

CALIFORNIA STATE UNIVERSITY, FULLERTON  
College of Education  
**Department: Secondary Education**  
**Course Number and Title: EDSC 440S (Seminar) & 440 F (Fieldwork)**  
**General Pedagogy in Secondary Schools**  
**Semester and Year: Spring 2022**

Location: College Park 125 (CP125)

Class Day and Time: Fridays, 9am to 11:45am and 6 times from 1pm to 2:30 pm with Dr. Quentin

Instructors: Dr. K. Shand Garrett (mornings) & Dr. Quentin Robinson (afternoons)

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[StudentTHelpDesk@fullerton.edu](mailto:StudentTHelpDesk@fullerton.edu)

<http://www.fullerton.edu/it/students/helpdesk/index.php>

Chat with IT: Log into: <http://my.fullerton.edu/> and Click *Online IT Help* Click on *Live Chat*

Table 1: Education Unit Conceptual Framework

## EDUCATION UNIT CONCEPTUAL FRAMEWORK



### 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

## COVID-19

For updates and resources related to COVID-19 please visit <http://coronavirus.fullerton.edu/>

Cal State Fullerton has identified multiple measures to help reduce the risk of infection from COVID-19. These measures are based upon guidance established by the California Department of Public Health along with local health authorities and agencies. We are able to reduce the risk of spreading coronavirus by taking precautions like requiring face coverings while you are in this class and throughout your time on campus and washing and/or sanitizing your hands regularly.

Please review *President's Directive No. 22: Mitigation Measures and Guidelines*, which details the expectations for students regarding these health and safety precautions.

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. CSUF requests that any student who tests positive for COVID-19 or becomes 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 on CSUF's Titans Return website, [coronavirus.fullerton.edu](http://coronavirus.fullerton.edu).

If you require Americans with Disabilities Act (ADA) access for this course or other courses, please contact Disability Support Services.

I will work with you to address any COVID-19 related impact to your participation in and completion of this course. If you have any questions or concerns about this information, please let me know or contact the Dean of Students Office at [deanofstudents@fullerton.edu](mailto:deanofstudents@fullerton.edu).”

### **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.

*Updated January 24, 2022*

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 the Office of Student Conduct. Thank you for your cooperation and assisting in the University's efforts to keep our community safe.

#### **VETERAN & 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 at <http://www.fullerton.edu/veterans>; call 657-278-8660/2373; e-mail [veterans@fullerton.edu](mailto:veterans@fullerton.edu); or stop by Gordon Hall, Room 244.

#### **Spiritual, Religious, and/or Cultural Holidays**

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.

## COLLEGE OF EDUCATION STRATEGIC GOALS

In pursuit of the ideals of our mission, vision and core values, the College of Education (COE) develops a strategic plan every 5 years (<http://ed.fullerton.edu/about-the-college/strategic-plan.php>). Through a comprehensive planning process that involved faculty, staff, alumni, students and community representatives, beginning fall 2018, the College of Education will begin implementation of major initiatives related to the plan's three major goals:

- Just, Equitable and Inclusive Education (JEIE)
- Technology
- Community Engagement

JEIE Resources: <http://ed.fullerton.edu/community/just-equitable-and-inclusive-education-resources.php>

## 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](#).

## COURSE DESCRIPTION

Interrelationship of pedagogical theory and practice, classroom management, instructional planning, assessment of student learning, student engagement, and teacher professionalism. 440S & 440F courses take place in a mainly face-to-face environment on campus. However, courses include a variety of synchronous and asynchronous activities.

**\*Should any classes resort to Zoom they may be recorded.** The recordings will be kept for 14 days and then Zoom has them automatically deleted.

## COURSE PREREQUISITES/COREQUISITES

**Pre-requisite:** Admission to the Single Subject Credential Program

**440S and 440F are Corequisites for each other.**

## TENTATIVE SCHEDULE, MODULE DESCRIPTIONS, GOALS AND RELATED OBJECTIVES

### Orientation and Course Introduction (Week 1)

#### Assessment (Weeks 2-4)

The purpose of this 3-week module is to help Teacher Candidates think deeply about assessment and to align instructional strategies and activities to assessments they will use and create along with district assessments. Ideally, the assessments teachers use in the classroom will be reinforced by other types of assessments used in districts and in the state. To help with this Candidates want to think in terms of assessment systems. Assessment systems are needed because teachers use information about student learning for many different reasons. The terms formative and summative assessment are commonly used to describe two primary purposes for assessing in the classroom. These terms refer to the way the results of an assessment are used--not to its design or characteristics. In this module you will create, plan and implement both formative and summative assessments with your Mentor Teacher if you have been assigned a placement. You will use multiple methods and systematically gather data about students in this

course and student understanding and ability in this module. Finally, you will explore self-assessment and determining when students have met goals and objectives.

### **Getting to Know Students** (Weeks 5-7)

This 3-week module is intended to support you in constructing deeper knowledge for facilitating student learning. The central question framing inquiry into this module is: *How can teachers expand their knowledge and make sense of the complex and divergent experiences and social and cultural milieu of the diverse students they teach in ways that support learning inside and outside the classroom?* The primary assumption underlying this question is that the background experiences, community knowledge, cultural knowledge and competencies students acquire outside of school are important in making sense of school learning. As a classroom teacher, you need to understand the nature of the experiences that students bring to school in order to make connections and provide reciprocal support between learning within and outside the school.

### **Classroom Community** (Weeks 8-10)

The focus in this 3-week module is to consider the social context of the classroom and how it influences instruction. Most students do their best learning in situations where they feel comfortable and supported. The structure of the classroom can be supportive to students or it can be intimidating. Social, academic, and classroom routines need to be based on sociology-cultural norms that they understand, inclusive and explicitly taught. The central question of this module is: *What role does the classroom teacher play in socializing students in the classroom and creating avenues for academic success?* How does the Master Teacher work with individual, small group, and whole groups of students? One purpose is to support students leaving the classroom with a stronger sense of self than when they came in. Therefore, the teacher needs to positively model high self-regard and knowledge of self. Teachers need to also create academic and classroom routines that make sense to the students. During this module Candidates will reflect on their *personal community values, sociocultural capital and possible biases* and how they will actively seek community membership in their future classrooms, and to experiment with routines, processes-and *practices* that encourage positive, *responsive and inclusive* classroom culture. Often referred to as classroom management, during this module, candidates are to note how an experienced teacher uses classroom and academic routines to build *trust* with students, and to create access to **active and mindful** learning in predictable ways. Candidates are to recognize that self-regulation in students can be planned and enacted within teacher practice.

### **Teaching in the Moment** (Weeks 11-13)

*Essential Question:* How do I make in-the-moment pedagogical decisions that sustain culturally and linguistically diverse/marginalized student learning?

*Learning Outcome:* By the end of Module 4, Teacher Candidates will be able to design, teach, assess, and reflect on in-the-moment teaching practices guided by JEIE, anti-racist, anti-oppressive, and UDL principles.

#### *Description:*

According to [Dr. Larry Cuban](#), teachers make over 1,500 pedagogical decisions a day: From daily tasks (e.g. *taking attendance, setting up classroom space, creating worksheets*), to in-the-moment teaching practices (e.g. *how to frame transitions between tasks, how to pose open-ended questions that probe student thinking, how to observe student learning during group work*), to unexpected nature of teaching (e.g. *tending to socioemotional needs of students, dealing with technology issues, and making adjustments to pacing of lesson in response to school-wide fire drills*), the minute-to-minute interactional aspects of teaching within a single class period is demanding cognitive and intellectual work!

Because these moment-to-moment pedagogies happen so often and so quickly, we often rely on our intuitive judgment and biases to make in-the-moment decisions. The minute-to-minute interactional

decisions we make are also political, ethical, and consequential; thus, we need to consciously make frequent, consistent, equitable pedagogical choices on a daily basis. Through the readings and assignments in this module, we will explore, develop and improvise in-the-moment teaching strategies that sustain JEIE and the learning of culturally and linguistically marginalized students, while grappling with standards-based teaching and the daily realities of schooling as it currently exists.

**Reflection** (Weeks 14-15) This 2-week module explores reflective teaching in ways in which Teacher Candidates gain knowledge about themselves and their students. The central question framing this experience is: How can candidates self-evaluate their understandings, expand their awareness, and make sense of students' experiential, cultural, linguistic, and social assets in ways that support responsive teaching and learning within and outside the classroom? The learning experiences in this module will address this question and lay a foundation for a beginning teaching experience.

### **ISTE /INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS**

Our programs are informed by ISTE and/or International Council for Exceptional Children Standards. More information on these standards can be found at <http://www.iste.org/> and <http://www.cec.sped.org/>

### **REQUIRED TEXTS**

All text requirements for the course will be provided for the students in Canvas.

### **OTHER REQUIRED MATERIALS**

1. **If you are going to your school site to teach online, you'll need to complete an online safety training and sign three forms (see below).** Once you are done, and before you go out to the school site for the first time, **email the signed forms to me.** If the forms ask you which course this is attached to, indicate EDSC 449I student teaching. If the system asks you to email the forms to someone else, that's fine, do that and also email them to me.
  - If you are teaching online from home, you don't need to complete these forms. If, however, you are at a school site you will need to complete the forms and training (prior to going to the school).

#### **Teaching in-person forms:**

Before we can place our candidates in an in-person setting, the following requirements must be fulfilled and the program must track and retain evidence that the requirements below have been satisfied:

1. Ensuring the student signs the ***Academic Internship/Program Site COVID-19 Acknowledgment***.
2. Ensuring the student signs the University's ***Release of Liability, Promise Not to Sue, Assumption of Risk and Agreement to Pay Claims*** as modified with COVID-specific language developed by the CO.
3. Ensuring the students completes the *CSU Fullerton COVID-19 Safety Training for In-Person Internships Fall 2021*.

**All 3 items are found at the following link:** [https://app.calstates4.com/fullerton/covid\\_waiver](https://app.calstates4.com/fullerton/covid_waiver)

## RECOMMENDED MATERIALS

Recommended materials will be provided for students in Canvas.

## IMPORTANT UNIVERSITY INFORMATION

Cal State Fullerton supports your learning in many ways. Please see the [University's webpage on Student Information](#) regarding students with special needs and Disability Support Services; resources on academic dishonesty and emergency preparedness; University library support, and the final exam schedule.

**RESPONSE TIME:** I do my best to respond to students within 48 hours (except weekends). I will be online daily checking my email. Alternate communication options include my cell phone at (909) 730-1948 (text or call), or office hours as noted above.

## COURSE COMMUNICATION

All course announcements and individual 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.

**GRADING POLICY AND GRADING STANDARDS FOR THE COURSE** (All Assignments are required.) \*You must pass the course with a 'B' or better to move on in the program to the next semester.

A + = 97% - 100%	A = 93% - 96%	A- = 90% - 92%
B+ = 87% - 89%	B = 83%-86%	B- = 80%-82%**
C+ = 77%-79%	C = 73%-76%	C- = 70%-72%
D+ = 67%-69%	D = 65%-66%	F = 64% and below

## ATTENDANCE POLICY

Class attendance is mandatory each Friday from 9am to 11:45am.

## LATE ASSIGNMENTS

- Late work is discouraged.
- Late work submitted without communication with the instructor will not be graded and will be given a 0.
- However, there is an extension request process.
  - Email the instructor before an assignment is due to request an extension.
  - In the email, propose a new due date.
  - If the instructor confirms that this is acceptable, the student may submit the assignment before or on this new due date without penalty.
  - More than one extension on an assignment is not permitted.
- If an emergency arises that will prevent you from submitting the work on time, contact the instructor before the due date.

## EXTRA CREDIT OPTIONS

Extra credit is not offered for this course. **All assignments are required to receive the minimum grade in the courses. A grade of 'B' is needed to move on to the second semester of student teaching.**

## **MAJOR ASSIGNMENT DESCRIPTIONS (Not all will be assigned during this course)**

In addition to the assignments below there will be other in-class assignments to submit.

1. **ROUGH DRAFT LESSON PLAN:** Use an adapted EDSC Lesson Plan Template to create a VERY rough draft lesson plan. The sample Rubric in Canvas will be used on FINAL lesson plan revisions later in the course. The rubric gives you an idea of how the final lesson plan will be scored. For now, however, just a VERY rough draft lesson plan is needed. Details are unimportant and there will be parts of the adapted EDSC Lesson Plan Template that you will have to make an educated, maybe even a wild, guess on. That's okay! DON'T get carried away. This is a ROUGH draft in idea form only. This is formative assessment that is meant to help me gauge where my Teacher Candidates are in their knowledge of lesson planning so that I am better informed in how I approach teaching lesson planning. 10 points
2. **PERFORMANCE ASSESSMENT ASSIGNMENT**  
For this signature 440 assignment for Module 1, Weeks 2-4, you will develop a single performance assessment in groups but submit the assignment individually. Individual submission allows you to modify the performance assessment to fit your particular placement. The assignment is meant to be useful in your placement and used in later in your Assessment Plan assignment. 40 points
3. **TPE SELF ASSESSMENT:** Review/read each of the 6 Teaching Performance Expectations (TPE) and each TPE's elements. Use the Coaching Cycle Form (CCF) included in Canvas. TPE's are our standards for the Course. Standards are what students are expected to know and do by the end of a course (and for Teacher Candidates, at the end of the credential program). Second, from each TPE evaluate yourself (this is a self-assessment) on each TPE and write the element from each of the 6 TPEs you feel you are: a) strongest on today, and, b) an element from each TPE where you believe you have the most opportunity for growth. Third, write 1 sentence after each of the 12 elements you have selected from the 6 TPEs that justifies/explains why you chose the element. Fourth, with a partner chosen by your instructor, discuss the TPE elements you have chosen and your reasons behind each. Then, think of how many repetitions/iterations regarding the information you did after you check your answers. Finally, submit your list of strengths & opportunities for growth in the submission portal.
4. **STANDARDS QUIZ:** Answer questions from a Standards Quiz and submit in the submission portal. It's okay to "cheat :)" and look at the answers AFTER you take the quiz and then correct those answers. In fact, I really want you to self-correct. But I need a record that you did it, that is, that you went through the process. Then, think of how many repetitions/iterations regarding the information you did after you check your answers. 5 PTS
5. **ELD STANDARDS:** Teacher Candidates (TC) will choose, write, and properly cite an English Language Development (ELD) standard for a lesson plan that is aligned with the content standard(s) and objective(s) already in place using the California Teaching Proficiency Assessment (CalTPA) Optional Lesson Plan Template (recommended), Department, Template, or EDSC Lesson Plan Template. After finding the answers assigned in the ELD Standards document, write down where you found the answer (page & paragraph) to each question. Rationale for this activity: This activity uses a constructivist theoretical approach using Teacher Candidate (TC) prior knowledge of standards. The questions lead TCs through the learning theory of the zone of proximal development prompting TCs to interact with various chapters and components of the ELD Standards. The focus is on Chapter 3 for practical use along with the actual grade level ELD Standards TCs will be using in applying in lessons.



6. **LESSON WITH STANDARDS AND OBJECTIVES:** Submit a lesson plan with Content Standards, Objective(s), and ELD Standard you identified in the Canvas submission Portal for this assignment. Just a reminder that you will be revising your lesson plan throughout the course. 20 PTS
7. **GRAING (STIGGINS):** Before reading Stiggins, Chapter 11, consider what percentage of a grade you should give on an assessment of student work for each of the following factors of assessment and grading:
- A student's Aptitude which includes intelligence, academic ability, (underachiever or an overachiever) pg. 230
  - A student's Effort which includes seriousness of purpose, motivation, (one tries very hard & the other not at all) pg. 232
  - A student's Compliance (Student who violates your policies vs. one who follows all the rules) eg. turns work in late. pg. 235
  - A student's Attitude: (A student who exhibits a positive attitude vs. a student who is often negative about the class/work) pg. 238
  - A student's Achievement (How well the student knows and can do what is desired in state standards)
- \*Simply list each of the five factors in grading above and give each a percentage or a grade you think a student should bet for each. Then submit your list in this submission portal. Pages 230 & 239. (5 pts.)
8. **TYPES of ASSESSMENTS:** Group work: Look at your group's list of 10 assessments. Organize the assessments by type: a) Selected Response (objective), b) Constructed Response (Written), c) Performance Assessments, d) Personal Communication Then further divide them into those you are most likely to use in your content area for: 1) formative entry level assessments (EL), 2) formative progress monitoring assessments (PM), and 3) Summative assessments (S). What I want to see in this submission: a) groupings of your assessments by type and, b) where in your lessons they would likely most often be used. Then submit individually even though this is group work. You will be graded for this individually even though you worked with a group. That means it is also okay to disagree with your group and submit your assignment somewhat differently. 5 pts.
9. **ASSESSMENT PLAN:** Revise your EDSC Lesson Plan template by adding information about your assessments into the lesson plan you have been building. Be sure you address all elements (parts) of the assessment segment which are: Entry Level (EL) Formative, Progress Monitoring (PM) formative, and Summative (S) elements in your lesson plan. Attach your questions, prompts, rubrics, scoring guides, answer keys, etc. to the end of your lesson plan. Then submit the revision. 40 pts.
10. **SCHOOL ACCOUNTABILITY REPORT CARD (SARC):** As part of getting to know students, TCs review their placement school's School Accountability Report Card (SARC) to identify & describe the diverse student body represented in their school. In the SARC TC's will find data providing percentages for race & ethnicities represented, lower socioeconomic status, students with identified disabilities, Emerging Bilinguals, Foster, Homeless. Why? As an inclusive educator, how will you "acknowledge, recognize, and respect the knowledge and strengths all students bring from their communities (eg., cultural, ethnic, disability, and linguistic)...? 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. 10PTS

11. DIRECTED OBSERVATION: ASSESSMENT with form included. 20 pts.
12. SPREADSHEET: Purpose: This 440F fieldwork assignment for Getting to Know Students is part of the “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, SocioEconomic Status(SES), gender, family structure, first language religion, sexual orientation, immigration status, or disability.

This assignment is also meant to help you choose the class from which you will need to identify three focus students for your TPA and will prepare you for your Table Talk assignment.

Assignment: a) Identify your English Learners (EL) and, b) their level of English language acquisition in ELPAC c) Identify your students with IEPs, who are GATE identified, and have 504 Plans d) their disability(ies) and e) specific accommodations.

Directions: Create a simple practical Excel spreadsheet identifies your students who are: A) English Learners (EL)in one column. B) In another column note ELs' English language proficiency level as stated in their most recent ELPAC. C) Identify students with IEPs, GATE Identified, and 504 Plans D) For students with IEPs/504 Plan/GATE use another column to identify the students' disability(ies). E) In still another column, write accommodation(s) found in the IEP and 504 Plans. 10 PTS

13. FIRST, KNOW THYSELF: Use the 5 prompts below (one per paragraph) to help you organize and outline your thoughts.

As a just educator we have "a commitment to meet the educational needs of all students in a fair caring, respectful, non-discriminatory manner... This includes recognizing and understanding ones own privileges, biases, perspectives and beliefs on the interactions one has with students" (JEIE, <http://ed.fullerton.edu/about-the-college/jeie.php> (Links to an external site.)). With this in mind, Teacher Candidates will reflect on the following questions:

- A. Who are you in terms of language, literature, and culture?
- B. Why do you do what you do (building a culturally and linguistically inclusive classroom)?
- C. How will you continue building the strengths you have?
- D. In what behaviors will you engage as you work on your strengths & your blind spots?
- E. What do you need to begin? 10 PTS

14. KEYNOTE SPEAKER: Read and then summarize an Introduction of a Keynote Speaker using academic English. 5pts
15. VIDEO SKILLS: Teacher Candidates to practice video skills in preparation for the TPA and practice analyzing teaching via video-based reflection. Directions for the assignment:

- Watch a video of a lesson you taught (and recorded) in your placement.
- Select a 5-minute or less video clip to analyze.
- Re-watch your video clip at least one time & reflect upon what you notice in it. Write your reflection down.
- Identify which part of the lesson is shown in the clip
- Select at least one of the four annotation titles from TPA (listed below). Identify evidence from the clip that supports the annotation title. Create at least one annotation for your video.

- Use CalTPA Rubrics 1.5 and/or 1.6 to self-assess your teaching. 10 PTS
16. ANNOTTION TITLES: Creating a Positive and Safe Learning Environment - Explain why you chose the strategies you used to establish a positive and safe learning environment.
- Setting Expectations for Learning - Explain how you set and maintained expectations for learning throughout the lesson.
  - Engaging Students in Content-Specific Higher-Order Thinking - Explain why you implemented learning activities and used instructional strategies to provide access and engage students in challenging content-specific learning using higher-order thinking.
  - Monitoring for Student Understanding - Explain your assessment practices & how you checked for understanding of content- specific goals throughout the lesson. 20Points.
17. EXPLORING A SCHOOL’S COMMUNITY: An inclusive educator "...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" (JEIE, <http://ed.fullerton.edu/about-the-college/jeie.php> (Links to an external site.)). Use your district’s website to identify your school’s attendance zone boundaries. 1) Write the URL you used to find the school attendance zone boundaries to your deliverables in the first sentence of this assignment.
- Then, driving and/or walking the school’s attendance zone, explore and observe your school’s community. a) What are the different neighborhoods like? b) Types of businesses? c) Industry? d) Employment? e) Governmental facilities & activity (Eg.libraries, police stations, courts, unemployment office)? f) Educational opportunities Socioeconomic statuses? g) Other observations?
- Write a reflection that speculates on what you observed and perceive about the school’s community and how it may affect the school’s students learning situation. Because of living in this community, what assets might students bring with them to the learning situation in your classes? Because of living in this community what funds of knowledge might students bring with them to the learning situation in your classes? (10 PTS)
18. TABLE TALK NARRATIVE: This is a Signature Assignment. For this assignment you will be having a conversation with your three chosen TPA focus students from one of your classes. You will be getting to know them so that you can describe these students for your Cal TPA Cycle 1. 40 pts.
19. Revise your EDSC Lesson Plan Template to include lesson plan segment boxes for SDAIE, Tier I and Tier II Vocabulary, ELD Standard, Disciplinary Language Objective, SDAIE Strategies, and Accommodations. Then submit. 20 pts.
20. DIRECTED OBSERVATION: LEARNING ABOUT STUDENTS: Form is included in Canvas for this formal observation report. 20 Pts.
21. PARENT’GUARDIAN/CAREEGIVER COMMUNICATION LETTER: You will compose a letter to Parents/Guardians/Caregivers following guidelines posted for the assignment and then peer review the letter with your classmates during class. This is part of a signature assignment for Classroom Community. 20 pts.
22. DIRECTED OBSERVATION-SOCIAL DYNAMICS IN THE CLASSROOM: Social Dynamics in the Classroom. Form provided in Canvas. 20 ps.

23. **LESSON VIDEO:** As part of your student teaching experience and CTCC credentialing process, you will be expected to: video record your teaching (at least once), lesson plan (providing your lesson plans to your Mentor (Master) Teacher and Fieldwork Supervisor if assigned). This work will collectively help prepare you to be a responsive teacher, this semester, next semester, and as you continue into your first teaching positions. 20 pts.
24. **LEARNING THEORY SUMMATIVE ASSESSMENT:**  
 Within a heterogeneous group in mixed subject areas and, using your own EDSC lesson plan template (Yup, the same old one), label at least 4 of the learning theories from today's discussion and sorting activity. To accomplish this task you and your group will use the Learning Theories and Concepts matrix. First, Identify the theory in use in each part of the lesson plan. Second, link the most pertinent element from the columns in the theories and concepts matrix by noting the element next to the theory in use within each part of the lesson plan. Individually submit the lesson plan. Individually submit the lesson plan in submission portal before you leave class today if possible. 20 PTS
25. **LESSON ANALYSIS:** Part of our work as teachers is to reflect and learn from the students we teach. In an effort to be responsive and reflective practitioners we constantly revise our practice. To support you in these efforts, in class, we will analyze evidence of learning (3 -5 student work samples AND 5 to 7-min. max video clip) from the lesson you planned and taught.
- You will show your video in class to your peers and lead your peers in a discussion of the teaching and learning issues you are highlighting in your video. To receive full credit, you should come to class prepared to share your complete and edited video, as well as submit to me your complete and edited video.
- After in-class analysis, you will revise your lesson plan and submit with the student work, video, and lesson plan revision. You will be assessed on the quality of your analysis of learning (includes interpretations of student work supported by specific details) and the quality of your proposed instructional response (the proposed next steps make sense in light of the analysis). 10 pts.
26. **LESSON ANALYSIS-THE ARROW:** Using the lesson analysis framework provided in class (The ATLAS Protocol), analyze evidence of learning (3 -5 student work samples or 5-minute video clip) from a lesson you taught. Submit the Arrow Evidence Analysis Guide with the student work. You will be assessed on the quality of your analysis of learning (includes interpretations of student work supported by specific details) and the quality of your proposed instructional response (the proposed next steps make sense in light of the analysis). A portion of this assignment is an in-class assignment. 20 pts.
27. **STUDENT DATA ANALYSIS (QUANTITATIVE)** (Student Data Analysis Tool - Data Analysis Template form, NOT Arrow) You have analyzed individual student work using "the Arrow". This assignment takes you to analyzing whole class data. 20 pts.
28. **FINAL LESSON PLAN SUBMISSION:** with all parts completed after your reflections and revisions. This will be your final submission for your EDSC Adapted Lesson Plan Template. In this final submission all parts should be filled out. I am especially keying on two things:
- A. The Lesson; that is, a) your lesson's Introduction (hook, anticipatory set) b) Your lesson's Body (main part of the lesson) with strategies and activities and, c) your lesson's Closure (wrap-up, ending).

B. Learning Theories in Practice - That is, for every section of your lesson that is using a different learning theory, identify it in a bold color so that I will be able to quickly identify it. You should have at least 4 different learning theories identified. 20 pts

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

Student work submitted for this course shall be retained by the University or its academic employees for a reasonable time after the semester is completed.

### **TECHNICAL REQUIREMENTS**

Students are expected to

1. Have basic computer competency which includes:
  - a. the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives, secondary storage devices such as USB drives, and cloud such as Google Drive (Titan Aps) and Dropbox, and use Zoom;
  - b. the ability to use a word processing program to create, edit, format, store, retrieve, and print documents;
  - c. the ability to use their CSUF email accounts to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and
  - d. the ability to use an Internet browser such as Chrome, Safari, Firefox, or Internet Explorer to search and access web sites in the World Wide Web.
2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments
3. Utilize Microsoft® Office (for P.C.) OR (for Mac) 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 their CSUF student email account
5. Use Internet search and retrieval skills to complete assignment
6. Apply his/her educational technology skills to complete expected competencies
7. Utilize other software applications as course requirements dictate
8. Utilize Canvas to access course materials and complete assignments

### **Software for Students**

Did you know you can get FREE and low-cost software for being an active CSUF student? Software downloads and request forms can be found on the [CSUF Student Software website](#).

### **Canvas**

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 the student help desk at (657) 278-8888 or email [StudentITHelpDesk@fullerton.edu](mailto:StudentITHelpDesk@fullerton.edu). Canvas several times weekly and the night before class, for any pertinent or last minute, updated information.

### **Spiritual, Religious, and/or Cultural Holidays**

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.

## **CLASSROOM EMERGENCY PREPAREDNESS GUIDE**

Information provided by the University Police Emergency Management Coordinator

**Emergency Preparedness for:** [EDSC 440S](#) and [440F](#)

### **On the first day of every semester:**

- Know the emergency exits and evacuation areas for every classroom.
- Devise "buddy systems" so that everyone is accounted for in an evacuation.
- Evaluate the challenges that you might face during an evacuation and speak with your instructor.
- Add the CSUF Emergency Information number – **877-278-1712** – to your cell phone to hear recorded information regarding campus conditions or closure.
- [Personal Preparation website](#)
- EMERGENCY EXITS FOR OUR CLASSROOM are on the first floor on the east, west, and north ends of the building. The evacuation site is the parking lot just south of our College Park building.

### **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. [A guide to update your personal information](#)

### **Evacuations – Drills or real**

- You may not know if this is a drill or not, so take every call to evacuate seriously.
- Take your personal belongings and immediately leave the building.
- Know where the evacuation area is for every building. Map of evacuation areas: <https://police.fullerton.edu/documents/prepareddocuments/CSUF%20Evacuation%20Areas.pdf>
- Re-enter buildings only when directed by Building Marshals or other campus authority.
- Leave the campus only if instructed.

### **For this class, the closest 3 exits are:**

- EMERGENCY EXITS FOR OUR CLASSROOM are on the first floor on the east, west, and north ends of the building. The evacuation site is the parking lot just south of our College Park building.

**We will meet at:** Outside in the south parking lot on the south side of the College Park building.

### **Earthquake**

As soon as you feel shaking, **DROP, COVER and HOLD ON:** Immediately seek shelter (under a desk or table) cover your head and hold on. Evacuate if directed, or you feel it is safe to do so.

### **Fire**

- When you see smoke or fire, immediately evacuate the building.
- If not already activated, pull the fire alarm switch to alert others of the situation.
- Use a fire extinguisher only if you know how to use it and the fire is small.

### **Shelter in Place or Dangerous Situation**

- If directed, or you feel it is best to do so, seek shelter in a room with a lock.

- Turn off the lights and silence all cell phones.
- Hide as best as possible until the all clear signal has been given by authorities.
- If possible, move away from the dangerous situation as fast as you can.
- If you cannot safely hide or escape, be prepared to take action to protect yourself.
- See [some helpful videos on sheltering in place](#)

**When you need help Immediately or to report a dangerous situation, CALL 911.**

University Police non-emergency line: (657) 278-2515.

For more information: Ask your instructor, or go to [Campus Preparedness website](#)

#### **UPS Links**

[UPS 300.004 Policy on Syllabi \(Course Outlines\)](#)

[UPS 320.005 Retention of Student Work](#)

[UPS 411.104 Policy on Online Instruction](#)