

California State University San Marcos • COURSE CHANGE(S) • FORM C-2

ORIGINATOR'S SECTION:	
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Spring 2016
2. Current Course abbreviation and Number: EDSS 531	

TYPE OF CHANGE(S). Check all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input checked="" type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section-- both current and new -- is required only for items checked () above.

NEW INFORMATION:

CURRENT INFORMATION:

3. Title: The Reflective Practitioner			Course abbreviation and Number:																																
4. Abbreviated Title for Banner (no more than 25 characters): no change			Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) The Reflective Practitioner																																
5. Number of Units: 2			Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) No change																																
6. Catalog Description: Seminar approach to the art of reflective professionalism. Teacher site-based curriculum meetings add to blend necessary for communication in multicultural settings. Development of professional portfolio, assessment of student outcomes.			Number of Units: 3																																
7. Mode of Instruction* (See pages 17-23 at http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf for definitions of the Course Classification Numbers) No change			Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.) Discussion approach to the art of reflective teaching with a focus on socially just practices and empathetic responses. Support for addressing the EdTPA assessment, required for credentialing, is also included.																																
<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td><i>no change</i></td> <td></td> <td></td> </tr> <tr> <td>Lecture</td> <td></td> <td></td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>			Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	<i>no change</i>			Lecture			Activity			Lab			<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td><i>no change</i></td> <td></td> <td></td> </tr> <tr> <td>Lecture</td> <td></td> <td></td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>			Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	<i>no change</i>			Lecture			Activity			Lab		
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<input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)			<input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)																																

*If Originator is uncertain of this entry, please consult with Program Director/Chair.

CURRENT INFORMATION:

NEW INFORMATION:

<p>9. If the NP or CP grading system was selected, please explain the need for this grade option.</p>	
<p>10. Course Requires Consent for Enrollment? No change <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair</p>	<p>Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair</p>
<p>11. Course Can be Taken for Credit More than Once? No change <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times (including first offering)</p>	<p>Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times (including first offering)</p>
<p>12. Is Course Cross Listed: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course</p>	<p>Is Course Cross-listed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course and check "yes" in item #17 below.</p>
<p>13. Prerequisite(s): no change</p>	<p>Prerequisite(s):</p>
<p>14. Corequisite(s): no change</p>	<p>Corequisite(s):</p>
<p>15. Documentation attached: <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline</p>	

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information - all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:

The course is required for the Post B.A. single subject credential.

17. Does this course change impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Check "yes" if the course is cross-listed. Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____	Signature _____	Date _____	_____ Support	_____ Oppose
Discipline _____	Signature _____	Date _____	_____ Support	_____ Oppose

18. Reason(s) for changing this course:

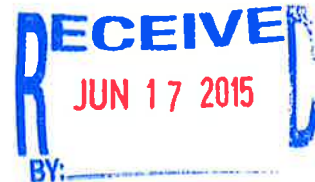
State Accreditation and credentialing requirements include a performance assessment. We are transitioning from CalTPA to EdTPA. Support for students to take the EdTPA, which is part of clinical practice necessitates that we shift 1 unit from clinical practice and add it to this course.

SIGNATURES : (COLLEGE LEVEL) :

1. Originator (Please Print)	<u>Pat Stall</u>	<u>4/13/15</u>
2. Program Director/Chair	<u>M. Jargon</u>	<u>4.13.15</u>
3. College Curriculum Committee	<u>John Bohler</u>	<u>6/9/15</u>
4. College Dean (or Designee)	<u>Denise Grech</u>	<u>6-10-15</u>

(UNIVERSITY LEVEL)

5. UCC Committee Chair	_____	Date _____
6. Vice President for Academic Affairs (or Designee)	_____	Date _____
7. President (or Designee)	_____	Date _____



**EDSS 531: Reflective Practitioner (3 credits)
Spring 2016– Sections 1 and 2**

Instructor: Pat Stall, Ph.D.
Office: UNV 412
Phone: 760-750-4386
Office Hours: Before and after class, during lunch, and by appointment
E-Mail: pstall@csusm.edu

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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

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

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2. Single Subject Course Work Information and Requirements

Course Prerequisites: Admission to the Single Subject Program, EDUC 350, EDUC 364, EDUC 422

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Teacher candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02.)*

Teacher Candidate Learning Outcomes

Teacher Candidates will be required to complete a California Teaching Performance Assessment (CalTPA), show proof of Teacher Performance Expectations (TPEs) and complete critical assessment tasks- specific assignments for this course. It is the teacher candidates responsibility to understand expectations and complete assignments by stated due dates.

ED Teacher Performance Assessment (EdTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the EdTPA or the TPA for short. To assist your successful completion of the TPA this course provides an overview and writing workshops to assist you in completing the assessment, which is submitted through Taskstream. Additionally, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program. The EdTPA Candidate Handbook can be found in Taskstream.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all teacher candidates are expected to attend all classes and participate actively. At a minimum, teacher candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the teacher candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the College of Education Governance Community, December, 1997.)*

Instructor application of Attendance Policy: This course and teaching in general are participatory; therefore, your attendance and participation are important. You are expected to attend all live sessions during the course and to fully participate in online sessions. Absences and late arrivals/early departures will affect the final grade much as it would affect evaluation in the work place. One absence, late arrival/early departure is allowed without penalty. Additional full and partial absences will reduce your grade by 10%.

Late assignments and resubmissions will not be accepted. In the teaching profession, paperwork, reports, etc. due to the state, district, or school office must be submitted by the deadline and in the correct format. This is our expectation as well.

Teacher Candidates with Disabilities Requiring Reasonable Accommodations

Teacher candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services

(DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Teacher candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Teacher candidates are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each teacher candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor or other teacher candidates, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that electronic correspondences are a very specific form of communication, with their own form of nuances, meanings, and etiquette. Please be mindful of courtesies and limitations with regards to professional e-mail, on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care. A guiding principle when writing an email is to assume that everyone in your school district will be reading it, including your principal.

Things to consider:

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

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

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages

often encountered in public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Teacher Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCC in SB 2042 Program Standards, August 2002.)*

Teacher Candidate Learning Outcomes/ Teacher Performance Expectation (TPE) Competencies

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

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

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

Teacher Performance Expectation	Evidence of Knowledge and Application
TPE 3 - Interpretation and Use of Assessments	Session 6 and TPA III
TPE 8 - Learning About Students	Student Survey Analysis
TPE 11 - Social Environment	Belief System Paper
TPE 12 - Professional, Legal, and Ethical Obligations	Student Survey Analysis, Belief System Paper
TPE 14 – Educational Technology	Digital Age/Innovation Project
TPE 13 - Professional Growth	Student Survey Analysis, Belief System Paper, Choice Book Review
TPE 15 - Social Justice and Equity	Belief System Paper, Reading Responses

Technology

This course infuses technology competencies to prepare candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology for their own professional development and practice, as well as be able to strategically place it in the hands of students for their learning and understanding of concepts you teach.

Enduring Understanding:

Teacher candidates understand that effective teaching and student achievement is based upon the practitioner’s ability to reflect upon events and individual students as a means to meet student needs and continually grow in the profession.

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

Choice Book: We will review book selections listed in the assignment section and you will select the one you want to read during one of our class sessions. All of the book selections are available in the library.

COURSE REQUIREMENTS

Academic Integrity: Teacher candidates must come to class having done close reading of the required texts in preparation for class or Socratic seminar-style discussions, submit required assignments, and participate in class activities, including facilitation of and feedback to colleagues, role plays, and small group tasks. Teacher education is a professional preparation program. Teacher candidates will be expected to adhere to standards of dependability, academic honesty and integrity, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, colleagues, parents, and administrators, writing that is original, clear and error-free is a priority in the College of Education. **Late work will not be accepted. If there are extenuating circumstances, the instructor may accept late work; however, it will not receive full credit.**

CSUSM Academic Honesty Policy: "Students (Teacher Candidates) will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. Teacher candidates are responsible for honest completion of their work including examinations.

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages 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 – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

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

ASSIGNMENTS

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

Student Survey Analysis

You will distribute a student survey that you (individually) or with a partner develop to get to know your students and write a brief analysis of the results. You **must** include questions that inform you of your

students' preferences for instructional and learning styles, homework, interest in the content, and use of technology. You **may** ask other questions regarding students' extracurricular work or activity schedules, interests outside of school, education and career goals, etc. The survey should not take a great deal of time to complete (10-15 min.). The surveys should also be easy for you to review and analyze. Checklists and rating scales for preferences are appropriate, while short answers for some questions might be more appropriate. You will submit a copy of your survey and a 2-4 page analysis including a brief summary of the results, important findings regarding the needs of your students, implications for your teaching, and a reflection regarding how you and your students are alike and different in your learning preferences along with how you will adjust your teaching style to meet their needs. *(Also supports EdTPA)*

Your Belief System:

"What I Know and What I Believe About the Development and Learning Needs of Adolescents" Teacher candidates will articulate their beliefs about teaching and learning and the nature and learning of adolescents including adolescent characteristics, learning profiles, curriculum, instruction and management strategies for adolescents. Additional details are provided later in the syllabus. *(Also supports EdTPA)*

Choice Book Reflection and Review

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

On the Library shelves:

Boss S. (2012) *Bringing Innovation to School: Empowering students to thrive in a changing world.* 7 (6 available)

Robinson, K. (2011) *Out of Our Minds: Learning to be creative* 7 (7 available)

Rose, M. (2009) *Why School? Reclaiming Education for All of Us.* . 7 copies (7 available) *Ted Conferences. Audio Book \$1.99 ASIN: B00998J5YQ*

Wagner, T. (2012) *Creating Innovators: The making of young people who will change the world* 7 (5 available)

Godin, Seth. (2012) *Stop Stealing Dreams, Free Kindle edition* 8

On Reserve in the Library:

Ayers, R. Ayers, W. (2014) *Teaching the Taboo: Courage and Imagination in the Classroom, 2nd ed.* 6

Nieto, Sonia. (2015). *Why We Teach Now* 7

Boyle, G. (2010) *Tattoos on the Heart: The power of boundless compassion* 8

Howard, G. (2006). *We can't teach what we don't know: White teachers, multiracial schools, 2nd edition.* 8

Reading/viewing Responses: Reading and viewing responses are essential to your preparation to engage in productive discussions and other activities during class. In most cases, there will be choices of readings and/or viewings on the same topic so that multiple perspectives can be presented in discussions. The choices also serve to provide you with several resources on the topics should want or need to do further exploration and deepen your understanding on any given issue. **All reading responses should be word –processed unless otherwise instructed.**

Student Survey Analysis

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

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

Complete the following rubric and **submit a paper copy** of your written analysis and the completed rubric within the first two weeks of your CPII semester. The due date depends on when your school semester starts.

Student Survey Analysis Rubric:

Have a peer review a draft of your analysis. Failure to include a peer review will result in a 2-point reduction. After you have made revisions, self assess in each category on the rubric, and suggest a holistic evaluation – minimal, somewhat inadequate, adequate, or excellent. Provide a rationale for your holistic judgment. Submit this with your paper.

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

Peer Name and Comments:

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

Instructor Comments:

Your Belief System: What I Know and What I Believe About the Development and Learning Needs of Adolescents

Every decision you make about your teaching and the students you see each day must be grounded in a belief system. That is the basis for this assignment, which is part philosophical, part academic, and part opinion. It should be written in APA style, double-spaced with citations for references where appropriate. It should include 5-7 references, which could come from any of your single subject program texts, readings, or any other references you have found to be informative for your teaching. The references can be imbedded as hot links. There are a variety of ways to present your beliefs. Choose one of the following, or if you have another idea discuss this with me.

- Traditional paper
- Prezi
- Youtube-length film
- Infographic

You may want to review the philosophy paper you wrote in EDUC 350; however, **I would not suggest that you use and revise those ideas in their entirety.** Since you wrote that paper, you should find that you are a great deal more knowledgeable and have some valuable teaching experience that informs your belief system regarding adolescents and teaching. In addition, the paper you wrote in EDUC 350 does not likely address all of the criteria below and in the rubric. ***This assignment is designed to help you articulate your belief system for purposes of making teaching decisions, preparing for job interviews, perhaps posting on your professional website and responding to TPA 3.***

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

Think about how you will begin the submission, e.g. a story, a quote, a metaphor, a visual or a powerful personal/professional mission statement. Use examples from your teaching and real students (pseudonyms), where appropriate, to illustrate your statements. Back up your ideas with references from theorists and studies. **You must address all of the following subtopics:**

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

This submission should not be long and drawn out. Think of it as a rehearsal for being able to articulate your beliefs, knowledge, and rationale for teaching decisions in an interview setting. Keep in mind that an interview panel does not want to hear you drone on and on and on. Be succinct and get to the point. Remember also, that these are topics that will help you respond to TPA 3 and there are character limits in the TPA.

**What I Know and What I Believe
About the Development and Learning Needs of Adolescents
Rubric**

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

Name _____

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

Peer Review Comments:

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

Instructor's Comments:

Tentative Course Calendar for EDSS 531

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

Session	Purposes/Learning Outcomes	Learning for the week	Assignment Due
1. Jan. 19 online	Campus Closed Know your Students	Online Class Administer a survey to your current students. Instructions on cougar Courses and in the syllabus. Review TPA 3.	Student Survey posted to the Forum. Analysis due date depends on when your school semester starts.
2 Jan. 26	Essential Question #1 What is my belief system regarding the nature and education of adolescents? Overview of EdTPA	Reading Response #1 <i>How 'Deprogramming' Kids From How to 'Do School' Could Improve Learning</i> http://blogs.kqed.org/mindshift/2014/12/how-deprogramming-kids-from-how-to-do-school-could-improve-learning/ and an article from the list at the end of the blog post.	Reading Response #1.
3 Feb. 2	Essential Question #2 How do I reflect upon my own biases and ensure equity in my classroom?	Bring a print or electronic copy of the syllabus to class. Reading Response #2 <i>Choose from 3 selections posted on Cougar Courses:</i> <i>Understanding unconscious bias and unintentional racism</i> <i>Equity, difference, and everyday practice: Taking a relational approach.</i> <i>The Anti-bias framework: Understanding Justice.</i> This is an interactive professional development module from Teaching Tolerance http://www.tolerance.org/module/anti-bias-framework-understanding-justice	Reading Response #2. Choice Book groups post your reading plan on the forum.
4. Feb. 9	Essential Question 5 How do I listen and communicate openly, empathetically, and productively with students and colleagues? EdTPA writing workshop	Reading Response #3 Choose one of the ideas of empathy from the list of videos posted on cougar courses Discipline Behavior in Schools Stereotypes Posters Exhibit CSUSM Kellogg Library Exhibit	Reading Response #3 (Paper copy) Last day to submit Student Survey Analysis
5. Feb. 16 Online	Essential Question #1 What is my belief system regarding the nature and education of adolescents?	Post a draft of your belief system submission to the self-selected group. Using the assignment rubric, provide feedback to the 2 other people in your group. Begin to save assessment samples from your students' work to bring to Session 6.	

6. Feb. 23	Essential Question #5. How do I use assessment and reflection to inform my teaching? EdTPA writing workshop	Bring samples of 5 students' work for analysis. Homework and Grades What students would do if they did not do their homework Academic Stress <i>From Degrading to De-Grading</i> http://www.alfiekohn.org/teaching/fddd-g.htm <i>Back to school: Dealing with academic stress</i>	Belief System Due Date 1
7. March 2	Creativity and Innovation EdTPA writing workshop	Reading Response #4 <i>Resources and tasks posted on Cougar Courses.</i>	Last day to submit Belief System Assignment Reading Response #4
8. Mar 9	Essential Question #3. How do I listen and communicate openly, empathetically, and productively with students and colleagues? EdTPA writing workshop	Reading Response #5 <i>The voices of young black males</i> <i>Listen first, then teach</i> <i>Echoes from the Gap: Writing on the wall</i> <i>Echoes from the Gap: The view from the lighthouse</i> <i>Echoes from the Gap: Butterflies in the hallway</i>	Reading Response #5
9. Mar 16 TPA 3 due	Essential Question #1 What is my belief system regarding the nature and education of adolescents?	Dropout Prevention TPA Task 3 due March 16 Star Power Lazy Bored Don't care	
10. Mar 23 Online Class		Review TPA Task 4. Pay attention to due dates for the permission slips and submission of the TPA	Choice Book Groups meet virtually
11. Mar 30 online			Choice Book Groups meet virtually
12 Apr. 6, Online classes			Choice Book Individual reflection and review posted to the forum, by Apr. 6
13. Apr. 13	How do I listen and communicate openly, empathetically, and productively with students and colleagues? EdTPA writing workshop	Social and Human Capital; The Failure of Joe Jones Reflect on causes and responses to behavior in school Drop out Prevention Simulation 2-3:45 all together	

14. Apr 20 TPA 4 due	No class until GSA at Carlsbad	TPA 4 Due GSA at Carlsbad HS. 2:50 CHS 3103 Reflect on causes and responses to behavior in school	
15. Apr 27 Poster Session April 30 5-6:40	Essential Question #5 How do I present myself as a professional educator? Ethics and Dispositions	EDSS 531 portfolio review and reflection. Readings Posted on Cougar Courses. <i>The Heart of a Teacher</i> <i>What New Teachers Need to Learn</i> This is Where Teaching Gets Real Parker Palmer Building an effective learning ecosystem: David Miyashiro https://www.youtube.com/watch?v=_oAoTdQ80XI 12-1:45 EDSS 531 all together. Do cultural competency survey 2-4:00 ITU presentations both cohorts	
16. May 4	Transition to Teaching.	Final Session: Job Search, Exit Surveys, Goal Setting	

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

“Exceed Expectations”: (A)

1. The teacher candidate consistently performs and participates in an exemplary manner evident by completing all assignments thoroughly, thoughtfully, and professionally.
2. Each assignment receives in-depth exploration and reflection based upon research, observations and classroom implementation, when possible.
3. The teacher candidate is consistently prepared and ready to engage in thoughtful discourse.
4. The teacher candidate makes insightful connections between all assignments and their developing overall understanding of reflective practice; they continually question and examine assumptions in a genuine spirit of inquiry.
5. The teacher candidate always collaborates with their colleagues in professional, respectful, and productive ways, enhancing each participant’s learning and demonstrating personal integrity.
6. Presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared.
7. All work is submitted in a professional manner using APA style when appropriate.
8. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

“Adequately Meet Expectations”: (B)

- a. The teacher candidate completes all assignments, usually thoroughly, thoughtfully, and professionally.
- b. Each assignment is based upon research, observations and classroom implementation, when possible.
- c. The teacher candidate is usually prepared and ready to engage in thoughtful discourse.
- d. The teacher candidate usually connects assignments to their developing overall understanding of reflective practice; may be satisfied with “accepting” their learning as it’s “received” without

examining, very deeply, their and others' assumptions or seeking a deeper understanding of the implications.

- e. The teacher candidate generally collaborates with their colleagues in professional, respectful, and productive ways, enhancing each participant's learning and demonstrating personal integrity.
- f. Generally, presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared.
- g. Generally, work is submitted in a professional manner using APA style when appropriate.
- h. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

"Minimally Meet Expectations": (C)

- 1. The teacher candidate's assignments are completed with limited thoroughness, thoughtfulness, and/or professionalism.
- 2. Each assignment is based upon opinion rather than research, theory, and best practices.
- 3. The teacher candidate's skills are weak, unprepared to engage in thoughtful discourse and do not meet expectations.
- 4. Reflection is shallow. The teacher candidate makes limited connections between assignments and developing overall understanding of reflective practice; may not be open to examining assumptions or implications.
- 5. The teacher candidate collaborates with their colleagues in ways that are not always professional, respectful, or productive.
- 6. Generally, presentations are not consistent with professional expectations, not providing appropriate visual aids, appropriate handouts, and are unprepared.
- 7. Assignments are submitted without APA style, thorough proofreading and organization.
- 8. The teacher candidate needs a great deal of guidance.
- 9. The teacher candidate is consistently late with work and has classroom attendance problems.
- 10. The teacher candidate may be distracted from learning and/or personal integrity may not be demonstrated.

GRADING NOTES

- Teacher candidates must meet the attendance requirements to be eligible for the grade described. They are "prerequisites" for earning a particular grade.
- No late work will be accepted
- In order to receive a California State Teaching Credential, you must maintain a B average in your College of Education classes and receive no lower than a C+ in any one course. A grade lower than a C+ indicates serious concern about a teacher candidate's readiness for a teaching credential—significant concerns exist about his/her quality of learning, quality of work, etc. If you are concerned about meeting this requirement at any time, you should talk with your instructor immediately.

EDSS 531 ASSESSMENT SHEET
(Print & bring to first class.)

Name _____

Cohort _____

Email _____

Content Area _____

Phone number(s) _____

School Site _____

Reading Responses (10%)

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Expectations:

Exceeds _____ Adequate _____ Somewhat adequate _____ Minimal _____

Student Survey Analysis (30%)

Expectations:

Exceeds _____ Adequate _____ Somewhat adequate _____ Minimal _____

Belief System Paper (30%)

Expectations:

Exceeds _____ Adequate _____ Somewhat adequate _____ Minimal _____

Choice Book Reflection (30%)

Expectations:

Exceeds _____ Adequate _____ Somewhat adequate _____ Minimal _____

Holistic Assessment

Exceeds _____ Adequate _____ Somewhat adequate _____ Minimal _____