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| **MALT 655: Student-Teaching Seminar** | | |
| **Term: SEM, YEAR** (start date-end date) |  | **Days:** |
| **Location:** |  | **Time:** |
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|  |  |
| --- | --- |
| **Faculty:** First Last | **Email:** first\_last@redlands.edu |
| **Office Hours:** NUH xxx Days Hours | **Phone:** (909) 748-xxxx |
| **Web/Moodle:** | |

**CATALOG COURSE DESCRIPTION**

Culmination of the Teacher Credential Program. Consists of a series of topics designed to further develop candidates’ professional preparation. Serves also as a summary of course and field experience. Provides time for candidates to link theory to daily practice and prepares them for seeking a position in a school district.

**COURSE DESCRIPTION**

The seminar course culminates the Teacher Education Credential Program. This course addresses three areas to conclude the teacher education preparation program: 1) self-evaluation and reflection; 2) completion of requirements needed to obtain a credential; and, 3) preparation for entering the field following the completion of the program. The duration of the seminar is concurrent to 14 weeks of student/internship teaching placements. There are 14 sessions during the seminar with sessions designated to address a credential requirement to obtain CPR training and Health Workshops focusing on health and safety issues, and the well-being of K-12 students. In addition to completing teaching placements, students will complete their California Teacher Performance Assessment (CalTPA).

The seminar sessions provide time for facilitated discussion and lectures related to important K-12 public school issues. In addition, candidates will self-assess and evaluate their preparation and professional development prior to completing the program and in preparation for entering the field as a highly-qualified credentialed teacher. Teacher candidates will be required to use the skills and knowledge developed across the program to embody their teacher-identity and further demonstrate their understanding of what it means to be a teacher-researcher. In this course, candidates will gather information about their local districts and their K-12 students to evaluate assessment data to inform decisions for supporting their diverse learners.

**REQUIRED TEXTS & READINGS**

* Various documents related to state standards and education policy
  + <http://www.corestandards.org>
  + <https://www.nextgenscience.org>
  + <https://www.cde.ca.gov/ci/>
* CalTPA Materials
  + <https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_TestPage.html>
* Teaching Performance Expectations (TPEs) within the six California Standards for the Teaching Profession (CSTP)
  + <https://www.ctc.ca.gov/docs/default-source/educator-prep/tpa-files/tpes-adopted-2016.pdf?sfvrsn=0>
* RICA Materials
  + <https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CA_RICA_Written_PrepMaterials.html>
* Local District Websites and Teacher Handbooks
* Additional readings and relevant links are listed in the course calendar

**TECHNOLOGY REQUIREMENTS**

Technology tools and other online web-based applications have been integrated into this course. The website address for Moodle is <http://moodle.redlands.edu>. Additional web-based projects will be assigned; therefore, access to a device (laptop, desktop, or smartphone) is essential for this course.

**Required Software:**

* The projects for this course will require Microsoft Office 2010 or 2013 (standard edition is sufficient) and an internet browser (i.e., Internet Explorer, Firefox, Chrome, or Safari). If you do not currently own Office, all University of Redlands students have free access to Office 365 using their MyRedlands account. The required elements of the assignments can be completed using a Macintosh computer or Windows-based operating system.
* Some projects will require the submission of video commentary, which can be accomplished using a webcam or embedded camera on a desktop, laptop, tablet, or smartphone.

**Technical Assistance:**

* If you need technical assistance or to report a problem with Moodle, contact Jones Computer Center located on the first floor of Armacost Library: <https://sites.redlands.edu/its/about-us/acits/fletcher-jones-computing-center/> (909) 748-8963 or (909) 748-8962.

**COURSE OBJECTIVES**

To meet course objectives, students will:

1. Research and analyze the gaps in the knowledge and skills students learn and the knowledge and skills needed to meet the nation's current workforce development needs.
2. Analyze local, state, and national data comparing equity gaps for students’ achievement.
3. Apply evidence-based methods for differentiating instruction and analyzing student data.
4. Demonstrate an ability to make assessment adaptations for three focus students: An English Learner, a student with an identified special need, and a student whose life experiences (inside or outside of school) indicate a need for additional academic and/or emotional support.
5. Demonstrate an understanding of the three key principles for Universal Design for Learning (UDL) theory and practice as it relates to curriculum and instruction.

**ASSIGNMENTS AND ASSESSMENTS**

1. **Portfolio: 25% of Course Grade.** The major project in this course will be to **create a professional portfolio** to use for credential qualification and the development of an extended professional pathway. Students will upload **artifacts** of their own choosing from within their entire program **that reflect their mastery of the Teaching Performance Expectations (TPE)** in accordance with the California Commission on Teacher Credentialing. In addition, students will need to include **a narrative for each artifact** that explains why that artifact is the strongest and most appropriate example of their mastery. Students will connect their narrative to the Department of Teaching and Learning's EQUITY conceptual framework as they reflect. The narrative can be in written or in video form. The aspects of the equity-based conceptual framework are as follows:

* **E**ngaged scholars
* **Q**uestion-driven learning
* **U**nderstands multiple perspectives
* **I**nclusive environments
* **T**ransformative praxis
* **Y**outh-centered pedagogies

A more in-depth look at this conceptual framework can be found on the [School of Education Conceptual Framework](https://learn.redlands.edu/mod/page/view.php?id=422936) page. The six (6) TPEs are as follows:

TPE 1: Engaging and Supporting all Students in Learning;

TPE 2: Creating and Maintaining Effective Environments for Student Learning;

TPE 3: Understanding and Organizing Subject Matter for Student Learning;

TPE 4: Planning Instruction and Designing Learning Experiences for all Students;

TPE 5: Assessing Student Learning; and,

TPE 6: Developing as a Professional Educator

Please see the rubric provided by your instructor (on the last page of this syllabus) for a breakdown of the grading for this assignment. **Remember**: describing TPE and EQUITY alignment are just one part of this assignment. While portfolios may be text-based, your instructor encourages you to incorporate rich-media (e.g., videos) into your narrative element and portfolio project as a whole.

1. **A Corpus of Lesson Plans: 25% of course grade**. Candidates will be engaged in weekly lesson planning; in the beginning of the student teaching placement, this work will be lighter than toward the end of student teaching when it will become more intensive. These lesson plans will guide the in-class teaching through which candidates will engage students in respective subject areas at their placement sites. The plans will incorporate key elements of Universal Design for Learning (UDL) theory and practice. Candidates may also bring in student work to grade in class. Reminder: lesson plans for this assignment may NOT be the lesson plans used for CalTPAs, however, lessons may include key components required for the CalTPAs.
2. **Professional Engagement: 25% of Course Grade.** Candidates will engage in weekly presentations of readings and discussions related to professional expectations within the field of education as a teacher, as well as a week 1 scavenger hunt related to the Individualized Development Plan (IDP). Readings will either take place during course meetings or on the candidate’s own time at home. Presentations of readings will occur in groups assigned by the instructor. Candidates will complete and present either an ePortfolio and/or their EdJoin profile designed to support their future journey and/or employment. Reminder: CPR certifications are a professional requirement for obtaining the CA teaching credential.
3. **Individualized Development Plan: 25% of Course Grade.** IndividualizedDevelopment Plans are to be completed by the teacher candidate and the cooperating teacher (formerly master teacher) during student teaching. Completed forms must be signed by the university supervisor and cooperating teacher (or mentor teacher), and then submitted to the instructor for final grading. The various elements of the IDP must be conscientiously and fully outlined in order to achieve a passing sore for this component of the course.

**GRADING SYSTEM/SCALE**

(See University Catalog)

4.0 or 3.7 Outstanding

* The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought. Above and beyond expectations.
* Department Expectation: Any assignment required to be written in APA format is organized, unbiased, and clear with correct and consistent verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

3.3 or 3.0 Excellent

* The student’s work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.
* Department Expectation: Any assignment required to be written in APA format is organized, unbiased, and clear manuscript with occasional errors and omissions in verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

2.7, 2.3, or 2.0 Acceptable

* The quality of work was acceptable, meeting minimal course standards, but was not exceptional. Performance on assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.
* Department Expectation: Any assignment required to be written in APA format contains errors and omissions in verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

**Graduate students will not receive credit for a course awarded a grade of 1.7 or below. A cumulative grade point average below 3.0 is not sufficient for good standing in graduate programs.**

1.7, 1.3, 1.0, 0.7, 0.0 Unacceptable for graduate credit.

**MINIMUM COURSE CREDIT REQUIREMENT FOR TEACHER CREDENTIAL CANDIDATES**

Students must receive at least a 2.0 to earn credit for the course. The MALT program requires a cumulative grade point average of 3.0 for degree completion and/or credential recommendation

**ACADEMIC HONESTY**

Academic honesty stands at the center of intellectual pursuits in the academic community. All people should clearly understand what constitutes plagiarism and avoid it. See the university catalog for full text of the academic honesty policy.

**ATTENDANCE POLICY**

Class participation is a critical component and requirement in all courses, and students are expected to attend all class sessions. We realize that emergencies can arise and students need to make important and difficult choices. Students are always responsible for informing the instructor of an absence and making up all required class assignments. Any student who misses more than two sessions of a course may be required to retake the course.

**ACCOMMODATIONS FOR LEARNING**

If you feel you need accommodation to address the impact of a learning or physical disability, please speak with me privately to discuss your specific needs. To coordinate reasonable accommodations for documented disabilities, contact Academic Success and Disability Services at 909-748-8108 or visit them on the bottom floor of the Armacost library.

**COURSE CALENDAR (Subject to Change)**

| **Meeting** | **Topic** | **Assignments Due** | **Readings Due Mondays** |
| --- | --- | --- | --- |
| Week 1 | Syllabus review;  Review of Professional Standards (TPE 1 – 6);  OSS Scavenger Hunt (in class);  Determine your last day of student teaching/interning;  Mandated teacher candidate assessments overview (RICA & CalTPA).  Introduction of CalTPA Instructional Cycles 1 & 2;  Pearson CalTPA registration (in class)  Note: If you began your program before April 30, you are advised to complete TPA 3 & TPA 4. | Portfolio Development:   * select your website platform for your professional portfolio * set up your account * submit the link to your website to your instructor   ***Remember:*** You are free to choose any functional platform, as long as you provide a working link to your portfolio.  OSS Scavenger Hunt: An in-class exploration of the OSS site’s resources and links will take place and unanswered questions may be submitted, if necessary. | California Department of Education Professional Standards  <https://www.cde.ca.gov/pd/ps/>  CalTPA Overview  <http://www.ctcexams.nesinc.com/Content/Docs/assessmentguides/CalTPA_C1_EvidenceChart.pdf>  RICA (Reading Instruction Competency Assessment) Overview  <https://www.teacherstestprep.com/content/rica-pg4>  Introduction to UDL (video)  <http://www.cast.org/our-work/about-udl.html#.XA1uIid7lsM>  Model UDL Lesson Plan  <http://lessonbuilder.cast.org/explore.php> |
| Week 2 | **Observation & Inquiry**  Learning the acronyms (IEP, SST, LCAP, 504, ELAC, Title 1, etc.)  The Differentiated Classroom;  Creating and maintaining effective environments for student learning (TPE 2);  The Universal Design for Learning (UDL) lesson plan;  Engaging and supporting all students in learning (TPE 1). | E in EQUITY (Discussion Prompt): Consider the E in the EQUITY framework. How would you or do you already challenge your students to become engaged scholars? Incorporate your thoughts into your portfolio narrative.  Transpose observed cooperating teacher/internship lesson using the UDL lesson plan format (in-class assignment).  Individualized Development Plan (Step #1): Student teacher/intern goal setting and action plan (in-class assignment completed in online platform). | Tomlinson, Carol A. (2014) The Differentiated Classroom: Responding to the Needs of All Children. ASCD. Chapter 1: What is a Differentiated Classroom?  <http://www.ascd.org/ASCD/pdf/siteASCD/publications/books/differentiated-classroom2nd-sample-chapters.pdf>  Why UDL Matters for English Language Learners by Novak  <https://www.languagemagazine.com/2018/03/09/why-udl-matters-for-english-language-learners/> |
| Week 3 | **Seminar: Professional Development**  Developing as a professional educator (TPE 6).  Education Law (What are your rights and responsibilities?); CPR;  Interviews, cover letters, and resumes;  The interview portfolio. | Portfolio Artifact #1:   * Select an artifact from the entire program, or create a new one, that demonstrates your ability to engage and support all students in learning. * Then post or upload it to your digital portfolio and label it **"TPE 1: Engaging and Supporting All Students in Learning."** * In addition to uploading your artifact, include a narrative that explains why your choice is the strongest and most appropriate example of this mastery. Connect your narrative to the EQUITY conceptual framework.   UDL Lesson Design Process work | California Legislative Information: General Education Code Provisions.  <http://leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=EDC&tocTitle=+Education+Code+-+EDC> |
| Week 4 | Understanding and organizing subject matter for student learning (TPE 3);  Planning instruction and designing learning experiences for all students (TPE 4).  English Language Learner  Special Needs  Emotional & Social Learning | Question-Driven Learning (Discussion Prompt): Reflect on the Q in the EQUITY framework. Why is it important to integrate question-driven learning into your curricula for students?Incorporate your thoughts into your portfolio narrative.  UDL Lesson Design Process work.  Focus students identified for TPA work. | Connecting Classrooms & Communities: Identifying Student Needs & Assets Inside & Outside of School. Favela, Alejandra; Torres, Danielle Multicultural Education, 2014, Vol.21(2), p.51-53;  [What Should Count as Data for Data-Driven Instruction?](https://redlands.primo.exlibrisgroup.com/discovery/fulldisplay?docid=proquest1458788518&context=PC&vid=01UOR_INST:01UOR&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Armacost_resources&query=any,contains,what%20counts%20as%20data%20in%20the%20K-12%20classroom%3F&sortby=rank&offset=0)  What Are Some Types of Data?  <https://www.edutopia.org/assessment-guide-description>  [Learning to Love Assessment.](https://redlands.primo.exlibrisgroup.com/discovery/fulldisplay?docid=proquest224846525&context=PC&vid=01UOR_INST:01UOR&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Armacost_resources&query=any,contains,assessment%20informing%20instruction%20in%20the%20K-12%20classroom&sortby=rank&offset=0)  [A Team Approach to Using Data (audio and translation).](https://search-proquest-com.ezproxy.redlands.edu/docview/869600951?rfr_id=info%3Axri%2Fsid%3Aprimo#center) |
| Week 5 | **Planning**  Assessing student learning (TPE 5);  Planning instruction and designing learning experiences for all students (TPE 4). | Portfolio Artifact #2:   * Select an artifact from the entire program, or create a new one, that demonstrates your ability to create and maintain effective environments for student learning. * Post or upload it to your digital portfolio and label it **"TPE 2: Creating and Maintaining Effective Environments for Student Learning."** * In addition to uploading your artifact, include a narrative that explains why your choice is the strongest and most appropriate example of this mastery. Connect your narrative to the EQUITY conceptual framework.   UDL Lesson Design Process work.  Focus student data identified and analyzed. | [Using Questionnaires in Teacher Research.](https://redlands.primo.exlibrisgroup.com/discovery/fulldisplay?docid=ericEJ1137676&context=PC&vid=01UOR_INST:01UOR&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Armacost_resources&query=any,contains,teacher%20research&sortby=rank&offset=0) |
| Week 6 | **Teaching**  Engaging and supporting all students in learning (TPE 1).  **DUE: CalTPA Instructional Cycle 1 and CalTPA 3** | Understanding Multiple Perspectives (Discussion Prompt): Consider the U in the EQUITY framework. What strategies will you use to help your students embrace and understand multiple perspectives? Incorporate your thoughts into your portfolio narrative.  UDL Lesson Design Process work. | [Context Matters for Social-Emotional Learning.](https://redlands.primo.exlibrisgroup.com/discovery/fulldisplay?docid=wj10.1007%2Fs10464-015-9733-z&context=PC&vid=01UOR_INST:01UOR&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Armacost_resources&query=any,contains,social%20emotional%20learning&sortby=rank&offset=0)  [Group Dynamics and Individual Roles: A Differentiated Approach to Emotional-Social Learning.](https://redlands.primo.exlibrisgroup.com/discovery/fulldisplay?docid=ericEJ1126298&context=PC&vid=01UOR_INST:01UOR&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Armacost_resources&query=any,contains,social%20emotional%20learning&offset=0)  Social Emotional Learning.  <https://futureofchildren.princeton.edu/news/social-and-emotional-learning> |
| Week 7 | **Teaching and Assessment**  Engaging and supporting all students in learning (TPE 1).  Assessing student learning (TPE 5). | Portfolio Artifact #3:   * Select an artifact from the entire program, or create a new one, that demonstrates your ability to understand and organize subject matter for student learning. * Post or upload it to your digital portfolio and label it **“TPE 3: Understanding and Organizing Subject Matter for Student Learning."** * In addition to uploading your artifact, include a narrative that explains why your choice is the strongest and most appropriate example of this mastery. Connect your narrative to the EQUITY conceptual framework.   UDL Lesson Design Process work.  Search and analyze public school district data.  Map your school’s community. | [Inquiry Learning: Teaching and Assessing Knowledge Integration in Science.](https://redlands.primo.exlibrisgroup.com/discovery/fulldisplay?docid=medline16931740&context=PC&vid=01UOR_INST:01UOR&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Armacost_resources&query=any,contains,teaching%20and%20assessing&offset=0)  [Leveraging Literacies Through Collaborative, Source Based Planning and Teaching in Social Studies and Language Arts.](https://redlands.primo.exlibrisgroup.com/discovery/fulldisplay?docid=wj10.1002%2Fjaal.712&context=PC&vid=01UOR_INST:01UOR&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Armacost_resources&query=any,contains,teaching%20and%20planning&offset=0)  Public School Data: <https://nces.ed.gov/ccd/districtsearch/> |
| Week 8 | **Reflection & Application**  Assessing student learning (TPE 5). | Inclusive Environment (Discussion Prompt): Consider the I in the EQUITY framework (Inclusive Environment). How will you make sure that all students feel safe and supported in your classroom? Incorporate your thoughts into your portfolio narrative.  UDL Lesson Design Process work.  Individualized Development Plan (Step #2): Reflecting on and refining student teacher/intern goals (in-class assignment completed in online platform). | Professional Standards  <https://www.cde.ca.gov/pd/ps/>  UDL at a Glance.  <http://www.cast.org/our-work/about-udl.html#.XBE0Hyd7nVo>  Using UDL to Accurately Assess Student Learning.  <http://www.ascd.org/publications/books/101042/chapters/Using-UDL-to-Accurately-Assess-Student-Progress.aspx> |
| Week 9 | **Seminar: Technologies**  Developing as a professional educator (TPE 6);  Planning instruction and designing learning experiences for all students (TPE 4).  **DUE: CalTPA Instructional Cycle 2 and CalTPA 4** | Portfolio artifact #4:   * Select an artifact from the entire program, or create a new one, that demonstrates your ability to engage and support all students in learning. * Then post or upload it to your digital portfolio and label it **"TPE 4: Planning Instruction and Designing Learning Experiences for All Students."** * In addition to uploading your artifact, include a narrative that explains why your choice is the strongest and most appropriate example of this mastery. Connect your narrative to the EQUITY conceptual framework.   UDL Lesson Design Process work. | 25 Easy Ways to Use Technology in the Classroom.  <https://www.prodigygame.com/blog/ways-to-use-technology-in-the-classroom/>  Supporting English Language Learners Through Technology.  <https://www.nysut.org/~/media/Files/NYSUT/Resources/2011/March/Educators%20Voice%204%20Technology/edvoiceIV_ch2.pdf>  [Using Technology to Enhance Rehabilitation and Empower People with Special Needs (audio and translation).](https://search-proquest-com.ezproxy.redlands.edu/docview/1841109796?rfr_id=info%3Axri%2Fsid%3Aprimo) |
| Week 10 | **Teaching**  Engaging and supporting all students in learning (TPE 1).  Mock interviews | Transformative Praxis (Discussion Prompt): Consider the T in the EQUITY framework. Define "transformative praxis" and explain how this term connects to your work as a teacher. Incorporate your thoughts into your portfolio narrative.  UDL Lesson Design Process work.  Graded student work. | [Literacies in K-12 schooling: multiple & single subject.](https://redlands.primo.exlibrisgroup.com/discovery/fulldisplay?docid=sage_s10_1207_s15548430jlr3504_3&context=PC&vid=01UOR_INST:01UOR&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Armacost_resources&query=any,contains,literacy%20instruction%20in%20high%20school&sortby=rank&offset=0)  [The Effects of Tier 2 Literacy Instruction in Sixth Grade: Towards the Development of a Response-To-Intervention Model for Middle School.](https://redlands.primo.exlibrisgroup.com/discovery/fulldisplay?docid=sage_s10_1177_073194871103400105&context=PC&vid=01UOR_INST:01UOR&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Armacost_resources&query=any,contains,literacy%20instruction%20in%20high%20school&offset=0)  [Putting the “Shop” in Reading Workshop: Building Reading Stamina in a Ninth-Grade Literacy Class in a Bronx Vocational High School (audio and translation).](https://redlands.primo.exlibrisgroup.com/discovery/fulldisplay?docid=ericEJ998949&context=PC&vid=01UOR_INST:01UOR&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Armacost_resources&query=any,contains,literacy%20instruction%20in%20high%20school&offset=0)  [A Praise of Ameteurism: A Friendly Critique of Moje’s “call for change” in Secondary Literacy.](https://redlands.primo.exlibrisgroup.com/discovery/fulldisplay?docid=gale_litrc245036001&context=PC&vid=01UOR_INST:01UOR&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Armacost_resources&query=any,contains,seconday%20literacy%20instruction&offset=0)  [Small Data: Working With Qualitative Data in the Literacy Classroom.](https://redlands.primo.exlibrisgroup.com/discovery/fulldisplay?docid=gale_ofa433880654&context=PC&vid=01UOR_INST:01UOR&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Armacost_resources&query=any,contains,collecting%20data%20in%20a%20literacy%20classroom&sortby=rank&offset=0) |
| Week 11 | **Teaching and Assessment**  Engaging and supporting all students in learning (TPE 1);  Assessing student learning (TPE 5). | Portfolio Artifact #5:   * Select an artifact from the entire program, or create a new one, that demonstrates your ability to engage and support all students in learning. * Then post or upload it to your digital portfolio and label it **"TPE 5: Assessing Student Learning.”** * In addition to uploading your artifact, include a narrative that explains why your choice is the strongest and most appropriate example of this mastery. Connect your narrative to the EQUITY conceptual framework.   UDL Lesson Design Process work. | [Teachers as Civic Agents: Toward A Critical Democratic Theory of Urban Teacher Development.](https://redlands.primo.exlibrisgroup.com/discovery/fulldisplay?docid=proquest889823831&context=PC&vid=01UOR_INST:01UOR&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Armacost_resources&query=any,contains,Literacies%20in%20K-12%20Schooling&sortby=rank&offset=0)  [Formative Assessment Probes: Teachers as Classroom Researchers.](https://redlands.primo.exlibrisgroup.com/discovery/fulldisplay?docid=ericEJ964025&context=PC&vid=01UOR_INST:01UOR&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Armacost_resources&query=any,contains,collecting%20data%20in%20a%20literacy%20classroom&offset=0) |
| Week 12 | **Reflection & Application**  Assessing student learning (TPE 5). | Youth-Centered Pedagogies (Discussion Prompt): Consider the Y in the EQUITY framework. Describe a time when you recognized or supported the democratic potential of your students through youth-centered pedagogies. How will you foster this potential in your classroom? Incorporate your thoughts into your portfolio narrative.  UDL Lesson Design Process work.  Individualized Development Plan (Step #3): Reflect on and finalize student teacher/intern goals (in-class assignment completed in online platform). | A Mindfulness to Transcend Pre-Service Lip-Service  <http://web.a.ebscohost.com.ezproxy.redlands.edu/ehost/pdfviewer/pdfviewer?vid=0&sid=c2ad1fea-6aac-4c0e-9780-181026e5c114%40sessionmgr4008>  Aesthetic Readings of Diverse Global Literary Narratives for Social Justice (audio & translation available)  <https://search-proquest-com.ezproxy.redlands.edu/docview/1933858458?rfr_id=info%3Axri%2Fsid%3Aprimo> |
| Week 13 | **Seminar: Teaching for Social Justice**  Developing as a professional educator (TPE 6)  Planning instruction and designing learning experiences for all students (TPE 4). | Portfolio Artifact #6:   * Select an artifact from the entire program, or create a new one, that demonstrates your plan for developing as a Professional Educator. * Then post or upload it to your digital portfolio and label it **"TPE 6: Developing as a Professional Educator."**   UDL Lesson Design Process work. | [Preparing for Culturally Responsive Teaching: Initial Teacher Educators into the Fray.](https://redlands.primo.exlibrisgroup.com/discovery/fulldisplay?docid=proquest1956778826&context=PC&vid=01UOR_INST:01UOR&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Armacost_resources&query=any,contains,K-12%20Schooling%20and%20Social%20Justice&offset=0) |
| Week 14 | **Social Justice UDL lesson presentations** (multiple forms of representation);  Developing as a professional educator (TPE 6) | Sharing Your Portfolio:  ***Prepare:*** Share your portfolio with your group. Review their portfolios and receive feedback for your own. Utilize the feedback to improve your portfolio.  ***Post:*** When you review a portfolio, make sure you're looking first for usability and functionality. Is the site user-friendly? Is it organized intuitively and easy to navigate? Do the embeds and hyperlinks work? Then consider what you have learned over the past 14 weeks, along with the portfolio rubric. How has your portfolio grown over the course of these 14 weeks? Have you and your group members fully addressed the TPEs? Provide encouragement and constructive suggestions.  ***Remember:*** This is a constructive feedback activity. Be supportive of your peers. |  |

**ADDITIONAL COURSE RESOURCES**

Action Research in the Classroom

<https://www.literacyworldwide.org/docs/default-source/resource-documents/a-practical-guide-to-action-research-for-literacy-educators.pdf?sfvrsn=4>

Annenberg Learner: Teacher Resources and Professional Development Across the Curriculum

<https://www.learner.org/>

CA Professional Standards

<https://www.cde.ca.gov/pd/ps/>

CalTPA Instructional Cycles 1 & 2 Home Page

<http://www.ctcexams.nesinc.com/>

Common Core CA State Standards

<https://www.cde.ca.gov/re/cc/>

Educators Technology and Mobile Learning

<https://www.educatorstechnology.com>

ELL Standards and Support

<https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

<http://www.learner.org/workshops/readingk2/session2/index.html>

International Society for Technology in Education

<http://www.iste.org/standards>

IRIS Center

<https://iris.peabody.vanderbilt.edu/>

Social and Emotional Learning

<http://ei.yale.edu/wp-content/uploads/2013/09/Transforming-Students%e2%80%99-Lives-with-Social-and-Emotional-Learning.pdf>

<https://www.epi.org/publication/five-social-disadvantages-that-depress-student-performance-why-schools-alone-cant-close-achievement-gaps/>

**MALT 655/656 Portfolio Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Portfolio Rubric Grading Scale** | | | | |
|  | **Superior:**  **10 Points** | **Satisfactory:**  **8 Points** | **Minimal:**  **6 Points** | **Unacceptable:**  **0 Points** |
| **Brief Overview** | Brief overview of TPE elements are clear, concise, and well-organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. If narrative is text-based, there are no more than three spelling, grammar, or syntax errors. | Brief overview of TPE elements are mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. If narrative is text-based, there are no more than five spelling, grammar, or syntax errors. | Brief overview of TPE elements are unclear and/or disorganized. Thoughts are not expressed in a logical manner. If narrative is text-based, there are more than five spelling, grammar, or syntax errors. | Brief overview of TPE elements are unclear and disorganized. Thoughts ramble and make little sense. If narrative is text-based, there are numerous spelling, grammar, or syntax errors. |
| **TPE Artifacts** | Each section contains appropriate artifacts. Text-based word count narrative is no more than 500 words, or video narrative is no more than 5-10 minutes for each TPE. | One or two artifacts are missing. Text-based or video narrative is incomplete for one or two TPEs. | More than two artifacts are missing. Text-based or video narrative is incomplete for more than two TPEs. | No artifacts are included. Text-based or video narratives are missing. |
| **Appearance and Organization** | Outstanding in appearance, suitable for presentation, attractive, and appropriate for the purpose. Overall Portfolio structure is organized. | Portfolio is clean and neatly arranged. Portfolio is in overall good condition and appropriate for the purpose. Overall portfolio structure is unorganized. | Portfolio is not suitable for presentation, and artifacts are poorly displayed. | Portfolio is missing artifacts. |

Rubric for **Professional Engagement, 25% of course grade**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Major Criteria For  Professional Engagement | **A Range**: Work in this category is exemplary, often surpassing standards and outlined criteria.  A | **B Range**: Work in this category is very good, fulfilling most outlined criteria. One or two elements of each major criteria may not be present or are inexactly fulfilled.  B | **C Range**: Work in this category reflects inconsistent attention to outlined criteria as well as class explanations. Two or more elements of each major criterion are omitted or fulfilled incompletely or inexactly.  C | **D/F Range:**  Work in this category reflects a failing grade. |
| Attendance & Notes | - candidates are cognitively, aesthetically, and physically “present” for elements of web-site work, class activities, readings, and work on curriculum unit;  - candidates’ class work reflects sensitive listening and respect for professor and colleagues’ presentations, questions, and discussion;  - notes are taken in each class relative to presentations, assignment explanations, strategies, and content area literacy processes |  |  |  |
| **Preparation** | - Candidates complete assigned readings, web-site reviews and responses, class activities, and work toward C.P. according to Course Calendar details;  - Candidates’ presentations are made in accordance with Course Calendar and in-class suggestions;  - Various assigned responses to texts, and Threaded Posts are completed with conscientious attention to assigned details and in-class guidelines |  |  |  |
| **Professionalism** | - Candidates’ interact with one another in class, throughout collaborative meetings out of class, and via web-site postings with respect;  - Disagreements and varying viewpoints are expressed with respect for positions of others;  - In-class decorum is maintained;  - Cell phones, I-Pods, and other devices do not intrude on respectful attention and engagement of candidates. |  |  |  |