Course Syllabus Fall 2017

Course Number & Title:
EDUC 429-01/02: Learning to Teach K-8 Literacy with Diverse Populations

Instructor:
Julee Bauer, MA

Class Location & Time:
Building 2, Room 127, Monday and Wednesday 10:10-12:00 or 12:10 to 2:00

Contact Information:
jbauer@calpoly.edu; 805-756-5638

Office and Office Hours:
Building 2, Room 134
Mondays & Wednesdays, 9:00-10:00 am, 2:00-3:00 pm
and by appointment

COURSE LEARNING OUTCOMES Candidates will know, understand, and be able to:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>MSTEP Learning Outcomes</th>
<th>University Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings, discussions, written assignments, mid-term and final</td>
<td>1-3</td>
<td>1, 2, 3, 5 and 6</td>
</tr>
<tr>
<td>Readings, discussions, written assignments, lesson plans, mid-term and final</td>
<td>1-5</td>
<td>1, 2, 3, 5 and 6</td>
</tr>
<tr>
<td>Readings, discussions, written assignments, and Literacy Content Area Task</td>
<td>1-6</td>
<td>1-6</td>
</tr>
<tr>
<td>Readings, discussions, lesson plans, mid-term, and final</td>
<td>1-6</td>
<td>1 – 6</td>
</tr>
<tr>
<td>Readings, discussions, written assignments, lesson plans, mid-term, and final</td>
<td>1-6</td>
<td>1-6</td>
</tr>
<tr>
<td>Readings, discussions, written assignments</td>
<td>6</td>
<td>1-6</td>
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</tbody>
</table>

SOE Learning Themes:
- InformED: Advancing Disciplinary Knowledge
- EmpowerED: Responding to Diverse Learning Needs
- EngagED: Building Cultural Responsiveness
- ConnectED: Drawing on Knowledge and Partnerships across Disciplines & Communities
- GroundED: Demonstrating Professionalism
- TransformED: Encouraging Continuous Growth and Reflection

University Learning Outcomes* Graduates are able to…
1. Think critically and creatively
2. Communicate effectively
3. Work productively as individual and in groups
4. Use knowledge/skills to make positive contribution to society
5. Make reasoned decisions based on understanding of ethics, respect for diversity, and awareness of sustainability issues
6. Engage in lifelong learning

*abridged
<table>
<thead>
<tr>
<th>DAY/DATE</th>
<th>TOPICS &amp; ASSIGNMENTS</th>
<th>ASSESSMENTS</th>
<th>TPE</th>
<th>SOE Prioritized Skill</th>
</tr>
</thead>
</table>
| **Week 1**  
9/18 & 9/20 | **Class Meeting Topics:**  
Monday - **Introductions:** Students will play Table Topics with classmates.  
**Review of Syllabus and Course Overview:** The syllabus will be reviewed as well as the major expectations for the course (including assignments, attendance and professionalism).  
**Organizing for Instruction:** Topics will include tiers of organization for successful implementation of literacy curricula in the classroom. This includes domains of instruction, allotting sufficient time for instruction, structuring the classroom environment for success, and methods of instruction including basal reading programs, literature-focused units, literature circles and workshop models of instruction.  
Wednesday - Lesson planning - Designing Literacy Instruction (Whole group vs. small group instruction, writing objectives, assessments, UDL, Academic Language, Supporting EBs)  
**Demonstration:** Guided Reading: Students will learn the purpose and method of guided reading by observing and analyzing video of guided reading instruction and practicing guided reading techniques with their peers.  
**Reading for next week:** Chapter 2 (Tompkins) | **Discussion of readings – check for understanding of major themes/topics**  
- Participation in whole-group, small group, and/or individual activities related to the topics and readings | 1-6 | A1, A2, A3: Planning and Preparation (Knowledge of Students, Setting Instructional Outcomes, Designing Coherent Instruction)  
B1, B2: Classroom Environment (Creating an Environment of Respect and Rapport, Managing Classroom Procedures)  
C1, C3, C5, C6: Instruction (Communicating with Students, Engaging Students in Learning, Supporting Emergent Bilinguals, Supporting Students with Disabilities) |
| **Week 2**  
9/25 & 9/27 | **Class Meeting Topics:**  
Monday - **Teaching the Reading and Writing Processes:** Topics will include the components of the reading process (including pre-reading, reading, responding, exploring, and applying) and components of the writing process (including prewriting, drafting, revising, editing, publishing). In addition, we will discuss strategies and skills of reading and writing. Students will also explore the reciprocal processes of reading and writing.  
**Lesson planning - Designing Literacy Instruction (Planning for emergent bilinguals)**  
**Demonstration:** Interactive Read Aloud Lesson Plan: Students will learn the purpose and method of interactive read alouds by observing and analyzing video of teachers reading aloud and practicing guided reading techniques with peers.  
**Wednesday - Lesson planning - Designing Literacy Instruction (UDL vs. differently)**  
**Demonstration:** Mini-Lesson Writing with Mentor Texts: Students will learn the purpose and method of writing mini-lessons by analyzing video of mini-lessons and practicing mini-lesson instruction and self-assessment with their peers.  
**Assessment Instruction Group Exercise**  
**Reading for next week:** Chapter 5 (Tompkins) | **Discussion of readings – check for understanding of major themes/topics**  
- Participation in whole-group, small group, and/or individual activities related to the topics and readings  
**Reading Reflection 1 due (before class on Monday)**  
**Literacy Map due (Wed.)** | 1-6 | A1, A2, A3, A4, A5, A6: Planning and Preparation (Knowledge of Students, Setting Instructional Outcomes, Designing Coherent Instruction, Designing Assessments, Supporting EBs and SPED)  
C1, C3, C5, C6: Instruction (Communicating with Students, Engaging Students in Learning, Supporting Emergent Bilinguals, Supporting Students with Disabilities)  
D1: Professional Responsibilities (Reflecting on Teaching) |
### Week 3
**10/2 & 10/4**
**Class Meeting Topics:**
- Monday-Phonemic Awareness, Letter Knowledge
  - Engaging and Assessing Students in PA Instruction-Small group learning centers-application activities

**Wednesday-Cracking the Alphabetic Code: Phonics and Word Recognition**
Topics will include the importance of recognizing printed words, the structure of spoken and printed words, learning to read words (including developmental phases in learning to read words and processes involved in reading words), and word study instruction.

- Engaging and Assessing Students in Phonics Instruction-Small group learning centers-application activities

**Notes:**
- Word Analysis Instruction Group Exercise
- Reading for next week: Chapter 6 (Tompkins)

### Week 4
**10/9 & 10/11**
**Class Meeting Topics:**
- Monday-Fluency Instruction, Pt. I
  - Topics will include components of fluency (accuracy, rate), characteristics of fluent and dysfluent reading, the role of automaticity in fluency, small group and whole class approaches to reading and writing fluency development (including repeated reading, partner reading, choral reading, readers theater and the whole class)

**Wednesday-Fluency Instruction, Pt. II**
Topics will include prosody, assessing reading and writing fluency and the importance of matching students to texts (including assessing students’ reading proficiency and motivation, assessing text difficulty and using your personal and professional knowledge).

- Fluency Instruction Group Exercise
- Reading for next week: Chapter 7 (Tompkins)

### Week 5
**10/16 & 10/18**
**Class Meeting Topics:**
- Monday-Vocabulary Instruction, Pt. I
  - Topics will include how students learn vocabulary, including direct and indirect methods of teaching individual words (including semantic mapping and feature analysis), and teaching word learning strategies (e.g., using context clues, word parts and the dictionary). In addition, we will discuss the importance of fostering word consciousness through modeling and providing intensive and expressive instruction and methods of assessing students’ vocabulary knowledge:

- Literacy CAT Instruction (writing assessments, scoring rubrics)

**Notes:**
- Discussion of readings – check for understanding of major themes/topics
- Participation in whole-group, small group, and/or individual activities related to the topics and readings
- Reading Reflection 2 due (before class on Mon.)

**A1, A2, A3, A4:**
- Planning and Preparation
  - Knowledge of Students, Setting Instructional Outcomes, Designing Coherent Instruction, Designing Assessments
  - B2, B3:
    - Classroom Environment
      - Managing Classroom Procedures and Behavior
      - C1, C3, C4, C5, C6:
        - Instruction
          - Communicating with Students, Engaging Students in Learning, Using Assessment in Instruction, Supporting EBS, SPED
          - D1:
            - Professional Responsibilities (Reflecting on Teaching)

**Comment [VM8]:** TPEs Practiced through in class activities
**Comment [VM9]:** TPE 3.6 I/P

**Comment [VM10]:** TPEs Practiced through in class activities
**Comment [VM11]:** TPE 3.1, 3.2 I/P

**Comment [VM12]:** TPE 3.6 I/P

**Comment [VM13]:** TPEs Practiced through in class activities

**Comment [VM14]:** TPE 3.1, 3.2, 3.5, 5.1, 5.2 I/P

**Comment [VM15]:** TPEs Practiced through in class activities
<table>
<thead>
<tr>
<th>Week 6</th>
<th>10/23 &amp; 10/25</th>
<th>Class Meeting Topics: Monday-Comprehension: Reader &amp; Text Factors Topics will include prerequisites for comprehension, comprehension strategies and comprehension skills. Students will also learn about reader factors contributing to comprehension, particularly motivation, and ways to assess motivation. In addition, text factors (including stories, informational texts and poetry). These factors will include textual structures, elements and text features. When teaching students about text factors, students will learn how to use mini-lessons &amp; reading/writing activities to teach and assess comprehension strategies. <strong>Wednesday-Midterm Exam</strong> Reading for next week: (Article on PolyLearn) “The Power of Nonfiction: Using Informational Text to Support Literacy in Special Populations” (Barnatt, 2013) <a href="http://www.learnnc.org/lp/editions/every-learner/6554">http://www.learnnc.org/lp/editions/every-learner/6554</a></th>
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<td></td>
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<td>Discussion of readings – check for understanding of major themes/topics Participation in whole-group, small group, and/or individual activities related to the topics and readings <strong>Midterm (Wed.)</strong></td>
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<td>Week 7</td>
<td>10/30 &amp; 11/1</td>
<td>Class Meeting Topics: Monday-Comprehension: Assessing Informational Text Topics will include rationale and methods for instructing and assessing informational text, focusing on the California Common Core State Standards. Focus: Designated vs. Integrated ELD review. <strong>Wednesday-Designated and Integrated comprehension lesson activity - EB lesson plan outline share out</strong> Comprehension Instruction Group Exercise Reading for next week: “What teachers need to know about language.” (Filmore &amp; Snow, 2000); “Classroom discourse and student learning.” (Cazden, 2001) and Chap. 11 (Tomkins)</td>
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<td>Discussion of readings Participation in whole-group, small group, and/or individual activities related to the topics and readings <strong>Reading Reflection 4 Due (before class on Mon.) EB Lesson plan outline (Due Wed.) Writing Lesson Plan &amp; reflection Due Fri., 11/3</strong></td>
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<td>Week 8</td>
<td>11/6 &amp; 11/8</td>
<td>Class Meeting Topics: Monday-Oral Language Development Topics will include basic units of language, language and cultural diversity including vernacular dialects, academic language, traditional versus nontraditional discourse (including IRE patterns) using discourse as a scaffold in the classroom. (including questioning, clarifying, summarizing and predicting), accountable talk.</td>
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<td>Discussion of readings – check for understanding of major themes/topics Participation in whole-group, small group, and/or individual activities related to the topics and readings <strong>Reading Reflection 3 Due (before class on Mon.) Guided Reading Lesson Plan &amp; reflection (Due Wed.)</strong></td>
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Note: Monday topics will include basic units of language, language and cultural diversity including vernacular dialects, academic language, traditional versus nontraditional discourse (including IRE patterns) using discourse as a scaffold in the classroom. (including questioning, clarifying, summarizing and predicting), accountable talk. Tuesday topics will include textual structures, elements and text features. When teaching students about text factors, students will learn how to use mini-lessons & reading/writing activities to teach and assess comprehension strategies. Wednesday topics will include comprehension strategies and comprehension skills. Students will also learn about reader factors contributing to comprehension, particularly motivation, and ways to assess motivation. In addition, text factors (including stories, informational texts and poetry). These factors will include textual structures, elements and text features. When teaching students about text factors, students will learn how to use mini-lessons & reading/writing activities to teach and assess comprehension strategies.
and ways to foster it in the classroom.

**Wednesday-Differentiation/Literacy Interventions**
Topics will include differentiating reading and writing instruction. Candidates bring classroom examples/scenarios of differentiation techniques and challenges to share in class.

**Culturally Responsive Mentor Texts**
Selection, considerations

**Focused Response Group Exercise**

**Reading for next week: Chapter 12 (Tompkins)**

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<thead>
<tr>
<th>Week 9</th>
<th>Class Meeting Topics:</th>
<th>Reading for next class meeting: Article on PolyLearn</th>
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<tbody>
<tr>
<td>11/13 &amp; 11/15</td>
<td><strong>Monday—Reading and writing in the content areas</strong></td>
<td><strong>Classroom Environment</strong> (Managing Classroom Procedures)</td>
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<td>Topics will include connecting reading and writing through trade books and using writing as a learning tool. In addition, we will cover the use of content-area textbooks for literacy instruction including features of texts, making texts more comprehensible and learning study habits/skills. Lastly, we will discuss integrated instruction through thematic units.</td>
<td><strong>Instruction</strong> (Using Questioning and Discussion Techniques, Engaging Students in Learning, Supporting SPED)</td>
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<td><strong>Wednesday—Culturally responsive literacy lessons</strong> In small groups, candidates will present one culturally responsive text (and accompanying lesson outline) for their given classroom.</td>
<td><strong>D1:</strong> Professional Responsibilities (Reflecting on Teaching)</td>
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<td><strong>Case Study Group Exercise</strong></td>
<td><strong>B2:</strong> Classroom Environment (Managing Classroom Procedures)</td>
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<td><strong>Reading for next week:</strong></td>
<td><strong>C2, C3, C6:</strong> Instruction (Using Questioning and Discussion Techniques, Engaging Students in Learning, Supporting SPED)</td>
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<td></td>
<td><strong>Discussion of readings—check for understanding of major themes/topics</strong></td>
<td><strong>C1, C3, C5, C6:</strong> Literacy CAT (Due Wed.)</td>
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<td></td>
<td><strong>Participation in whole-group, small group, and/or individual activities related to the topics and readings</strong></td>
<td><strong>A1, A2, A3:</strong> Planning and Preparation (Knowledge of Students, Setting Instructional Outcomes, Designing Coherent Instruction)</td>
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<td><strong>Culturally responsive text/lesson outline (Due Wednesday)</strong></td>
<td><strong>B1, B2:</strong> Classroom Environment (Creating an Environment of Respect and Rapport, Managing Classroom Procedures)</td>
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<td><strong>Philosophy of Teaching Literacy Interview Sessions</strong></td>
<td><strong>C1, C3, C5, C6:</strong></td>
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**Week 10**

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<tr>
<th>Week 10</th>
<th>Class Meeting Topics:</th>
<th><strong>A1:</strong> Planning and Preparation (Knowledge of Students)</th>
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<tbody>
<tr>
<td>11/20 &amp; 11/22 (Holiday)</td>
<td><strong>Monday—Professional Growth</strong></td>
<td><strong>B1:</strong> Classroom Environment (Creating an Environment of Respect and Rapport)</td>
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<td>Topics include communicating with families about student progress through technology; locating classroom resources, grant opportunities, and professional websites.</td>
<td><strong>D1, D2:</strong> Professional Responsibilities (Reflecting on Teaching, Professionalism)</td>
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<td><strong>Wednesday—Course Synthesis and Evaluation</strong> Topics include the five domains of teaching literacy. We will synthesize the significant learnings of the course and evaluate the content.</td>
<td><strong>C1, C3, C5, C6:</strong></td>
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**Week 12**

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<tr>
<th>Week 12</th>
<th><strong>FINAL EXAM: 8:00-10:00 am</strong> 02-127</th>
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<tbody>
<tr>
<td><strong>Tuesday, 12/5</strong></td>
<td><strong>A1:</strong> Planning and Preparation (Knowledge of Students)</td>
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<td><strong>B1:</strong> Classroom Environment (Creating an Environment of Respect and Rapport)</td>
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<tr>
<td></td>
<td><strong>D1, D2:</strong> Professional Responsibilities (Reflecting on Teaching, Professionalism)</td>
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REQUIRED TEXTS

- The following texts are required of all students enrolled in this course:
  - On occasion, we will supplement the text with other assigned, required readings. These readings will be posted to PolyLearn.

COURSE ASSIGNMENTS AND ACTIVITIES

Be certain your work reflects the professional and ethical educator that you are becoming. Punctuality, neatness, clarity of expression, including grammar and spelling, will be factors that influence the number of points you attain on ALL work turned in for a grade. Keep copies of everything you turn in for grade. If you have questions about an assignment, please contact me as soon as possible. *Additional details regarding the following assignments will be discussed in class.*

- **STUDENT ENGAGEMENT:** Assignments, including readings, must be completed before class as detailed on the calendar above. You are to thoughtfully and actively participate in all class related activities, including the field experience component. This course will include a variety of discussion and small group activities requiring your presence and active participation. Your attendance and preparation for class are crucial. Verbal participation in the class is expected. You are responsible for reading the assigned chapters and being able to complete assignments related to the readings, therefore each chapter should be read prior to each class session.

- **READING REFLECTIONS:** Weekly assigned readings are listed on the syllabus. It is essential that you read the assigned materials before class and come prepared to discuss them. Please bring your text to class so that you can refer to it during our discussions. In addition, you will be asked to complete a Reading Reflection for 5 of the class sessions. For your reflections, you will respond each week to a question that is significant to topics for that class and the readings. The maximum score received for reflections is 10/10. Please post your reflections to PolyLearn before the beginning of each class period. The purpose of the reflections is to ensure that you have read and understand the material in the text so that you be a thoughtful participant in the class discussion. **Lateness:** Two points off for each day late.

- **LESSON PLANS:** You will write three lesson plans and teach each of those lessons. Your steps for the lesson should be (a) write the lesson plan, (b) have your instructor/supervisor/peer review the lesson (during in-class lesson plan workshop), (c) teach the lesson, (d) write your reflection, (e) submit the plan for grading. The instructor will provide information about the topic and grade level. Lesson plan templates are posted on PolyLearn. **Lateness:** Five points total points will be taken off for each day late.

- **MIDTERM:** Students will complete an in-class midterm covering all previous course material. The midterm will have a variety of question types including multiple choice, short answer, and short essay. This exam will be individually completed in class.

**Literacy Map:** You will create a visual representation (e.g., poster, book, digital timeline, etc.) that documents your journey into reading and writing. Your map should be visually appealing, document key moments in your “literate life,” and provide sufficient depth and detail into the topic. Creativity is encouraged. **Lateness:** Two points deducted for each day late.

Comment [VM23]: TPEs Assessed 1.3

Comment [VM24]: TPEs Assessed 1.1, 1.4, 1.8, 2.4, 3.1, 3.2, 3.4, 3.5, 4.1, 4.4, 5.1, 5.2

Students also submit reflections with each lesson plan, which addresses TPEs related to reflection and professional growth

Comment [VM25]: TPEs Assessed
• Philosophy of Teaching Literacy Interview: We will have a one-on-one (10 minute) interview in which you should share your personal philosophy of teaching literacy. This experience will simulate an interview with a school district. More details and manner of assessment will be posted on PolyLearn.

Literacy Analysis Task (Literacy Content Area Task-CAT): This assignment helps prepare you to meet the requirement for the California Commission on Teacher Credentialing’s Performance Assessment for California Teachers. In this assignment, you will teach a whole class mini lesson on a specific writing strategy and/or skill and ask students to complete a writing sample. Then you will analyze the results of the assess. You will not receive any points towards your grade for this class but if you do not complete the assignment you will receive an incomplete for course. Lateness: Due to the extent of this assignment, late papers will only be accepted under very limited circumstances. Please speak to me there is any chance your analysis assignment will not be submitted on time.

• FINAL EXAM. Students will complete a final exam covering all course material since the midterm. The exam will have a variety of question types including, but not limited to, multiple choice, short answer, and short essay. This written assignment will be individually completed in class.

GRADING
All assignments are required to be completed on time to receive course credit. Points will be assigned accordingly with students receiving a final letter grade on the following range: 95-100 A  90-94 A-  87-89 B+  83-86 B  80-82 B-  77-79 C+.
A grade of B- or better is necessary for all students in order to receive credit for courses in the MSTEP program.

The goal is to help you focus on developing competencies and dispositions needed to become an exemplary teacher. Consequently, you will be evaluated on your dispositions, as well as your growth in understanding the role and nature of dispositions in teaching, throughout the quarter. Your competency in teaching, as shown in projects, assignments, and class participation, will likewise be assessed both formally and informally, formatively and summatively.

EVALUATION

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Reading Responses (5 total)</td>
<td>50</td>
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<tr>
<td>Midterm Exam</td>
<td>60</td>
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<tr>
<td>Final Exam</td>
<td>60</td>
</tr>
<tr>
<td>Independent Reading Project (Map)</td>
<td>10</td>
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<tr>
<td>Philosophy of Teaching Literacy Interview 20</td>
<td></td>
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<tr>
<td>Lesson Plans (3 total)</td>
<td>60</td>
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<td><strong>Total Points:</strong></td>
<td><strong>260</strong></td>
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DISPOSITION ASSESSMENT
Each student will also be assessed using the MSTEP Dispositions Assessment form, which will be used in by your methods instructors and university supervisors. These documents will be used as supplementary materials when determining your progress in the MSTEP program. This process ensures students develop the dispositions necessary for the teaching profession. It is not expected that students will have mastered each of the items on the form.
Disposition form at this point in the program. For this course, assessment will occur at the end of the quarter, unless a special disposition check is warranted.

INSTRUCTOR POLICIES

Attendance:
MSTEP expectations are that you will make every effort to be on time and be ready to engage in class activities and discussions. We understand that emergencies may arise during the course of the quarter. Please let me know before class or as soon as possible if you must be absent. If you are absent, obtain the information you need from another class member. You are held responsible for the information from each class session whether you are present or not.

MSTEP Absence Policy:
- First absence: Loss of daily participation points
- Second absence: Loss of daily participation points and grade drops by ½ (e.g., An A drops to a B+)
- Third absence: Possible removal from the MSTEP program

Tardiness: Please make every effort to come to class on time. If you are frequently tardy, it will result in a loss of participation points and negatively affect your rating on the Disposition Assessment form.

UNIVERSITY POLICIES

Academic Responsibilities: Students enrolled in a class are responsible for meeting standards of performance and conduct established by the University and the instructor. Students are responsible for completing and submitting all class assignments, examinations, tests, projects, reports, etc., by scheduled due dates, or face penalties. If any problem arises regarding course work or attendance, the student is held responsible for initiating communication and contact with the instructor. In addition, students are held responsible for behavior and conduct adverse to the preservation of order as established by the University and the instructor.

Non-discrimination Policy: Cal Poly and its auxiliary organizations are committed to maintaining and implementing policies and procedures in compliance with applicable CSU, State, and federal nondiscrimination and affirmative action laws, regulations, and policies. Cal Poly supports an environment free of unlawful discrimination on the basis of: race, color, religion, national origin, ancestry, age, sex, sexual orientation, gender identity, marital status, physical disability, mental disability, medical condition, and veteran status.

Accommodations: If you have a disability for which you are or may be requesting an accommodation, please make an appointment with me as well as the Disability Resource Center, Building 124, Room 119, at (805) 756-1395, as early as possible in the term.

Plagiarism: Cal Poly’s Campus Administrative Manual 684.3 states: “Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one’s own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived through independent reasoning logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references; i.e., quotes, footnotes, or commentary. Examples of plagiarism include, but are not limited to the following: the submission of a work, either in part or in whole complete another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit or originality; use of another project or programs or part thereof without giving credit.”

Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent. The course instructor must report all suspected incidences of plagiarism to the appropriate persons in administration. Cheating or plagiarism in any form is considered a serious violation of expected student behavior and may result in disciplinary action. For more information, see the Campus Administrative Manual, Section 6.
## SCHOOL OF EDUCATION

<table>
<thead>
<tr>
<th>VISION</th>
<th>MISSION</th>
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<tr>
<td>The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.</td>
<td>The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education. School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.</td>
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### Multiple Subject Teacher Preparation Program Learning Outcomes

Upon program completion, each teacher candidate will be able to:

1. Effectively engage and support all students in learning.
2. Create and maintain environments that are culturally sustainable and effectively support student learning.
3. Demonstrate sufficient understanding of subject matter to effectively organize content-specific pedagogy to promote student learning.
4. Effectively plan instruction and design learning experiences for all students.
5. Effectively create and use assessments to inform instruction and foster student learning.
6. Engage in professional practices and act in ways that foster their professional growth.

### CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS (TPEs)

1. Engaging and Supporting All Students in Learning.
2. Creating and Maintaining Effective Environments for Student Learning.
3. Understanding and Organizing Subject Matter for Student Learning Content Specific Pedagogy
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional Educator