

**EDU 225A: Teacher Assessment and Accountability**  
Mount Saint Mary's University

Course Syllabus

Fall semester 2021

Six Saturdays: 9/11, 9/25, 10/9, 10/23, 11/13, 12/4 8:00 – 10:15 a.m.

**Join Zoom Meeting**

985 5764 4387

<https://msmu.zoom.us/j/98557644387?pwd=QTNJbVFUbHIBdUNEVjF0L2pwUVdRQT09>

Password: @2Qw0tMC

**Instructor: Janette Tovar**

**Email: [jtovar@msmu.edu](mailto:jtovar@msmu.edu)**

**Phone: 213-477-2620, Catalina Hurtada**

**Office hours: Contact Janette Tovar at [jtovar5000@gmail.com](mailto:jtovar5000@gmail.com) as needed**

**Education Department:**

- Please call or email the Education Department Administrative Assistant to make an advisement appointment: [educationdepartment@msmu.edu](mailto:educationdepartment@msmu.edu) or (213) 477-2620.

**Course Format:** This course meets via Zoom on six Saturdays from 8:00 am - 10:15 pm. All course documents, including assignment guidelines and rubrics, are available on Google Classroom, and all assignments will be submitted through Google Classroom using a dedicated Gmail account.

**Classroom Policies:**

- **Submitting work:** All assignments will be due the day prior to the next class meeting by 11:59 p.m.
- **Formatting:** All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed.
- **Grading:** All assignments must be word processed, completed correctly, submitted to Google Classroom in order to receive credit for the course. This course is Credit/No Credit. All assignments in Google Classroom must be accurately submitted in order to pass this course.
- **Make-up Work:** Because all assignments require the reading of brief articles/texts and thoughtful, but brief responses, the expectation is that all will be completed by the due dates. Emergency situations in which it is not possible for the student to complete an assignment can be individually discussed with Instructor.
- **Tardiness:** Some of the most important announcements are made during the first 15 minutes of class; therefore, it is critical that you arrive to class on time. Please see me as soon as possible if you are experiencing personal difficulties with getting to class on time. On those occasions when you are late, please check with a classmate to see what information or announcements you may have missed.
- **Classroom Participation:** There is conclusive evidence that socialization is an essential link to learning for student of all ages. Our class time together will require your thoughtful participation through inquiry, discussion, problem solving, and action planning. In this way, both personal and interpersonal cognitive and affective development can place.

- **Peer Support:** I urge you to exchange phone numbers and/or email addresses with your classmates/colleagues for mutual help and support. Find a friend who will read and edit your assignments with you. If you're absent, check in with a classmate and meet to discuss what you've missed.
- **Grading Scale:** This course is Credit/No Credit.
  1. The final portfolio is assessed by an outside portfolio reviewer. You must earn "Thoughtfully Completed" or "Completed" in order to pass this class.
  2. All assignments must be word processed, completed correctly, saved in the Google Drive Folder, within appropriately marked subfolder (created and shared with you by Clear Director) in order to receive credit for the course.

**Course Description:**

This professional induction course teaches candidates about the use of self-assessment to analyze their competencies, set professional goals, and create a development plan for growth as an educator. Candidates will determine areas of professional growth utilizing an Individualized Learning Plan (ILP), and conduct an investigation regarding their personal context for teaching related to those areas of growth

**Course Objectives and Student Learning Outcomes:**

Students

will:

1. Begin to assess their competencies and areas for growth as teachers, based upon the California Standards for the Teaching Profession (CSTP)
2. Investigate relevant demographics about their classroom, school site, and school community (through completion of Context for Teaching (CFT) documents.
3. Investigate available resources to assist their diverse student body, including English Learners & students with special needs.
4. Create an Individualized Learning Plan (ILP) for the duration of the Induction Program.
5. Develop a mentoring relationship with a more experienced mentor at their school site.
6. Move through Plan/Teach/Reflect/Apply cycle of an Inquiry Process.
7. Demonstrate growth in self-selected CSTPs.
8. Access and analyze academic literature related to self-selected content-area and/or CSTP topics.

**Assessment of Student Learning Outcomes:**

Student learning is at the core of the MSMU mission. MSMU faculty have developed a plan to assess the student learning outcomes that represent the knowledge, skills, and attitudes expected of MSMU's graduate students. In this class one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University.

**Required Materials:**

- Gmail account, Google Drive and Google Classroom for electronic portfolio
- MSMU Email account and password. You will need your MSMU email and password to access the MSMU library.

**Required Texts:**

- Copy of CSTP Standards (Available in Google Classroom); <http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf>

- Copy of *Continuum of Teaching Practice* (available in Google Classroom).
- All documents for this course will be available in Google Classroom. If you're having any difficulties, contact our IT help desk. Their number is 213-477-2970.

**Recommended Text (optional):**

- *50 Strategies for English Language Learners (5<sup>th</sup> Edition)* by Adrienne I. Herrell, Michael L. Jordan (Pearson, January 2015) ISBN-10:0133802450
- *Pre-Referral Intervention Manual (4<sup>th</sup> Edition)* by Kathy Cummins Wunderlich, Samm N. House

**SPECIAL CIRCUMSTANCES DUE TO COVID:**

- This course has been modified to include more online/remote activities due to COVID and social distancing protocols. In addition, if you are unwell, or have other issues preventing you from attending face-to-face meetings, please be in contact with the instructor to discuss accommodations.
- **Potential COVID-19 Disruption:** Should the course modality change during the semester the instructors will provide a comprehensive update of how the class will continue and any changes that may result.

**First Class Assignments:** Due before first class 9/11.

Below are your first assignments for this course (contact Janette at [jtovar.msmu@edu.com](mailto:jtovar.msmu@edu.com) if you need assistance.)

- Create a Gmail account using your [firstname.lastname@gmail.com](mailto:firstname.lastname@gmail.com)
- Join Google Classroom code: ekytils (\*\*using the Gmail account you created above)
- Read the following documents via Google Classroom:
  1. California standards for the Teaching Profession (CSTP's) CSTPs 1, 2, & 6
  2. Continuum of Teaching Practice (COTP) CSTP's 1, 2, & 6

**MSMU Traditional Induction: Portfolio Due Dates**

Use this form to help prepare your portfolio for peer, mentor, and Portfolio Reviewer Reviews.

**For each semester:**

- Please use the course syllabus to add due dates for each item below.
- As your documents are complete/graded, check that you have moved them to the correct folder of your MSMU INDUCTION PORTFOLIO and that they have been properly shared with your MENTOR, PEER, and PORTFOLIO REVIEWER.

<u>Due Dates for Fall 2021, EDU 225A</u>	<u>Folder</u>	<u>Documents</u>
	Pre-Course	<ul style="list-style-type: none"> <li>• EDU 225A and C</li> <li>• EDU 225A only</li> <li>• Year 1 (Portfolio Review _____, corrections _____)</li> <li>• Updated every semester</li> <li>• Year 2 (Portfolio Review _____, Corrections _____)</li> </ul>
9/11		<b>Create a dedicated Gmail account (firstname.lastname.msmu@gmail.com)</b>
9/11		<b>Upload professional headshot to Google Classroom</b>

9/11		Join Google Classroom
9/11		Pre-course reading
	IATP	
10/8		IATP 1: KWO
11/12		IATP 2: Informal Mentor Lesson Observation
11/12		IATP 3: Informal Post Observation Mentor Reflection
11/12		IATP 4: Informal Post Observation Self Reflection
	CFT	
9/24		CFT.1 Class Profile, Overview
9/24		CFT.2 Classroom Layout
9/24		CFT.3 School Information & Resources
9/24, 10/22, 12/4		CFT.4 Home/School Connection
9/24		CFT.5 Site Orientation Checklist
9/24		CFT.6 Community Map and Resources
10/8		CFT.7.1 Pedagogy
10/8		CFT.7.2 Equity
10/22		CFT.7.3 ELs
10/22		CFT.7.4 Special Populations
		<i>*School Professional Development Calendar/Plan (if available)</i>
	Inquiry 1	
		C.1 cells 1-4 Individual Growth Plan
		C.1 cells 5-6 Individual Growth Plan
		C.2 Essential Components for Instruction
		C.3 Entry-Level Assessment Rubric
		C.3 Blank copy of the assessment
		C.3 Answer Key
		C.3 Rubric
		C.3 and C.7 Recording Sheet (C.3 completed)
		C.4 Focus Student Selection
		C.4 Graded Pre-Assessment for 3 focus students
		C.5 Lesson Plan Template/ Formal Observation

		C5 Lesson Video MP4 format
		Formal Observation Self-Reflection (Inquiry 1 Lesson)
		Formal Observation Mentor-Reflection (Inquiry 1 Lesson)
		Mentor Lesson Observation Sheet (Inquiry 1 Lesson)
		C.6 Graded work sample from C.5 lesson for 3 focus students
		C.6 Analysis of Student Work
		C.7 Summative Assessment Reflection Rubric
		C.7 Blank copy of the assessment
		C.7 Answer Key
		C.7 Rubric
		C.3 and C.7 Recording Sheet (C.7 completed)
		C.1 cells 7-10 Individual Growth Plan
		Colloquium: Google Slides
	<b>Inquiry 2</b>	
		C.1 cells 1-4 Individual Growth Plan
		C.1 cells 5-6 Individual Growth Plan
		C.2 Essential Components for Instruction
		C.3 Entry-Level Assessment Rubric
		C.3 Blank copy of the assessment
		C.3 Answer Key
		C.3 Rubric
		C.3 and C.7 Recording Sheet (C.3 completed)
		C.4 Focus Student Selection
		C.5 Lesson Plan Template/ Formal Observation (Inquiry 2 Lesson)
		C5 Lesson Video- MP4 format (Inquiry 2 Lesson)
		Mentor Lesson Observation Sheet (Inquiry 2 Lesson)
		Formal Observation Mentor-Reflection (Inquiry 2 Lesson)
		Formal Observation Self-Reflection (Inquiry 2 Lesson)
		C.6 Graded work sample from C.5 lesson for 3 focus students
		C.6 Analysis of Student Work
		C.7 Summative Assessment Reflection Rubric
		C.7 Blank copy of the assessment
		C.7 Answer Key
		C.7 Rubric
		C.7 Graded Summative Assessment for 3 focus students
		C.3 and C.7 Recording Sheet (C.7 completed)
		C.1 cells 7-10 Individual Growth Plan
<b>12/4</b>		<b>Colloquium: Google Slides</b>
	<b>Ongoing</b>	
<b>10/8</b>		<b>Individual Learning Plan (ILP) EDU 225A - Fall, Yr. 1 Triad Mtg</b>

		Individual Learning Plan (ILP) EDU 225B - Spring, Yr.1 Evidence
		Individual Learning Plan (ILP) EDU 225C - Fall, Yr. 2 Triad Mtg
		Individual Learning Plan (ILP) EDU 225D - Spring, Yr. 2 Evidence; End of Program Triad Meeting
		Teaching Philosophy: Google Slide Presentation (EDU 225 D)
		Technology: Google Slides (EDU 225 D)
9/24		Self Assessment of CSTPs (Pre for CSTP 1, 2,& 6 - EDU 225 A)
		Self Assessment of CSTPs (Post for CSTP 1, 2,& 6 - EDU 225 B)
		Self Assessment of CSTPs (Pre for CSTP 3,4, & 5 )
		Self Assessment of CSTPs (Post for CSTP 3, 4, & 5 )
12/4		Mentor/Mentee Collaborative Log (EDU 225 A)
		Mentor/Mentee Collaborative Log (EDU 225 B)
		Mentor/Mentee Collaborative Log (EDU 225 C)
		Mentor/Mentee Collaborative Log (EDU 225 D)
12/4		Peer-Induction Checklist (EDU 225 A Review)
		Peer-Induction Checklist (EDU 225 B Review)
		Peer-Induction Checklist (EDU 225 C Review)
		Peer-Induction Checklist (EDU 225 D Review)
		Resume (EDU 225 D)
		Cover Letter (EDU 225 D)

### **Course Assignments ED225A**

- Mentor Meetings:** Students should meet with their Mentors at least four times a month (approximately 1 hour per week). All meetings of support, whether formal or informal, should be documented on the Mentor/Mentee Collaboration Log. In addition, your Mentor will have a Google Classroom account giving them access to ongoing Mentor Modules, which include resources, information, and virtual trainings aligned with your course expectations and a Mentor Guidebook provided at Mentor Orientation. *It is imperative* that you work with your Mentor in accessing this material as a form of accountability for your Mentor’s compensation. Your Mentor is a key component in this program and according to California State guidelines evidence of Mentor training and participation is required.
- Mentor, Teacher, Principal Triad Meetings:** At the beginning of the program, you are required to schedule a triad Zoom meeting with your Mentor & your school site administrator in which you will discuss your Individual Learning Plan (ILP) goals for the Induction Program. The goal of this meeting: to develop an action plan towards professional growth and competence within the program that directly interfaces with your current teaching goals and action. The administrator

should sign off on the ILP to acknowledge awareness of your ILP goals. In the middle & end of the program, you will schedule a 2nd & 3rd triad meeting with your Mentor and administrator. The goal of this meeting: share evidence of your professional growth with your administrator & discuss your reflections on what you learned through the Induction Program.

- **Induction Colloquium:** The Induction Colloquium (taking place week 6) is a required component of participation in the program. At the Colloquium, candidates will present Colloquium slides. This debrief will focus on key aspects of their growth throughout the Induction Program. Candidates will discuss their steps for growth as a professional educator, as evidenced through their Individual Learning Plan (ILP).
- **Course Calendar**

## EDU 225A: Assessment of Teacher Development Classwork & Assignments

\*\*\*\*\*TENTATIVE\*\*\*\*\*

*Keep in mind: this is a working syllabus, subject to change, & should not be construed as a contract.*

<b>Pre- Course Assignments</b>
<p><u>Tasks Due by 9/11</u></p> <ul style="list-style-type: none"> <li>• Create a Gmail account: <a href="mailto:firstname.lastname.msmu@gmail.com">firstname.lastname.msmu@gmail.com</a></li> <li>• Join Google Classroom: Code <b>ekytils</b> (use Gmail account created above)</li> <li>• Read <i>California Standards for the Teaching Profession</i> (CSTPs 1,2 &amp; 6)</li> <li>• <i>Continuum of Teaching Practice</i> (COTP) CSTPs 1, 2, &amp; 6</li> </ul>
<p><b>Weekend 1: September 11, 2021, 8 – 10-:15 a.m.</b></p>
<p><b>Topics:</b> <i>Course Overview, Professional Learning, and Goal Setting</i></p> <ul style="list-style-type: none"> <li>• Overview: 2 year Induction Program; Documentation of evidence process; Support systems: Mentors, Coaches, Portfolio Reviewers</li> <li>• <i>CSTP Self-Assessment: 1, 2, &amp; 6, COTPs 1, 2, &amp; 6, Context for Teaching</i> (CFT)</li> <li>• Staff Support: Barbara Locker-Halmy (Mentors), Teckla Lowdermilk (University Advisor)</li> <li>• Introduce Google Classroom, Assignments</li> </ul> <p style="text-align: center;"><b>Documents due on 9/24 - Complete these with the assistance of your Mentor:</b></p> <ul style="list-style-type: none"> <li>• <b>Check w/ Mentor and upload Collaborative Log #1 in Google Classroom</b></li> <li>• CSTP Self Assessment</li> <li>• Individual Learning Plan (ILP)</li> <li>• CFT 1 – 6</li> </ul>

**Weekend 2: September 25, 2021, 8 – 10:15 a.m.**

**Topics:** *Goals and Research: Focus on Pedagogy, Equity*

- Connect to *Continuum of Teaching Practice (COTP) 1, 2, & 6 and ILP*
- Discuss problems of practice in addressing equity issues that may exist in classrooms, targeting all students and offering support for all levels of skill and understanding.

**Documents due on 10/8 - Complete these with the assistance of your Mentor:**

- CFT 7.1 (Pedagogy)
- CFT 7.2 (Equity)
- IATP 1 – KWO
- **Upload Mentor Collaborative Log #2 in Google Classroom**

**Weekend 3: October 9, 2021, 8 – 10:15 a.m.**

**Topics:** *ELD, Differentiation and Inquiry 2 Unit Planning; Connecting Goals to Research*

- Peer feedback on individuals' IATP 1, using SMART goals strategy (Specific, Measurable, Attainable, Relevant, and Time bound) as a metric of quality.
- Discuss problems of practice that may arise in working to meet needs of students, especially special populations of students.
- Discuss problems of practice that may arise in meeting needs of English Learners.
- Discuss expectations and deadlines for upcoming Informal & Formal Observations.

**Documents due on 10/22 - Complete these with the assistance of your Mentor:**

- Respond to two questions regarding English Learners support, using CFT 7.3
- Respond to two questions regarding Special Populations support, using CFT 7.4
- Update CFT 4 (Home/School Connection)
- **Upload Mentor Collaborative Log #3 in Google Classroom**



**Weekend 4: October 23, 2021 8 – 10:15 a.m.**

**Topics:** *Observation and Feedback*

- Share problems of practice in completing Portfolio documents
- Discuss Portfolio Reviewer's dates and expectations
- Initial Peer Portfolio Review
- Discuss expectations for IATP 2 – 4: Informal Observation and Reflection documents

**Documents due on 11/12 - Complete these with the assistance of your Mentor:**

- IATP 2 - Informal Mentor Lesson Observation
- IATP 3 - Informal Post Observation Mentor Reflection
- IATP 4 - Informal Post Observation Self Reflection
- **Upload Mentor Collaborative Log #4 in Google Classroom.**

**Weekend 5: November 13, 2021 8 - 10:15 a.m.**

**Topics:** *Connecting Goals to Research*

- Share problems of practice in completing Portfolio documents
- Discuss Goals & Expectations for Colloquium Slides presentation
- Revisions for Peer Review

**Documents due on 12/3 - Complete these with the assistance of your Mentor:**

- Revised, completed Peer Review
- Revisit ILP
- Mentor Collaborative Log
- Colloquium Slides/Presentation
- Update CFT 4 (Home/School Connection)
- **Upload Mentor Collaborative Log #5 in Google Classroom by**

**Weekend 6: December 4, 2021 Group 8:– 10:15 a.m.**

**Topics:** *Presentations and Reflection; Evaluation and Assessment*

- Final Peer Review
- CSTP Self-Assessment and EDU B
- Colloquium presentations
- Mentor Collaborative Log updated
- MSMU Course Evaluation

## Join Zoom Meeting

985 5764 4387

<https://msmu.zoom.us/j/98557644387?pwd=QTNjbVFUbHIBdUNEVjF0L2pwUVdRQT09>

Passcode: @2Qw0tMC

### EDU 225A: Assessment of Teacher Development

\*\*\*\*\* TENTATIVE\*\*\*\*\*

*Keep in mind that this is a working syllabus, subject to change, and should not be construed as a contract.*

#### Weekend 1: September 11, 2021 8:00 – 10:15 am

##### Topics: *Course Overview, Professional Learning, and Goal Setting*

- Welcome/Introductions; EDU 225A - Big Ideas
- 2 year Induction Program; Documentation of evidence process; Support systems: Mentors, Coaches, Portfolio Reviewers
- *CSTP Self-Assessment: 1, 2, & 6, COTPs 1, 2, & 6, Context for Teaching (CFT)*
- Mentor Overview: Barbara Locker-Halmy
- Greetings from University Advisor: Teckla Lowdermilk
- Introduce Google Classroom, Assignments, Points

##### Documents due on 9/24 - Complete these with the assistance of your Mentor:

- **CSTP Self-Assessment (CSTPs 1, 2, & 6) dated w/ evidence codes.**
- **CFT 1: Class Profile Overview**
- **CFT 2: Classroom Layout**
- **CFT 3: School Information and Resources**
- **CFT 4: Home/School Connection Site**
- **CFT 5: Orientation Checklist**
- **CFT 6: Community Map and Resources**
- **Individual Learning Plan (ILP), cells 1 – 4**
- **Check w/ Mentor and upload Collaborative Log #1 in Google Classroom**

#### Weekend 2: September 25, 2021 8:00 – 10:15 am

##### Topics: *Goals and Research: Focus on Pedagogy, Equity*

- Check-In: Peer feedback on ILP, using SMART goals strategy (Specific, Measurable, Attainable, Relevant, and Time bound).
- Overview of the Inquiry Cycle – Inquiry Strategy, Unit Plan, Assessments
- Connect to *Continuum of Teaching Practice (COTP) 1, 2, & 6 and ILP*
- Discuss problems of practice in addressing equity issues that may exist in students' classrooms, schools.
- Discuss pedagogical practices that target and offer support for all students

##### Documents due on 10/8 - Complete these with the assistance of your Mentor:

- **CFT 7.1: Pedagogy**
- **CFT 7.2: Equity**

- Set date to hold an October Triad Mtg. w/ your Mentor and a school Administrator to introduce and discuss action you are taking to realize your ILP.
- IATP 1 – KWO
- Collaborative Log #2 to be uploaded in Google Classroom

### Weekend 3: October 9, 2021 8:00 – 10:15 am

Topics: Connecting ILP goals to research, Differentiation, Meeting students' diverse needs

- Check-In: Peer feedback (CFT 7.1/7.2 - look for evidence of highly focused, measurable plans. *What do you need to do in the next weeks to meet your ILP plans? Discuss how your knowledge of student learning is expanding during this planning process.*
- Discuss expectations and deadlines for upcoming Informal & Formal Observations.
- Peer feedback on individuals' IATP 1, using SMART goals strategy (Specific, Measurable, Attainable, Relevant, and Time bound) as a metric of quality.
- Discuss problems of practice that may arise in working to meet needs of students, especially special populations of students, and in meeting needs of English Learners.

#### Documents due on 10/22 - Complete these with the assistance of your Mentor:

- Respond to two questions regarding English Learners support, using CFT 7.3
- Respond to two questions regarding Special Populations support, using CFT 7.4
- Update CFT 4 (Home/School Connection)
- Participate, if you haven't already done so, in a Triad meeting w/ Mentor & school Administrator; get signatures on ILP.
- Collaborative Log #3 to be uploaded in Google Classroom

### Weekend 4: October 23, 2021

Topics: ELD/English Learners, Differentiation, Observation & Feedback

- Share problems of practice in completing Portfolio documents.
- Discuss expectations for IATP 2 - 4 documents: Informal Mentor Lesson Observation, Post-Observation Mentor Reflection, and Post-Observation Self Reflection. *In what area (think CSTP 1 & 2) do you seek feedback from your Mentor in your upcoming informal observation/assessment?*
- Initial Peer Portfolio Review

#### Documents due on 11/12 - Complete these with the assistance of your Mentor:

- IATP 2 - Informal Mentor Lesson Observation
- IATP 3 - Informal Post Observation Mentor Reflection
- IATP 4 - Informal Post Observation Self Reflection
- Make revisions, as necessary, to portfolio in order to receive credit for Peer Review activity
- Collaborative Log #4 to be uploaded in Google Classroom

### Weekend 5: November 13, 2021

#### Topics: *Connecting Goals to Research*

- Share problems of practice in completing Portfolio documents
- Discuss Goals & Expectations for Colloquium Slides presentation
- Make an revisions to your Peer Review checklist and share them with you Peer Reviewer

#### **Documents due on 12/4 - Complete these with the assistance of your Mentor:**

- **Revised, completed Peer Review – shared and okayed by your Peer Reviewer**
- **Revisit ILP**
- **Upload Mentor Collaborative Log #5**
- **Prep: Colloquium Slides/Presentation**
- **Update CFT 4 (Home/School Connection)**
- **If you haven't already done so, hold a Triad meeting and obtain signatures**

### Weekend 5: November 13, 2021 8:00 – 10:15 am

#### Topics: Inquiry Evaluation and Assessment Data

- Check-In: Share problems of practice in completing Portfolio documents
- Discuss Goals & Expectations for Colloquium
- IATP 2- 5 documents
- Discuss Revised ILP
- Protocol: IATP 2, 3, & 5
- Outcomes of Triad meeting; signatures obtained.

#### **Work to be done with Mentor (Due Dec. 4):**

- **Update CFT.4 Home/School Connection**
- **Individual Learning Plan (ILP) -Fall Evidence**
- **Sign, Complete, upload Collaborative Learning Logs**
- **Prepare Colloquium Slide Presentation**
- **Collaborative Log #5 to be uploaded in Google Classroom**

### Weekend 6: December 5, 2021 8:00 – 10:15 am

#### Topics: *Presentations and Reflection*

- ILP Evidence
- MSMU Course Evaluation
- CSTP Self-Assessment
- Colloquium Presentations
- Complete all Portfolio Corrections, as necessary

## **Education Department Philosophy:**

MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let your course instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

### **Investment in Inclusivity:**

- This class aims to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this expectation relies on the support and understanding of everyone in the class. We seek to establish a community where we engage in critical dialogue and active listening. While all are expected to make their best effort to be respectful, we understand that someone may say something that results in unintentional offense and hurt feelings. We invite everyone to adopt a stance of assumed positive intent that seeks greater knowledge and understanding.
- All people have the right to be addressed and referred to in accordance with their personal identity. You may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.
- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with the course instructor in advance.

### **Student Support Statements:**

- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please reach out so we can create a plan in advance for potential emergencies.
- If personal challenges related to health issues might affect the ability to perform in this class, please know that there are resources to assist you with appropriate accommodations.
- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Student Life on their respective campus for support. Chalon Campus: Laura Crow, Dean of Student Life 310-954-4133 and [lcrow@msmu.edu](mailto:lcrow@msmu.edu). Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and [jcuevas@msmu.edu](mailto:jcuevas@msmu.edu). Also, please feel free to notify your course instructor or program director if you are comfortable doing so.

## **MSMU University and Education Department Policies:**

- **University PPE Policy:** All students must comply with the University personal protective equipment (PPE) policy while on campus. Non-compliant students will not be allowed to stay in class.

- **Absences:** Your attendance helps us build a class community. Arriving on time allows everyone to benefit from planned activities and discussions, as the class functions as a lab and instructors strive to model a variety of pedagogical practices. Timeliness also is an indication of professionalism and generates an important and lasting positive impression. Also, please limit absences to no more than one session for a 1 or 2-unit course or two sessions for a 3 or 4-unit course. Students will have an opportunity to do a make-up assignment if there is an additional absence due to an emergency. If more than three absences occur, so much content will have been missed that an administrative withdrawal would be necessary and you would be invited to re-register for the course during a subsequent semester. If any concern arises that will prevent you from arriving to class regularly and/or in a timely way, please come talk with me so we can work together to ensure your successful course completion. For online sessions, submitting the assignments for that session count as your attendance for that session.
- **Academic Integrity:** Students are expected to adhere to their MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review. For clarification on what constitutes plagiarism, students are encouraged to review the Preventing Plagiarism page on TurnItIn.com (see <https://www.turnitin.com/solutions/plagiarism-prevention>).
- **Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.
- **Calendar Verification:** Please review the schedule in the tentative course calendar carefully. Education Department course calendars may not align with the generally published MSMU holidays and break schedule due to the nature of a teacher preparation program.
  - **Fall Mid-Semester Break:** Some Graduate-level Education courses meet on the Thursday of mid-semester break. Check your course calendar.
  - **Spring Break:** The MSMU Spring Break is observed for all education courses that meet on campus and the campus will also be closed. Courses involving other sites, such as for supervised teaching, will take their breaks consistent with the districts in which they take place. The result may be that those doing student teaching may not have any week that does not include Mount course meetings or obligations.
  - **Study Days:** The "Study Days" policy does not apply to Education courses (including those cross-listed with UG students). As our courses meet only one day per week throughout each semester, it is not possible to lose an additional day. All students are expected to participate in class meetings (in person or online) on the final Thursday before finals.
  - **Finals Week:** All Education evening courses meet as regularly scheduled during finals week.
- **Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) An assessment process exists so that candidates will receive

formative feedback through a Notice of Concern, if necessary, in order to support candidates to meet expectations.

- **Certificate of Clearance:** In order to demonstrate eligibility to complete all elements of an Education course requiring public school fieldwork, students must submit a copy of a CCTC-issued Certificate of Clearance or valid California teaching credential to the course instructor as instructed and by the date due. According to the California Commission on Teacher Credentialing (CCTC), teacher credential candidates **MUST** have a Certificate of Clearance **PRIOR** to entering a school for fieldwork. This is a non-negotiable state requirement. **(This requirement applies to EDU courses 1/207, 1/208A, 1/250, 1/256, 1/266, 1/267, and 1/268.)**
- **Incompletes:** Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted only if the student:
  - files the application no later than 1 week prior to finals
  - has completed the majority of assignments
  - on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D
  - is prevented from completing the final assignment
- **Quality of Work:** The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates with assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.
- **Resource Binder Maintenance**

All preliminary credential candidates are required to organize and maintain a resource binder each semester that will serve as a post-credential resource file. Instructions are provided in EDU 1/208A, made available via Canvas. Course materials provided in each class as handouts or made available on Canvas should be downloaded and kept in a personal filing system, whether electronic or hardcopy. This material will be reviewed during the last semester in the Supervised Teaching Seminar: EDU 1/210.
- **Student Resources**
  - **Learning Resource Center:** The Doheny Learning Resource Center will arrange personal tutoring or assistance for undergraduate students. Call (213) 477-2690.
  - **Professional and Academic Resource Center (PARC)**
    - The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person, over the phone, or by videoconferencing. To schedule an appointment, access the PARC page on myMSMU: <https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/academics/PARC>
    - All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, [PARC@msmu.edu](mailto:PARC@msmu.edu), located on the second floor of Building 10.
- **Students with Disabilities:** Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability

Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at [disability@msmu.edu](mailto:disability@msmu.edu).

- **Accommodation Policy:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

**Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.**

- **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

**MSMU Office Information:**

- Please call or email the Education Department Administrative Assistant to make an advisement appointment: [educationdepartment@msmu.edu](mailto:educationdepartment@msmu.edu) or (213) 477-2620.