ALDER GRADUATE SCHOOL OF EDUCATION

ED 291 - Scholarship, Synthesis, and Setting the Foundation

Course Description

Before residents become teachers of record in their own classroom, it is important that they demonstrate mastery of the California Teaching Performance Expectations and of Alder GSE's Program Learning Outcomes. ED 291 will support residents as they reflect on the residency year, guiding them to collect evidence of their growth and current state of progress for each of the TPEs and program learning outcomes in a portfolio. Residents will defend their portfolio to a panel of Alder GSE faculty and staff, highlighting evidence of demonstrated proficiency in each California TPE and indicating areas for growth. Panelists will offer analysis and advice, and elicit further resident thinking and exploration through questions. Additionally residents will consider their positionality and specific place in the landscape of American public education.

Our Vision

Outstanding teachers and leaders change students' lives and make the world a better and more just place.

Our Mission

To create opportunity and cultivate success for every student by recruiting and educating excellent teachers and leaders who reflect our school communities.

Our Core Values

- **Hope.** We believe in what is not yet realized. We bring hope to all we do.
- **Compassion.** We bring our hearts and our empathy. We listen and work to understand first.
- **Courage**. We speak up and lead with an unwavering will to do the right thing.
- **Knowledge.** We seek to learn from the lived experiences of all of our community members *and* from theories and research.
- **Collaboration.** We work together across ideas, individuals and communities to develop and work toward shared goals.
- **Excellence.** We strive relentlessly to achieve our vision.

California Teaching Performance Expectations and Alder Learning Outcomes

Teaching Performance Expectations Introduced (I), Practiced (P), and Assessed (A) in this course	Alder Student Learning Outcomes Introduced (I), Practiced (P), and Assessed (A) in this course
All six TPEs are assessed through the portfolio defense as a summative, capstone assessment. Additionally, this course focuses closely on three elements of TPE 6: *1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.* *2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.* *7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school*	1a) Residents will be able to articulate, analyze, and evaluate varying theories of teaching and learning that elucidate the context, history, tensions, and leading edges of K-12 public education. (A) 1b) Residents will be able to plan and design learning experiences for all students influenced by considerations of state-adopted standards, student learning needs, curriculum, data, and learning theory. (A) 2a) Residents will investigate, articulate, and challenge the multiple issues facing students and families in their communities, and will be able to connect meaningfully with students' families to enlist them as partners in their children's education. Through this work residents will identify and articulate barriers, provide access, and continually improve their use of strategies to support their students. (A) 2b) Residents will investigate, articulate, and challenge current patterns in public education. Through this work residents continuously identify

governance as well as state and local education finance.	practices that interrupt and perpetuate inequities system-wide and in their setting. (A) 2c) Residents will be able to locate and articulate potential perceptual biases implicit in their own sociocultural and economic backgrounds and experiences. (A) 3a) Residents will be able to design and adapt cognitively-engaging learning experiences informed by a continual analysis of student data that promote the subject matter knowledge of all students, including the full range of emerging multilingual students, students with disabilities, and students with other learning needs. (A) 3b) Residents will be able to establish and maintain a safe, tolerant, and effective classroom culture that provides a welcoming forum for student expression, positively encourages all students' cognitive growth, and facilitates rigorous, engaging instruction. (A) 3c) Residents will demonstrate rigorous content knowledge for teaching and pedagogical skills that foster success for all students through differentiated instruction (A) 3d) Residents will reflect on their practice and set goals to constantly improve in order to maintain and support the collaborative, professional culture of their partner schools. (A)

Course Module Title/Description	**Assessments (Include links)**
Literature Study: **All read:** ● *Tinkering Towards Utopia* ***All choose one*** ● *Savage Inequalities* ● *City Schools and the American Dream* ● *The Teacher Wars* ● *The Death and Life of the Great American School System* ● *The American School* ● *Building a Better Teacher*	The Educational Landscape, pt 2 Assessed elements of TPE 6: 1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. 2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. 7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.
Alder's HEAD and TPE 6: Developing as a Professional Educator (Alder HEAD) Residents will review major course theories and assignments related to those theories to collect evidence for TPE 6 and Alder's HEAD program learning outcomes.	Portfolio Defense
TPE 2: Creating and Maintaining Effective Environments for Student Learning (Alder HEART) Residents will review features of the classroom environment that nurture student growth and	Portfolio Defense

learning, and collect evidence that demonstrates their ability to craft positive classroom environments.	
TPE 5: Assessing Student Learning (Alder HANDS) Students will review diagnostic, formative, and summative assessment principles and collect evidence of their ability to use assessment to support all students' learning.	Portfolio Defense
TPE 4: Planning Instruction and Designing Learning Experiences for all Students (Alder HANDS) Residents will review inclusive planning principles and collect evidence of their ability to plan instruction to support all students' learning.	Portfolio Defense
TPE 1: Engaging and Supporting all Students in Learning (Alder HANDS) Residents will review engagement and differentiation strategies and collect evidence of their ability to support all students' learning.	Portfolio Defense
TPE 3: Understanding and Organizing Subject Matter for Student Learning (Alder HANDS) Residents will review their content methods coursework and select evidence appropriate for assessing this standard.	Portfolio Defense

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Course Expectations and Late Work Policy

Attendance

Participants are expected to attend all course sessions and actively participate in discussions. The effectiveness of our learning community depends upon each person's consistent and thoughtful participation. Attendance is required for all class sessions. The participation grade will link directly to your attendance, timeliness, and participation in class.

Assignments

Residents are expected to complete all assignments on time. The effectiveness of our learning community depends on each person's consistent and thoughtful participation. Residents are encouraged to contact the instructor for clarification and support on assignments. Residents should also initiate discussions with peers and instructors based on their questions related to classroom experience and course content.

Late Work

Our expectation is that everyone will submit course assignments by the date and time they are due. If requested, assignment extensions may be granted by the course instructor. Please note, if you are granted an extension on an assignment, such that it must be submitted after the established deadline, your grade will not be penalized, but you may forfeit your entitlement to timely feedback and grades. In order for us to maintain this policy, it is important for you to be in communication with your instructors.

Grading

We expect that all students will meet the high course expectations and earn an A in this course. This means that we expect you to be present, deeply engaged with the readings and other course content, thoughtfully complete assignments and communicate with us if you need accommodations. We will provide feedback, which is intended to engage you in a conversation about your work and guide you to continual learning and improvement of your practice. If we feel an assignment would benefit from revision to meet the course objectives, you will be offered an opportunity to rewrite, revise, or submit an addendum to what you have turned in. Course grades, other than an A, will be earned by students who do not demonstrate mastery of the course objectives and/or meet the course expectations.

Feedback

Written feedback will be given on assignments within one week of the due date.

Resubmission

One resubmission is allowed per course, consult with instructor for details.

Plagiarism

Plagiarism is the uncredited use (both intentional and unintentional) of somebody else's words or ideas (http://owl.english.purdue.edu/owl/resource/589/1/1/). Please be conscious to avoid plagiarism when completing course assignments. If you plagiarize, intentionally or unintentionally, you will *not* receive credit for the given assignment.

Accommodations for Students with Disabilities

If you are a student with a disability who requires accommodations, please contact the Director of the Office of Student Services (OSS) for information on how to obtain an Accommodations Request Letter.

3-Step Accommodation Process
1. The student meets with the Director of Student Services for guidance and completes the Accommodations Request Form, including supporting documentation.

2. The Office of Student Services reviews the students' request form and supporting documents to initiate the coordination of support and/or accommodations. The approved support and accommodations will be monitored, reviewed, and adjusted as necessary via a Student Services Support Plan. If deemed essential for the educational success of the student, a meeting may be scheduled with the partner director or essential Alder staff to review accommodations and determine support.

3. The student and their instructors receive approved accommodations notice from the Office of Student Services. The student should then arrange to meet with his/her/they professors to discuss the accommodation(s) and to sign the Accommodation Request Letter. Once the letter is signed by the student and faculty member, the accommodation(s) are set for the remainder of the term.
To ensure timeliness of services, it is preferable that you obtain the accommodation letter(s) from the Office of Student Services as soon as possible. After the instructor receives the accommodation letter, please schedule a meeting with the instructor during office hours or some other mutually convenient time to arrange the accommodation(s).

Please contact the Office of Students Services at studentservices@aldergse.org.

Preferred Pronouns (recommended language)

Knowing and applying the names and pronouns that students wish to use is a crucial part of developing a productive learning environment that fosters safety, inclusion, personal dignity, and a sense of belonging across campus. Please let me know your preferred name and pronoun anytime throughout the semester.

Student Work Notice

Copies of student work may be retained to assess how the learning objectives of this course are being met.