

**EDU 226a Teacher Assessment and Development  
Mount Saint Mary's University**

Course Syllabus

Fall 2021:

Six Saturdays (9/11, 9/25, 10/9, 10/23, 11/13, 12/4)

8:00am- 12:25pm

**Join Zoom Meeting**

<https://msmu.zoom.us/j/97507848176?pwd=bEo5bW54MHlwSjNIc1lCeTkvMUtMZz09>

Meeting ID: 975 0784 8176

Passcode: pW#LFr8K

**Instructor:** Rene Gaudet, Ed.D.

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

**Phone:** (747) 300-5153

**Office hours:** six Wednesdays (9/8, 9/22, 10/13, 10/20, 11/10, & 12/1) 7-8 pm and by appointment  
via Zoom

**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 - 12:25 pm. Students will meet whole group from 8:00 am -10:00 am and then they will meet in breakout rooms with a coach from 10:15 am -12:25 pm. 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 5 minutes early to make sure you are ready when the meeting begins. Send me an email as soon as possible, if you are experiencing personal difficulties with getting to class on time. On those occasions when you are late, please ask in the chat to see what information or announcements you may have missed.
- **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:msmu@Gmail.com)\*\*\*\* and saved to a google folder (MSMU Portfolio) in the appropriate subfolder. This shared google folder (MSMU Portfolio) will stay with you throughout the Induction Program EDU 226 A-B and should be maintained for at least 5 years. The (MSMU Portfolio) will be created by Clear Director and shared with your Portfolio Reviewer.
- **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 are given points based on accurate completion.
  - ★ You will earn 2 points for each correctly completed assignment. PARTIAL or LATE assignments MAY receive 1 point.
  - ★ Additionally, all assignments will receive peer 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 the semester. All suggestions/corrections must be addressed as soon 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”* in order to pass this class.
- **Grading Scale:**
  - ★ **Credit**= 85 points or higher AND Portfolio Review score of at least 3 on CSTP 1, 2, & 6
  - ★ **No Credit** = 84 points or less OR a Portfolio Review score of 2 or less on CSTP 1, 2, & 6

### 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 2009 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 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

### 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 (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)  
ASIN: B00HNHNVY0

### First Class Assignments: Due before our first class 9/11

Below are your first assignments for this course (Office hours on 9/8/20 if you need assistance):

- Create a Gmail account using your first name. last name.[msmu@gmail.com](mailto:msmu@gmail.com)
- Join Google Classroom code: [72kxer](#) (\*\*using the Gmail account your created above\*\*)
- Upload a professional photo headshot to Google Gmail/Google Classroom and Zoom
- Read the following document via Google Classroom:
  1. California Standards for the Teaching Profession (CSTP's) CSTPs 1, 2, & 6
  2. Continuum of Teaching Practice (COTP) CSTPs 1, 2, & 6

### Course Assignments

Due Date	Points	Portfolio Folder	Course Assignment
9/4	2	-	Created a dedicated Gmail account (firstname.lastname.msmu@gmail.com)
9/4	2	-	Join Google Classroom
9/4	2	-	Upload professional headshot to Google Classroom and Zoom
9/11	2	CFT	CFT.1 Class Profile Overview
9/18	2	CFT	CFT.2 Classroom Layout
9/18	2	CFT	CFT.3 School Information & Resources
9/22	2	CFT	CFT.4 Home/School Connection
10/10	2		-Update at least 3 times
11/20	2		
9/22	2	CFT	CFT.5 Site Orientation Checklist
9/22	2	CFT	CFT.6 Community Map and Resources
9/18	2	CFT	CFT.7.1 Pedagogy
12/4	2	CFT	CFT.7.2 Equity

10/16	2	CFT	CFT.7.3 ELs
9/29	2	CFT	CFT.7.4 Special Populations
*		CFT	<i>School Professional Development Calendar/Plan (if available)</i>
9/25	2	Inquiry 1	C.1 cells 1-4 Individual Growth Plan ** email to Reviewer
10/6	2	Inquiry 1	C.1 cells 5-6 Individual Growth Plan ** email to Reviewer
10/9	2	Inquiry 1	C.2 Essential Components for Instruction ** email to Reviewer
10/16	2	Inquiry 1	C.3 Entry Level Assessment Rubric
10/16	2	Inquiry 1	C.3 Blank copy of the assessment
10/16	2	Inquiry 1	C.3 Answer Key
10/16	2	Inquiry 1	C.3 Rubric
10/16	2	Inquiry 1	C.3 and C.7 Recording Sheet (C.3 column)
10/20	2	Inquiry 1	C.4 Graded Pre-Assessment for 3 focus students
10/20	2	Inquiry 1	C.4 Focus Student Selection
10/22	2	Inquiry 1	C.5 Lesson Plan Template/Formal Observation ** email to Reviewer
11/6	2	Inquiry 1	C.5 Lesson Video (15- 30 minutes) hyperlink or mp4
11/12	2	Inquiry 1	Formal Observation Self-Reflection (Inquiry 1 Lesson)
11/6	2	Inquiry 1	Mentor Lesson Observation Sheet (Inquiry 1 Lesson)
11/12	2	Inquiry 1	Formal Observation Mentor-Reflection (Inquiry 1 Lesson)
11/6	2	Inquiry 1	C.6 Analysis of Student Work
11/6	2	Inquiry 1	C.6 3 focus students' graded work sample from C.5 lesson
11/11	2	Inquiry 1	C.7 Summative Assessment Reflection Rubric
11/11	2	Inquiry 1	C.7 Blank copy of assessment
11/11	2	Inquiry 1	C.7 Answer Key
11/11	2	Inquiry 1	C.7 Rubric
11/12	2	Inquiry 1	C.3 and C.7 Recording Sheet (C.7 column)
11/20	2	Inquiry 1	C.1 cells 7-10 Individual Growth Plan
11/20	2	Inquiry 1	Slide Presentation: Colloquium
9/18	2	Ongoing	Individual Learning Plan (ILP) -Fall Triad Meeting
11/20	2	Ongoing	Individual Learning Plan (ILP) -Fall Evidence
9/11	2	Ongoing	Self-Assessment of CSTPs (Pre CSTP 1, 2, & 6)
11/20	2	Ongoing	Self-Assessment of CSTPs (Post for CSTP 1, 2, & 6)
11/20	2	Ongoing	Mentor/Mentee Collaborative Log (1st Semester)
11/20	2	Ongoing	Peer Portfolio Review (1st Review)
11/20	2		Email Portfolio Reviewer to please review completed Portfolio
Total	100		

- Mentor, Teacher, Principal Triad Meetings:** At the beginning of the program, you are required to schedule a triad Zoom meeting with your Mentor and your school site administrator. In this meeting, you will discuss your ILP goals for the Induction Program. The goal of this meeting is to develop an action plan towards professional growth and competence within the program. The administrator should sign off on the ILP to acknowledge awareness of your ILP goals. In the middle and end 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. This debrief will focus on key aspects of their growth throughout the Induction Program. Candidates will discuss their next steps for growth as a professional educator, as evidenced through their Individual Learning Plan (ILP).

### Join Zoom Meeting

<https://msmu.zoom.us/j/97507848176?pwd=bEo5bW54MHlwSjNlc1lCeTkvMUtMZz09>

Meeting ID: 975 0784 8176

Passcode: pW#LFr8K

### EDU 226A: 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.*

Pre- Course Assignments
<p><u>Tasks Due by 9/4</u></p> <ul style="list-style-type: none"> <li>• Create a Gmail account: <a href="mailto:firstname.lastname@msmu.com">firstname.lastname@msmu.com</a></li> <li>• Join Google Classroom: Code <b>22knxer</b> (**using the Gmail account created above**)</li> <li>• Add a Professional Headshot to both Google Classroom and Zoom</li> <li>• Read California Standards for the Teaching Profession (CSTPs 1,2 &amp; 6)</li> <li>• Continuum of Teaching Practice (COTP) CSTPs 1, 2, &amp; 6</li> <li>• Complete Getting to Know You Survey</li> </ul>

### Weekend 1: September 11, 2021

#### Course Overview, Professional Learning, and Goal Setting

Zoom Whole Group 8:00 – 10:00 & 12:00- 12:25	Zoom Breakout Rooms 10:15 a.m. - 12:00 p.m.
<p><u>Topic</u></p> <ul style="list-style-type: none"> <li>• Welcome/Introductions</li> <li>• EDU226a Overview/Unit Calendar</li> <li>• EDU 326 Overview by Barbara Locker-Halmy</li> <li>• Greetings from Dr. Kim Nao</li> <li>• Introduce Google Classroom &amp; Drive</li> <li>• CFT Folder</li> <li>• Review COTPs 1, 2, &amp; 6</li> <li>• IDP connections to ILP</li> </ul>	<p><u>Work Time with Coaches/Quads</u></p> <ul style="list-style-type: none"> <li>• Survey Results and Quad Organization</li> <li>• Due 9/11 CFT 1</li> <li>• Due 9/11 Pre- CFTP Self-Assessment (CSTPs 1,2, &amp;6) dated with evidence codes</li> <li>• Due 9/18 Individualized Learning Plan (ILP)</li> <li>• Due 9/18 CFT 7.1 Pedagogy</li> <li>• Due 9/18 CFT 2 Classroom Layout</li> <li>• Due 9/18 CFT 3 School Information &amp; Resources</li> <li>• Due 9/22 CFT 4 Home/School Connection</li> <li>• Due 9/22 CFT 5 Site Orientation Checklist</li> <li>• Due 9/22 CFT 6 Community Map &amp; Resources</li> </ul>
<ul style="list-style-type: none"> <li>• Discuss COTPs with mentor to choose one CFTP from CFTP 1, 2 or 6 to work on for the semester</li> <li>• Discuss Fall ILP with Principal &amp; Mentor** get Principal-Mentor Signatures (Triad Meeting) **</li> </ul>	

**Weekend 2: September 25, 2021**  
**Special Education, Goals and Research**

<b>Zoom Whole Group 8:00 – 10:00 &amp; 12:00- 12:25</b>	<b>Zoom Breakout Rooms 10:15 a.m. - 12:00 p.m.</b>
<p><u>Topics:</u></p> <ul style="list-style-type: none"> <li>• Speaker- Greg Pitts: Special Education</li> <li>• Problem of Practice</li> <li>• Inquiry Strategy for Problem of Practice</li> <li>• Access online journal databases for research</li> <li>• C.1 Individual Growth Plan</li> <li>• SMART Goals</li> </ul>	<p><u>Work Time with Coaches/Quads:</u></p> <ul style="list-style-type: none"> <li>• Access online journal databases for research</li> <li>• Check Smart Goal</li> <li>• Portfolio Folder Organization</li> <li>• Due 9/25 C1 Individual Growth Plan cells 1-4</li> <li>• Due 9/25 Email Reviewer C1 cells 1-4 (cc <a href="mailto:rgaudet@msmu.edu">rgaudet@msmu.edu</a>)</li> <li>• Due 9/29 CFT 7.4 Special Populations</li> <li>• Due 10/6 email reviewer C1 cells 1-6 (add academic journals, collegial conversation/observation, and cell 1-4 corrections)</li> </ul>
<ul style="list-style-type: none"> <li>• Discuss Special Populations with your Mentor CFT 7.4</li> <li>• Observe/discuss your inquiry strategy with a work colleague or mentor to add to C1 (cells 5-6)</li> <li>• Start planning your 4-6-week unit of study before next class (October 9, 2021). Remember you must implement your research strategy on a regular basis during instruction beginning 10/11/21</li> </ul>	

**Weekend 3: October 9, 2021**  
**ELD, Differentiation and Inquiry: Unit Planning**

<b>Zoom Whole Group 8:00 – 10:00 &amp; 12:00- 12:25</b>	<b>Zoom Breakout Rooms 10:15 a.m. - 12:00 p.m.</b>
<p><u>Topics:</u></p> <ul style="list-style-type: none"> <li>• Speaker – Freda Rossi: English Language Development</li> <li>• Overview of Inquiry Cycle</li> <li>• Inquiry Strategy</li> <li>• Unit Plan</li> <li>• Assessments</li> </ul>	<p><u>Work Time with Coaches</u></p> <ul style="list-style-type: none"> <li>• Due 10/9 C2 Unit Plan (4-6 weeks long)</li> <li>• Due 10/9 Email Reviewer C2 Unit Plan (<a href="mailto:rgaudet@msmu.edu">cc rgaudet@msmu.edu</a>)</li> <li>• Due 10/10 Update CFT4 Home/School Connection</li> <li>• Due 10/16 CFT 7.3 English Language (EL) Learners</li> <li>• Due 10/16 C3 Entry Level Assessment</li> <li>• Due 10/16 C3 and .7 Recording sheet (C3 side only)</li> <li>• Due 10/20 C4 Focus Student Selection</li> </ul>
<ul style="list-style-type: none"> <li>• Discuss English Language Learners CFT 7.3 with your mentor</li> <li>• <b>Portfolio Reviewer must approve C5 Focus lesson, before videoing. Email your Reviewer as soon as possible, but before 10/23</b></li> <li>• C5 Focus lesson must be recorded before 10/30 (permission waivers must be signed by parents prior to recording)</li> </ul>	

**Weekend 4: October 23, 2021**

***Focus Lesson***

Zoom Whole Group 8:00 – 10:00 & 12:00- 12:25	Zoom Breakout Rooms 10:15 a.m. - 12:00 p.m.
<p><u>Topics:</u></p> <ul style="list-style-type: none"> <li>• C5 lesson plan -MP4 or YouTube Link</li> <li>• Plan for Videoing **Videoing must be completed by 10/30</li> <li>• C6 Choose work sample</li> <li>• Discuss &amp; Share: Progress between C3 and C6 or what do you need to do to meet your SMART goal?</li> <li>• Observation/Reflection Sheets</li> </ul> <p>**Teaching and assessing of the whole unit must be complete by 12/3**</p>	<p><u>Work Time with Coaches</u></p> <ul style="list-style-type: none"> <li>• Due 10/22 C5 Lesson Plan</li> <li>• Due 10/22 Email Reviewer C5 Lesson for approval (cc rgaudet@msmu.edu)</li> <li>• Note: Videoing MUST occur before 10/30, however, <b>C5 (focus lesson) MUST be approved by Portfolio Reviewer before videoing.</b> (Email them by 10/23)</li> <li>• Due 11/6 C6 Grade/correct Student work</li> <li>• Due 11/6 C6 Analysis of Student Work</li> <li>• Due 11/6 Mentor Lesson Observation Sheet</li> <li>• Due 11/6 Upload Video - MP4 format or Private YouTube link</li> </ul>
<ul style="list-style-type: none"> <li>• View videoed lesson together (may be via Zoom)</li> <li>• Discuss with Mentor the following forms:               <ol style="list-style-type: none"> <li>1. Mentor Lesson Observation Sheet</li> <li>2. Formal Observation Mentor Reflection</li> <li>3. Formal Observation Self-Reflection</li> <li>4. C6 Analysis of Student Work from videoed lesson</li> </ol> </li> </ul>	

**Weekend 5: November 13, 2021**

***Inquiry Evaluation and Assessment Data***

Zoom Whole Group 8:00 – 10:00 & 12:00- 12:25	Zoom Breakout Rooms 10:15 a.m. - 12:00 p.m.
<p><u>Topics:</u></p> <ul style="list-style-type: none"> <li>• C7 Post-Assessments</li> <li>• Gather Evidence from Observation and Reflection sheets</li> <li>• C1 Cells 8-10 Inquiry Process</li> <li>• Peer Review - Induction Portfolio Checklist</li> <li>• Gather Evidence for ILP</li> <li>• MSMU Course Evaluation</li> </ul>	<p><u>Work Time with Coaches</u></p> <ul style="list-style-type: none"> <li>• Due 11/12 Formal Observation Self-Reflection</li> <li>• Due 11/12 Conduct Initial Peer Review</li> <li>• Due 11/11 C7 Summative Assessment Reflection Rubric</li> <li>• Due 11/12 Formal Observation Mentor-Reflection</li> <li>• Due 11/12 C3 and C7 Recording Sheet (C7 side only)</li> <li>• Due 11/20 C1 cells 7-10</li> <li>• Due 11/20 Colloquium: Google Slides</li> <li>• Due by 11/20 Update CFT 4 Home/School Connection</li> </ul>
<ul style="list-style-type: none"> <li>• Sign, Complete, upload Collaborative Learning Logs from course 326 with Barbara Locker-Halmay</li> <li>• Gather evidence for ILP</li> </ul>	

**Weekend 6: December 4, 2021**  
**Presentations and Reflection**

Zoom Whole Group 8:00 – 8:30 (ish)	Zoom Breakout Rooms 8:45 a.m. - 12:25 p.m.
<p><u>Topics:</u></p> <ul style="list-style-type: none"> <li>• Final Peer Review</li> <li>• CSTP Self-Assessment</li> <li>• Colloquium Format</li> <li>• ILP Evidence</li>   <li>• Final Course Evaluation</li> </ul>	<p><u>Work Time with Coaches</u></p> <ul style="list-style-type: none"> <li>• Colloquium: Presentations</li> <li>• Due 11/20 Finalize Peer Portfolio Review</li> <li>• Due 11/20 Post CSTP Self-Assessment form 1,2 &amp; 6 (dated with evidence codes)</li> <li>• Due 11/20 ILP Initial Evidence</li> <li>• Due 11/20 Email Reviewer Portfolio is complete (cc <a href="mailto:rgaudet@msmu.edu">rgaudet@msmu.edu</a>)</li> </ul>
<ul style="list-style-type: none"> <li>• Due 12/8/2021 Complete all Portfolio Corrections</li> </ul> <p>**Email Reviewer when <b>ALL</b> corrections are made**</p>	

**EDU 226A: 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 Course Overview, Professional Learning, and Professional Goal Setting**

**Topics:**

- Welcome/Introductions
- EDU226a Overview/Unit Calendar
- EDU 326 Overview by Barbara Locker-Halmy
- Greetings from Dr. Kim Nao
- Introduce Google Classroom & Drive
- CFT Folder
- Review COTPs 1, 2, & 6
- ILP

**Assignments Due Dates:**

- Due 9/11 CFT 1
- Due 9/11 CSTP Self-Assessment (Pre- CSTPs 1,2, &6)- dated with evidence codes
  
- Due 9/18 Fall Induction Individualized Learning Plan (ILP)
- Due 9/18 CFT 7.1 Pedagogy
- Due 9/18 CFT 2 Classroom Layout
- Due 9/18 CFT 3 School Information & Resources
  
- Due 9/22 CFT 4 Home/School Connection
- Due 9/22 CFT 5 Site Orientation Checklist
- Due 9/22 CFT 6 Community Map & Resources

**Work to be done with Mentor**



- Discuss Special Populations with your Mentor CFT 7.4
- Observe/discuss your inquiry strategy with a work colleague or mentor to add to C1 (cells 5-6)
- Start planning your 4-6-week unit of study before next class (October 9, 2021). Remember you must implement your research strategy on a regular basis during instruction beginning 10/11/21.

### **Weekend 2: September 25, 2021 *Special Education, Goals, and Research***

#### **Topics:**

- Guest Speaker: Special Education
- Problem of Practice
- Inquiry Strategy for Problem of Practice
- Access online journal databases for research
- C.1 Individual Growth Plan
- SMART Goals

#### **Assignments Due Dates:**

- Due 9/25 C1 Individual Growth Plan cells 1-4
- Due 9/25 Email Reviewer C1 cells 1-4  
(cc [rgaudet@msmu.edu](mailto:rgaudet@msmu.edu))
- Due 9/29 CFT 7.4 Special Populations
- Due 10/6 email reviewer C1 cells 1-6 (add academic journals and collegial conversation/observation and cell 1-4 corrections)

#### **Work to be done with Mentor**

- Discuss Special Populations with your Mentor CFT 7.4
- Observe/discuss your inquiry strategy with a work colleague or mentor to add to C1 (cells 5-6)
- Start planning your 4-6-week unit of study before next class (October 9, 2021). Remember you must implement your research strategy on a regular basis during instruction beginning 10/11/21.

### **Weekend 3: October 9, 2021 *ELD, Differentiation, and Inquiry: Unit Planning***

#### **Topics:**

- Guest Speaker: English Language Development
- Overview of Inquiry Cycle
- Inquiry Strategy
- Unit Plan
- Assessments

#### **Assignments Due Dates:**

- Due 10/9 C 2 Unit Plan (4-6 weeks long)
- Due 10/9 Email Reviewer C2 Unit Plan (cc [rgaudet@msmu.edu](mailto:rgaudet@msmu.edu))
- Due 10/10 Update CFT 4 Home/School Connection
- Due 10/16 CFT 7.3 English Language (EL) Learners
- Due 10/16 C3 Entry Level Assessment
- Due 10/16 C3 and C7 Recording sheet (C3 side only)
- Due 10/20 C.4 Focus Student Selection

#### **Work to be done with Mentor:**

- Discuss English Language Learners CFT 7.3 with your mentor
- **Portfolio Reviewer must approve C5 Focus lesson, before videoing. Email your Reviewer as soon as possible, but before 10/23. Focus lesson must be taught/videoed by 10/30**
- C5 Focus lesson must be recorded before 10/30 (permission waivers must be signed by parents prior to recording)

#### **Weekend 4: October 23, 2021 Focus Lesson**

##### **Topics:**

- C5 lesson plan components
- Plan for Videoing (after receiving approval from Portfolio Reviewer)
- Videoing must be completed by 10/30
- C6 Choose work sample
- Observation/Reflection Sheets

##### **Assignments Due Dates:**

- Due 10/22 C5 Lesson Plan
- Due 10/22 Email Reviewer C5 Lesson for approval (cc [rgaudet@msmu.edu](mailto:rgaudet@msmu.edu))
- Before 10/30 Videoing MUST occur, however, **C5 (focus lesson) MUST be approved by Portfolio Reviewer before videoing.** Send them an email by 10/23
- Due 11/6 C6 Grade/correct Student work
- Due 11/6 C6 Analysis of Student Work
- Due 11/6 Mentor Lesson Observation Sheet
  
- Due 11/12 Formal Observation Self-Reflection
- Due 11/12 Formal Observation Mentor-Reflection

##### **Work to be done with Mentor:**

- View videoed lesson together (may be viewed via Zoom)
- Discuss with Mentor the following forms:
  1. Mentor Lesson Observation Sheet
  2. Formal Observation Mentor Reflection
  3. Formal Observation Self-Reflection
  4. Analysis of Student Work from videoed lesson (C6)

#### **Weekend 5: November 13, 2021 Inquiry Evaluation and Assessment Data**

##### **Topics:**

- C7 Summative Assessment
- Gather Evidence from Observation and Reflection sheets
- C1 Cells 8-10 Inquiry Process
- Peer Review - Induction Portfolio Checklist
- Gather Evidence for ILP
- MSMU Course Evaluation

##### **Assignments Due Dates: ‘**

- Due 11/12 Conduct Initial Peer Review

- Due 11/11 C7 Summative Assessment Reflection Rubric
- Due 11/12 C.3 and C7 Recording Sheet (C7 side only)

- Due 11/20 C1 cells 7-10
- Due 11/20 Colloquium: Google Slides
- Due by 11/20 Update CFT 4 Home/School Connection

**Work to be done with Mentor:**

- Sign, Complete, upload Collaborative Learning Logs (from EDU 326 with Barbara Locker-Halmy)
- Gather evidence for ILP

**Weekend 6: December 4, 2021 Presentations and Reflection**

**Topics:**

- Final Peer Review
- ILP Evidence
- CSTP Self-Assessment
- Final Course Evaluation

**Assignments Due Dates: ‘**

- Due 11/20 Finalize Peer Portfolio Review
- Due 11/20 Post CSTP Self-Assessment form 1,2 & 6 (dated with evidence codes)
- Due 11/20 Fall ILP Evidence
- 11/20 Email Reviewer Portfolio is complete (cc [rgaudet@msmu.edu](mailto:rgaudet@msmu.edu))

**Work to be done with Mentor:**

- 12/8/2021 Complete all Portfolio Corrections
- **\*\*Email Reviewer when ALL corrections are made\*\***

**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.*

#### **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:**

- ***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. 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.*

- **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.*
  - **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.*

- **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](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.*

- **Academic Grievance statement:**

*The Academic Grievance Committee shall receive and investigate complaints, excluding those pertaining to a learning disability (see College Disability Grievance Procedure) that have not been resolved on a lower level (Instructor and Department Chair/Program Director). Students have 14 business days from the posting of grades or dismissal notice to appeal a grade/standing in program. The burden of proof is on the student. A student who believes that the instructor made a clerical error in computing the grade or an egregious error of judgment in evaluating the student's performance has the right to an appeal procedure. For more information on the Academic Grievance Committee's jurisdiction, functions, and resolution process, see the Student Handbook. Email: [AcademicGrievance@msmu.edu](mailto:AcademicGrievance@msmu.edu)*

- **Course Evaluation Statement:**

*At the end of the semester, you will be invited to participate in filling out a course evaluation for this class. The feedback received from these evaluations is extremely important to me as I continually work to improve my teaching methods and provide a strong classroom environment for my students. Additionally, these evaluations can be used for promotion and tenure purposes, and curriculum planning. Please note that no names or student identifiers are presented in the course evaluation reports that I see. Furthermore, I can only access them after grades are due. If you have any questions on how your feedback is used, or what the course evaluations process entails, please feel free to ask.*