

**EDU 110/210 Culminating Seminar
for Elementary, Secondary and Special Education Candidates
Mount St. Mary's University
Course Syllabus Spring 2020
Wednesdays 5:30 to 8:30 p.m.
January 15– May 6, 2020**

Instructor: Elizabeth Weiner, M.S.Ed. (Co-Instructors Lorenza Arengo-Yarnes, Ph.D and Brian Gonzalez, M.S.Ed.)

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Office hours: Call Catalina Hurtado at 213-477-2620 to leave a message or email in advance to schedule an appointment.

Estimated response time to email: 24-48 hours

Web site: Canvas contains the course documents, supervised teaching handbook, Cal-TPA tasks, and assignment links. All correspondence must come from your MSMU email address. Please make sure to check your email through Canvas.

Course Description

This course is the final seminar in the Teacher Preparation Program. Taken concurrently with the supervised teaching fieldwork, if required, it provides candidates with a culminating forum for discussion, reflection, and goal setting toward developing professionalism as an educator.

Course activities will extend candidates' understanding of key concepts and principles in the California Standards for the Teaching Profession and allow them to demonstrate competence in the California Standards and the Teacher Performance Expectancies (TPEs).

Prerequisite to this course, candidates have taken all program courses, achieved a 3.0 GPA.

Course Objectives

This course addresses the following objectives from the California State Department of Education Program Standards:

Technology

Candidates find technology resources for teaching and communicating expectations and class progress.

Health

Knowledge of major laws, concepts and principles related to student health and safety and begin to apply concepts and strategies that foster student health and safety and begin to apply this knowledge to fostering student health and contributing to a healthy environment for learning. Candidates will demonstrate knowledge of Child Abuse laws and reporting procedures.

Knowledge of the health status of children and youth, its impact on students' academic achievement and how common behaviors of children and adolescents can foster or compromise their health and safety.

Knowledge of common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school.

Knowledge of effective strategies for encouraging the healthy nutrition of children and youth.

Knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco; and ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems.

Knowledge of health resources and service agencies available in schools and communities.

Understand how multiple factors, including health, can influence students' behavior, and understand the connections between students' health and their ability to learn.

Special Needs Students

Candidates understand and use instructional practices that promote English language development, including management of first- and second-languages, classroom organization, and participation by specialists and paraprofessionals.

Candidates assess the learning and language abilities of special population students in order to identify them for referral to special education programs and gifted and talented education programs.

Candidates learn to select and use appropriate instructional materials and technologies, including assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the general education classroom.

Candidates learn the skills to plan and deliver instruction to those identified as students with special needs and/or those who are gifted and talented that will provide these students access to the core curriculum.

Candidates learn skills to know when and how to address the issues of social integration for students with special needs who are included in the general education classroom.

Instructional Effectiveness in General

Candidates continue to plan and practice multiple strategies for managing and delivering instruction introduced and examined in previous courses.

Candidates complete individual assignments and engage in group discussions in which strategies are used and reviewed in relation to (1) state-adopted student academic content standards and curriculum frameworks; (2) students' needs, interests and accomplishments; (3) practice classroom management, behavior support and structures; (4) practice a Student Success Team to individualize student support, (5) practice effective communication strategies and create a plan for communicating with families.

Fieldwork & Guidance

Candidates are supervised in daily teaching as required by the state of California. They gain experience teaching in public schools and with English Learners. Have a copy of your "Certificate of Clearance" with you when visiting a school site.

Candidates have access to supervisors who guide and assist them, as needed, in completing assigned tasks that resemble pedagogical assessment tasks in the TPA. Supervisors and advisors are available to clarify and review expectations for candidates' responsibilities. Candidates receive assistance and support in learning a broad range of the TPEs.

Collegiality and Professional Development

Candidates realize the benefits of collaborative, collegial planning consulting with colleagues regarding class management issues and intervention plans. Candidates will be introduced to and participate in Restorative Justice Circles.

Candidates will self-assess, set professional goals, develop a teaching philosophy and reflect on biases and ethical behavior.

Candidates will create a resume and a professional binder.

Student Learning Outcomes: In order to meet these objectives students will demonstrate, apply, analyze, etc.

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 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.

Classroom Policies:

- **Submitting Work:** All assignments will be submitted via Canvas.
- **Formatting:** All written assignments are to be typed and double-spaced. Assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors. 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' 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.
- **Grading:** Assignments will be graded based on preparation, assignment guidelines, neatness and formatting. Submission of assignments must be on or before the due date and time listed in the syllabus. Please note that up to a ½ point may be deducted for every day the assignment is late. It is imperative that you communicate any assignment difficulty prior to the due date.
- **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 us 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. Please note that ½ point per class may be deducted for excessive tardiness.
- **Classroom Participation:** Every session may include small group work. Since none of the in-class activities can be replicated outside the class session, no make-up assignment is possible if you are absent. Missing any session seriously jeopardizes your ability to earn a passing grade in the course. Candidates are graded on how they actively respond to instruction, questions, and engage in a group activity, 30 points total (2 pt. per session) earned for attendance/participation. 0 points when absent.
- **Peer Support:** Please 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, I expect you to check in with a classmate and meet to discuss what you've missed.
- **E-Learning System (Canvas):** Assignments will be posted to Canvas.

Grading Scale

< 65 = F	65–69= D	70–73 = C-	80-83=B-	90-93 = A-
		74-76 = C	84-86=B	94-100 = A
		77-79 = C+	87-89= B+	

MSMU University and Education Department Policies:

- **Absences:** Regular attendance is especially important in the Education Department's compacted evening and weekend classes. Students are allowed to miss: one session of a 1 or 2 unit course or two sessions of a 3 or 4 unit course. Should you miss one additional session beyond the allowable, you will be required to submit a 5 page (minimum) additional assignment to the instructor. This additional assignment must be completed or you will be administratively dropped from the course. Students who miss more than two class sessions of a 1 or 2 unit course or more than three class sessions of a 3 or 4 unit course may be administratively dropped from the class. This represents 20% of the instructional time and is in accordance with university policy as stated in the MSMU catalog.
- **Incompletes:** Applying for an incomplete grade is not a solution to poor attendance and must be filed no later than 1 week prior to finals. 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:
 - 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 for serious medical/personal reasons
 - can complete the work within one semester
- **Academic Integrity:** Students are expected to adhere to the 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
- **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.

- **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.) Students who do not meet expectations will receive a Notice of Concern as part of the Department's formative feedback assessment process.
- **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.
- **Accommodation Policy:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.
 - **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.**
- **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.

MSMU Office Information:

- Please call Catalina Hurtado, the Education Department Administrative Assistant, to make an advisement appointment: (213) 477-2620.
- The fax number for the Education Department is (213) 477-2629.

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

Your course grade and advancement in the Education Program will be based on your performance in the following activities:

#1 School & Community Resources Group Work: Observe, collect data, research and share with your group about resources in your school or a school you are at or have been assigned to.	January 29, 2020 11:59 p.m.	5
#2 In class group assignment (Preparation for TPA 2). Groups will brainstorm a draft of ideas for use of technology in a meaningful way that shows students learning (research or production) and ideas on how student self-assessment.	February 26, 2020 11:59 p.m.	5
#3 Health Assignment Online: In class information will be provided. This is an online assignment. Skills to demonstrate proficiency for multiple content standards are required	March 25, 2020 11:59 p.m.	10
#4 Online Assignment: Health IV Resilience (5 pts.) and Ethics Assignment (5 pts.): This online assignment that has 2 parts. Part 1 is a Health assignment that deals with resiliency. Part 2 is an Ethics assignment where you'll be asked to do a case-study write-up of an ethical situation or one that you are currently facing in your teaching assignment.	April 8, 2020 11:59 p.m.	10
#5 Place Based and Distance Learning Online Assignment Explore these beyond the classroom approaches for learning and consider how they can shape your practice and offer students a variety of access points.	April 15, 2020 11:59 p.m.	10
#6 Ensuring Student Success: This is an in class group assignment where groups will participate in a mock Student Success Team	April 22, 2020 (Completed in class)	10
Completed Professional Binder and Resource Binder	April 29, 2020	10
University Requirement – Child Abuse Module	April 29, 2020	10
Attendance/ Participation – 2 points includes online sessions and Conference Attendance or Alternative Assignment	2 points per session x 15 weeks	30

Grading*

- 1) Remember that you must maintain a 3.0 GPA in order to proceed in the MSMU Multiple or Single Subject Credential Program. This course requires many activities, some worth a small number of points. Please be aware that completion of these assignments is required in order to remain in good academic standing.
- 2) **Resource Binder/Professional Documents:** This will include documents that record your growth as a professional educator. This will also be useful for applying for jobs as it helps the interviewer(s) to see samples of your work. This is due the last session of class and includes:
 - a. Title Page

- b. Letter of Introduction
- c. Resume
- d. Two (2) Letters of Recommendation
- e. Personal Philosophy
- f. Copies of Degrees, Credentials, Special Trainings
- g. Professional Goals (ILP)
- + Resource Binder: All professional documents from courses and trainings

Remember that you must earn a grade of A or B in this seminar in order to complete the program.

Grading Structure: (Detailed descriptions follow.)

<u>Requirements</u>	<u>Pts. Earned</u>	<u>Grade Pts.</u>	<u>Grade %</u>
Assignments	60 pts.	60 pts.	60%
Professional Binder	10 pts.	10 pts.	10%
Participation/Attendance	30 pts.	30 pts.	30%
Total Score		100 pts.	100%

Grading Scale:

Total Points Possible: 100

*Syllabus subject to change based on the needs of the class.

EDU 210 Tentative Course Schedule: Spring 2019

Session	Topics - 5:30-8:30 (3 units/hours)	Assignments & Due Dates
1 Wed Jan. 15	Introduction to course: Syllabus & Assignments Candidate Initial Self-Assessment form. Rate self and select 3 areas to focus & talk with supervisor for support Group meetings: General Education Credential Candidates, SPED Credential Candidates, Secondary Credential Candidates (Liz Weiner, Dr. Lorenza Arengo-Yarnes & Brian Gonzalez)	Save the self-assessment for binder Begin to collect information for Assignment #1 and be prepared to share resources in class next week.
2 Wed Jan. 22	Accessing Resources and Services <ul style="list-style-type: none"> Discover how to use multiple resources in the classroom Tech search for district resources Group Activity: Share School/Community Resources (Liz Weiner)	Assignment #1 – Groups will work on this assignment in class. Due no later than Thursday, January 29, 2020 11:59 p.m.
3 Wed Jan. 29	Tao of Teaching (Liz Weiner, Brian Gonzalez, Lorenza Arengo-Yarnes) What is my teaching philosophy? Where are my biases? Have a conversation about behaviors & backgrounds. Who is the kid that is bugging you? Why?	.
4 Wed Feb. 5	Classroom Management /Behavior Support & Structures Begin discussion of student with behaviors that affect classroom performance. How to Talk so Children Can Learn – Communication, conflict resolution. Role play scenarios, include children, colleagues and families so they will listen. (Liz Weiner, Lorenza Arengo-Yarnes)	
5 Wed Feb. 12	NO CLASS MEETING Plan to attend February 15, 2020 Critical Teaching and Action Conference. <ul style="list-style-type: none"> The Conference is centered around the following questions: How do we help youth and families handle the effects of stress and trauma and self-care practices for body, mind and spirit? How can we care for ourselves as we strive to care for others? 	Students who attend must write a 1-page reflection on their experience for one conference work shop presentation OR Students who are unable to attend must write a 3-page paper on a Professional Development that they have attended. DUE 2/19/2020 11:59 p.m.
6 Wed Feb. 19	Writing a Resume – Guest Speaker from PARC: Kimberly Terrill Enhancing Students' Success <ul style="list-style-type: none"> SST format & Inquiry Skills Communicating with parents/family Group assignments with scenarios (Liz Weiner)	To Prepare for 2/19/20 - Bring a copy of your current resume and a position description (printed out or online) for which you would like to apply or are already professionally employed.
7 Wed Feb. 26	Technology and Assistive Technology Search for Resources: Check in and Share *Maintain ongoing connections with students and family (Class Dojo, Google Classroom link with parents (Liz Weiner, Brian Gonzalez & Lorenza Arengo-Yarnes)	Group Assignment #2 – Brainstorm a draft of ideas for use of technology in a meaningful way for students to learn, research and/or produce. (Preparation for TPA 2). DUE: February 26, 2020

<p>8 Wed. Mar. 4</p>	<p>Health I: Medical issues- allergies; common communicable diseases and interventions/referrals; Healthy nutrition Universal Precautions Begin to work on the Child Abuse Module. (Liz Weiner, Brian Gonzalez)</p>	
<p>9 Wed Mar. 18</p>	<p>Health II: Child Abuse Health III: Narcotics, Drugs, Tobacco, Alcohol Curriculum Medical Screening at schools CPR requirements and sources (Liz Weiner, Brian Gonzalez)</p>	
<p>10 Wed Mar. 25</p>	<p>ONLINE HEALTH TRAINING Complete all sections on the online health training on Canvas.</p>	<p>Assignment #3 – Complete this online session and submit by March 25, 2020, 11:59 p.m.</p>
<p>11 Apr. 1</p>	<p>Ensuring Student Success Mock SST Preparation in class (Liz Weiner)</p>	
<p>12 Wed Apr. 8</p>	<p>ONLINE SESSION Ethics – Ethic considerations for teachers Health IV: Resilience- Ways to identify, refer and support families and students as risk. Complete online course evaluations in class.</p>	<p>Assignment #4 Complete this online Session and submit by Wednesday, April 8, 2020, 11:59 p.m.</p>
<p>13 Wed Apr. 14</p>	<p>ONLINE SESSION Distance Learning/Place Based Learning Complete this online session on Canvas. BRIAN – Please add a description of session here.</p>	<p>Assignment #5 Complete this online session and submit by Wednesday April 14, 2020, 11:59 p.m.</p>
<p>14 Wed Apr. 22</p>	<p>Navigating the credential process (Guest Speaker: Rose Foskarino) Ensuring Student Success (Student Success Teams)– done in-class (Liz Weiner)</p>	<p>Assignment #6 – Completed in Class and submitted April 22, 2020 during class.</p>
<p>15 Wed April 29</p>	<p>Individual Learning Plan & Final Self-Assessment (place in binder) Evaluations Professional Binder: Instructional Resources & Portfolio Documents (or in Tech Format) Exit Survey – completed in class (Liz Weiner, Lorenza Arengo-Yarnes)</p>	<p>DUE: Professional Binder (hard-copy) and Resources Binder or files (hard-copy or evidence of online resources that have been collected during your course work. Child Abuse Module Certificate of Completion</p>
<p>16 Wed May 6</p>	<p>Celebration of Learning – 4:00 p.m. – 6:00 p.m. in Donahue Center (Liz Weiner)</p>	

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