

Engaging diverse communities through leading and learning for social justice

Course & Section Nos.	CRN 20287 and CRN 20281
Course Title	EDSS 531: The Reflective Practitioner
Class Roster No.	Cohort 1: CRN 20281 Cohort 2: CRN 20287
Course Day(s)	Mondays
Time	Cohort 2: 7:45 -10:00 a.m. Cohort 1: 10:15 -12:45 p.m.
Course Location	UNIV 444
Semester / Year	Spring 2021
Instructor	Suzi Van Steenberg, Ed.D.
Phone	TBD
E-Mail	svansteenbergen@csusm.edu
Office	UH 445
Office Hours	By Appointment*

**Please e-mail me or see me in class about setting up an appointment. I'm happy to set up a time with you when you're not in class. We can also Zoom (video chat).*

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 outcome

Table of Contents

COURSE DESCRIPTION	3
Course Prerequisites	3
Course Objectives	3
REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS	3
Required Text(s)	3
Cougar Courses	3
COURSE LEARNING OUTCOMES	3
Authorization to Teach English Learners	3
Teacher Performance Expectation (TPE) Competencies (2 017)	4
Teacher Performance Assessment	5
Expected Dispositions for the Education Profession	5
PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)	5
COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS	6
Course Assignments	6
Grading Standards	9
Final Exam Statement	9
Policy on Late/Missed Work	10
COURSE SCHEDULE	11
GENERAL CONSIDERATIONS	13
CSUSM Academic Honesty Policy	13
Plagiarism	14
Students with Disabilities Requiring Reasonable Accommodations	14
Credit Hour Policy Statement	14
All University Writing Requirement	14
Electronic Communication Protocol	14
HOLISTIC ASSIGNMENT RUBRIC	15
DISCUSSION POST RUBRIC	17

COURSE DESCRIPTION

This course takes a discussion approach to the art of reflective teaching, with a focus on socially just practices and empathetic responses.

Course Prerequisites

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

Course Objectives

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Single Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Failure to meet a minimum level of competence in any of the TPEs by the completion of the program will prevent the acquisition of the Single Subject Credential (A full -text version of the TPE descriptions can be downloaded from the SOE webpage: www.csusm.edu/SOE).

Enduring Understanding:

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

Essential Questions for Teacher Candidates:

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

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Text(s)

- Various articles and readings, provided in Cougar Courses.

Cougar Courses

You have access to the Cougar Course website for EDSS 531 when you register for the class.

COURSE LEARNING OUTCOMES

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 CSUSM local TPEs in this course:

TPE 1: Engaging and Supporting all Students in Learning

TPE 1.4 **[I, P]** 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.

TPE 1.5 **[A]** Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. (AR)

TPE 1.8 **[P]** 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

TPE 2.5 **[A]** Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 4.7 **[P, A]** Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning

TPE 5: Assessing Students for Learning

TPE 5.2 **[P, A]** Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

TPE 5.3 **[P, A]** Involve all students in self -assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

TPE 5.4 **[P]** Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

TPE 6: Developing as a Professional Educator

TPE 6.1 **[P]** Reflect on their own teaching practice and level of subject matter and pedagogical

knowledge to plan and implement instruction that can improve student learning.

TPE 6.2[P] 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.

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

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 2018-19 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 this website: <http://www.ctcpa.nesinc.com/Home.aspx>

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.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations (as referred to above) and complete critical assessment tasks -

specific assignments for this course. It is the teacher candidate's responsibility to understand expectations and complete assignments by stated due dates.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

- | | |
|---|-----------|
| ● Professional Development Presentation | 30 points |
| ● Action Research Project | 50 points |
| ● Professional Dispositions--Self-Assessment | 20 points |
| ● Ongoing Reflections & Discussion Preparations | Variable |

100+ points

Note: There will be additional small assignments, including in-class reflections or discussion posts, that may be added throughout the course. Advanced notice of such assignments will be provided.

Reading Minute Presentation (15 points)

~~With a partner, you will choose an article of interest to the class, and present that article in a "reading minute" format (15 minutes, actually). See the assignment description for further instructions.~~

Professional Development Presentation (30 points)

During the course of the semester, you will attend at least one professional development opportunity on your own. There are numerous opportunities offered at CSUSM, your own school sites, or in San Diego County that you can choose from. Be sure to plan ahead, so you can be sure to get your PD in with plenty of time to present what you learned to the rest of the class. See the Professional Development Opportunities list for ideas. Then, you will share what you learned with your colleagues in a collaborative Padlet.

Professional Dispositions --Initial Self Assessment (20 total)

At the start of the semester you will reflect on your progress in meeting the standards regarding disposition, which has a rubric associated with it. For the first reflection, you will look at the rubric and do a general reflection on your progress in meeting each of the standards/criteria. For the final rubric, you will consider your progress (based on your initial reflection) and reflect on your progress, *using evidence to support your thinking.*

Students will be able to:

TPE 6.2[P] 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.

Action Research Project (50 points)

You will complete an action research project in which you will investigate one or more teaching strategies and their impact on student learning. Through the project, you will use ELD and Content standards to investigate student learning, design an intervention or teaching approach, and gather data after that intervention. You will present your findings to the class.

Students will be able to:

TPE 1.4[I, P] 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.

TPE 4.7[P, A] Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

TPE 5.4[P] Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

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

In order to:

TPE 1.5[A] Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. (AR)

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

Throughout the action research process, including during classroom instruction and during colleague/peer collaboration sessions, students will be able to:

TPE 1.8[P] Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 5.2[P, A] Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

TPE 5.3[P, A] Involve all students in self -assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

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

Scoring Guide: Action Research Project

Not Evident

0

1

2

Very Evident/Mastery

3

4

**Action Research
Plan Elements**

0 1 2 3 4 x 2

TPE 4.7 [P, A] Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

0 1 2 3 4 x 2

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

0 1 2 3 4 x 2

TPE 1.5 [A] Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. (AR)

0 1 2 3 4 x 2

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

0 1 2 3 4 x 2

TPE 5.2 [P, A] Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

0 1 2 3 4 x 2

TPE 5.3 [P, A] Involve all students in self-assessment and reflection in their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

0 2

The action research is completed on time.

Professional Book Club (3) (30 points total)

~~You will choose a text to read with a small group (at least 2 other students). You will read the text on your own, and then come prepared on three dates to discuss what you found. You will also share what you learned with your classmates during class discussion.~~

~~Students will be able to:~~

~~TPE 6.2 [P] 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.~~

Ongoing Reflections & Discussion Preparations (Variable)

Throughout the course, you will submit journal entries, reflective writing pieces, and other short writing assignments.

Students will be able to:

TPE 6.2[P] 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.

Grading Standards

Candidates may earn up to 100 points through the above assignments. A grading percentage scale for the final grade is as follows:

92 – 100	A	90 – 91	A-
88 – 89	B+	82 – 87	B
80 – 81	B-	78 – 79	C+
72 – 77	C	70 – 71	C-

Final Exam Statement

There is no final exam for this course.

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*).

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

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

appropriate arrangements.


Policy on Late/Missed Work

As a general rule, late work will not be accepted. However, teacher candidates are encouraged to discuss individual circumstances in regard to assignments should it become necessary. Instructors reserve the right to develop individual contracts based on the needs of the candidate. ***I encourage you to reach out to me as soon as you know you may have difficulty completing an assignment in a timely manner, and/or if you have any questions about assigned work.***

COURSE SCHEDULE

Note: Assignments & Readings are due at the start of class for the listed week. Full expectations and materials are posted in Cougar Courses each week.

Week	Date	Agenda	Assignment(s) & Readings Due
1	1/25	<p>Essential Questions: What is my belief system regarding the nature and education of adolescents? How do I reflect upon my own biases and ensure equity in my classroom? How do I listen and communicate openly, empathetically, and productively with students and colleagues? How do I present myself as a professional educator?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction to Reflective Teaching <input type="checkbox"/> Course Overview <input type="checkbox"/> Professional Dispositions 	<p>Due: N/A</p> <p>Read: N/A</p> <p><i>See Cougar Courses for any articles or other readings each week.</i></p>
2	2/1	<p>Essential Question: What is my belief system regarding the nature and education of adolescents? How do I reflect upon my own biases and ensure equity in my classroom? How do I listen and communicate openly, empathetically, and productively with students and colleagues? How do I present myself as a professional educator?</p> <ul style="list-style-type: none"> <input type="checkbox"/> UDL Deep Dive/Jigsaw 	<p>Read: N/A</p> <p><i>See Cougar Courses for any articles, readings or reflections due each week</i></p>
3	2/8	<p>Essential Question: What is my belief system regarding the nature and education of adolescents? How do I reflect upon my own biases and ensure equity in my classroom? How do I listen and communicate openly, empathetically, and productively with students and colleagues? How do I present myself as a professional educator?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Action Research Project <input type="checkbox"/> UDL Deep Dive Part I (presentations). 	<p>Due: Professional Disposition Reflection</p> <p>Read: Ch. 1 from <i>Improving Schools Through Action Research (in Cougar Courses under Week 3)</i>.</p> <p><i>See Cougar Courses for any articles, readings or reflections due each week</i></p>
4	2/15	<p>Essential Question: How do I use assessment and reflection to inform my teaching?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Action Research Project <input type="checkbox"/> UDL Deep Dive Part II (presentations). 	<p>Due: Week 4 Discussion Post</p> <p>Read: Appendix A (Sample Action Research Project); other short</p>

			articles in CC. <i>See Cougar Courses for any articles, readings or reflections due each week</i>
5	2/22	Essential Question: How do I use assessment and reflection to inform my teaching? <input type="checkbox"/> Action Research Project <input type="checkbox"/> UDL Deep Dive Part III (presentations).	Due: TBD Read: <input type="checkbox"/> TBD <i>See Cougar Courses for any articles, readings or reflections due each week</i>
6	3/2	Essential Question: How do I use assessment and reflection to inform my teaching? <input type="checkbox"/> Action Research Project	Due: TBD Read: <input type="checkbox"/> TBD <i>See Cougar Courses for any articles, readings or reflections due each week</i>
7	3/8	Essential Question: How do I use assessment and reflection to inform my teaching? <input type="checkbox"/> Action Research Project	Due: TBD Read: <input type="checkbox"/> TBD <i>See Cougar Courses for any articles, readings or reflections due each week</i>
8	3/15	Essential Question: How do I use assessment and reflection to inform my teaching? <input type="checkbox"/> Action Research Project	Due: TBD Read: <input type="checkbox"/> TBD <i>See Cougar Courses for any articles, readings or reflections due each week</i>
9	3/22	<p style="text-align: center;">Spring Break No CSUSM class!</p> 	
10	3/29	Continue working through your Action Research projects, collaborating with your Critical Friends Group. Office Hours each Monday will be held (time TBA).	Due: Check-in re: Action Research Project (Google Form).

11	4/5	Continue working through your Action Research projects, collaborating with your Critical Friends Group. Office Hours each Monday will be held (time TBA).	Due: Check-in re: Action Research Project (Google Form).
12	4/12	Continue working through your Action Research projects, collaborating with your Critical Friends Group. Office Hours each Monday will be held (time TBA).	Due: Check-in re: Action Research Project (Google Form).
13	4/19	Complete Your Action Research Project & Submit	Due: Action Research Projects
14	4/26	Professional Development "Presentations" Due	Due: Professional Development Presentations; Provide comments on at least 2 other Action Research Projects. <i>Note: You can submit these materials anytime throughout the semester. I recommend not waiting until the end of April, but you can if you choose to</i>
15	5/3	Work on your Cycle 1 CalTPA Submission	
16	5/10	Last Class: Joint Session	Due: Major Awards

Submit CalTPA Cycle 2 by May 20, 11:59 p.m.
****You can do it!****



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. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or make an appointment.

If you have any issues in this regard that you would like to bring to my attention, please do. I am happy to work with you to make sure your experience in my class is a comfortable one. Please don't hesitate to reach out to me if you think you might benefit from adjustments or accommodations.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- In this course with face-to-face instruction students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class).

All University Writing Requirement

Teacher Candidates will fulfill the writing requirement of 2500 words through written reflections, lesson plans, blogs, Action Research and Planning and Instructional Commentaries as required by CalTPA.

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 online 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 online 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.

Per university policy, please use my CSUSM e-mail address to communicate with me about any issues (rather than my personal e-mail). That address is svansteenbergen@csusm.edu . **I will try to respond within 24 hours, which is standard business practice.**

HOLISTIC ASSIGNMENT RUBRIC

Criteria	Achievement		
	Meets or Exceeds Assignment Expectations	Approaching Assignment Expectations	Below Assignment Expectations
Content (8 pts.)	Actively engages in the reflection and reading processes, consistently developing thoughtful and sensitive responses, showing insightful interpretations, and using a variety of reading strategies (making connections, speculating, drawing inferences, reflecting, challenging the text, etc.). Effectively uses evidence to support conclusions about their own learning.	Actively engages in the reflection and reading processes, developing mostly thoughtful and sensitive responses, showing original interpretations, and using several reading strategies (making connections, speculating, drawing inferences, reflecting, forming opinions, etc.). Somewhat effectively uses evidence to support conclusions	Inconsistently engages in the reading and reflecting processes, attempting to respond to some readings thoughtfully but often producing limited or predictable responses, showing some understanding of the text, and using a few limited strategies (making personal connections, expressing opinions, etc.). Inadequately uses evidence to support

		about their own learning.	conclusions about their own learning.
Format (2 pts.)	Submits writing assignments that are well edited, properly formatted, thoughtfully composed (well organized, with a clear beginning, middle and end) and that meet all assignment requirements.	Submits writing assignments that are mostly well edited (with some minor errors), properly formatted, thoughtfully composed (with some organization and flow), and that meet all assignment requirements.	Submits writing assignments that are poorly edited, quickly composed (poor organization) or that do not meet assignment requirements.

DISCUSSIONPOSTRUBRIC

Criteria	Achievement		
	Meets or Exceeds Expectations	Approaching Expectations	Below Expectations
Initial Response 6/10 pts	Initial post fully addresses the prompt and contributes in a constructive way to the discussion. Initial response demonstrates critical thinking skills and provides examples or details relevant experience to substantiate response. The post refers directly to course materials (lecture, readings, videos, etc.).	Initial post somewhat addresses the prompt. Initial response may lack detail or explanation. Examples or questions raised may require further exploration. The post does not directly refer to course materials (lecture, readings, videos, etc.).	Initial response does not address the prompt or may require significantly more depth. Initial response may be inappropriate for professional context. Non-performance
Follow-up Responses (2) 4/10 pts	Responses to classmates clearly and constructively build on the existing conversation. Responses elicit robust replies from peers and are supported by examples, relevant experience, and further questioning.	Responses to classmates add ideas, but may not connect to existing conversation or may be inapplicable for professional context. Examples or arguments may require further exploration or detail to appropriately support dialogue; one response may be missing.	Response posts are minimal or do not elicit a robust response from peers. Responses may be flat or rhetorical. No responses to peers.