

# CALIFORNIA STATE UNIVERSITY, FULLERTON

## College of Education

### Department of Elementary and Bilingual Education/Department of Secondary Education EDSC/EDEL 502E (3 units) Pedagogy, Assessment, and Support for New Teachers (Year 1, Semester 1) FALL 2022

Day and Time: **Asynchronous** (100% Online – No On Campus Meetings)

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#### Technical support:

- Student Help Desk (657) 278-8888
- [StudentITHelpDesk@fullerton.edu](mailto:StudentITHelpDesk@fullerton.edu)
- [Student IT Help Desk Website](#)
- Chat with IT: Log into: [CSUF Portal](#) and Click *Online IT Help* Click on *Live Chat*

## COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK



#### *Reach. Teach. Impact.*

The conceptual framework for the College of Education (COE) describes the vision, mission, philosophy and goals that complement and reinforce the university's mission, goals, and institutional standards. COE's vision reflects our commitment to aim high, eliminate inequity, and take responsibility for the development of educators who effectively meet all students' educational needs: 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 In support of our vision, our mission

statement directly identifies our commitment to meeting our aims and aspirations as it highlights our attention to equity, inclusion, collaboration, creativity, innovation, and the roles of research, community engagement, and technology in education: 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, we promote creativity, collaboration, innovation, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

The theme "Reach. Teach. Impact." is the foundation of the COE's conceptual framework for program-specific learning outcomes that guide the operation of all initial and advanced programs in the college. These outcomes provide benchmarks to ensure that our candidates exit their programs as just, equitable and inclusive educators and leaders who possess the knowledge, skills, and dispositions to:

REACH the intersecting social identities of all learners through the critical examination of implicit and explicit biases and privileges to provide fair, respectful, non-discriminatory, equitable, inclusive, and humanizing learning environments.

TEACH through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and supports necessary for all learners to attain high-quality outcomes.

IMPACT schools and communities through a commitment to dismantling systems of oppression by supporting students, teachers, and leaders as citizens in a highly diverse, global, interconnected, and digital world.

The College of Education Conceptual Framework Outcomes (CFOs) are measured through an annual collection of selected program assessments used to measure Student Learning Outcomes (SLO's).

## **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 these dispositions. Please review the full list of dispositions found in the [Assessment and Accreditation section of the COE website](#).

## **JUST, EQUITABLE AND INCLUSIVE EDUCATION**

### **Just Education**

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A commitment to meet the educational needs of all students in a fair, caring, respectful, non-discriminatory manner (NCATE, 2008). This includes recognizing and understanding the impact of one's own privileges, biases, perspectives and beliefs on the interactions one has with students.

### **Equitable Education**

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A process that goes beyond providing equal opportunities, seeking to guarantee access to resources and to the challenges and supports necessary for all students to attain high-quality outcomes, not predicted by race, ethnicity, SES, gender, family structure, first language, religion, sexual orientation, (im)migration status, or disability.

### **Inclusive Education**

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A perspective that acknowledges, recognizes, and respects the knowledge and strengths all students bring from their communities (e.g., cultural, ethnic, disability, and linguistic) and makes community-based knowledge an integral component of curricular and pedagogical development. In this way, we as educators learn to value and draw upon students' backgrounds not only as a means to support them in developing tools to participate with success in the broader society but also as a mechanism to transform how we do our work.

## **IMPORTANT UNIVERSITY INFORMATION**

Cal State Fullerton supports your learning in many ways. Please see the [Disability Support Services Website](#) regarding students with special needs and Disability Support Services; [academic dishonesty policy](#) and [emergency preparedness and communication](#); and [University library support](#) .

## **SPIRITUAL, RELIGIOUS, AND/OR CULTURAL HOLIDAYS STATEMENT**

The College of Education is committed to a Just, Equitable, and Inclusive Education for all. As part of that commitment, the College acknowledges that observance of spiritual, religious, and/or cultural holidays are an essential reflection of diversity and inclusion. The College recognizes that when students are observing spiritual, religious, and/or cultural holidays, they may be unable to attend classes, take exams, work on assignments, and/or complete other class requirements. If students notify their faculty by the end of the second week of classes (or at least one week before any holiday) of spiritual, religious, and/or cultural holidays that conflict with assignments, exams, or other class requirements listed on the syllabus, they will be provided with an opportunity to make up missed class requirements. The instructor will provide accommodation details regarding adjusted due dates and any other details the student may need to make up missed course requirements. It is the students' responsibility to abide by these accommodations. No adverse or prejudicial effects will impact students' grades when alternate due dates or alternate assignments are provided. Students' grades will not be negatively impacted due to absences in observance of spiritual, religious, or cultural holidays.

## **VETERAN AND MILITARY SERVICES STATEMENT**

Veterans and military personnel with special circumstances (e.g., upcoming deployments, drill requirements, VA appointments, or specific accommodations/needs) are welcome and encouraged to communicate these (in advance, if possible) to the instructor. In addition, California State University Fullerton's Veterans Resource Center (VRC) is committed to serving the needs of veterans, service members and their families during their transition from military experience to student life. Student veterans, service members, or military families who need support or assistance while attending CSU Fullerton may refer to the [VRC website](#) or call 657-278-8660/2373, e-mail [veterans@fullerton.edu](mailto:veterans@fullerton.edu) , or stop by Gordon Hall, Room 244.

## **COVID-19**

For updates and resources related to COVID-19 please visit [CSUF COVID-19 Information & Resources Website](#)

## **POLICY ON RETENTION OF STUDENT WORK**

We may request to use your work (course assignments) as examples to share in other courses. We will email you in advance to gain your permission to do this. Additionally, your work may be used by the Department for accreditation purposes. We will not request your permission to do this, however your work will be anonymous if shared with accreditation agencies. All your work is your intellectual property and will remain in Canvas. We will not be keeping any of your work on our computers unless we have your approval.

## **AUTHENTICATION OF STUDENT WORK**

Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance submitted through a password protected system such as Canvas and CSUF email. This includes discussion board postings, individual email conversations, and digital assignments. Assignments that require development of a product using a web-based tool (i.e., Prezi, Mindmeister, Weebly), and are housed in the cloud, must be registered in your name, and your name must be posted on the product for the duration of the course. The presentation/product may be set to private view, but the course instructor must be given access through a private link.

## **TECHNICAL SPECIFICATIONS**

- Updated computer with media and streaming capabilities
- High Speed Internet connection
- Microphone and camera
- Google account and email
- Software: Microsoft Office or Google Suite/Titan Apps (Word, PowerPoint, Excel)

## **NETIQUETTE REQUIREMENTS**

It is expected that students participate in the online forum as is determined necessary for the weekly assignment. This may include but is not limited to participating in chat sessions or asynchronous discussion forums, working with group members on a common project, and conducting individual research. Students should be reminded that the Canvas forum is a professional forum and their participation in this forum should be respectful and professional at all times. With the increase of instant messaging, text messaging and personal email, it is easy to forget to use appropriate language when engaged in an online discussion for professional purposes. Please use professional language at all times. Refer to [Core Rules of Netiquette by Albion Website](#) for netiquette guidelines. Please email the instructor once you have reviewed the netiquette guidelines if you have questions.

## **EMERGENCY COMMUNICATION**

Campus emergency communication is done via a voice message, text and/or an email. Go to your Portal to review your contact information.

## **COURSE DESCRIPTION AND PREREQUISITE**

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Catalog Description: EDEL/EDSEC 502E Pedagogy, Assessment, and Support for New Teachers, Semester 1 (3 units). Prerequisite: Admission to the Fullerton Online 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**

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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.

<b>Alignment of Course Learning Objectives and Assessments with COE Program Outcomes and Teaching Standards (CSTP, NBPTS 5 Core Propositions, and ISTE Standards-T)</b>					
<b>502E Learning Objectives</b>	<b>502E Assessments</b>	<b>CSTP</b>	<b>Core Props</b>	<b>ISTE</b>	<b>COE Program Outcomes</b>
1. Reflect on and apply the California Standards for the Teaching Profession and specific pedagogical skills for subject matter instruction.	Discussion Forum 1.1, 1.2, 1.3, 1.4 1.5 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 1.5 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 1.2, 1.3 ILP, POP Portfolio	1	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 1.4 Portfolio	2	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 1.5 FOTIP Portfolio	3	Prop 4	5	
8. Examine prior knowledge and skills and assess their teaching practice for strengths and areas for growth.	Discussion Forum 1.1, 1.2, 1.3, 1.4 1.5 ILP, POP, CSTPA Portfolio	1, 2, 3	Prop 4	5	2d, 3a, 3b, 3c
9. Collaborate with colleagues to reflect on and improve teaching and learning.	Discussion Forum 1.1, 1.2, 1.3, 1.4 1.5 ILP, POP, CSTPA Portfolio	1, 2, 3	Prop 4 Prop 5	5	2c, 2d, 3a, 3c

## CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

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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 FOR EDUCATORS

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Courses in the Teacher Induction Program are aligned with *ISTE Standards for Educators*. 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

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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.

## COLLEGE OF EDUCATION CORE VALUES

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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

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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

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**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

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**Equity and Excellence** – We are committed to upholding 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

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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 Providers 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 Educators and Students*
- Semester 4: *NBPTS Five Core Propositions*

## REQUIRED MATERIALS

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*CSTP Continuum of Teaching Practice (2012)*

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

*Why Context is Just as Important in the Classroom (Edudemic, 2016)*

(<http://www.edudemic.com/context-in-the-classroom/>)

Your School Accountability Report Card (SARC) (most recent)

## COURSE COMMUNICATION AND RESPONSE TIME

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

## EMERGENCY COMMUNICATIONS, CSUF AND COLLEGE OF EDUCATION POLICIES, STUDENT RIGHTS, AND EDUCATIONAL SUPPORTS

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In case you experience an emergency and the TIP office is closed please visit the [Emergency Procedure Page](#) to become aware of the resources available to you. 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/>). Students are strongly encouraged to visit the [COE website](#) to ensure they are aware of their rights as well as having access to college wide

information, university resources, policies and required syllabi elements. Within the link you can find the College of Education's Conceptual Framework and Strategic Goals, as well as university information and student support and policies such as:

- Students with Special Needs
- Spiritual, Religious, and/or Cultural Holidays
- Academic Dishonesty Policy
- Emergency Preparedness
- Professional dispositions expected of candidates
- Policy on retention of student work
- Authentication of student work
- Technical requirements
- Netiquette requirements
- Covid-19 policies and supports
- And much more!

## GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

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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		

\*Student must receive a B- or better to obtain credit in 502E

\*\*Students will not be allowed to continue in the Induction Program without successful completion of this course.

### **Grade Point Average and Course Grades**

- o *All courses in the **CSUF Teacher Induction Program** are graduate level and students must earn a final grade of “B-“or better in each course in order to continue in this program.*
- o *Students who earn below “B-“in a Teacher Induction Program course will not be permitted to enroll in the next course in the program. Instead, that student will be welcome to re-enroll for the course (that they received the below “B-“grade in) the next time it is offered. (It is the student’s responsibility to notify [eiptip@fullerton.edu](mailto:eiptip@fullerton.edu) that they would like to re-enroll for a course well in advance of the course start date.)*
- o *Students who earn below “B-“in a course are allowed to repeat the course one time. If the student does not successfully pass the course with a “B-“or better on the second enrollment, they will be removed from the program.*

- o *Teacher Induction Program Traditional 2-year students who do not pass their first course – EDEL/EDSC 502E – with a “B-” or better must re-start the program by re-applying to the Teacher Induction Program in a subsequent term.*

## ATTENDANCE/PARTICIPATION

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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, 8:00 am PST and close on Sunday, 11:59 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.

The CTC requires that induction mentors and candidates spend an average of 5 hours per month during the program. This translates to about 15 hours per semester, including one hour per week for guided conversations and support, and completion of one pre-observation conference, observation and post-observation conference that is aligned with the candidate’s individualized learning plan and teacher inquiry. Failure to complete hours with the Mentor Teacher can result in a Stop Gap, an interruption in matriculation across the program, and a grade of incomplete (I) until they complete the hours.

## LATE ASSIGNMENTS

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*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

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There are a total of 200 possible points. Assignment scoring guides will be posted to the canvas 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 1

**Assessments (30 pt ea/60 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 assessments are evaluated according to the Scoring Guide for ILP, POP, and CSTP CTP Assessment (see below).

- Individualized Learning Plan (ILP) – Semester 1 (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 1 - see Handbook for POP Cycle Form; lesson plan format is teacher's choice

- o Sections 1/2 - 10 points
- o Lesson Plan and Resources – 10 points o Sections 3/4 - 10 points
- CSTP CTP Assessment – Initial – 5 pt each standard/30 points total

**Discussion Forums and Mentor Conversations (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.

- Mentor Conversation 1.1M: California Content and Contexts
- Discussion 1.1D: Introduce Yourself and More
- Mentor Conversation 1.2M: Inclusive Practices
- Discussion 1.2D: Share Lesson Plan Topics
- Mentor Conversation 1.3M: CSTP 1
- Discussion 1.3D: CSTP 1 Engaging and Supporting All Students in Learning
- Mentor Conversation 1.4M: CSTP 2
- Discussion 1.4D: CSTP 2 Creating and Maintaining Effective Environments for Student Learning
- Mentor Conversation 1.5M: CSTP 3
- Discussion 1.5D: CSTP 3 Understanding and Organizing Subject Matter for Student Learning
- Discussion 1.6D: Reflect on Course Experiences and Professional Growth

**TIP Portfolio - Semester 1 (85 Points)** – The FOTIP Portfolio is a digital 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 EDEL/EDSC 502E Course Syllabus goals and progress; and supporting the new teacher candidate's development of an on-going archive of teaching practice, accomplishments, and other documentation. See Handbook for TIP Portfolio.

- o Technical Requirement (10)
- o CSTP 1-3 Evidence (45)
- o Assessments (5)
  - o ILP
    - ILP-Semester 1 with emphasis in instructional strategy
  - o POP
    - POP Semester 1 With Lesson Plan and Instructional Materials
  - o CSTP-CTP
    - CSTP-CTP Semester 1

## GENERAL SCORING GUIDE FOR ILP, POP, AND CSTPA

See additional details for these assignments in grading rubrics under the specific course assignment in the Canvas course.

Component	Criteria	Approximate %
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Completeness	<ul style="list-style-type: none"> <li>All required components of the assignment are included and are complete.</li> <li>Supporting materials are complete and appropriately support the assignment.</li> </ul>	40%
Quality	<ul style="list-style-type: none"> <li>Work is thoughtful, thorough, and accurate.</li> <li>Responses directly address questions and prompts.</li> <li>Responses go deeper than surface level and provide evidence that the author is thinking carefully about improving as a teacher.</li> </ul>	40%
Presentation	<ul style="list-style-type: none"> <li>Academic English is used appropriately.</li> <li>There are few errors in standard conventions of English (e.g., punctuation).</li> <li>Information is carefully organized, and ideas flow appropriately.</li> <li>Materials are digitally completed.</li> </ul>	20%

## SYNCHRONOUS/ASYNCHRONOUS INSTRUCTION

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

## TENTATIVE COURSE CALENDAR

### Module 1: Course and Program Orientation

*Monday, September 17 – Sunday, September 30*

- **Topics**
  - Course and Program Orientation
  - ILP and CSTP Continuum
  - Content and Context of California Classrooms
  - California Standards for the Teaching Profession (CSTP)
- **Readings**
  - Why Context is Just as Important in the Classroom (Edutopia)
  - Your School Accountability Report Card (SARC) (most recent)
- **FOTIP Handbook**
  - Program Design
  - California Content and Contexts o California Standards for the Teaching Profession (CSTP)
  - CSTP Continuum of Teaching Practice (CTP)
- **Assignments Due**
  - Mentor Agreement – Semester 1
  - CSTP CTP Assessment – Initial
  - Mentor Conversation 1.1M: California Content and Contexts
  - Discussion 1.1D: Introduce Yourself

### Module 2: Inclusive Practices and the POP Cycle

*Monday, October 1 – Sunday, October 14*

- **Topics**
  - Inclusive Practices
  - Pre-Observation, Observation, Post-Observation (POP) Cycle
- **FOTIP Handbook**
  - Inclusive Practices
  - POP Cycle
- **Assignments Due**
  - POP Cycle Sections 1/2
  - Date of Observation
  - Mentor Conversation 1.2M: Inclusive Practices o Discussion 1.2D: Share Lesson Plan Topics

### Module 3: CSTP 1 Engaging and Supporting All Students

*Monday, October 15 – Sunday, October 28*

- **Topics**
  - Overview of Inquiry Focus with instructional strategy emphasis
  - CSTP 1: Engaging and Supporting All Students in Learning o Portfolio
- **FOTIP Handbook**
  - CSTP 1: Engaging and Supporting All Students in Learning
  - CSTP Continuum of Teaching Practice
  - Teacher Inquiry and the Individualized

Learning Plan

- **Assignments Due**
  - POP Cycle Lesson Plan
  - Portfolio: Initial Evidence CSTP 1
  - Mentor Conversation 1.3M: CSTP 1
  - Discussion 1.3D: CSTP 1 Engaging and Supporting All Students in Learning
  - ILP Section 1

**Module 4: CSTP 2 Creating and Maintaining Effective Environments**

*Monday, October 29 – Sunday, November 11*

- **Topics**
  - CSTP 2: Creating and Maintaining Effective Environments for Student Learning o Continue Portfolio and POP Cycle
- **FOTIP Handbook**
  - CSTP 2: Creating and Maintaining Effective Environments for Student Learning
  - CSTP Continuum of Teaching Practice
  - Teacher Inquiry and the ILP
  - TIP Portfolio
- **Assignments Due**
  - Portfolio: Initial Evidence CSTP 2
  - Mentor Conversation 1.4M: CSTP 2
  - Discussion 1.4 D: CSTP 2 Creating and Maintaining Effective Environments for Student Learning

**Module 5: CSTP 3 Understanding and Organizing**

**Subject Matter**

*Monday, November 12 – Sunday, December 2*

- **Topics**
  - CSTP 3: Understanding and Organizing Subject Matter for Student Learning o Complete Portfolio and POP Cycle
- **FOTIP Handbook**
  - CSTP 3: Understanding and Organizing Subject Matter for Student Learning
  - Teacher Inquiry and the Individualized Learning Plan
- **Assignments Due**
  - POP – Sections 3/4
  - Portfolio: Initial Evidence CSTP 3
  - Mentor Conversation 1.5M: CSTP 3
  - Discussion 1.5D: CSTP 3 Understanding and Organizing Subject Matter for Student Learning

**Module 6: Course Conclusion**

*Monday, December 3 – Sunday, December 16*

- **Topics**
  - Course Conclusion
- **Assignments Due**
  - Mentoring Process Log – Semester 1
  - Discussion 1.6D: Reflect on Course Experiences and Professional Growth

## ONLINE DISCUSSION GUIDELINES AND SCORING

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### **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.

### **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 Secondary Education. In the case email doesn't work, students should call the department coordinator at 657-278-7769 for further direction.

### **TECHNICAL REQUIREMENTS**

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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

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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

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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/](http://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, 2<sup>nd</sup> 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.

### ***Library Support***

Pollak 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>).

### **President's Directive & Health and Safety Guidelines**

Cal State Fullerton (CSUF) is actively working to maintain the safety of our campus community in response to COVID-19. To stay current with information, please visit CSUF's Titan's Return: COVID Recovery [website](#). Please review the FAQs to help answer any of your questions. Below are requirements to review prior to our first-class session.

- Read President's Directive No. 22 – COVID 19: Mitigation Measures and Guidelines, which outlines mitigation measures you are required to take, including use of face coverings, re-entry and surveillance testing, physical distancing/barrier requirements, case reporting, and other measures. Please read [President's Directive No. 22](#).
- Review the Titans Return: COVID-19 Recovery website. There are important messages regarding the vaccine requirement, surveillance and testing information, as well as campus updates and messages from the Dean of Students Office that are important to review.

In addition, CSUF requests that students who tests positive for COVID-19 or become aware that they may have been in close contact with someone who either has tested positive for or is suspected to have COVID- 19 report the positive result or exposure using the CSUF COVID-19 Self-Reporting Form. CSUF's Infectious Diseases Response Team reviews and verifies COVID-19 confirmed cases and responds to concerns from the campus community on COVID-19. Click [here](#) to report COVID-19 cases or exposure.

Prior to arriving on campus and before entering class, you should conduct a [personal health screening](#) and self-monitor for fever, cough, shortness of breath, or other symptoms of respiratory illness. If you are experiencing any of these symptoms, you should stay home and notify me of your absence. I will work with you to address any COVID-19 related impacts to your participation in and completion of this course.

Before entering the classroom, you should wash/sanitize your hands and have your face covering on. While in class, you are required to:

- Sit in your designated seat;
- Wear your facial covering that covers both the nose and mouth (e.g., masks or face shields);
- Always cough or sneeze into your elbow or tissue;
- Use the materials provided to clean your desk and chair before and after use, and;
- Adhere to other health and safety protocols and directives for your specific classroom, lab, studio, and campus.

Students who do not follow these health and safety requirements may be reminded of the need to adhere to those measures. Failure to comply may constitute a violation of campus policy and may result in a referral to the Office of Student Conduct. Thank you for your cooperation and assisting in the University's efforts to keep our community safe.

## ONLINE COURSE POLICIES

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### ***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.

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