by creating both text and visuals (with citations) that focus on:

- 1) How you will structure the routines and systems in your classroom to help it run smoothly and effectively. Be sure to consider arrival routines, signals, transitions, materials management, and end-of-day routines.
- 2) How you plan to **teach** your students to engage with these routines and systems. You might want to consider here how a community credo or set of rules might be established and support your routines and systems.
- 3) How you plan to address challenging behaviors in the classroom. I HIGHLY RECOMMEND you draw on our *Responsive Classrooms* text as well as what you have learned from *Lost at School* to structure this section.

Be certain to include both visuals and text. This is due **March 7**. I highly recommend that, once you receive feedback on this assignment, that you revise it for inclusion in your professional portfolio.

edTPA Task 1 Lesson Plans

25 points

In this class you will work to develop edTPA Tasks 1 and 3, and revisit your work on Task 4. We will be focusing on developing the lesson plan sequence (Task 1) that you will then implement with your students during the second 8 weeks of CP II (Task 2). We will also be considering the key aspects of Task 2 that must be integrated into Task 1, as well as developing and providing feedback on assessments (Task 3). Implementation, writing of all commentaries, and checking your work against the rubrics will occur largely in the second 8 weeks of the semester on your own.

You will submit your lesson plan sequence to me VIA EMAIL (Task 1) on **March 14**.

Professional Portfolio Presentation

20 points

On **March 14** you will present your professional portfolio to a small group for feedback and also for practice describing yourself as a competent novice teacher. Your professional portfolio is both a collection of documents and a formal reflection upon your work that provides a holistic portrait of your growth.

This portfolio draws on your work across your entire time within the credential program, inclusive of your clinical practice. The pages included should communicate important ideas **about your teaching and student learning** as succinctly and dynamically as possible, through: student work, lesson plans, graphic organizers, photographs and/or other artifacts. Layout matters: consider charts, captions, bullets, pictures, titles and subtitles. When creating portfolio pages, you want to quickly signal key concepts and provide persuasive visual evidence of your impact as a teacher. Accordingly, each page should NOT contain excessive amounts of typed text.

The portfolio may include:

- 1) *Table of Contents*
- 2) *Key documents*
 - a. This section may include: your resume, a philosophy of teaching, any formal written evaluations of your teaching (from your supervisors, cooperating teachers, principals, etc. Be sure to add your evaluations from your CP II experience after it is complete.), copies of your TB test clearance, certificates from any trainings you have completed, and any other key documents that you believe would be helpful to have on hand.
- 3) *Classroom management*
 - a. You should create at least two pages that demonstrate how you develop classroom community, are prepared to deal with challenging behavior in the classroom, and have planned for inclusive classroom management. I recommend building out this section based on the Classroom Management Plan assignment that you will complete this semester. Be sure to consider here how you understand the intersection of management and English Learners/Students with disabilities.
- 4) *Teaching practice*
 - a. In this section you should really showcase your teaching. I would include a set of lessons that you developed that shows your ability to meet the needs of the students in your classroom (this could be the lessons you developed for edTPA Task 1 or other lessons from your clinical practice experiences). Be sure to showcase your ability to engage and support students in learning, and use the Universal Design for Learning framework/differentiation/SIOP model within your teaching. One thing that can really make this section shine is to include pictures of you working with students as well as any differentiated materials you have developed. You may also want to include the integrated unit materials you developed.
- 5) *Reflect on what and how a child learned from/with you*
 - a. Analyze the learning of one child with whom you have worked intensely. You may draw upon data pieces collected through any of your assignments, Clinical Placement I or II, or the edTPA to support your description of the student's learning.

- b. Create a visual page (or pages) that succinctly and dynamically demonstrates how this child learns, and what this child learned (over your time in the classroom). Tie your analysis directly to work samples (e.g., student work).

Electronic Submissions of Assignments

This course is paperless, unless otherwise noted. Points will be deducted for late submissions, as the work you do is essential to the discussions conducted in this course. Make sure you turn in the assignments in Microsoft Word, 12-point font, in Times New Roman.

Grading Standards

Unit Plan	30 points
Theory/Research Resource Project and Presentations	5 points
Classroom Management Plan	20 points
edTPA Task 1 Lesson Plans	25 points
Professional Portfolio Presentation	20 points
Total	100 points

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 (Also see other notes below)

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. At a minimum, candidates (course participants) 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 (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

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.

Other Notes about Attendance and Participation

This course has been designed to provide ample opportunities for your participation. To facilitate discussion, you are expected to come to class prepared to talk about all of the required readings. Students are encouraged to contribute to class discussion and diverse views are desired. Try to connect the readings to your teaching and fieldwork observation experiences whenever possible.

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. Of course, participation also includes the extent to which you participate in class discussion and how you interact with colleagues.

The class is scheduled to meet 8 times over the spring term. Each of you is expected to be present at every class or activity, to be on time, to not leave class early, and to participate actively and generously. Consistent or excessive tardiness will be noted and will impact your grade. More than one absence will have an impact on your final grade; more than two absences may require that you drop and retake the class.

GENERAL CONSIDERATIONS

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.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

In keeping with the All-University Writing Requirement, all 3-unit courses must have a writing component of at least 2,500 words (approximately). This will be met through written assignments.

Course Format

This is a face-to-face course format.

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.