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**Education Department:** phone: 213-477-2620; fax: 213-477-2629

**Office Hours:** varies; please call the Education Department to schedule an appointment

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**First Class Assignments:** Due before our first class.

Welcome to 225B! In this course, 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 1 or 2). You will then design and implement an inquiry project to guide your growth in this area. As with 225A, 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 with questions on the first day of class. In addition, please review your documents 225A (ILP & COTP) and come prepared with an area of growth and 1 potential inquiry questions and post to the first discussion on Google Classroom, as well as filling out C1 form, cells 1 – 4 (rough draft). Please bring your electronic documents from 225A to the first class, and to connect me to your google drive account to my MSMU work email, [tskinner@msmu.edu](mailto:tskinner@msmu.edu) and my MSMU Gmail email, [timothy.skinner.msmu@gmail.com](mailto:timothy.skinner.msmu@gmail.com)

Below are your first assignments for this course (due by the time we meet together for the first class):

- (Skip step if already completed) Create a Gmail account using your first name.last name.[msmu@gmail.com](mailto:msmu@gmail.com)
- Join Google Classroom code: jfzg7eq
- Review documents from your google folder:
  1. California Standards for the Teaching Profession (CSTP's)
  2. Continuum of Teaching Practice (COTP)

### **Assignment #01**

- 1. Question Discussion: Review your ILP and COTP. Pick an area of growth and 1 potential inquiry question to post on the first discussion on Google Classroom**
- 2. Inquiry Document C-1: Complete C-1 form, cells 1 – 4, and come with questions to class.**

### **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.

This professional induction courses assists candidates in conducting an inquiry project on a self-selected area of growth and professional development as a teacher. Candidates will learn to design and implement a lesson for the purposes of assessing and developing teacher competencies. Teachers will set professional development goals that will extend into professional learning beyond the program. (Additional Induction Portfolio Mid-Program Evaluation Fee of \$50)

### **Student Learning Outcomes for EDU 225B Professional Investigation and Reflection (1)**

Students will be able to:

- Move through Plan/Teach/Reflect/Apply cycle of an Inquiry Process
- Demonstrate growth in self-selected CSTPs
- Access and analyze academic literature related to self-selected content-area and/or CSTP topics

### **Course Assessment:**

- Students will be assessed by course instructors for a grade of Credit (CR) or 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 (to be reviewed in class on the first day)
- Please bring a fully charged laptop to each class session
- MSMU Library Card to access research databases.
  - *Please be sure that the assignments required for each session are completed and uploaded to Google Classroom by due dates. Since peer review of documents is an important part of this process, adherence to deadlines will enable students to make full use of all class time.*
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### **Required Texts and Document Access:**

- Copy of 2009 CSTP standards (available as a free PDF online):
  - <http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf>
- Copy of Continuum of Teaching Practice (available in Google Classroom).
- All documents for this course will be available on Google Classroom.
  - If you're having any difficulties, contact our IT help desk. Their number is 213-477-2970 or 866-224-6968 (toll free) or email your instructor.

### **Optional Texts:**

- *50 Strategies for English Language Learners* (5th Edition) by Adrienne I. Herrell, Michael L. Jordan (Pearson, January 2015)  
ISBN-10: 0133802450  
ISBN-13: 978-0133802450
- *Pre-Referral Intervention Manual* (4th Edition) by Kathy Cummins Wunderlich, Samm N. House,

Stephen B. McCarney (Hawthorne Educational Services, Inc., 2014)  
ASIN: B00HNHNVY0

### **Classroom Policies:**

- **Attendance:** Regular, prompt attendance is especially important in this one-unit course given the limited time. Students who either miss more than one of the class sessions, and/or fail to contribute to online activities in a timely manner, may be administratively dropped from the class. This represents more than 20% of the instructional time and is in accordance with college policy as stated in the MSMU catalog. Students who miss any portion of a session may be required to complete additional assignments as make-up. Please note that attendance at the final session of class is required.
- **Tardiness:** Given the limited number of hours we are meeting in-person, it is critical that you arrive on time, promptly at 8:00 a.m. If you absolutely cannot avoid being late one morning, please let your instructor know as soon as possible, and check with a classmate to see what information or announcements you may have missed.

- **Grading:** EDU 225B

These courses are Credit/No Credit. Instructor grades all assignments for completion only at each session. 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, which must be addressed before the end-of-semester evaluation.

Criteria for receiving credit for 225B is listed below:

1. You will earn 15 points for each week (Sessions 1-6). These points include attendance (5 points) and completion (10 points) of all listed assignments due for the week on the course calendar below. PARTIAL or LATE assignments will receive 0 points. In addition, C.1 (Individualized Learning Plan), is worth 10 points.
2. The final portfolio is assessed by an outside portfolio reviewer. You must earn “*Thoughtfully Completed*” or “*Completed*” in order to pass this class.
3. All assignments must be word processed, completed correctly, saved in the Google Drive Folder (created and shared with you by Clear Director) in order to receive credit for the course.
4. *0-79 points = No Credit / 85-100 points = Credit*
  - **Peer Support:** In this course, it is especially critical that you exchange phone numbers and e-mail addresses with your classmates/colleagues for mutual help and support. If you are experiencing difficulty with any online aspect of the course, you are expected to reach out to a peer first to see if s/he can help you troubleshoot.

### **Completed Induction Portfolio**

During the course of this class, you will gather and document evidence of growth towards your stated Individualized Learning Plan (ILP) goals and on the CSTPs. The course documents will provide evidence of this growth and will be included in your Induction Portfolio. Instructor(s) and outside Reviewers will check portfolios for organization and completeness and provide guidance towards competent completion of course activities and documents. Final portfolios will be

evaluated for competency in each area by an outside evaluator at the mid-point and at the end of the program. Reviewers will also check-in at points noted on the course schedule below.

**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 three session absences occur, so much content will have been missed that an administrative withdrawal would be necessary, and you would be invited to re-register for the course during a subsequent semester. If any concern arises that will prevent you from arriving to class regularly and/or in a timely way, please come talk with me so we can work together to ensure your successful course completion. For online sessions, submitting the assignments for that session count as your attendance for that session.*
- **Academic Integrity:** *Students are expected to adhere to their MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review. For clarification on what constitutes plagiarism, students are encouraged to review the Preventing Plagiarism page on TurnItIn.com (see <https://www.turnitin.com/solutions/plagiarism-prevention>).*
- **Academic Freedom:** *Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.*
- **Calendar Verification:** *Please review the schedule in the tentative course calendar carefully. Education Department course calendars may not align with the generally published MSMU holidays and break schedule due to the nature of a teacher preparation program.*
- **Fall Mid-Semester Break:** *Some Graduate-level Education courses meet on the Thursday of mid-semester break. Check your course calendar.*
- **Spring Break:** *The MSMU Spring Break is observed for all education courses that meet on campus and the campus will also be closed. Courses involving other sites, such as for supervised teaching, will take their breaks consistent with the districts in which they take place. The result may be that those doing student teaching may not have any week that does not include Mount course meetings or obligations.*
- **Study Days:** *The "Study Days" policy does not apply to Education courses (including those cross-listed with UG students). As our courses meet only one day per week throughout each semester, it is not possible to lose an additional day. All*

students are expected to participate in class meetings (in person or online) on the final Thursday before finals.

- **Finals Week:** All Education evening courses meet as regularly scheduled during finals week.
- **Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) An assessment process exists so that candidates will receive formative feedback through a Notice of Concern, if necessary, in order to support candidates to meet expectations.
- **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
  - based on 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 master's 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) aids graduate students in person, over the phone, or by videoconferencing. To schedule an appointment, access the PARC page on my MSMU:
- <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 Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at [disability@msmu.edu](mailto:disability@msmu.edu).

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

**Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.**  
**Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

#### **MSMU Office Information:**

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

## **Course Assignments**

### **Completed Induction Portfolio**

During the course of this class, you will gather and document evidence of growth towards your stated Individualized Learning Plan (ILP) goals and on the CSTPs. The course documents will provide evidence of this growth and will be included in your Induction Portfolio. Instructor(s) and outside Reviewers will check portfolios for organization and completeness and provide guidance towards competent completion of course activities and documents. Final portfolios will be evaluated for competency in each area by an outside evaluator at the mid-point and at the end of the program. Reviewers will also check-in at points noted on the course schedule below.

### **Online Participation**

- It is your responsibility to check out all online components of this course ahead of time, and to verify that your personal computer is compatible with course requirements – or that you have access to a reliable, functioning computer with Internet access elsewhere.
- Keep in mind that technology is variable and may not always work! Plan ahead, and make sure you have a backup plan to submit your work in a timely fashion. Do not wait until the last minute to submit your work.
- When posting on Classroom, please use “Netiquette”: be polite and respectful; use professional grammar and correct spelling; don't write in all caps (this can make it feel like you're shouting); use standard fonts (as more decorative fonts may not show up on all computers).

### **Discussion Forum Guidelines**

*Posting messages on the threaded Discussion Forum on Classroom is one critical part of how we “participate” in class when we aren’t meeting in person. Therefore, it’s important that you post thoughtful messages that move the class conversation forward in*



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*some way. You should do more than merely reiterate what the readings and your peers say; you should engage with what you've read by analyzing and interpreting it. "I agree" is not an acceptable posting! Please make sure that your writing is grammatically clear, and that you've checked your spelling before submitting your post. Discussion posts are not text messages!*

### *Specific Guidelines*

- *You will be required to respond to four prompts throughout the semester on our Discussion Forum.*
  - *Prompt 1 is an introductory post.*
  - *For prompts 2-4, in addition to your own response to each prompt, you are required to read your peers' responses and post one more response that addresses a highlight or interesting idea from one or more of your peers. These "peer responses" should be substantive. The important thing is that you are responding respectfully and thoughtfully to what your peers have written.*
- *For each week of discussion, initial prompt responses are due on Wednesday by 11:59 p.m. Peer responses are due by Saturday at 11:59 p.m.*

**Course Assignments**

<b><u>Folder</u></b>	<b><u>Documents</u></b>
<b>IATP</b>	IATP.1 CSTP Self-Review
	IATP.2 KWO Chart
	IATP.3 Informal Mentor Lesson Observation Sheet
	IATP.4 Informal Mentor Post Observation Reflection
	IATP.5 Informal Post Observation Self-Reflection
<b>CFT</b>	CFT.1 Class Profile, Overview
	CFT.2 Classroom Layout
	CFT.3 School Information & Resources
	CFT.4 Home/School Connection
	CFT.5 Site Orientation Checklist
	CFT.6 Community Map and Resources
	CFT.7.1 Pedagogy
	CFT.7.2 Equity
	CFT.7.3 ELs
	CFT.7.4 Special Populations
	<i>School Professional Development Calendar/Plan (if available)</i>
<b>Inquiry 1</b>	C.1 Individual Growth Plan **
	C.2 Essential Components for Instruction **
	C.3 Entry Level Assessment Rubric
	C.4 Focus Student Selection
	C.5 Lesson Plan Template/Formal Observation **

	C.6 Analysis of Student Work
	C.7 Summative Assessment Reflection Rubric
	C.3 and C.7 Recording Sheet
	Formal Observation Self-Reflection (Inquiry 1 Lesson)
	Formal Observation Mentor-Reflection (Inquiry 1 Lesson)
	Mentor Lesson Observation Sheet (Inquiry 1 Lesson)
	Slide Presentation: Colloquium
<b>Ongoing</b>	Individual Learning Plan (ILP) -Beginning of Program
	Self-Assessment of CSTPs (checklist for CSTP 1, 2, &6)
	Mentor/Mentee Collaborative Log (1st Review)
	Peer -Induction Checklist (1st Review)

**\*\* No credit will be given for Edu225B unless these items are completed correctly.**

**Please note, the list of documents includes items you have completed in 225A.**

<b>Course Calendar</b>			
<b>Dates</b>	<b>Class Activities</b>	<b>Documents/Assignments due</b>	<b>Mentor Preparation (Note: these are the documents mentors should prepare for the next session and follow the mentor modules)</b>
Weekend 1 Date: 1/26 Time: 8:00 – 10:15 am  Theme: Goal Setting and Inquiry	Introductions in class Goal related articles C1 review ILP review Self-Assessment	C1 cells 1 – 4 COTP & ILP CSTP 1, 2, and 6  **Portfolio reviewer Check 1 – 4 COTP	COTP C1 cells 5-8/observe C2 Lesson Artifact development Orientation Meeting**
Weekend 2 Date: 2/9 Time: 8:00 – 10:15 am  Theme: Researching Inquiry and Unit Planning	Article discussion on Classroom Observation reflection Lesson/unit planning	C1 – Cells 5-8 (observe) C2 – Cells 1-3 & 11-14 C3 – pre - assessment  **Portfolio Reviewer Pre-assessment, Focus Students, Lesson Plan alignment	C2 cells 8-10 C3 C4 C5 CFT 7.3 Artifact Develop
Weekend 3 Date: 3/1 Time: 8:00 – 10:15 am  Theme: Focus Lesson (C-5)	C4 work samples Prep C5 lesson series C5 discussion on Classroom	C2 – Cells 8-10 C3 C4 CFT 7.3  **Portfolio Revised C-1 Due by 10/19	C-2 – cells 10-15 C3 and C7 align C6 Artifact develop
Weekend 4 Date: 3/22 Time: 8:00 – 10:15 am	Interpret data/work samples Video observation Post assess alignment Self-assessment	C2 – Cells 10-15 C5 – A & B C6 IATP	C1 – cells 9-10 C3/C7 Artifact development Prep portfolio review



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Theme: Assessment/Data		**Portfolio revisions with video due 10/19	
Weekend 5 Date: 4/5 Time: 8:00 – 10:15 am  Theme: Inquiry Evaluation	Portfolio Checklist Peer assessments of Portfolios Inquiry Process Discussion on Classroom	C3/C7 C1 – cells 9 – 10	ILP visit 2 Prep presentations
Weekend 6 Date: 4/26 Time: 8:00 – 10:15 am  Theme: Research	Presentations Colloquium	ILP Research Presentations	

