

Department of Elementary and Bilingual Education/Department of Secondary Education
EDEL/EDSC 502F (2 units)
Pedagogy, Assessment, and Support for New Teachers (Semester 2)
SPRING 2021

Location: WEB in Canvas

Day and Time: 100% Online – No On Campus Meetings

Instructor: Dr. Antoinette Linton

Office Hours: - Virtual in Chatroom

Technical support: (657) 278-8888

EDUCATION UNIT CONCEPTUAL FRAMEWORK



Vision

We aspire to be transformational leaders who advance the readiness of all learners to actively participate in an ever-changing, diverse and digital world.

Mission

The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Program Outcomes and Indicators

After successful completion of a program of study, our credential recipients and program graduates are:

1. Knowledgeable and Competent Specialists who

- a) Demonstrate a strong foundation of knowledge
- b) Implement effective practice
- c) Use current technologies for teaching and learning

2. Reflective and Responsive Practitioners who

- a) Advance just, equitable, and inclusive education
- b) Make informed decisions
- c) Participate in collaborative endeavors
- d) Think critically and creatively

3. Committed and Caring Professionals who

- a) Demonstrate leadership potential
- b) Maintain professional and ethical standards
- c) Engage in continuous improvement

COLLEGE OF EDUCATION CORE VALUES

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate a commitment to fairness and a belief that all children can learn through an increasing ability to promote diversity, engage in collaborative endeavors, think critically, maintain professional and ethical standards, and value life-long learning. Additional information on these five abilities is provided at [Professional Dispositions Expected of Candidates](http://ed.fullerton.edu/wp-content/uploads/2014/12/UnitDisp-revised-nov-2014.pdf) (<http://ed.fullerton.edu/wp-content/uploads/2014/12/UnitDisp-revised-nov-2014.pdf>).

DEPARTMENT OF SECONDARY EDUCATION MISSION

The Mission of the Department of Secondary Education is to develop quality secondary school teachers. We are committed to providing a program that reflects the complex contexts of the secondary classroom and models a professional community where learning is interactive and dynamic. Our philosophy is to prepare educational leaders through a course of study, which bases practice upon knowledge of current research in curriculum and instruction. We develop students as life-long learners, reflective practitioners, and change agents who positively influence decision-making in schools and communities to improve the education of adolescents.

DEPARTMENT OF ELEMENTARY AND BILINGUAL EDUCATION THEME

Equity and Excellence – We are committed to uphold the ideals of respect for the dignity and inherent worthiness of each person. We value all aspects of human development and emphasize the diverse gifts, needs, and interests of each learner. We embrace and are committed to the inclusion of multiple perspectives, voices, cultures, languages, values and knowledge. We develop and model varied learning and teaching methodologies in our classes.

Community and Social Change – We are committed to developing reflective and ethical leaders with a global perspective. Through reflective practices and a focus on lifelong learning, we prepare students to act as change agents as they influence decision making in schools and communities.

Knowledge and Wisdom – We are committed to a philosophy of preparing educational leaders through a course of study that bases practice upon knowledge of current research in curriculum and instruction. We further embrace the notion of knowledge being acquired through a variety of past and current experiences, methods and processes such as curiosity, critical thinking, and self-reflection.

TEACHER INDUCTION PROGRAM STRUCTURE

The Cal State Fullerton Teacher Induction Program is organized around the California Standards for the Teaching Profession (CSTP) and aligned with the Five Core Propositions of the National Board for Professional Teaching Standards (NBPTS) and International Society for Technology in Education (ISTE) Standards for Teachers. New teachers are expected to collaborate with their Support Provider to plan, implement, assess, and document professional growth experiences. The unique mix of K-12 teachers employed in diverse public and private settings allows for exploration and reflection on a broad spectrum of educational opportunities for children and youth. Throughout the program, new teachers identify inquiry questions that guide their professional growth in these standards. Each semester, inquiry questions are guided by a different emphasis area from which new teachers select a special focus.

- Semester 1: Content and Contexts of California Classrooms
- Semester 2: Teacher Inquiry
- Semester 3: *ISTE Standards for Teachers and Students*
- Semester 4: *NBPTS Five Core Propositions*

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

Content in the courses in the Teacher Induction Program is based on the *California Standards for the Teaching Profession* (CSTP, 2009). The *Standards* draw on current research and expert advice pertaining to best teaching practice. The *Standards* are organized around six interrelated categories of teaching practice. Together these six standards represent a developmental, holistic view of teaching and are intended to meet the needs of diverse teachers and students in California. Additional information may be found at [California Standards for the Teaching Profession](http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf) (<http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf>).

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional Educator

ISTE STANDARDS-TEACHERS

Courses in the Teacher Induction Program are aligned with *ISTE Standards for Educators (2018)*. Teachers have always held the key to student success. But their role is changing. The *ISTE Standards for Educators* define the new skills and pedagogical insights educators need to teach, work and learn in the digital age. Further information may be found at *ISTE Standards for Educators* (<https://www.iste.org/standards/for-educators>).

- **Learner:** Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning
- **Leader:** Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
- **Citizen:** Educators inspire students to positively contribute to and responsibly participate in the digital world.
- **Collaborator:** Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
- **Designer:** Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
- **Facilitator:** Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.

- **Analyst:** Educators understand and use data to drive their instruction and support students in achieving their learning goals.

CORE PROPOSITIONS OF THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

Courses in the Clear Credential Program are aligned with the core propositions established by the *National Board for Professional Teaching Standards* (2016). There are *Five Core Propositions*. More information can be found at [Five Core Propositions](http://www.nbpts.org/five-core-propositions) (<http://www.nbpts.org/five-core-propositions>).

- Proposition 1: Teachers are committed to students and learning
- Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities.

RESPONSE TIME

Please email the instructor directly with any questions about the course. You can expect a response within 48 hours (except weekends).

COURSE DESCRIPTION

Catalog Description: EDEL/EDSEC 502F Pedagogy, Assessment, and Support for New Teachers, Semester 2 (2 units). Prerequisite: EDEL/EDSC 502E. Co-requisite: Participation in the Fullerton Teacher Induction Program. Formative assessment and professional development for new teachers. Focus on inquiry into teaching effectiveness, including analysis of inquiry and assessment of teaching and learning.

STUDENT LEARNING OBJECTIVES

Teacher Induction candidates will

1. Reflect on and apply the California Standards for the Teaching Profession as they plan, implement, assess, and document professional growth experiences.
2. Create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
3. Utilize adopted content standards and performance levels for standards, curriculum frameworks, and instructional materials in the context of their teaching assignment.
4. Utilize technology to support teaching and learning, engage students, make subject matter accessible to all students, and assess student learning.
5. Plan and differentiate instruction using multi-tiered interventions as appropriate for student academic, physical, social, and language needs.
6. Interpret and utilize assessment data from multiple measures to inform instruction, including entry level, progress monitoring, and summative assessments of student achievement.
7. Utilize the process of teacher inquiry to assess their teaching practice; explore the content and context of California classrooms; examine teaching standards and instructional strategies; and positively impact their teaching and student learning.
8. Examine prior knowledge and skills and assess their teaching practice for strengths and areas for growth.
9. Collaborate with colleagues to reflect on and improve teaching and learning.

Alignment of Course Learning Objectives and Assessments with COE Program Outcomes and Teaching Standards (CSTP, NBPTS 5 Core Propositions, and ISTE Standards-T)
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502F Learning Objectives	502F Assessments	CSTP	Core Props	ISTE	COE Program Outcomes
1. Reflect on and apply the California Standards for the Teaching Profession and specific pedagogical skills for subject matter instruction.	Discussion Forum 2.1, 2.3, 2.4, 2.5, 2.6 ILP, POP, CSTPA Portfolio	1,2,3, 4,5,6	Prop 2	1,2,3 , 4,5	1a, 1b, 1c, 2a, 2b, 2c, 2d, 3a, 3b, 3c
2. Create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.	ILP, POP Portfolio	1,2	Prop 3	1,3,4	
3. Utilize adopted content standards and performance levels for standards, curriculum frameworks, and instructional materials in the context of their teaching assignment.	Discussion Forum 2.5 ILP, POP Portfolio	3	Prop 2 Prop 3	1,2	1a, 1b, 1c, 2b, 2d
4. Utilize technology to support teaching and learning, engage students, make subject matter accessible to all students, and assess student learning.	Portfolio	1,2,3, 4,5,6	Prop 1 Prop 2 Prop 3	1,2,3 , 4,5	
5. Plan and differentiate instruction using multi-tiered interventions as appropriate for student academic, physical, social, and language needs	Discussion Forum 2.2, 2.3 ILP, POP Portfolio	4	Prop 1 Prop 3	1,2,4	
6. Interpret and utilize assessment data from multiple measures to inform instruction, including entry level, progress monitoring, and summative assessments of student achievement.	Discussion Forum 2.4 ILP, POP Portfolio	5	Prop 3	2	
7. Utilize the process of teacher inquiry to assess their teaching practice; examine teaching standards and instructional strategies; and positively impact their teaching and student learning.	Discussion Forum 2.2 ILP, POP	6	Prop 4	5	
8. Examine prior knowledge and skills and assess their teaching practice for strengths and areas for growth.	Discussion Forum 2.1, 2.3, 2.4, 2.5, 2.6 POP, Portfolio	6	Prop 4	5	2d, 3a, 3b, 3c
9. Collaborate with colleagues to reflect on and improve teaching and learning.	Discussion Forums 2.1, 2.2, 2.3, 2.4, and 2.5 POP, CSTPA	6	Prop 4 Prop 5	5	2c, 2d, 3a, 3c

REQUIRED MATERIALS

CSTP Continuum of Teaching Practice (2012)

(<http://www.ctc.ca.gov/educator-prep/CA-TI/finalcontinuum-of-teaching-practice.pdf>)

ATTENDANCE

Student presence in the online course is mandatory. Student presence will be demonstrated through completion of discussion forum posts and online activities according to the course calendar. Weekly modules begin on Monday, 6:00 am PST and close on Sunday, 11:00 pm PST. Students who do not complete class discussion posts or online activities during the weeks they are assigned will be considered absent for that week and will receive no credit for the incomplete posts/activities.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

The course employs plus/minus grading, according to the following categories.

A+ = 99-100%	A = 93 – 98.9%	A- = 90 - 92.9%
B+ = 87-89.9%	B = 83 – 86.9%	B- = 80 – 82.9%
C+ = 77-79.9%	C = 73 – 76.9%	C- = 70 – 72.9%
D+ = 67-69.9%	D = 63 – 66.9%	D- = 60 – 62.9%
F = Below 60		

LATE ASSIGNMENTS

Late Work Policy: Grades for late assignments and required forms will be reduced 10% each day after the assignment due date (up to 50%) unless approval for late work is given in advance. Late assignments and forms will be accepted up to one week after the original due date. Discussion posts will not be accepted late.

ASSIGNMENTS

There are a total of 190 possible points. Assignment scoring guides will be posted to the course site, if other than the scoring guide below.

- **Forms (Pass/Fail)** – There are a variety of forms you must submit each semester. These include the following:
 - Mentoring Process Log – Semester 2
 - NOTE: If you change schools or mentors, you are required to notify us immediately and to provide Administrator and/or Mentor Agreement forms from your new status.
- **Assessments (25 pt ea/75 pt)** - Assessments allow you to measure your development on the Continuum of Practice, assess your inquiry process, and examine your teaching performance within classroom practice. These three assessments are evaluated according to the *Scoring Guide for ILP, POP, and CSTPA* (see below).
 - Individualized Learning Plan (ILP) – Semester 2 (with emphasis in instructional strategy) – see end of syllabus for ILP Form
 - Pre-Observation-Post (POP) Cycle Form, with Lesson Plan and Instructional Materials – Semester 2 - see end of syllabus for *POP Cycle Form*; lesson plan format is teacher's choice
 - CSTP-Assessment, Year 1 Final (CSTP 4, 5, 6) – see end of syllabus for *CSTP-Assessment Form*.
- **Discussion Forums (5 pt ea/55 pt)** - Discussion Forums are based on class activities. Students are expected to show evidence of their learning through thoughtful responses that exhibit knowledge of the required activities and demonstrate critical-thinking and reflection on the assigned topic. See end of syllabus for *Sample Forum Prompts*.
 - Mentor Conversation 2.1M: Teacher Inquiry
 - Forum 2.1: CSTP Goal for Spring
 - Mentor Conversation 2.2M: POP, ILP, and TIP

- Forum 2.2: Lesson Plan Topics
- Mentor Conversation 2.3M: CSTP 4 Planning Instruction and Designing Learning Experiences for All Students
- Forum 2.3: CSTP 4
- Mentor Conversation 2.4M: CSTP 5 Assessing Student Learning
- Forum 2.4: CSTP 5
- Mentor Conversation 2.5M: CSTP 6 Developing as a Professional Educator
- Forum 2.5: CSTP 6
- Forum 2.6: Reflect on Course Experiences and Professional Growth
- **Digital Portfolio - Semester 2 (60 Points)** – The digital portfolio is a compilation of evidence assembled for the purpose of determining whether new teacher candidates have met learning objectives and professional standards; facilitating new teacher candidate reflection on professional goals and progress; and supporting the new teacher candidate’s development of an on-going archive of teaching practice, accomplishments, and other documentation. See end of syllabus for *Digital Portfolio Assignment*.
 - Technical Requirements (10)
 - CSTP 4-6 Evidence (45)
 - Assessments (5)
 - o ILP
 - ILP-Semester 2 with emphasis in instructional strategy
 - o POPs
 - POP Semester 2 with Lesson Plan and Instructional Materials
 - POP Semester 1 with Lesson Plan and Instructional Materials
 - o CSTP-CTP
 - CSTP-CTP Year 1 Final
 - CSTP-CTP Semester 1

SCORING GUIDE FOR ILP, POP, AND CSTPA

Component	Criteria	Points
Completeness	• All required components of the assignment are included and are complete. • Supporting materials are complete and appropriately support the assignment.	10
Quality	• Work is thoughtful, thorough, and accurate. • Responses directly address questions and prompts. • Responses go deeper than surface level and provide evidence that the author is thinking carefully about improving as a teacher.	10
Presentation	• Academic English is used appropriately. • There are few errors in standard conventions of English (e.g., punctuation). • Information is carefully organized, and ideas flow appropriately. • Materials are digitally completed.	5
TOTAL POINTS POSSIBLE		25

CANVAS – TECHNICAL DIFFICULTIES

As a registered student you are enrolled in Canvas. You may access Canvas for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact 657-278-5619. If you still need

more help, contact 657-278-8888. Check Canvas weekly, the night before class, for any pertinent or last minute, updated information.

In case of technical difficulties with Canvas, the instructor will communicate with students directly through CSUF email, and assignments can be sent through email, faxed or mailed to the Department of EDEL/EDSC 502E Course Syllabus Page 8 of 13 Secondary Education. In the case email doesn't work, students should call the department coordinator at 657-278-7769 for further direction.

SYNCHRONOUS/ASYNCHRONOUS INSTRUCTION

All course class session are asynchronous. There will be no synchronous class meetings.

COURSE COMMUNICATION

All course announcements and personal email are sent through Canvas, which only uses CSUF email accounts. Therefore, you **MUST check your CSUF email on a regular basis** (several times a week) for the duration of the course.

TECHNICAL REQUIREMENTS

Students are expected to:

1. Be knowledgeable in the use of a personal computer (PC or Macintosh) prior to being admitted to the university. Entering students should have 1) the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices such as floppy disks; 2) the ability to use a word-processing program that runs on a PC or Macintosh computer to create, edit, format, store, retrieve, and print documents; 3) the ability to use an electronic mail system to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and 4) the ability to use an Internet browser to search the World Wide Web.
2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments;
3. Utilize the most recent version of Microsoft® Office including Word, PowerPoint, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments;
4. Maintain and access three times weekly a student email account;
5. Use Internet search and retrieval skills to complete assignments;
6. Upgrade his/her skills in educational technology throughout the program;
7. Apply his/her educational technology skills to complete expected competencies;
8. Utilize other software applications as course requirements dictate;
9. Utilize Canvas to access course materials and complete assignments.

NETIQUETTE REQUIREMENTS

Each student is expected to conduct himself/herself in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of behaviors that are appropriate for online activity - especially with email and threaded discussions. The core rules of netiquette can be found at the [Netiquette website \(http://www.albion.com/netiquette/corerules.html\)](http://www.albion.com/netiquette/corerules.html). Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.

SOFTWARE FOR STUDENTS

Did you know you are eligible for FREE and low-cost software for being an active CSUF student? Software can be requested from www.fullerton.edu/it/students/.

UNIVERSITY INFORMATION

Withdrawal Policy (excerpted from UPS 300.016)

Students may withdraw from the course up to the university withdrawal date as set by the office of Admissions and Records. The authorization for a student to withdraw from a course after this date and prior to the last twenty percent of instruction in a term shall be granted for only the most serious and compelling reasons. *A serious and compelling reason is defined as a physical, medical, emotional or other condition which has the effect of limiting the student's full participation in the class and which is clearly beyond the student's control.* The student must provide credible documentation for such reasons. *Poor academic performance is not evidence of a serious and compelling reason for withdrawal.*

Students with Special Needs

Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses. Additional information can be found at the [DDS website](http://www.fullerton.edu/dss/) (<http://www.fullerton.edu/dss/>) or by calling 657-278-3122.

Academic Dishonesty Policy

Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one's own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 [found at the UPS section of the Academic Senate website.](http://www.fullerton.edu/senate/publications_policies_resolutions/ups.php) (http://www.fullerton.edu/senate/publications_policies_resolutions/ups.php).

CSUF Writing Center

The Writing Center offers all registered CSUF students the opportunity to receive writing assistance. In half hour long tutorials, the students who come to the Writing Center will work with a tutor to create and/or improve specific assignments and, more importantly, to improve their overall writing skills. Students can expect to engage in conversation about their assigned topics, the point or thesis of their writing, ways to organize and develop ideas, or how to improve sentence structure and mechanics so as to convey the intended meaning of the essay. The Writing Center is located in MH 45, the basement of McCarthy Hall, on the campus of California State University, Fullerton; 657-278-3650. More information can be found on the [CSUF Writing Center webpage](http://www.fullerton.edu/LearningAssistance/tutoring_centers/writing.php) (http://www.fullerton.edu/LearningAssistance/tutoring_centers/writing.php).

University Learning Center

The goal of the University Learning Center is to provide all CSUF students with academic support in an inviting and contemporary environment. The staff of the University Learning Center is carefully selected and trained to assist students with their academic assignments, general study skills, and computer user needs. The ULC is located in the Pollack Library North, 2nd Floor. The services that the ULC provide to the CSUF students include an open computer lab, tutoring, workshops, online tutoring, and collaborative learning. The online tutoring option allows students to submit their paper for constructive feedback. More information can be found on the [University Learning Center website](http://www.fullerton.edu/ulc/) (<http://www.fullerton.edu/ulc/>).

Two week plan for distant instruction should on-campus instruction be interrupted

In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Canvas groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

Emergency Contact

In the event of emergency, contact the University Police at 657-278-3333. [Additional information can be found at the CSUF Emergency Preparedness website.](http://emergencypreparedness.fullerton.edu/) (<http://emergencypreparedness.fullerton.edu/>).

Library Support

Pollack Library Assistance available for Online Students with [online instruction guidelines are available on the CSUF library website.](http://www.library.fullerton.edu/about/guidelines/online-instruction-guidelines.php) (<http://www.library.fullerton.edu/about/guidelines/online-instruction-guidelines.php>).

ONLINE COURSE POLICIES

WEB Course Requirements

Students who enroll in a WEB course MUST:

1. Abide by the single subject credential program technology competency policy outlined above;
2. Have frequent and dependable internet access with a high speed modem;
3. Utilize the latest version of a reliable web browser (preferably Internet Explorer, Mozilla Firefox or Safari);
4. Utilize a computer that has anti-virus software installed;
5. Utilize Microsoft® Office (word, PowerPoint, excel);
6. Type and electronically submit all assignments through Canvas; and be WEB savvy (know how to search, troubleshoot, bookmark, use web collaboration and social networking sites, etc.).

Authentication of Student Work

Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, and the multiple assignments you are required to complete. Because many assignments are aligned to your teaching, they allow you to create practical and unique resources for your use as a classroom teacher.

Discussion Posting Guidelines

Students will be expected to respond to writing prompts that show an in-depth understanding and reflection of the class readings, presentations, past experiences and personal work in the course. Students are expected to post responses to the prompt by the deadline indicated on the course calendar.

ONLINE DISCUSSION GUIDELINES AND SCORING

Posting

The great advantage of online discussion is that it can happen almost anytime, anywhere; it can deepen your understanding of the course material, and it can help you forge stronger connections with your classmates. Your posts and responses are required to be substantive, and should advance or re-frame the discussion in some way. In other words, you must do more than say “I agree” or “I disagree,” and you must not merely restate what someone else says.

Grading

Your online discussions will count for a significant part of your overall grade. Discussions will have deadlines, and late posts will not be accepted. Your posts and responses will be read and evaluated with special attention to several areas:

- Appropriate length
- Relevance to topic
- Evidence of thought/reflection
- Evidence of critical-thinking – such as asking questions; presenting explanations, hypotheses, original ideas, or personal experiences; analyzing, synthesizing, or evaluating information
- Collegiality – adherence to the norms of courtesy appropriate in academic (but informal) discussions

Points Assigned

Most discussion forums are worth 5 points—3 points for the initial post and 1 point each for replies to two posts. Discussion Forum 2.6 does not require any replies; the initial post is worth 5 points.

TENTATIVE EDEL/EDSC 502F SEMESTER 2 COURSE CALENDAR

This 2-unit, 12-week course is divided into 6 modules. Modules open on Monday morning (6:00 am PST) and end two weeks later on Sunday night (11:00 pm PST). Discussion Forum initial posts are due on the first Sunday night at 11:00 pm; final posts are due on the second Sunday night at 11:00 pm PST. Unless otherwise noted, assignments for the activity set are due on the second Sunday night at 11:00 pm PST.

Module 1, Weeks 1-2 February 8-21

- Topics
 - Course Orientation
 - Revisit ILP and CSTP Continuum
- Readings
 - California Standards for the Teaching Profession (CSTP)
 - CSTP Continuum of Teaching Practice (CTP)
 - Teacher Inquiry and the Individualized Learning Plan
- Assignments Due February 23 by 11:00 pm
 - Survey: Semester 2 Update
 - Mentor Conversation 2.1M Preparing for Semester 2
 - Discussion 2.1D: CSTP Goals for Semester 2

Module 2, Weeks 3-4 February 22 - March 8

- Topics

- o Overview of Inquiry Focus with instructional strategy emphasis
- o Lesson Plan and POP
- Readings
 - o Pre-Observation, Observation, Post-Observation (POP) Cycle
 - o Teacher Inquiry and the Individualized Learning Plan
- Assignments Due March 8 by 11 pm
 - o Mentor Conversation 2.2M Teacher Inquiry, the ILP and POP Cycle
 - o Discussion 2.2D: Teacher Inquiry Resources
 - o ILP Sections 1, 2, 3, 4 - due Sunday, Mar 10, 11:00 pm

Module 3, Weeks 5-6 March 9-22

- Topics
 - o CSTP 4
 - o Portfolio: Initial Evidence CSTP 4
- Readings
 - o CSTP 4: Planning Instruction and Designing Learning Experiences for All Students
 - o Continuum of Teaching Practice (CTP) for CSTP 4
 - o Pre-Observation, Observation, Post-Observation (POP) Cycle
 - o Teacher Inquiry and the Individualized Learning Plan
 - o FOTIP Portfolio
- Assignments Due by March 22 by 11 pm
 - o Mentor Conversation 2.3M CSTP 4
 - o Discussion 2.3D: Reflect on CSTP 4 Evidence
 - o POP Cycle Sections 1, 2 and Lesson Plan
 - o Date of Observation Choice
 - o Portfolio: Initial Evidence CSTP 4

Module 4, Weeks 7-8 March 22-April 11 Includes spring break (March 29-April 4)

- Topics
 - o CSTP 5
 - o Portfolio: Initial Evidence CSTP 5
- Readings
 - o CSTP 5 Assessing Students for Learning
 - o Continuum of Teaching Practice (CTP) for CSTP 5
 - o Pre-Observation, Observation, Post-Observation (POP) Cycle
 - o Teacher Inquiry and the Individualized Learning Plan
 - o FOTIP Portfolio
- Assignments Due by April 11 by 11 pm
 - o Mentor Conversation 2.4M CSTP 5
 - o Discussion 2.4D: Reflect on CSTP 5 Evidence
 - o Portfolio: Initial Evidence CSTP 5

Module 5, Weeks 9-10 April 12-26

- Topics
 - o CSTP 6
 - o Portfolio: Initial Evidence CSTP 6
- Readings

- o CSTP 6 Developing as a Professional Educator
- o Continuum of Teaching Practice (CTP) for CSTP 6
- o Pre-Observation, Observation, Post-Observation (POP) Cycle
- o Teacher Inquiry and the Individualized Learning Plan
- o FOTIP Portfolio
- Assignments Due May 8 by 11 pm
 - o Mentor Conversation 2.5M CSTP 6
 - o Discussion 2.5D: Reflect on CSTP 6 Evidence
 - o POP Cycle Sections 3/4
 - o Portfolio: Initial Evidence CSTP 6

Module 6, Weeks 11-12 CLASS ENDS ON May 8!

- Topics
 - o Course Conclusion
- Readings
 - o none
- Assignments Due May 8, course ends on Friday
 - o ILP - Section 5 and Pre/Post Assessment Data
 - o Discussion 2.6D: Reflect on Professional Growth
 - o Final CSTP Assessment