

<b>Course Number</b>	EDMS 512
<b>Course Title</b>	Elementary Teaching and Learning II
<b>CRN Number</b>	CRN 23031
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<b>Semester / Year</b>	Spring 2021
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### **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 II**

This course focuses on developing an advanced 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 LEARNING OUTCOMES**

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

- Elicit student understandings through the design and analysis of standards- and objectives-aligned formal formative assessments, student self-assessments, and summative assessments
- Develop success criteria in the form of a rubric to describe the extent to which students are learning
- Draw on the literature and clinical experiences to reflect on the practice and purposes of assessment
- Design and reflect upon standards-aligned, skills-based physical education instructional practices and assessments, including progress monitoring
- Describe a classroom management plan that reflects candidates' individual philosophies and practices, including those related to classroom expectations, routines, communication, social emotional growth, safety, and approaches to addressing challenging and biased behaviors

## **REQUIRED TEXTS, MATERIALS AND ACCOUNTS**

Required:

- Heritage, M. (2010). *Formative assessment: Making it happen in the classroom*. Thousand Oaks, CA: Corwin.

Recommended:

- 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/>

Other Course Materials:

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.

## **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 2: Creating and Maintaining Effective Environments for Student Learning** (Inclusive Classroom Management Plan—Assessed; Focused Observation—Practiced)

2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

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.

2.6 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 5: Assessing Student Learning** (Connected Instruction Mini-Unit—Practiced and Assessed)

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.

**TPE 6: Developing as a Professional Educator** (Focused Observation—Introduced & Practiced; Professional Portfolio Presentation—Introduced and Practiced)

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.

**Teaching Physical Education in a Multiple Subject Assignment** (Physical Activity Weekly Schedule—Introduced and Practiced; Physical Education Lesson Plan—Practiced and Assessed)

**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 2020-2021 academic year the CSUSM credential programs will use the CalTPA (California Teacher Performance Assessment).

### **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>

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

Week	Topics and Activities	Assignments/Readings Due
Week 1 Jan 27	Course Overview Teaching Artifact Presentation (TAP) Assignment overview  Transfer and learning  Assessment Planning and Implementation	Submit: Session reflection: What is transfer? (Due: Feb 2)
Week 2 Feb 2	Assignment overview: Connected Instruction Mini-Unit  Topic: What is Critical Thinking?	Submit: Session reflection: Critical Thinking. (Due: Feb 17)
Week 3 Feb 10	Co-Teaching chapter  Teaching Artifact Presentation- Group One	Contribute: Discussion forum for TAP- Group One  Submit: Session reflection: Co-Teaching (Due: Mar 10)
Week 4 Feb 17	CalTPA Cycle 2 workshop	Be prepared to participate in the CalTPA workshop by reviewing the pertinent materials in the module.
Week 5 Feb 24	Character and Trust Presentation  Teaching Artifact Presentation- Group two	Submit: Session reflection: Character Building (Due: Apr 4)  Contribute: Discussion forum for TAP- Group two
Week 6 Mar 3	Student Study Teams (SST) Workshop	Submit: Session reflection- Student Study Team (Due Mar 31)
Week 7 3/10	Focused observation assignment overview  Teaching Artifact Presentation- Group three	Contribute: Discussion forum for TAP- Group three
Week 8 3/17	Individual Education Program lecture  Teaching Artifact Presentation- Group four	Submit: Session reflection- Individual Education Program  Contribute: Discussion forum for TAP- Group four

Week 9 Mar 31	Professional Portfolio and Job searching workshop	Submit: Focused Observation-1 (Due Mar 31)
Week 10 Apr 7	Physical Activity Weekly Schedule Assignment workshop  Teaching Artifact Presentation- Group five	Submit: Physical Activity Weekly Schedule (Due May 12)  Contribute: Discussion forum for TAP- Group five
Week 11 Apr 14	Physical Education Lesson plan workshop  Teaching Artifact Presentation- Group six	Submit: Physical Education lesson plan (Due: May 5)  Contribute: Discussion forum for TAP- Group six
Week 12 Apr 21	Asynchronous class session- The instructor will be available to meet with anyone to confer about coursework or the CalTPA	During this session you are work independently on any coursework for this class.
Week 13	Asynchronous class session- The instructor will be available to meet with anyone to confer about coursework or the CalTPA	During this session you are work independently on any coursework for this class.
Week 14 May 5	Pacing and Time management workshop  Teaching Artifact Presentation- Group Seven	Submit: Focused Observation report-2 (Due: May 5)  Submit: Session reflection- Pacing and Time management (Due: May 5)  Contribute Discussion forum for TAP- Group seven
Week 15 May 12	Professional portfolio presentations and mock interview zoom game- be ready to present your files to your small work groups in class.	<b>Submit all of the following:</b>  Connected Instruction Mini-Unit plan  Teaching Artifact Report  Participation Grade  Professional Portfolio Presentation File

### **COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS**

#### **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 and engage around the required readings and assignments due. Students are encouraged to contribute to class discussion and diverse views are desired. Try to connect the readings to your teaching and clinical experiences whenever possible. 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, and to not leave class early. Participation is not graded but the expectation is that you will participate actively and generously.

## GRADED COURSE COMPONENTS

### **Teaching Artifact Presentation (20 points)**

This semester each of you will give a presentation centered on your teaching in CP1. You will be assigned a day to present your artifact to the group engaging your classmates in a discussion with questions and answers. This presentation will last ten to fifteen minutes. All of our presentations will happen in the first hour and a half of class. The following are the steps for your presentations.

1. Pick an artifact to present to the group. An artifact is one of the following:
  - a. A video of your teaching. You may use a video from your CP1 experience. This would include the video you submitted for calTPA. A video-taped lesson of your current placement is allowed.
  - b. If you do not want to present a video you can present a lesson plan or unit of study you taught during CP1. Provide copies of the lesson plan/unit of study for your classmates. Your lesson plan can be a general lesson plan that does not contain the highly detailed explanations typical in the calTPA plan.
2. Present your artifact to the group. Your presentation should follow this sequence:
  - a. Explain the context of the video/lesson/unit of study. The context needs to explain the following:
    1. The classroom setting, grade, school location, SES. How many students did you teach? What second language issues did you encounter?
    2. When did the lesson occur? Was this lesson one that happened at the start, middle, or end of a unit of study? If you are presenting a unit of study when did the unit happen in the academic year?
3. Present you video, lesson plan, or unit plan.
4. Engage your classmates in a discussion about your teaching artifact. Describe what went well, what was challenging. Tell the group what you would change the next time you teach your example lesson.
5. Provide evidence of the effectiveness of your teaching. What did you do to assess the learning during and after you lesson? When possible, provide examples of student work. You can describe the assessments you used if you do not have hard copies. It is best to describe formative and summative assessments of your teaching since this is more of a focus this semester.
6. Conclude your presentation with a Question and Answer session. Make sure you get at minimum of two questions at this point of your presentation.

### **Teaching Artifact Presentation Rubric**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Yet Meet Expectations</b>
<b>Presentation of School Context (5 points)</b>		The candidate clearly articulates the classroom setting, grade, school location, and SES. The candidate clearly articulates when the lesson (or artifact) occurred.	

		The candidate articulates the issues surrounding second language learning.	
<b>Lesson Sequence (5 points)</b>		The candidate clearly articulates: A manageable step-by-step sequence of the learning experience for the audience.	
<b>Effectiveness of learning (5 points)</b>		The candidate clearly articulates the effectiveness of the	
<b>Final Report (5 points)</b>		The candidate clearly completes a final Teaching Artifact Summary report following the criteria established in the Cougar Course Shell.	

### **Connected Instruction Mini-Unit Assignment (20 points)**

This assignment is designed for you to demonstrate your skills and understandings related to formal formative assessment, student self-assessment, summative assessment, and success criteria. You will outline 3-5 lessons of connected instruction (lessons that would be taught back-to-back on the same topic, theme, strategy, or skill; this may be referred to as a “mini-unit of study” or a “unit segment”). This assignment requires:

#### **Foundational Information for the Mini-Unit**

1. **Preliminary Information**: Provide preliminary information for the chosen lesson including student profile information and developmental considerations
2. **Standards**: Provide information on the content and ELD standards for the entire connected instruction segment. Be sure to include proper notation for the standards (using the letters and numbers for the content standard(s))
3. **Objectives**: Clearly lay out the content and ELD objectives for each lesson within the connected instruction mini-unit

#### **Assessments to Design**

1. A formal formative assessment for each lesson within the mini-unit. If appropriate, include a blank copy of the assessment
2. Success criteria in the form of a rubric for one of the formal formative assessments
3. A student self-assessment that is a component of one of the lessons within the mini-unit
4. A summative assessment for the entire connected instruction mini-unit. If appropriate, include a blank copy of the assessment
5. Success criteria in the form of a rubric for the summative assessment

#### **Reflection**

Compose a reflection, using visuals and text, that addresses the following:

1. What are you trying to accomplish within this mini-unit? What are you aiming for the students to learn? How are you envisioning the instruction unfolding over the course of the 3-5 lessons?

2. How do you see the different assessments created for this assignment supporting you in eliciting evidence of students' learning over the course of the mini-unit? Consider the specific purposes, characteristics, and appropriate uses of the different kinds of assessments. Root your explanations in the literature on assessment (e.g., Heritage) and draw on specific examples from the assessments you designed.
3. How do you see the success criteria you created helping you to evaluate the evidence you have gathered through the assessments? Again, root your explanations in the literature on assessment (e.g., Heritage) and draw on specific examples from the success criteria you designed.
4. How do you see these assessments and success criteria potentially informing changes as you teach the mini-unit as well as within future units?

TPE 5.1 (Practiced and Assessed)

### Connected Instruction Mini-Unit Assignment Rubric

	Exceeds Expectations	Meets Expectations	Does Not Yet Meet Expectations
Foundational Information			
<b>Preliminary Information (2 points)</b>		<p>Candidate provides clear and robust information on the students who will be taught this connected instruction mini-unit</p> <p>The description includes specifics about developmental considerations for students within this age group</p>	
<b>Standards (1 point)</b>		<p>Candidate clearly outlines the content and ELD standards for the entire connected instruction mini-unit</p> <p>Includes proper notation for the standards (using the letters and numbers for the content standard(s))</p>	
<b>Objectives (1 point)</b>		Candidate clearly lays out the content and ELD objectives for each lesson within the connected instruction mini-unit	

		The objectives have the proper structure and align with the standards	
<b>Assessments to Design</b>			
<b>Formal Formative Assessments (4 points)</b>		<p>Candidate designs/adapts a formal formative assessment for <u>each</u> lesson within the mini-unit</p> <p>Each assessment is described in detail, making clear how student learning toward the objectives will be elicited at/by the conclusion of <u>each</u> lesson</p> <p>If appropriate, a blank copy of the assessment is included</p>	
<b>Success Criteria for Formal Formative Assessment (3 points)</b>		<p>Candidate clearly lays out, in a rubric, the success criteria for <u>one</u> of the formal formative assessments.</p> <p>The success criteria are clearly aligned with the objectives and the standards and lay out what different levels of student performance look like</p> <p>The success criteria adhere to the tenets of strong rubric creation</p>	
<b>Student Self-Assessment (2 points)</b>		<p>Candidate designed/adapted a student self-assessment that will be a component of <u>one</u> lesson within the mini-unit</p> <p>The student self-assessment is</p>	

		<p>described in detail, making clear the criteria students will use to evaluate their own learning</p> <p>The student self-assessment is aligned with the standards/objectives of the lesson and/or mini-unit</p> <p>If appropriate, a blank copy of the assessment is included</p>	
<b>Summative Assessment (4 points)</b>		<p>Candidate designed/adapted a summative assessment for the entire mini-unit</p> <p>The summative assessment is described in detail, making clear how student learning toward the standards and objectives taught <u>across</u> the mini-unit will be elicited</p> <p>If appropriate, a blank copy of the summative assessment is included</p>	
<b>Success Criteria for Summative Assessment (3 points)</b>		<p>Candidate clearly lays out, in a rubric, the success criteria for the summative assessment for the mini-unit</p> <p>The success criteria clearly lay out what different levels of student performance look like in terms of all the objectives and standards taught</p> <p>The tenets of strong rubric creation are evident</p>	

<b>Reflection</b>			
<b>Focus of teaching (4 points)</b>		<p>Reflection uses visuals and texts to clearly describe what the candidate was teaching across the lessons in the mini-unit</p> <p>Candidate lays out in detail what they wanted students to learn and how they envision the instruction unfolding over the course of the 3-5 lessons</p>	
<b>Eliciting Evidence (4 points)</b>		<p>Candidate draws on the literature and specific examples from their assessments to explain how they see the different assessments created for this assignment supporting them in eliciting evidence of students' learning over the course of the mini-unit</p> <p>Candidate clearly lays out how what they created aligns with the specific purposes, characteristics, and appropriate uses of the different kinds of assessments</p>	
<b>Success Criteria (4 points)</b>		<p>Candidate draws on the literature and specific examples from their success criteria to explain how it will support them in evaluating the evidence gathered about student learning in the assessments</p>	
<b>Informing Teaching (4 points)</b>		<p>Candidate describes in detail how they see the assessments and</p>	

		success criteria potentially informing changes as they teach the mini-unit (within the subsequent lessons taught) as well as for future units	
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### **Physical Activity Weekly Schedule (10 points)**

You will create a physical activity weekly schedule for the students in your Clinical Placement II classroom. Your schedule will reflect your understandings of the CDC Healthy Schools program outlined by the Center for Disease Control:

(<https://www.cdc.gov/Healthyschools/Physicalactivity/Physical-education.htm>) as well as the California Standards for Physical Education.

You will work in a group to develop a one week grid, which is a detailed description of a weekly schedule of classroom physical activities:

- **Activity Name and Description for each day** : Write in the name of the classroom physical activity and provide an overview of it. Each day must have a different classroom physical activity.
- **Duration of Activity**: How long will the activity take? These classroom physical activities should be in the range of 5-10 minutes.
- **Directions**: Write out detailed directions for each classroom physical activity as a script.
- **Benefits of Activity**: Provide a rationale as to the benefits of the classroom physical activity. Does the activity build body strength, help provide concentration, encourage mindfulness? Justify this rationale with citations from the Healthy Schools webpage.

After you complete the schedule use the schedule of the weekly activities to write a report about the experience. In your report describe how your activities play a role in elementary education. Your reflection should include:

1. A copy of the schedule you created;
2. References to information from the *Healthy Schools* CDC webpage and the standards for your schedule;
3. A significant “take away” concepts from your exploration of the *Healthy Schools* website and the California Standards for Physical Education;
4. What you see as the benefits of incorporating classroom physical activity into your daily classroom routines with respect to classroom management?

TPE Teaching Physical Education in a Multiple Subject Assignment (Introduced and Practiced)

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Yet Meet Expectations</b>
<b>Weekly Schedule (5 points)</b>		The candidate creates a viable week schedule of daily in class physical activities appropriate to the grade level they teach.	
<b>Reflection elements (5 points)</b>		The candidate clearly responds to the 4 sections of the report.	

### **Physical Education Lesson Plan (10 points)**

For this assignment you will create a single, grade appropriate lesson plan for Physical Education for your Clinical Practice Classroom. Although you are to create a single lesson plan, think about it as one lesson, which will be repeated, within an extended unit of instruction that would occur over 4-6 weeks. This lesson must focus upon skill building, practice, and progress monitoring. You will present your lesson plan to a small group of your peers. The lesson plan must also be for an outdoor non-competitive activity. Using the provided template, outline the following:

1. **California State Standards:** Outline the PE standards for your chosen lesson, using both appropriate notation and text (to be found at: Physical Education Framework for California Public Schools- Kindergarten Through Grade Twelve:  
<https://www.cde.ca.gov/ci/pe/cf/documents/peframework2009.pdf>)
2. **Lesson Objective(s):** Write out a lesson objective(s) related to your standard(s). Make sure the content of the lesson is manageable. Your objective should be skills based and non-competitive.
3. **Lesson Sequence:** Write out the step-by-step sequence of instruction in your plan. The duration of your lesson should not be more than a half hour.
4. **Adaptations:** What adaptations do you plan to incorporate for this lesson? How will you adapt instruction for students who receive special education services and for ELLs? Be explicit about your adaptations as well as how any accommodations/modifications from IEPs, 504 plans will be included.
5. **Assessments:** Define the success criteria for your Physical Education Lesson in the form of a rubric. Make sure to indicate how you will monitor progress with respect to the skill(s) you will teach. Additionally, indicate in the rubric how your students might self-assess during the 4-6 weeks of your instruction and their participation. Examples of self-assessment include worksheets, lists, videos of a students' progress. Moreover, describe how you might monitor their progress over the 4-6 weeks of teaching to these standards.

TPE Teaching Physical Education in a Multiple Subject Assignment (Assessed)

#### **Physical Education Lesson Plan Rubric**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Yet Meet Expectations</b>
<b>Standards and Learning Objectives (5 points)</b>		The candidate includes each of the following: A grade level appropriate standard or standards from the California Framework of Physical Education.  Clearly articulated skills based and non-competitive objectives	
<b>Lesson Sequence (5 points)</b>		The candidate clearly articulates:	



		<p>A manageable step-by-step sequence of the learning experiences</p> <p>The lesson plan is clearly designed to occur within a 30-minute block of time</p>	
<b>Adaptations (5 points)</b>		<p>The candidate clearly articulates: Adaptations/accommodations/modifications for students receiving special education services, (when appropriate) and ELL students</p>	
<b>Assessments (5 points)</b>		<p>The candidate clearly articulates: Success criteria in the form of a rubric</p> <p>A clear plan for student self-assessment, including their development of the skills and participation</p> <p>Includes examples of self-assessment (such as the worksheets or description of videos and how they will be used)</p> <p>Includes a clear plan for progress monitoring over the 4-6 weeks of teaching to the chosen standards</p>	

### **Focused Observation (10 points)**

Building on our work in EDMS 511 you will complete a focused observation. This observation is designed to focus your attention on: (1) how teachers support students' social-emotional growth and conflict resolution (including by using PBIS and restorative justice approaches); (2) how teachers recognize and address instances of intolerance and harassment among students, such as bullying, racism, and sexism; (3) how teachers articulate and model productive interactions for student-to-student and student-to-teacher interactions; and (4) how your values and biases shape teaching and learning.

The format for your report is as follows:

Provide the following information: Date of the Observation, School Site, Time of Observation, Duration of the Lesson(s) Observed, Number of Students in the Classroom, and Subject Matter being taught. Write up a minimum of two paragraphs for each of the four items listed in the previous paragraph:

- (1) How teachers support students' social-emotional growth and conflict resolution (including by using PBIS and restorative justice approaches);
- (2) how teachers recognize and address instances of intolerance and harassment among students, such as bullying, racism, and sexism;
- (3) how teachers articulate and model productive interactions for student-to-student and student-to-teacher interactions; and
- (4) how your values and biases shape teaching and learning.

TPE 2.1, 2.3, 2.6 (Practiced); TPE 6.2 (Introduced and Practiced)

### Focused Observation Rubric

	Exceeds Expectations	Meets Expectations	Does not yet meet Expectations
<b>Context (5 points)</b>		The candidate clearly articulates the requires contextual elements of the focused observation	
<b>Content (5 points)</b>		The candidate clearly articulates answers to the four required items of the report.	

### Professional Portfolio Presentation (10 points)

At the end of the semester, you will present your professional portfolio to a small group for feedback as well as to 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 as an educator. Your portfolio should demonstrate your understandings and competencies related to all aspects of student learning and classroom management, including learning outcomes for all students. It should also begin to lay out your professional learning goals and provide evidence of learning to this point. Your presentation should make abundantly evident that you conduct yourself with integrity and model ethical conduct and are ready to engage in communication and inquiry with colleagues.

The following is a list of the required elements of your Professional Portfolio Presentation-

1. A vita
2. A sample lesson plan for Reading and Math (You should choose a best lesson for each subject. The format need not be extensive- you might want to include photos or video links into this section)
3. A two paragraph statement of your philosophy of reading instruction.
4. A two paragraph statement of your philosophy of math instruction.
5. Your management plan from EDMS 511.
6. As two paragraph statement about how you integrate technology into your teaching.

7. A values statement of two or more paragraphs in which you discuss your views about inclusive practice, professional growth. Within this statement you can discuss any future plans for further education. The grade will be determined by the degree to which you complete each of the required elements of your portfolio. Turn in your portfolio as a single document with seven sections.

TPE 6.2, 6.3 (Introduced and Practiced); TPE 6.5 (Introduced)

### **Reflections (10 Points in total)**

Throughout the course you will reflect upon a variety of specific topics. Make sure you follow the directions for each reflection accordingly.

### **Grading Standards**

Physical Education Lesson Plan	06 points
Physical Activity Schedule	10 points
Connected Instruction Mini-Unit	20 points
Focused Observations 1 and 2	10 points
Reflections	14 points
Teaching Artifact Presentation	20 points
Professional Portfolio Presentations	10 points
<u>Participation</u>	<u>10 points</u>
<b>Total</b>	<b>100 points</b>

### **Grading Scale**

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. 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.

## **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](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 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>

### **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:

1. Would I say in person what this electronic message specifically says?
2. How could this message be misconstrued?
3. Does this message represent my highest self?
4. 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.