

Charter College of Education

Fall Quarter 2014 NCATE Syllabus EDSE 490 Directed Teaching Competencies

EDSE 490-01, #11553

Monday, 4:20-8:10 pm

King Hall D1043

First class meets: September 29th

Final exam: December 8th

Grades due: December 16th

EDSE 490-02, #15174

Wednesday, 4:20-8:10 pm

King Hall D1043

First class meets: October 1st

Final exam: December 10th

Grades due: December 16th

NOTE: Assignments and Calendar follow the TPA materials below.

LINKED LEARNING components are in the APPENDIX at the end of the syllabus

Beyond the third week, the second part of each class meeting will be devoted to TPAs 3 & 4 or the equivalent for TPA exempt students (who will select, with me, an individualized alternative project of comparable scope and sequence including a LINKED LEARNING component)

Mr. Michael Haussler Office Hrs incl. TPA advisement: KHB2023 M/W afternoons by appt.

Email: mhaussl@calstatela.edu Phone: 818-522-5530

NCATE Syllabus; Content posted on **MOODLE**, including relevant sample TPA documents

TPA enrollment

Find at the Cal State website the instructions to enroll in the appropriate TPA tasks:

Log on to calstatela.edu and click as follows:

[Academics](#)>[Colleges](#)>[CCOE](#)>[Divisions](#)>[C&I](#)>[Assessment\(TPA\)](#)

Enroll on this page. Use the CODES in your TS account. See below, and NOTE also the workshop schedules for TPAs 3 & 4!

Dr. Persiani (kpersia@calstatela.edu) is the TPA coordinator

- 1. Students must enroll in the appropriate task*
- 2. Students must complete and upload the tasks*

Make a note of all deadlines.

CalTPA Deadlines (Register on Taskstream by the Deadline):

Fall 2014, CalTPA Schedule

Fall CalTPA Office Hours:

Dr. Persiani-Tuesday and Thursday by Appointment (KHA 3034)
Professor Haussler- Monday and Wednesday 1:00-4:00 by appt. (KHB 2023)

CalTPA Deadlines (Register on Taskstream by the Deadline):

Period 1

Sunday, Aug, 24-Registration for Period 1 Opens (Ends on Oct. 5)
Sunday, Oct. 5-Registration for Period 1 Closes
Monday, Oct. 13- TPA Submission Period 1 Opens
Sunday, Oct. 19- TPA Submission Period 1 Closes
Monday, Oct. 20-Tuesday, Nov. 4-Evaluation of Submission Period 1
Wednesday, Nov. 5-Scores get released on or before this date

Period 2

Sunday, Aug, 24- Registration for Period 2 Opens (Ends on Nov. 9)
Sunday, Nov. 9- Registration for Period 2 Closes
Monday, Nov. 17-TPA Submission Period 2 Opens
Sunday, Nov. 23-TPA Submission Period 2 Closes
Monday, Nov. 24-Tuesday, Dec. 9-Evaluation of Submission Period 2
Wednesday, Dec. 10-Scores get released on or before this date

CalTPA Workshops (Register on GET):

You will choose whichever workshop for whichever CalTPA you are taking. You will only go to the workshop one time. You have the option to go to the Monday or Saturday days/dates for the CalTPA you are registered for.

Fall TPA Workshop Monday Schedule (Only Sign Up Once: Mon OR Sat)- Dr. Persiani

October 13 (Monday)-TPA 1 Workshop 4:00-6:00 ET A406 (Be Sure to Register through GET. See Info Below)
October 13 (Monday)-TPA 2 Workshop 6:00-8:00 ET A406 (Be Sure to Register through GET. See Info Below)
October 20 (Monday)-TPA 3 Workshop 4:00-6:00 ET A406 (Be Sure to Register through GET. See Info Below)
October 20 (Monday)-TPA 4 Workshop 6:00-8:00 ET A406 (Be Sure to Register through GET. See Info Below)

Fall TPA Workshop Saturday Schedule (Only Sign Up Once: Mon OR Sat) Professor Haussler

October 4 (Saturday)-TPA 1 Workshop 9:30-11:30 KH D2072 (Be Sure to Register through GET. See Info Below)
October 4 (Saturday)-TPA 2 Workshop 12:00-2:00 KH D2072 (Be Sure to Register through GET. See Info Below)
October 11 (Saturday)-TPA 3 Workshop 9:30-11:30 KH D2072 (Be Sure to Register through GET. See Info Below)

October 11 (Saturday)-TPA 4 Workshop 12:00-2:00 KH D2072 (Be Sure to Register through GET. See Info Below)

Workshop Registration on GET

TPA Workshop [Multiple Subject](#)

Workshop=EDEL 499-01 (1 unit)
Workshop=EDEL 499-02 (2 units)

TPA Workshop [Single Subject](#)

Workshop=EDSE 499-01 (1 unit)
Workshops=EDSE 499-02 (2 units)

Registering for TPA with a Code:

To confirm codes for TPA registration (**found at the bottom of the website page or see next page below**), visit:

http://www.calstatela.edu/academic/ccoe/edci/div_edci_tpa_index.htm

Once you have your code/s for the correct TPA and correct Submission Period, go to Taskstream to register. Make note of all deadlines.

To Check Your Scores once they are Released:

1. Click on "Folios & Web Pages"
2. On the right hand side click on "Access your Inactive DRF's"
3. Open the Task.
4. Click on "Scores/Results"

2014 Fall TPA Codes Period 1 and Period 2

Period 1 Fall 2014

2014f1 Task 1 - Art	R3XNXG
2014f1 Task 1 - English	JS4MXR
2014f1 Task 1 - Health Science	TEHCE2
2014f1 Task 1 - Industrial & Technology Education	TY2BKT
2014f1 Task 1 - Languages other than English	E8E9XC
2014f1 Task 1 - Mathematics	82EGZ6
2014f1 Task 1 - Mathematics: Foundational Level	JD4KXM
2014f1 Task 1 - Multiple Subject	5B6N6D
2014f1 Task 1 - Music	8FTN2R
2014f1 Task 1 - Physical Education	HK8M8B
2014f1 Task 1 - Science: Biological Sciences	G4KRAN
2014f1 Task 1 - Science: Chemistry	2T2JBZ
2014f1 Task 1 - Science: Foundational	ZCEA5G
2014f1 Task 1 - Science: Physics	2JSZM3

2014f1 Task 1 - Social Science	74YXRC
2014f1 Task 2 - Designing Instruction	4R2B32
2014f1 Task 3 - Assessing Learning	B3ERB3
2014f1 Task 4 - Culminating Teaching Experience	P8A2BH

Period 2 Fall 2014

2014f2 Task 1 - Art	4JNBFB
2014f2 Task 1 - English	Z8NZB5
2014f2 Task 1 - Health Science	G29EEK
2014f2 Task 1 - Industrial & Technology Education	9DKSXX
2014f2 Task 1 - Languages other than English	MFKMKF
2014f2 Task 1 - Mathematics	4J84Z2
2014f2 Task 1 - Mathematics: Foundational Level	P6C84G
2014f2 Task 1 - Multiple Subject	A75CSA
2014f2 Task 1 - Music	EFFC2Y
2014f2 Task 1 - Physical Education	X3XUAJ
2014f2 Task 1 - Science: Biological Sciences	XP39YZ
2014f2 Task 1 - Science: Chemistry	P6U2CJ
2014f2 Task 1 - Science: Foundational	NXG5UN
2014f2 Task 1 - Science: Physics	2ERJDB
2014f2 Task 1 - Social Science	7ZC9TX
2014f2 Task 2 - Designing Instruction	8DR4DC
2014f2 Task 3 - Assessing Learning	5T76T5
2014f2 Task 4 - Culminating Teaching Experience	JNGP73

Note: Other Useful Education links

http://www.btsa.ca.gov/BTSA_basics.html (BTSA)

<http://www.cde.ca.gov/index.asp> (CA Dept of Educ)

<https://www.taskstream.com/pub/> (TaskStream)

<http://www.confucius.ucla.edu/usconstitutionrequirement.htm> (US Constitution)

<http://www.ctc.ca.gov/educator-prep/TPA.html> (CA Commission on Teacher Credentialing)

<http://www.calstatela.edu/its/techsupport/start/> (CSULA ITS support)

<http://www.schrockguide.net/assessment-and-rubrics.html> (Assessment Rubrics)

<http://www.enotes.com/topics/what-are-the-common-core-standards> (Common Core)

<http://www.latimes.com/local/education/la-me-teacher-tenure20-2009dec20-story.html#page=1>
(Teacher Tenure)

Calendar

NOTES: You may attend the other session on any given week as long as you clear it with me in advance – the reason for the advance notice is the limited number of seats in the lab where we meet.

We may have guest speakers during the quarter. Possible topics: classroom management, collaboration with teachers, the role of parents, working with administration, the classroom experience, the experience of being a new teacher, job hunting, interviews.

Week 1 – Sept 29/Oct 1

Introductions, Moodle, Portfolio, TaskStream, TPAs 3 & 4, CCTC resources, CPR certification, US Constitution requirement, CSET, Videos and videotaping, protocols for clinical supervision and working with master teachers and site administrators, protocols for discussing student teaching in this class.

To jump start our weekly conversations read this article at home for next week:

http://www.newyorker.com/reporting/2014/07/21/140721fa_fact_aviv?currentPage=all

Week 2 – Oct 6/8 This week and week 3 may flip ...TBA

CCOE credential adviser visit this week (or next) to advise re credential timeline and associated topics: C-1s and C-5s, BTSA, induction via district certification, supplemental authorizations, additional authorizations, a second major, the CSULA/LAUSD Joint MA Induction in Urban Studies, BCLAD Tests 4-5-6, MAs, interning, clearing your credential, filing deadlines etc. Have your questions ready and do NOT arrive late.

Week 3 – Oct 13/15

TPA presentation; Discussion: Article re Atlanta School Scandal, Directed Teaching

Read this article at home for next week:

<http://www.latimes.com/local/education/la-me-teacher-tenure20-2009dec20-story.html#page=1>

Week 4 – Oct 20/22

Discussion: Article re Teacher Tenure in CA, Directed Teaching; TPA work

Week 5 – Oct 27/29

Mid Quarter: Discussion of Directed Teaching; TPA work continued. The first Reflection is due this week

Read these notes at home for next week:

<http://www.enotes.com/topics/what-are-the-common-core-standards>

Week 6 – Nov 3/5

Discussion: eNotes re Common Core, Directed Teaching; TPA work continued

Week 7 – Nov 10/12

TPA work continued

Week 8 – Nov 17/19

TPA work continued

NOTE: TPAs are due this Sunday

Week 9 – Nov 24/26

Discussion of Directed Teaching Wrap Up; The second Reflection is due this week. The Portfolio is due this week and will be peer evaluated in pairs.

Week 10 – Dec 1/3

Proof of submitting at least TPA 3 due today; Workshop Presentation: the current job market, interviews, resumes, looking for work

Week 11 – Dec 8/10

No final exam but individual appointments will be scheduled as needed

Other Requirements

You must complete Infant and Child, and Adult CPR (two certifications). There are many ways to do this: Our campus Health Center, American Red Cross, American Heart Association, and the community colleges offer CPR classes. Most are about 4 hours long and run about \$50 per certification. The CSULA Health Center has been offering both CPR certifications together for \$35 and generally these classes run weekdays in the late afternoons or early evenings. *You'll need a cohort of 5-6 people for them to run a class.* Please check with **Jeri Landon** at **EXT 3346** the CSULA Health Center on campus.

Evaluation/Assessment

In this 490 class you three goals to meet:

- 1) Participate in a weekly forum in which you and your peers discuss in detail the Directed Teaching experience and public education;
- 2) Complete TPAs 3 & 4 including the video;
- 3) Complete your Teaching Portfolio.

Final grades will be awarded on the following basis: 100 - 90 A, 89 - 80 B, 79-70 C, 69 and below you will not pass the course. Due to the interactive nature of this course, and due to the fact it meets only once a week, missing class will count heavily against your point total. As a courtesy, please try to notify me in advance of any absence or late arrival. You do not ever need to ask for my permission; you just need to tell me. Thanks in advance

Assignments 100 points possible

1. 40 pts - Participation: *attend and discuss your student teaching experience for our ten meetings (first meeting is free; no penalties). One free absence for school business:*

4 pts - Arrive on time

3 pts – More than 15 minutes late; less than 30 minutes late

2 pt – More than 30 minutes late; less than 45 minutes late, or any early departure

1 pt – More than 45 minutes late

0 pts - Absent

2. 50 pts – Hard Copy Teaching Portfolio: in a 3 ring binder with a table of contents, and ten separated tabbed sections labeled according to the format noted below. **If you include the LINKED LEARNING element please see the APPENDIX at the end of this syllabus**

Background Notes: Your *Master Teacher* is responsible for formally evaluating you at the site. The university will provide forms for a Midterm and a Final Evaluation to your supervisor, who will in turn provide them to you or to the Master Teacher. The evaluations are based on concrete observations of your teaching and the conferencing you have had with your Master Teacher. The *University Supervisor* is responsible for formally observing you a minimum of four times but may request up to seven visits. Your University Supervisor will work out a schedule with you, as you are entitled to know in advance the day, date, and time you will be formally observed. *Both the Master Teacher and the University Supervisor MUST give you a Midterm and a Final Evaluation.*

Whenever the University Supervisor visits, you will need to provide the supervisor with a copy of the formal lesson plan you will be observed teaching for that subject/period, including any worksheets and/or homework assignments, and a general lesson plan book or binder.

Thus, this Portfolio will contain the following and be submitted in this format:

- 1) Two Reflections - the first by week 5; the second by week 9. Each reflection is a 3 page written evaluation of your directed teaching experience, in which you will comment on these areas: the quality of the Master Teacher, the quality of the students, what you have learned to do and what you have learned not to do, how you are feeling about teaching your subject area. For the second reflection, you will note what has changed and why it has changed
- 2) Responses to the seven questions noted below*
- 3) Commentary on ten CSTP areas noted below+
- 4) All lesson plans
- 5) At least one Unit Plan
- 6) All handouts and worksheets
- 7) All homework assignments
- 8) All assessments you have created and used while doing directed teaching
- 9) Three samples of evaluated (by you) student work
- 10) Resume or CV

This Portfolio may be cleared at any time after week 7, but *must be completed by week 9.*

*** Respond to these questions (#2 above):**

1. What routine class procedures have been established?
2. What procedures are used to motivate students when introducing new lessons?
3. What provisions are made for individual differences?
4. What classroom management/discipline techniques are being used that might be helpful to you?
5. What instructional techniques and activities are being used to develop a classroom environment that enhances learning?
6. What activities are being used to enhance higher level thinking by students?
7. What might you do to help students who struggle?

Additionally, specific aspects of your instructional performance should become the primary focus of your self-reflection as you go forward; i.e.:

+Comment on and give an example of ten of the following CSTP areas (#3 above) as you have observed it operating in the classroom where you have been placed and/or where you are teaching:

- * Utilizing cumulative files, IEP data, Test score data, ELL/CELDT data, GATE data etc.
- * Doing general day-to-day record-keeping
- * Lesson planning formats and examples
- * Planning for thematic, or inter-curricular units

- * Using multiple modalities in teaching
- * Mainstreaming Special Education students including placement and procedures
- * Modeling instruction
- * Delivering directions effectively
- * Questioning effectively
- * Using Strategies for Specially Designed Academic Instruction in English
- * Addressing the learning needs of linguistically and culturally diverse students
- * Addressing the learning needs of students with disabilities
- * Planning for _____ (First Day, First Week, CST/CC, AP, et al)
- * Implementing cooperative learning strategies
- * Parent conferencing and parent communication protocol
- * Grading procedures
- * Delivering positive Reinforcement
- * Building an effective classroom climate
- * Planning for a substitute
- * Using district, county, and community family and educational resources
- * Attending Back-to-School Night, Open House, Parent Conferences etc.
- * Team-building with colleagues
- * Handling disruptive students
- * Receiving administration or other teachers visiting your classroom
- * Having a parent in your classroom
- * Using different grading procedures
- * Being Evaluated as a Student Teacher

Evaluation of your portfolio will be according this rubric:

55 pts - Exceeds Standard: Contains all materials, the reflections are sincere and specific, there is more material than required in the format

45 pts - Meets Standard: Contains all material, the reflections are sincere and specific

40 pts – One Reflection is missing; or, more than two other items missing

30 pts – Both Reflections are missing; or, more than 3 other items missing

20 pts – Both Reflections are missing; more than 4 other items missing

Below 15 pts - Redo the Portfolio

3. 10 pts - TPA or TPA Exempt Assignment – see schedule above. For most of you this will be met by default, by actually submitting (or at least making a credible start) TPA 3 and/or 4 to TaskStream. For any TPA exempt students you will see the **APPENDIX** at the end of this syllabus. You will plan and put together under my guidance, **including a LINKED LEARNING component addressing all 4 Linked Learning Outcomes**, and a presentation or comprehensive Unit Plan in your subject area, which will be presented to me on a DVD, CD, or as a website or other such electronic format – TBA – and which you will take with you as you go forward and find work teaching.

10 optional bonus pts (this assignment can make up for missing class or any other loss of points) – an evaluation of my novel, *Results May Vary*, published by AEG/Eloquent Press (website: sbpra.com/michaelhaussler); or, another book on education which we will select together. This evaluation consists of a face to face sit down in my office or over coffee to discuss the book. The novel is available at the bookstore or at Amazon <http://www.amazon.com/Results-May-Vary-Novel-School/dp/160976398X>

Appendix I

Addition to the Portfolio and the TPA Exempt Assignment with specific LINKED LEARNING Components:

This element will be informed by our guest speaker, Sam Dovlatian, the AP of Hollywood High School, LAUSD Nov 10/12 2014. Plan and put together under my guidance, a LINKED LEARNING component addressing the 4 Linked Learning Outcomes (see these two website LINKS):

<http://achieve.lausd.net/Page/524>

<http://linkedlearning.org/linked-learning-in-action/>

Thus, each LINKED LEARNING pathway embraces these four guiding principles and core components:

- An **academic component** that includes the English, mathematics, science, history, and foreign language courses that prepare students to transition, without remediation, to the state's community colleges and universities, as well as to apprenticeships and formal employment training programs.
- A **technical component** of three or more courses that help students gain the knowledge and skills that can give them a head start on a successful career.
- A series of **work-based learning** opportunities that begin with mentoring and job shadowing and evolve into intensive internships, school based enterprises, or virtual apprenticeships.
- **Support services** including counseling and supplemental instruction in reading, writing, and mathematics that help students master the advanced academic and technical content necessary for success in college and career.

Thus, you will develop a multi media unit containing (at least 5) lessons, class materials, Internet accessible resources, and a Linked Learning component reflecting the four pathways.

Since we meet in the lab each week for the entire quarter, you will take advantage of the computer access to design and extend a comprehensive unit on a topic in your subject area.

You will set out to become knowledgeable in the spirit of exploration: this is your Dream Project in the sense that there will come a time when you wish you had more time to develop curriculum; when you have 4 preps and 2 after school clubs, and lunch meetings every day, and you will think back to student teaching and say, "And I thought That was a lot of work!?"

I will guide you to links, videos, and other Internet Resources in your subject area* (SEE BELOW).

You will educate yourself about a wide range of appropriate (to your field) resources available online. These you will integrate into a meaningful multi media unit.

You will select the topic. I will go over it with you and help you develop it INDIVIDUALLY and help you locate and embed into your unit relevant links.

LINKED LEARNING – selected examples of topics

ELA Teacher - a unit comparing and contrasting themes in a number of books; e.g.: Lord of the Flies, To Kill a Mockingbird, Things Fall Apart. Themes of social justice, alienation, discrimination.

Math Teacher - a unit comparing and contrasting schools of instruction; e.g.: Chicago's Everyday Mathematics and Common Core's Methodology/or Singapore and Saxon. The unit will have problems reflecting the different methodologies.

Social Studies teacher - a unit exploring Supreme Court cases on a recurring theme in American history; e.g.: race and gender; class and sentencing.

Science teacher - a unit exploring climate change; e.g.: collect up-to-date video clips and testimonials to present a current event based evidence based unit on this emerging topic.

***NOTE these links:**

ncte.org (English)

maa.org (Math)

mathforum.org (Math)

socialstudies.org (ncss)

ntsa.org (Science)

aahperdresourceguide.com (PE)

Selected Internet links by category:

Categorical links:

Khanacademy.org

Purplemath.com

YouTube

RSAanimate (also useful) <http://comment.rsablogs.org.uk/videos/>

RSAanimate on YouTube (down at the bottom are all the extant RSAanimate videos; scroll across):<http://www.youtube.com/watch?v=Uk8x3V-sUgU&feature=BFa&list=SP39BF9545D740ECFF>

<http://www.ted.com/> (TED Talks - source of clips - check them first. Some are exciting; some boring for kids)

<http://www.google.com/earth/> (Google Earth - very useful)

<http://www.pbs.org/wgbh/amex/eyesontheprize/> (Civil Rights History - this is an acclaimed series with endless video clips)

<https://www.teachingchannel.org/videos?default=1> (more about teachers planning lessons esp. for Common Core)

<http://www.zaneeducation.com/Videos/Videos-Literature.php> (videos for literature and writing: scroll down for the topics and then the list of the videos)

<http://www.goodreads.com/shelf/show/teen-lit> (great site about books - no videos but lots of stuff about books)

<http://www.teachwithmovies.org/literature-subject-list.htm> (as it says... with lesson plans too)

<http://www.tolerance.org/> (teaching kids tolerance - I have used this site)

<http://crf-usa.org/> (the Constitutional Rights Foundation is a great resource esp for Soc Sci teachers. I have used their stuff)

<http://www.youtube.com/watch?v=NfEtO00DSvI> (Videos: farm workers, child labor etc)

Environmental Issues

Blue Planet 1990 NASA documentary 1990 47 minutes; but see the last 15 minutes <http://www.youtube.com/watch?v=oLMAeGWOKvA>

Greenhouse Effect simplified, 2 (no audio) <http://www.youtube.com/watch?v=CxUK2TizQ4g&feature=related>

Climate Animation, 6 <http://www.youtube.com/watch?v=wa58h4IJ6Hk&feature=related>

Global Warming 101, 4 <http://www.youtube.com/watch?v=oJAbATJCugs&feature=related>

Trash Cities of Cairo, 4 <http://www.youtube.com/watch?v=vT6GNYbXs2Y>

Trash City in Mexico, 4 <http://www.youtube.com/watch?v=FxqbwebKpX4&feature=related>

95% of world population growth in the world is happening in third world mega-cities video, focus on Lagos, 10 <http://www.youtube.com/watch?v=LFgb1BdPBZo>

The Atlas of World Hunger, 11 <http://www.youtube.com/watch?v=bUw4bl80z2k>

Women's Issues

Interactive Map about abortion rights in each state in the United States: <http://thinkprogress.org/health/2012/03/07/439383/interactive-map-abortion/?mobile=nc>

President of Planned Parenthood Cecile Richards believes that birth control is a health topic, not a religious topic, for 99% of American women, 6 <http://www.commondreams.org/video/2012/03/08>

Jean Kilbourne, women in advertising (Killing Us Softly); she has 4 versions of this now; all are just outstanding, 7 http://www.youtube.com/watch?v=ufHrVyVgwRg&feature=results_video&playnext=1&list=PL80B57DCB824A25E0

Victims of Beauty and Media (Bulgarian Fashion Magazine "12"), media <http://www.commondreams.org/further/2012/06/13-10>
The full spread from "12": <http://12mag.net/beauty/victim-beauty/>

Violence Against Women Disguised as Fashion (Jezebel),
media<http://jezebel.com/5916650/fashions-ongoing-violence-against-women/gallery/1>

Riley in WalMart; gender roles assigned to children,
2http://www.youtube.com/watch?v=P3mTTIoB_oc&feature=related

Economic (Class) Issues

Multi-millionaire Nick Hanauer has an important message for those who think the rich are America's job creators. "For thousands of years people were sure that earth was at the center of the universe. It's not, and an astronomer who still believed that it was, would do some lousy astronomy," Hanauer said at a March 1 speech, according to the Atlantic. "In the same way, a policy maker who believed that the rich and businesses are 'job creators' and therefore should not be taxed, would make equally bad policy," 10
http://www.huffingtonpost.com/2012/05/17/nick-hanauer-ted-talk_n_1524435.html

Statistics (Advanced but interesting):
<http://www.measureofamerica.org/california/>, media

<http://www.npr.org/blogs/money/>, media
The Party's Over: How the West Went Bust (this might be good for you if you are interested; it's longer and probably too advanced for the students, but if you like you can watch, learn something, see what you think. It's a great film!). 2 videos, 60 minutes each; 120 total
<http://topdocumentaryfilms.com/party-over-how-west-went-bust/>
RSAnimate The Story of Stuff,
21 <http://www.youtube.com/watch?v=9GorqroiqqM&feature=related>

Race Issues

Elementary age kids react to racism with penetrating and funny honesty,
8<http://globalgrind.com/news/kids-react-interracial-cheerios-commercial-video>

Malcom X: Who Taught You to Hate Yourself? If you are not familiar with Malcom X you should be, and this is an excellent video to start with,
4<http://www.youtube.com/watch?v=gRSgUTWffMQ>

Malcom X at Oxford debate 1964,
13 <http://www.youtube.com/watch?v=jlx3v8RRqUU&feature=related>

ML King, I Have a Dream 1963,
18 <http://www.youtube.com/watch?v=1UV1fs8lAbg&feature=related>

ML King on war; on Vietnam (It was Malcom X who in part got Dr. King to develop a progressive position on the war), 14<http://www.youtube.com/watch?v=ko-x9WOQWZc&feature=related>

Cornel West on The "Niggerization" of America; refers to the ML King speech above on Vietnam,
12
<http://www.youtube.com/watch?v=bEScONfKqFk&feature=related>

Cornel West on materialism (challenging vocab when dealing with Mr. West!),
6<http://www.youtube.com/watch?v=48TrFDlbp4&feature=related>

Education Issues

Schools kill creativity 20 http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html
RSAnimate version of the one above, changing education
paradigms,10 <http://www.youtube.com/watch?v=zDZFcdGpL4U>

Why Read? Issues

We have students who honestly see no point in reading

<http://www.wheaton.edu/Academics/Faculty/D/Jeffrey-Davis/guidance/Why-Read-Books-at-All>
(excellent)

http://www.nytimes.com/2007/11/25/weekinreview/25rich.html?_r=0

(Native American Indian issues)

http://www.joanbauer.com/why_i_read.html

<http://www.youtube.com/watch?v=xThol-ydwco>

Transgender Issues

<http://www.youtube.com/watch?v=CnOJgDW0gPI&sns=em> video explaining two spirit people or
transgender roles in Native American traditions, 20

Media:

<http://articles.latimes.com/keyword/transgender>

<http://topics.nytimes.com/topics/reference/timestopics/subjects/t/transsexuals/index.html>

<http://dot429.com/articles/1119-transgender-people-no-longer-considered-mentally-ill-to-american-psychiatric-association>

<http://jobs.aol.com/articles/2013/06/05/first-transgender-navy-seal-comes-out/>

Professional Statements

Theme and Conceptual Framework for Professional Preparation

The faculty members of the Charter College of Education have adopted the organizing theme of "Preparing Educators to Serve the Culturally and Linguistically Diverse Population of Urban Schools and Related Institutions of the 21st Century" for all programs and professional educators at California State University, Los Angeles. This theme is reflected in this course by TPAs 3 & 4, the experience of actually teaching in the classroom; ie, taking over, in the case of student-teachers (EDSE445C), a Master Teacher's classes and teaching a full load for a minimum of five weeks during the quarter, and teaching your full load, in the case of regular teachers (EDSE 489). Moreover, the theme is reflected in the supervision, which will occur by members of CSULA's Clinical Supervision Faculty. Candidates will also make a videotape of their teaching, during the current quarter, and write an evaluation of their own performance, assessing strengths and weaknesses. Other factors evaluated: adherence to real and rigorous performance standards (these are noted), ongoing evaluation in a variety of pedagogical areas, including but not limited to weekly reflections, and the completion of your compilation of a hard copy or electronic portfolio based on the Rubric adopted Spring Quarter 2007 by CCOE faculty members, and included in the course materials posted on Moodle

Statement of Reasonable Accommodation

CCOE faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty may wish to contact OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation. Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring consideration of reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with disability to have an equal opportunity to be successful

Student Conduct

Student conduct is viewed as a serious matter by the faculty members of the Charter College of Education. The Charter School faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of regulations (see student conduct: rights and responsibilities, and student discipline, CSULA General Catalogue – now also available online). Academic honesty is

expected of all students in CCOE, in accordance with university policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act

Catalogue Description

Pre-requisites: Completion of all courses in Blocks One-Three, EDFN 440, EDSP 400. Co-requisite: EDSE 490 (formerly 445D) or EDSE 489. Seminar to accompany directed teaching to provide candidates opportunities for self and peer reflection, professional growth, and summative program portfolio assessment

Notes

This course is taken concurrently with your Directed Teaching. It gives you a place to formally reflect upon and analyze your directed teaching experience with your peers and a university faculty member. During the quarter you must complete and present your Portfolio in which you assess your teaching and yourself, and you must complete TPAs 3 & 4. It now includes as well optional Linked Learning components as noted in the Appendix

General Notes

Technology means that for formal admission to credential, certificate, or Masters Degree programs in the Charter College of Education, each student must:

1. Own or have ample access to a computer (ex. in CSULA computer labs, or at home or work)
2. Have general knowledge of operation and care of a computer, computer hardware/software, and be able to implement some basic troubleshooting techniques (ex. check connections, restart the computer, etc.)
3. Have an email account (available free of charge to all CSULA students)
4. Have a basic understanding of how to use the Internet

Content Standards

The following content standards will be addressed in the course:

1. Requirements for the summative assessment of the program portfolio (Standards 1g, 18a).
2. Candidates have the option of creating an electronic portfolio (Standards 1g, 18a); TaskStream is the preferred format.
3. Program content synthesis. Candidates will be assigned tasks related to synthesizing previous program content into new forms and application to practice (Standards 3 and 4).
4. Reflection on current pedagogical practice, (Standards 3c, 3d, 4a, 4b, 4c, 4e) and how their directed teaching performance is meeting the technology standards (Standard 9).
5. Seminar in content related to monitoring student learning during instruction (TPE 2).
6. Seminar in content related to engaging students fully during instruction (TPE 5).
7. Seminar in content related to methods for understanding students and differing needs of students (TPE 8).
8. Considerations in the domain of professional development (Standards 11, 12, and 13).
9. The four guiding principles and core components of Linked Learning.

Performance Standards and Assessments

These may constitute an informal rubric and checklist for your portfolio. In other words, does your portfolio demonstrate the following knowledge, skills, and dispositions shown by the assessment methods outlined below

1. Candidates will reflect on their current practice, dispositions, knowledge, and how it relates to possible future theory and practice. Including the following areas of emphasis:

- Reflection on their pedagogical practice (CCTC Standard 4a).
- Reflect on their use of technology (Standard 9).
- Reflect on how they are meeting the needs of their learners with special needs (St 14).
- Meeting the needs of diverse learners (Standard 5).
- Meeting professional, legal, and ethical Obligations (TPE 12).

2. Candidates will apply knowledge of educational research to inform practice and professional growth and development strategies (Standard 11). They will improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems and applying new strategies in light of state adopted academic standards (TPE 13).

3. Analysis of their teaching performance during directed teaching. Including the following areas of emphasis:

- Use of peer coaching to collaboratively examine their performance (Standard 4, and 12f).
- Monitoring students during instruction (TPE 2).
- Use of assessments and assessment data (TPE 3).
- Making content accessible (TPE 4).
- Student engagement (TPE 4).
- Developmentally appropriate teaching practices (TPE 6).
- Instructional planning (TPE 9).
- Use of instructional time (TPE 10).
- Creating healthy and productive social environment (TPE 11).
- Meeting legal and ethical obligations (TPE 12).

4. Summative construction of a program portfolio, which may include elements and components of Linked Learning. Candidates will prepare the program portfolio that they have constructed from the beginning of the program for review and presentation to their peers and university faculty via TaskStream. Included in this performance is the following:

- Development of some or all of components of the portfolio contents electronically (TPE 3 and St. 9).
- Reflect on the archives from the program and select contents that best reflect their growth and ability, including their current strengths and weaknesses (Standard 12).
- Show evidence of mastery of program requirements and state adopted TPEs (St. 1c, d, and g).
- Development of a professional development plan. As part of the completed portfolio candidates will create a plan for future professional growth and development including a current assessment and goals for the future (Standard 12).

5. The candidate will prepare formally and informally for the CCTC Teaching Performance Assessments or TPAs (Standard 18).

CONCEPTUAL FRAMEWORK
Charter College of Education
California State University, Los Angeles

VISION STATEMENT

The Charter College of Education (CCOE) is a learning community of faculty, administrators,

staff, CCOE students, and community members that work collaboratively to ensure that all CCOE students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

MISSION STATEMENT

The CCOE mission is to develop in CCOE students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. CCOE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other educational specialists. Within an environment of shared governance, CCOE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all CCOE students.

CORE VALUES

EDUCATIONAL EQUITY: We believe in creating inclusive learning environments with equitable educational opportunities for all learners, including those with disabilities and those from diverse cultural, linguistic, and socio-economic backgrounds. We believe everyone can learn if given the opportunity and support. We honor the dignity of every individual and hold high academic expectations for all learners. We value diversity because it enriches the quality of everyone's learning.

PROFESSIONALISM: We believe professionalism is mastery of the body of knowledge for one's discipline and the demonstration of cultural, technological, ethical, and professional competencies. CCOE courses and professional preparation programs are designed to teach professional dispositions, skills, and/or knowledge.

REFLECTIVE PRACTICE: We believe all CCOE students should develop reflective practices, including self-assessment strategies to foster professional growth. We promote the deliberate application of knowledge to practice and the constant reflective analysis of one's practice in relation to school and/or community needs.

COLLABORATION: We believe that collaborations and partnerships among CCOE faculty and staff, CCOE students, schools, families, and community organizations enhance educational excellence, urban school and related agency transformations, and educational access and equity for all learners. Meaningful and lasting educational collaborations and partnerships are grounded in understanding the complexity of all stakeholders' needs and their interdependence, and we advocate that all CCOE professional preparation programs build collaborations and partnerships.



Charter College of Education

Conceptual Framework

VISION: The Charter College of Education (CCOE) is a learning community of faculty, administrators, staff, CCOE students, and community members that work collaboratively to ensure that all CCOE students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.



