

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

**Course Syllabus Fall 2021**

**Six Sundays:**

**9/12 8:00 am – 10:15 am**

**9/26 8:00- 10:15 am**

**10/10 Asynchronous**

**10/24 8:00- 10:15 am**

**11/14 Asynchronous**

**12/5 8:00- 10:15 am**

**Join Zoom Meeting**

**950 8375 6001**

<https://msmu.zoom.us/j/95083756001?pwd=MkIUQ2lqSWE3RTVKcDlPK1hKcEZBZz09>

Passcode: **60#ANTJW**

**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 is a hybrid course and will meet via Zoom on four Sundays from 8:00 am - 10:15 am. Two Sundays work will be completed asynchronously. All course documents, including assignment guidelines and rubrics, will be available on Google Classroom, and all assignments will be submitted through Google Classroom using a dedicated Gmail account.

**Classroom Policies:**

- **Classroom Participation:** Your full participation is important for each session. Please be prepared to share with your classmates and your breakout group during every session.
- **Tardiness:** Please join the Zoom a few minutes early to make sure you are ready when the meeting starts.
- **Submitting work:** All work will be submitted to Google Classroom. All completed work throughout the course should be completed with a dedicated Gmail account\*\*\*first name, last [name.msmu@gmail.com](mailto:name.msmu@gmail.com)\*\*\* **and saved to a google folder (MSMU Portfolio) in the appropriate subfolder.** This shared google folder (MSMUPortfolio) continues from last semester and will stay with you through the completion of the Induction Program and should be maintained for at least 5 years. The MSMU Portfolio will be created by Clear Director and shared with your Portfolio Reviewer at the end of this year, w/ several check-ins along the way.
- **Formatting:** All assignments must be **word processed**, completed correctly, thoughtfully prepared, written in standard academic English, and free of grammar/spelling errors. Many assignments will require you to complete forms. The forms will expand for you as you write. Please do not edit forms except to remove blank spaces.

- **Grading:** This course is Credit/No Credit.
  - All assignments will be read by the instructor and returned to participants, based on accurate completion of the task. If an assignment is not complete, the work will be returned by the instructor with comments on what needs to be done in order to receive credit for the assignment. All assignments, as listed in Google Classroom, must be completed accurately in order to pass this course.
  - Additionally assignments will receive peer review and feedback. Students will receive feedback on key assignments including C1 Individual Growth Plan, C2 Essential Components for teaching, and C5 Lesson Plan from Portfolio Reviewer during this semester. All suggestions and/or corrections must be addressed as soon as possible and before the end of the semester.
  - The final MSMU Portfolio is assessed by an outside portfolio reviewer. You must earn “Thoughtfully Completed” or “Completed” to pass this class.
- **Grading Scale:**
  - Credit** = All assignments successfully completed on time.
  - No Credit** = Assignments not successfully completed in given time frame.
- **Student Support:**
  - I will hold Office hours **Wednesdays after each class** (whether class is synchronous or asynchronous), from 7:00 – 8:00 PM, for students who have questions or concerns about completing assignments. We can connect through Zoom. Check Materials folder in Google Classroom for Zoom link. I can also be reached at [jtovar@msmu.edu](mailto:jtovar@msmu.edu) or 323-308-0284.

**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. You will continue to work on your clear credential portfolio (begun in 225A). Specifically, you will identify an area for growth from the California Standards for the Teaching Profession (CSTP 3, 4, or 5). You will then design and implement an inquiry project to guide your growth in this area. As with 225B, this course is designed as facilitated work toward your portfolio. Therefore, expect to spend more time than you would in an ordinary 1-unit course. Please read through the syllabus for the course and come prepared – see Course Preparation below.

### **Course Objectives and Student Learning Outcomes:**

1. Begin to assess their competencies and areas for growth as teachers, based upon the 2009 CA Standards for the Teaching Profession (CSTPs).
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 and 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 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. Students will be assessed by course instructors for a grade of Credit (CR) No Credit (NC). Final portfolios will be assessed by outside reviewers for satisfactory completion and recommendation to the California Commission on Teacher Credentialing for a Clear Credential.

**Mentor, Teacher, Principal Triad Meetings:** At the beginning and end of the program, you are required to schedule a triad Zoom meeting with your Mentor and your school site administrator. In these meetings, you will discuss your ILP goals for the Induction Program. The goal is to develop an action plan towards professional growth & competence within the program. The administrator should have already signed off on the ILP to acknowledge awareness of your ILP goals in ED 225 A and B. In the end (EDU225 D) of the program you will schedule a second and third triad meeting with your Mentor and administrator. The goal of this meeting is to share evidence of your professional growth with your administrator and to 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 that focus on key aspects of their growth throughout the Induction Program. Candidates will discuss their next steps for growth as professional educators, as evidenced through their Individual Learning Plan (ILP).

### Required Materials

- Gmail account, Google Drive and Google Classroom for electronic portfolio
- MSMU email account and password, also necessary for accessing the MSMU library.

### Required Texts (available on Google Classroom):

- Copy of 2009 CSTP Standards
- Copy of Continuum of Teaching Practice
- Additional articles will be available to download on the course website Google Classroom)

### Recommended Texts [optional]:

- *50 Strategies for English Language Learners* (5th Edition) by Adrienne I. Herrell, Michael L. Jordan (Pearson, January 2015) \* You can rent if from Amazon for \$20.14 ISBN-10: 0133802450, ISBN-13: 978-0133802450
- *Pre-Referral Intervention Manual* (4th Edition) by Kathy Cummins Wunderlich, Samm N. House, Stephen B. Mc Carney, (Hawthorne Educational Services, Inc., 2014)

## Pre-Course Assignments:

**First Class Assignments:** Due on first day of class, 9/12

1. Join Google Classroom code: **ywkslpz** (\*\*using the Gmail account your created last year\*\*\*)
2. Read the following documents via Google Classroom:
  - California Standards for the Teaching Profession (CSTP's) CSTPs 3, 4, & 5
  - Continuum of Teaching Practice (COTP) CSTPs 3, 4, & 5
  - Select Chapters of ELA/ELD Framework to refresh your knowledge/skill set.

## 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. Documents due this month are in bold.
- 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, as directed.

<u>Due Dates for Fall 2021, EDU C</u>	<u>Folder</u>	<u>Documents</u>
		<ul style="list-style-type: none"> <li>• <b>EDU 225A and C</b></li> <li>• <b>EDU 225A only</b></li> <li>• <b>Year 1 (Portfolio Review _____, corrections _____)</b></li> <li>• <b>For EDU 225A, B, and C</b></li> <li>• <b>Updated every semester</b></li> <li>• <b>Year 2 (Portfolio Review _____, Corrections _____)</b></li> </ul>
	<b>Pre-Course</b>	
<b>9/11</b>		<b>Create a dedicated Gmail account (firstname.lastname.smu@gmail.com)</b>
<b>9/11</b>		<b>Join Google Classroom</b>
<b>9/11</b>		<b>Upload professional headshot to Google Classroom</b>
<b>9/11</b>		<b>Pre-course reading</b>
	<b>IATP</b>	
		IATP 1: KWO
		IATP 2: Informal Mentor Lesson Observation
		IATP 3: Informal Post Observation Mentor Reflection
		IATP 4: Informal Post Observation Self Reflection
	<b>CFT</b>	
<b>9/25</b>		<b>CFT.1 Class Profile, Overview</b>
<b>9/25</b>		<b>CFT.2 Classroom Layout</b>
<b>9/25</b>		<b>CFT.3 School Information &amp; Resources</b>
<b>9/25, 10/23, 12/4</b>		<b>CFT.4 Home/School Connection</b>
		CFT.5 Site Orientation Checklist
		CFT.6 Community Map and Resources
<b>10/8</b>		<b>CFT.7.1 Pedagogy</b>
<b>10/8</b>		<b>CFT.7.2 Equity</b>
<b>10/22</b>		<b>CFT.7.3 ELs</b>
<b>10/22</b>		<b>CFT.7.4 Special Populations</b>
		<i>*School Professional Development Calendar/Plan (if available)</i>
	<b>Inquiry 1</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.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>	
<b>9/25</b>		<b>C.1 cells 1-4 Individual Growth Plan</b>
<b>10/9</b>		<b>C.1 cells 5-7 Individual Growth Plan</b>
<b>10/9</b>		<b>C.2 Essential Components for Instruction</b>
<b>10/9</b>		<b>C.3 Entry-Level Assessment Rubric</b>
<b>10/9</b>		<b>C.3 Blank copy of the assessment</b>
<b>10/9</b>		<b>C.3 Answer Key</b>
<b>10/9</b>		<b>C.3 Rubric</b>
<b>10/9</b>		<b>C.3 and C.7 Recording Sheet (C.3 completed)</b>
<b>10/23</b>		<b>C.4 Focus Student Selection</b>
<b>11/3</b>		<b>C.5 Lesson Plan Template/ Formal Observation (Inquiry 2 Lesson)</b>
<b>11/12</b>		<b>C5 Lesson Video- MP4 format (Inquiry 2 Lesson)</b>
<b>11/17</b>		<b>Mentor Lesson Observation Sheet (Inquiry 2 Lesson)</b>
<b>11/17</b>		<b>Formal Observation Mentor-Reflection (Inquiry 2 Lesson)</b>
<b>11/17</b>		<b>Formal Observation Self-Reflection (Inquiry 2 Lesson)</b>
<b>11/17</b>		<b>C.6 Graded work sample from C.5 lesson for 3 focus students</b>
<b>11/17</b>		<b>C.6 Analysis of Student Work</b>
<b>11/17</b>		<b>C.7 Summative Assessment Reflection Rubric</b>
<b>11/17</b>		<b>C.7 Blank copy of the assessment</b>
<b>11/17</b>		<b>C.7 Answer Key</b>
<b>11/17</b>		<b>C.7 Rubric</b>
<b>11/17</b>		<b>C.7 Graded Summative Assessment for 3 focus students</b>
<b>11/17</b>		<b>C.3 and C.7 Recording Sheet (C.7 completed)</b>
<b>12/5</b>		<b>C.1 cells 8-10 Individual Growth Plan</b>
<b>12/5</b>		<b>Colloquium: Google Slides</b>
	<b>Ongoing</b>	
		Individual Learning Plan (ILP) -Fall, Yr. 1 Triad Meeting
		Individual Learning Plan (ILP) -Fall, Yr.1 Evidence
<b>12/5</b>		<b>Individual Learning Plan (ILP) -Fall, Yr. 2 Triad Meeting</b>
<b>12/5</b>		<b>Individual Learning Plan (ILP) -Fall, Yr. 2 Evidence</b>

Completed Spring Colloquium, Group B		Teaching Philosophy: Google Slide Presentation (EDU 225 B)
Completed Spring Colloquium, Group B		Technology: Google Slides (EDU 225 B)
		Individual Learning Plan (ILP) – Year 2, End of Program Triad Meeting
		Self Assessment of CSTPs (Pre for CSTP 1, 2,& 6 )
		Self Assessment of CSTPs (Post for CSTP 1, 2,& 6 )
9/24		<b>Self Assessment of CSTPs (Pre for CSTP 3, 4, &amp; 5 )</b>
12/5		<b>Self Assessment of CSTPs (Post for CSTP 3, 4, &amp; 5 )</b>
		Mentor/Mentee Collaborative Log (EDU 225 A)
		Mentor/Mentee Collaborative Log (EDU 225 B)
12/5		<b>Mentor/Mentee Collaborative Log (EDU 225 C)</b>
		Mentor/Mentee Collaborative Log (EDU 225 D)
		Peer-Induction Checklist (EDU 225 A Review)
11/14		<b>Peer-Induction Checklist (EDU 225 C Review)</b>
		Resume (EDU 225 D)
		Cover Letter (EDU 225 D)

## Join Zoom Meeting

950 8375 6001

<https://msmu.zoom.us/j/95083756001?pwd=MklUQ2lqSWE3RTVKcDlPK1hKcEZBZz09>

Passcode: **60#ANTJW**

**Instructor:** Janette Tovar

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

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

### EDU225C: Assessment of Teacher Development

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

#### **Course Preparation:** Prior to Session 1: Due by 9/11

- Join Google Classroom: ywkslpz (\*\*using the Gmail account created in fall\*\*)
- Review your Individual Learning Plan (ILP) from last semester, using the California Standards for the Teaching Profession (**CSTPs**) 3, 4, & 5, and the Continuum of Teaching Practices (**COTP**) 3, 4, & 5 – all located in Google Classroom, Ongoing doc's.
  - Select a question (from those listed in the COTP) related to one element of CSTP 3, 4, or 5 that may serve as a starting place for stretching your teaching practice.
  - Consider an inquiry question that addresses opportunities for accelerating student growth. What student data supports this choice? How does this question interface with CSTPs 3, 4, or 5?

### **Weekend 1: September 12, 2021 (Synchronous 8:00 am– 10:15 pm)**

Topics: *Course Overview, SMART Goals and Research*

- EDU 225 C Overview
- Class documentation, deadlines, calendars
- Work on SMART Goals for Inquiry 2: Discuss/Share possible inquiry questions on which to focus, citing student assessment data that support the focus.
  - Share possible resources for accessing online journal databases for implementing Inquiry research strategy.

Assignments **Due on 9/25:**

- CFT documents 1, 2, 3
- CFT 4 (Home/School Connection)
- Complete ILP for Fall Semester.
- **Heads up: You must be implementing your research strategy on a regular basis during instruction beginning 10/11.**
- Complete *C.1 Individual Growth Plan, cells 1-4.*

Work to do with Mentor *between now and next meeting, Sept. 26:*

- Complete ILP for Fall Semester 2021. Set goals and decide together what you will do to attain your goals.
- SET DATE for ILP Mid Program/Fall Semester Triad meeting. You will need to have signatures from your Principal and Mentor by **10/8**.
- Plan date(s) for observing colleague or Mentor (for ILP goals/evidence)
- Get feedback from Mentor on SMART goals you're using to complete C.1 (cells 1 – 4) that align with your ILP.

### **Weekend 2: September 26, 2021 (Synchronous 8:00 am – 10:15 pm)**

Topics: *Researching Inquiry and Unit Planning*

- Identify Inquiry 2 Strategy to be implemented in unit of study (**teaching must be started on this unit no later than 10/11**), using SMART Goals for attaining student success in unit of study
- Work on C.1 Individual Growth Plan (cells 1 through 6) – Make connections to your Inquiry strategy
- Work on C.3 (3 documents), C.3/C.7, and consider focus students for C.4
- Respond to 2 questions on each: CFT 7.1 – Pedagogy, and CFT 7.2 - Equity
- Access online journal databases for ILP research

Assignments **Due on 10/9:**

- After collecting research data (by observing & then discussing your inquiry strategy w/ a work colleague or your mentor) add collegial conversations and insights to *C.1 (cells 5-6)*.
- Complete C.1 (cells 5 & 6) and place in your Portfolio folder, in the Inquiry subfolder. Email your Portfolio Reviewer for feedback ([cc.jtovar@msmu.edu](mailto:cc.jtovar@msmu.edu))
- **Respond to C.1 feedback from Portfolio Reviewer before proceeding w/ C.2.**



- After responding to feedback from your Portfolio Reviewer, Complete C.2 Unit Plan (place in Portfolio folder, in the Inquiry subfolder).
- Email C.2 to Portfolio Reviewer ([cc\\_jtovar@msmu.edu](mailto:cc_jtovar@msmu.edu))
- Complete C.3 - Blank copy of the assessment
- Complete C.3 - Entry Level Assessment Rubric
- Complete C.3 - Answer Key
- Complete C.3/C.7 - Recording sheet (C.3 side only)
- Complete C.4 - Consider Focus Students to select
- Respond to 2 questions on CFT 7.1 - Pedagogy & CFT 7.2 - Equity, in light of unit of study.

**Work to do with Mentor between now and next meeting, 10/9:**

- Work together to refine work on C.1 (cells 5 & 6), **due to Portfolio Reviewer as soon as possible.**
- Discuss and make changes to C.1, **as advised by Portfolio Reviewer; resend to Portfolio Reviewer, as requested.**
- Complete C.2 Unit Plan (4-6 weeks long), C.3, C.3/C.7, and C.4.

**Heads Up/Looking Ahead:**

- **Due to Portfolio Reviewer by 11/3:** C.5 Lesson Plan Template
- **Due 11/12:** Teach/Video-tape C.5 Lesson

**Weekend 3: October 10, 2021 (Asynchronous)**

**Topics: ELD, Differentiation and Inquiry: Unit Planning**

- Inquiry Cycle; Inquiry Strategy; Research and implementation
- Unit Plan; Assessments
- C.4 - Focus Student Selection; C.4 - Graded Pre-Assessment for 3 focus students
- CFT 7.3 – English Learners; CFT 7.4 – Special Populations

**Due on 10/23:**

- C.4 - Focus Student Selection (embed student work samples)
- C.4 - Graded Pre-Assessment for 3 focus students
- 2 questions from CFT 7.3 – English Learners
- 2 questions from CFT 7.4 – Special Populations
- Update CFT 4 (Home/School Connection)

**Work to do with Mentor between now and next meeting, 10/23:**

- Share: C.4 - Focus Student Selection (with embedded student work samples)
- Share: C.4 - Graded Pre-Assessment for 3 focus students
- Finetune C.5, Lesson Plan Template so it's **ready for Portfolio Reviewer approval by 11/3**
- CFT 7.3 – English Learners & 7.4 - Special Populations (2 questions each)

**Heads up:**

**Due on 11/3:**

- C.5 Lesson Plan Template emailed to Portfolio Reviewer for approval, cc [jtovar@msmu.edu](mailto:jtovar@msmu.edu)  
**Portfolio Reviewer must approve C5 Focus lesson, before you start videoing lesson.**

**Due on 11/12:**

- Videoing MUST occur by 11/12; **C.5 MUST be approved by Portfolio Reviewer before videoing.**

**Weekend 4: October 24, 2021 (Synchronous 8:00 am– 10:15 pm)**

*Topic:* Focus Lesson

- C.5 Lesson plan completion; **email to Portfolio Reviewer for approval by 11/3.**
- Prep for Peer Portfolio review on **11/14**
- Teach/Video of lesson - MP4 or YouTube Link  
\*\*Videoing must be completed **by 11/12**
- C.6 Choose student *work samples*
- Determine progress between C.3 and C.6. If progress not noted, what do you need to do to meet your SMART goal?
- Observation/Reflection Sheets: Lesson Observation, Mentor Reflection, Self-Reflection

\*\*Teaching and assessing of the whole unit must be complete by **11/17\*\***

- C.7 - Post assessment

**Due on 11/12:**

- **Before videoing** refer to your returned C.5 Lesson Plan and make any necessary changes as advised by Portfolio Reviewer.
- Permission waivers must be signed by parents **prior to recording.**
- Record *C.5 Lesson*
- Upload Video - MP4 format or Private YouTube link.

**Work to do with Mentor between now and 11/14:**

- C.6 Analysis of Student Work from videoed lesson.
- C.6 – C.7 documentation
- Share thoughts for completing Colloquium slides.
- Discuss together the following forms: completed *Mentor Lesson Observation Sheet, Formal Mentor Observation Reflection, and Formal Observation Self-Reflection*
- Completed by Mentor: Mentor Lesson Observation sheet (due 11/17)
- Completed by Mentor: Formal Observation Mentor – Reflection sheet (due 11/17)

**Due on 11/17:**

- Formal Observation Self-Reflection sheet
- C.6 *Analysis of Student Work*
- C.6 Graded work samples from C.5 lesson for 3 focus students
- *C.3 and C.7 Recording Sheet (C7 side only)*
- *C.7 Summative Assessment Reflection Rubric* (include assessment, answer key, rubric)
- C.7 Blank copy of the assessment
- C.7 Answer Key
- C.7 Rubric
- C.7 Graded Summative Assessment for 3 Focus Students
- Formal Observation Self-Reflection

- Mentor views videoed *Formal Lesson.*, using *Mentor Observation Sheet*.
- Formal Observation Mentor Reflection (to be completed by Mentor)

### **Weekend 5: November 14, 2021 (Asynchronous)**

*Topics:* Inquiry Evaluation and Assessment Data; Presentations

- Peer Portfolio Reviews – making corrections, adding needed documents
- Colloquium: Google Slides and Presentations
- C.7 Post-Assessments
- Gathering Evidence from Observation and Reflection sheets
- C.1 Cells 7-10
- Gather Evidence for Fall ILP

#### Assignments **Due on 12/5:**

- Colloquium Google slides ready to present
- Finalize Peer Portfolio Review – responses to peer and Mentor reviewers' comments
- C.1 (cells 7 – 10)
- CSTP Self-Assessment, CSTPs 3, 4 & 5 (dated with evidence codes)
- ILP Fall Evidence with signatures
- Updated CFT 4 (Home/School connection)

#### Work to do with Mentor between now and next meeting, 12/5:

- Share/Finalize Colloquium slides
- Organize and record ILP evidence.
- Be sure you have signatures from ILP Triad meeting
- Sign, complete, upload Collaborative Learning Logs

### **Weekend 6: December 5, 2021 (Synchronous 8:00 – 10:15)**

*Topics:* Presentations and Reflection

- Colloquium Reflections and Celebration
- Finalize Portfolio documents
- MSMU Course Evaluation
- CSTP Self-Assessment form 3, 4 & 5 (dated with evidence codes)
- Email Reviewer that Portfolio is complete and ready for review for EDU 225C (cc [jtovar@msmu.edu](mailto:jtovar@msmu.edu))

### ***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.*

### ***Diversity, Equity, and Inclusion:***

- *Mount Saint Mary's University's commitment to Diversity, Equity, and Inclusive Excellence stems from our CSJ heritage, Catholic identity, mission, and values. We are compelled to always move toward profound love of God and love of neighbor without distinction. We are committed to diversity in all its possible forms with emphasis on the importance of human rights, equity, fairness, inclusiveness, and diversity in the broadest sense including differences in gender, race, ethnicity, generational history, culture, socioeconomic class, religion, sexual orientation, national origin, citizenship status, political perspectives, geographic origin, and physical ability. Mount Saint Mary's University strives to be a place where all people feel welcome. Engaging with others from a variety of different backgrounds improves and enriches our learning, living, and working environments. See the [Center for DEI's myMSMU page](#) for more information and resources.*
- *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.

**Title IX and Confidentiality:** As an instructor at Mount Saint Mary's University, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory "Responsible Employee" reporting responsibility related to my role as a faculty member. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, in order to support you, I am required to share with University officials, any information regarding sexual misconduct or information about a related crime you may have experienced or witnessed, whether it occurred on or off MSMU's campus. Students may speak to someone confidentially by contacting MSMU's Counseling and Psychological Services, Health Services, and/or community partners - Peace Over Violence, and the Santa Monica Rape Treatment Center. For more information about your support options at Mount Saint Mary's University, please go to <https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/campus-resources/titleIX>

#### **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.**

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

**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. Students will have an opportunity to do a make-up assignment if there is an additional absence due to an emergency. If more than two 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.

**Student credit hour policy:** A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time: or
- (2) At least an equivalent amount of work as required in paragraph (1) for other
- academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours Taken from:.

<http://msmu.smartcatalogiq.com/en/2016-2018/2016-2018-Catalog/Academic-Policies- and-Procedures/General-Information-for-Undergraduate-Programs/Student-Credit-Hou>

**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:** For faculty, academic freedom in research, teaching, and publication is fundamental to the advancement of truth and learning. Freedom of thought and expression is essential to fulfill the mission, and obligations, of academics and educators.

The student has the freedom to express ideas that differ from any interpretation or any viewpoint presented by an instructor. In exercising this freedom, there should be no disruption of the academic process of the class.

The student has the right to be evaluated accurately and fairly on academic performance as outlined by the instructor at the beginning of the course. The student has the right to discuss and review any academic performance with instructors. A student who believes that an evaluation was made on a basis other than academic performance has the right to an appeal procedure. (For appeal procedures, see Student Handbook).

**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.

**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.*

***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.*

### ***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, 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***