CAL POLY SCHOOL OF EDUCATION (SOE)
Course Syllabus Fall 2017
Course Number & Title:
EDUC 435-01/02: Learning to Teach K-8 Mathematics with Diverse Populations
Instructor:
Jessica Jensen, PhD
Class Location & Time:
Building 2, Room 126, Monday and Wednesday 8:10-10:00am or 10:10 to 12:00pm

Contact Information:
jense11@calpoly.edu; 805-756-6420
Office and Office Hours:
Building 2, Room 132
Wednesdays, 1:00-3:00 pm, and by appointment

<table>
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<tr>
<th>COURSE LEARNING OUTCOMES Candidates will know, understand, and be able to:</th>
<th>Assessment</th>
<th>MSTEP Learning Outcomes</th>
<th>University Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and illustrate key components of comprehensive, research-based, effective mathematics instruction.</td>
<td>Readings, discussions, written assignments, lesson plans, mid-term and final</td>
<td>1, 2, 6</td>
<td>1, 3, 5, 6</td>
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<td>2. Accurately design and implement instruction that aligns with California’s Common Core Content Standards for Mathematics grades K-8, as well as the Common Core Standards for Mathematical Practice.</td>
<td>Readings, discussions, written assignments, lesson plans, mid-term and final</td>
<td>1, 4, 6</td>
<td>1-4</td>
</tr>
<tr>
<td>3. Use formative and summative assessments to measure students’ understanding of mathematical concepts, procedures, and problem solving skills.</td>
<td>Readings, discussions, lesson plans, written assignments, Simulated Student Interview, and midterm</td>
<td>1, 2, 4, 6</td>
<td>1-2</td>
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<tr>
<td>4. Model effective communication about mathematical concepts and processes, including leading a class discussion, giving students feedback, and questioning students for understanding.</td>
<td>Readings, discussions, Simulated Student Interview, mid-term, and final</td>
<td>1, 2, 6</td>
<td>1-3</td>
</tr>
<tr>
<td>5. Differentiate activities for learners based on language needs and level of mathematical understanding.</td>
<td>Readings, discussions, written assignments, lesson plans, mid-term, and final</td>
<td>1, 2, 3, 5, 6</td>
<td>1, 3-5</td>
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<td>6. Communicate and reason mathematically, solve problems, investigate different representations, and make mathematical connections.</td>
<td>Readings, discussions, written assignments, lesson plans, mid-term, and final</td>
<td>1, 6</td>
<td>1, 2, 3, 6</td>
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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
### TOPICS & ASSIGNMENTS

<table>
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<tr>
<th>DAY/DATE</th>
<th>TOPICS &amp; ASSIGNMENTS</th>
<th>ASSESSMENTS</th>
<th>TPE</th>
<th>SOE Prioritized Skill</th>
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</table>
| **Week 1** 9/18 & 9/20 | Class Meeting Topics:  
*High Leverage Practice(s):* Implementing norms and routines for classroom discourse and work  
*Content Focus:* Number sense, counting and cardinality, place value  
*Mathematical Practice(s):* MP2- Reason abstractly and quantitatively, MP3- Construct viable arguments and critique the reasoning of others  
*Lesson Planning:* Setting instructional outcomes including content standards and Standards for Mathematical Practice | • 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 | 1-3, 5, 6 | A1, A2, A3: Planning and Preparation (Knowledge of Students, Setting Instructional Outcomes, Designing Coherent Instruction)  
B1, B2, B3: Classroom Environment (Creating an Environment of Respect and Rapport, Managing Classroom Procedures, Managing Student Behavior)  
C1, C3: Instruction (Communicating with Students, Engaging Students in Learning) |
| **Week 2** 9/25 & 9/27 | Class Meeting Topics:  
*High Leverage Practice(s):* Implementing norms and routines for classroom discourse and work, Eliciting and interpreting students’ mathematical thinking  
*Content Focus:* Place value, fractions and decimals  
*Mathematical Practice(s):* MP2- Reason abstractly and quantitatively, MP3- Construct viable arguments and critique the reasoning of others, MP6-Attend to precision  
*Lesson Planning:* Choosing appropriate tasks, Before-During-After sequencing | • 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  
• Simulated Student Interview | 1-6 | A1, A3: Planning and Preparation (Knowledge of Students, Designing Coherent Instruction)  
B1, B2: Classroom Environment (Creating an Environment of Respect and Rapport, Managing Classroom Procedures)  
C1, C2, C3: Instruction (Communicating with Students, Using Questioning, Engaging Students in Learning) |
| **Week 3** 10/2 & 10/4 | Class Meeting Topics:  
*High Leverage Practice(s):* Eliciting and interpreting students’ mathematical thinking  
*Content Focus:* Fractions, decimals, and percents  
*Mathematical Practice(s):* MP6-Attend to precision | • Discussion of readings – check for understanding of major themes/topics | 3, 4, 6 | A1, A3: Planning and Preparation (Knowledge of Students, Designing Coherent Instruction)  
C2, C3: |
| Week 4 | 10/9 & 10/11 | Class Meeting Topics: **High Leverage Practice(s):** Checking student understanding during and at the conclusion of lessons  
**Content Focus:** Operations  
**Mathematical Practice(s):** MP1-Make sense of problems and persevere in solving them  
**Lesson Planning:** Formative and summative assessment, Academic Language  

**Readings and Due Dates:**  
9/25: Chapter 4—Planning in the Problem-Based Classroom  
9/27: Chapter 15—Developing Fraction Concepts  

- **Participation in whole-group, small group, and/or individual activities related to the topics and readings**  
- **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**  
- **Lesson plan/reflection**  

**Instruction:** (Using Questioning, Engaging Students in Learning)  

1, 3, 5, 6  

A1, A4, A5, A6: Planning and Preparation (Knowledge of Students, Designing Student Assessment, Supporting Emergent Bilinguals, Supporting Students with Disabilities)  

C2, C3, C4, C5, C6: Instruction (Using Questioning, Engaging Students in Learning, Using Assessment in Instruction, Supporting Emergent Bilinguals, Supporting Students with Disabilities) |  
| Week 5 | 10/16 & 10/18 | Class Meeting Topics: **High Leverage Practice(s):** Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standard assessments  
**Content Focus:** Operations  
**Mathematical Practice(s):** MP1-Make sense of problems and persevere in solving them  
**Lesson Planning:** Universal Design for Learning  

**Readings and Due Dates:**  
10/9: Chapter 5—Building Assessment into Instruction  
10/11: Chapter 17—Developing Concepts of Decimals and Percents  

*Teach small group math lesson this week  

- **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**  
- **Lesson plan**  
- **Midterm**  

**Instruction:** (Using Questioning, Engaging Students in Learning, Using Assessment in Instruction)  

1, 3, 5, 6  

A1, A3, A5, A6: Planning and Preparation (Knowledge of Students, Designing Coherent Instruction, Supporting Emergent Bilinguals, Supporting Students with Disabilities)  

B2: Classroom Environment (Managing Classroom Procedures)  

C4: Instruction (Using Assessment in Instruction)  

Comment [VM7]: TPE 1.5 I/P – Introduced through readings, practiced during class activities and discussions.  

Comment [VM8]: TPE 1.6 I/P, 1.8 I/P, 3.5 I/P, 4.1 P, 4.4 I/P, 5.1 I/P, 5.3 I/P – Introduced through readings, practiced during class activities and discussions.  

Comment [VM9]: TPE 1.4 I/P, 4.1 P, 4.4 I/P |  
| Week 6 | 10/23 & 10/25 | Class Meeting Topics: **High Leverage Practice(s):** Setting up and managing small group work  
**Content Focus:** Operations with fractions  
**Mathematical Practice(s):** MP4-Model with mathematics, MP8-Look for and express regularity in repeated reasoning  

- **Discussion of readings—check for understanding of major themes/topics**  

**Instruction:** (Planning and Preparation)  

1-6  

A1, A3: Planning and Preparation (Knowledge of Students, Designing Coherent Instruction)  

B2: *Midterm Assessment Project Due on Friday, October 20th*
<table>
<thead>
<tr>
<th>Week</th>
<th>10/30 &amp; 11/1</th>
<th>11/6 &amp; 11/8</th>
<th>11/13 &amp; 11/15</th>
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<tbody>
<tr>
<td><strong>Lesson Planning:</strong> Participation/grouping structures</td>
<td><strong>Classroom Environment:</strong> (Managing Classroom Procedures) (Engaging Students in Learning, Using Assessment in Instruction)</td>
<td><strong>Classroom Environment:</strong> (Managing Classroom Procedures) (Engaging Students in Learning, Using Assessment in Instruction)</td>
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<td><strong>Readings and Due Dates:</strong></td>
<td><strong>Week 7</strong> 10/30: Chapter 6—Teaching Mathematics Equitably to All Children 10/25: Chapter 16—Developing Strategies for Fraction Computation</td>
<td><strong>Week 8</strong> 11/6: Chapter 20—Geometric Thinking and Geometric Concepts 11/8:</td>
<td><strong>Week 9</strong> <strong>High Leverage Practice(s):</strong> Leading a group discussion</td>
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<tr>
<td><strong>Class Meeting Topics:</strong> <strong>High Leverage Practice(s):</strong> Setting up and managing small group work <strong>Content Focus:</strong> Algebra <strong>Mathematical Practice(s):</strong> MP4-Model with mathematics, MP8-Look for and express regularity in repeated reasoning <strong>Lesson Planning:</strong> Differentiation</td>
<td><strong>1-6 A1, A3, A5, A6:</strong> Planning and Preparation (Knowledge of Students, Designing Coherent Instruction, Supporting Emergent Bilinguals, Supporting Students with Disabilities) <strong>Classroom Environment:</strong> (Managing Classroom Procedures) C3, C4, C5, C6: Instruction (Engaging Students in Learning, Using Assessment in Instruction, Supporting Emergent Bilinguals, Supporting Students with Disabilities)</td>
<td><strong>1, 3-6 A1, A3:</strong> Planning and Preparation (Knowledge of Students, Designing Coherent Instruction) B2: Classroom Environment (Managing Classroom Procedures) C1, C2, C3: Instruction (Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning)</td>
<td><strong>High Leverage Practice(s):</strong> Leading a group discussion <strong>Content Focus:</strong> Measurement <strong>Mathematical Practice(s):</strong> MP7-Look for and make use of structure, MP5-Use appropriate tools strategically <strong>Lesson Planning:</strong> Multiple representations</td>
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<tr>
<td><strong>Readings and Due Dates:</strong></td>
<td><strong>Discussion of readings – check for understanding of major themes/topics</strong></td>
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<td><strong>-Teaching Diverse Learners Paper Due 3rd Lesson Plan Due</strong> 11/1: Chapter 14—Algebraic Thinking: Generalizations, Patterns, and Functions</td>
<td><strong>Participation in whole-group, small group, and/or individual activities related to the topics and readings</strong></td>
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<tr>
<td><em>Teach 2 lessons this week</em></td>
<td><strong>Lesson plans and reflections</strong></td>
<td><strong>Diverse Learners Paper and Presentation</strong></td>
<td><strong>Diverse Learners Paper and Presentation</strong></td>
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<td><em>Diverse Learners Online Group Presentation Due Friday</em></td>
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<tr>
<td>Lesson Planning</td>
<td>Questioning Practices</td>
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<tr>
<td>Readings and Due Dates:</td>
<td>group, small group, and/or individual activities related to the topics and readings</td>
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<tr>
<td>11/15: Philosophy of Teaching Mathematics Video</td>
<td>(Managing Classroom Procedures)</td>
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<tr>
<td>11/15: Philosophy of Teaching Mathematics Video</td>
<td>C1, C2, C3: Instruction</td>
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<tr>
<td>11/15: Philosophy of Teaching Mathematics Video</td>
<td>(Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning)</td>
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<td>11/20 &amp; 11/22 (Holiday)</td>
<td>D1: Professional Responsibilities</td>
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<td>No class meeting this week</td>
<td>(Reflecting on Teaching)</td>
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<thead>
<tr>
<th>Week 10</th>
<th>11/27 &amp; 11/29</th>
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<tbody>
<tr>
<td>Class Meeting Topics:</td>
<td>Discussion of readings - check for understanding of major themes/topics</td>
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<tr>
<td>High Leverage Practice(s): Leading a group discussion</td>
<td>Participation in whole-group, small group, and/or individual activities related to the topics and readings</td>
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<tr>
<td>Content Focus: Ratios and Proportions</td>
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<tr>
<td>Mathematical Practice(s): MP7-Look for and make use of structure, MP5-Use appropriate tools strategically</td>
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<tr>
<td>Lesson Planning: Homework</td>
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<tr>
<td>Readings and Due Dates:</td>
<td>1, 3-6</td>
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<tr>
<td>11/27: Chapter 18—Proportional Reasoning</td>
<td>A1, A3, A4: Planning and Preparation</td>
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<td>11/29:</td>
<td>Knowledge of Students, Designing Coherent Instruction, Designing Student Assessment</td>
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<td></td>
<td>B2: Classroom Environment</td>
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<td></td>
<td>(Managing Classroom Procedures)</td>
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<td></td>
<td>C1, C2, C3: Instruction</td>
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<td></td>
<td>(Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning)</td>
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<td><strong>Comment [VM15]:</strong> TPE 1.3 P, 4.7 P</td>
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<th>Week 11</th>
<th>12/6</th>
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<tr>
<td>FINAL EXAM: Wednesday from 8:00-10:00 am</td>
<td>02-126 and 02-127</td>
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REQUIRED TEXTS
- The following text is 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 a 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 types 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 may be asked to complete a Reading Reflection for some of the readings. For your reflections, you will respond to one or more questions that are significant to the 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 can be a thoughtful participant in the class discussion. Lateness: 2% deducted per day late.

- **LESSON PLANS**: You will write three lesson plans and teach each lesson. The first lesson plan will be written for a small group of students. The second and third lesson plans can either be written for a small group or the whole class, but these two lessons must be sequential and show that you are using student assessment data to inform your teaching. The lesson plan due dates in the calendar above are for your completed drafts prior to teaching. You will be given (non-graded) feedback on these drafts before you teach them. After feedback has been given, you may make changes to your lesson(s) before you teach them. Your final graded lesson plans will be turned in after you have taught the lesson(s) and reflected on them. Final lesson plans and reflections should be turned in no later than 1 week after the calendar due date. If this presents a problem with your teaching schedule, make sure to discuss this with the instructor at least 3 days prior to the final due date. Lesson plan templates are posted on PolyLearn. Lateness: 5% deducted per day late.

- **MIDTERM**: Students will complete a take-home midterm project, which will involve creating an assessment that evaluates procedural fluency, conceptual understanding, and problem solving skills, as well as an evaluation tool. You will be required to gather student samples using this assessment and provide feedback to students. You will also write a reflection about your understanding of students’ level of mastery based on the data you gathered. 5% deducted per day late.
• **Simulated Student Interview:** You will be given a pre and post interactive assessment where you will be given 10 minutes to analyze a simulated student’s work on a computation problem. You will then interview the simulated student to try to elicit the student’s understanding of the given concepts and procedure. The purpose of this assessment is not to teach or correct the student, but to know what the student does or does not understand. The post assessment will be included as part of the grade for your final exam.

• **Philosophy of Teaching Mathematics Video:** You will create a video in which you explain your philosophy for teaching mathematics. The video should not be edited and should show you speaking during the entire video. Video length should be 3 minutes or less. *Lateness: 5% deducted per day late.*

• **Teaching Diverse Learners Paper & Online Presentation:** You will write a 2-3 page paper about cultural awareness and effective teaching strategies for a specific group of diverse learners. This paper will be written individually. Following the written paper, you will be matched up with classmates who have written about the same group of diverse learners and your group will be asked to create an online presentation (video, PowerPoint, blog, etc.) that can be viewed by your classmates so newly learned information can be shared about all of the diverse groups of learners. *Lateness: 5% deducted per day late.*

• **FINAL EXAM.** Students will complete a final exam covering all course material, including but not limited to evaluation of students' work and mathematical accuracy, understanding of procedures, concepts, and mathematical practices, and written explanation of teaching moves you would take in hypothetical situations. The exam will have a variety of question types including, but not limited to, multiple choice, short answer, and short essay. This exam 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 competencies in teaching, as shown in projects, assignments, and class participation, will likewise be assessed both formally and informally, formatively and summatively.

**EVALUATION**

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<thead>
<tr>
<th>ASSIGNMENT</th>
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<tr>
<td>Reading Responses and Miscellaneous Assignments</td>
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<tr>
<td>Midterm Take-Home Project</td>
<td>15</td>
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<td>Final Exam (Including Simulated Student Interview)</td>
<td>25</td>
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<tr>
<td>Teaching Diverse Learners Paper and Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Philosophy of Teaching Mathematics Video</td>
<td>10</td>
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</tbody>
</table>

*Comment [VM19]: TPE 6.1 A
Comment [VM20]: TPE 2.2 A, 4.4 A, 6.2 A
Comment [VM21]: TPE 1.5 A, 3.1A*
DISPOSITION ASSESSMENT
Each student will also be assessed using the MSTEP Dispositions Assessment form. This document will be used in by your methods instructors. These documents will be used as supplementary materials when determining your progress in the MSTEP program. This process ensures that students develop the dispositions necessary for the teaching profession. It is not expected that students will have mastered each of the items on the 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 missed 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. Cal Poly considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. Cal Poly expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. For more information on resources related to diversity and inclusion, please visit the Office of University Diversity & Inclusivity website at diversity.calpoly.edu.

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 or
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., quotation marks, 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 completed by 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's 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.
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.

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.

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 sustain environments that are culturally responsive 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