CAL POLY SCHOOL OF EDUCATION (SOE)
Course Syllabus

Basis of SOE Conceptual Framework:
❖ **Learning for (purpose)**
❖ **Learning through (process)**
❖ **Learning about (content)**

Course Number & Title: EDUC 414-01, 02, 03: Curriculum & Inquiry in Public Schools		**Term & Year: Fall 2018**
Instructor: Dr. Megan Guise, Dr. Alice Tomasini	**Office Location: 02-109**	**Phone:**
Class Location & Time:	**Office Hours:**	**Email:** atomasin@calpoly.edu

Course Description:

The course is comprised of three central foci: (1) curriculum development with an emphasis on backward design, (2) assessing student learning, and (3) making curriculum accessible to all students. For curriculum development, teacher candidates will explore principles, methods, and practices of organizing curriculum, focusing on establishing clear, engaging learning objectives that align with student interests and needs, state standards, and real-life contexts. For assessing student learning, teacher candidates will explore purposes for and different types of assessments, determining what makes for effective assessments and articulating the role of feedback, self-reflection, and data analysis in the implementation and interpretation of those assessments. Finally, teacher candidates will explore how to make curriculum accessible to students with a focus on how to design and implement curriculum and assessments that take into account the diverse range of learners in the classroom.

Teacher candidates will make connections between EDUC 414 and their field placement by exploring curriculum and assessments implemented in their classroom. In addition, EDUC 414 will support teacher candidates in preparing for Task 3 of edTPA (Assessment) by scoring, providing feedback on, and analyzing the results of a class set of assessments implemented at their school site.

COURSE LEARNING OUTCOMES. *Candidates will know, understand, and be able to:*	Assessment	SOE Learning Themes	University Learning Objective	University Diversity Learning Objectives
1. Demonstrate an understanding of how curriculum is developed and how curriculum is influenced by state and professional standards as well as the diverse range of learners in the classroom	Class discussions & reading log	Informed		1
2. Demonstrate an understanding of how to utilize a conceptually-based and backward design approach to developing curriculum while simultaneously demonstrating a coherent theory of instruction based on "best practices" and current educational research	Class discussions & activities & reading log	Grounded		3
3. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments	Class discussions & activities & reading log	Empowered	6	3
4. Provide feedback on student work and provide an opportunity for students to self-reflect on their learning goals and progress	Assessment analysis, class discussions & activities, & reading log	Empowered	7	3
5. Collect and analyze assessment data -- taking into account the learning profile of individual students -- in order to determine student progress and plan future instruction	Assessment analysis, class discussions & activities, & reading log	Grounded	1	3
6. Make content accessible to all students by applying instructional scaffolding and resources to all lessons and making accommodations and/or modifications for students of diverse needs and interests	Class discussions & activities & reading log	Empowered	5	3
7. Complete an Inquiry project, alone or with peers, present findings to SOE students and Faculty.	Peer and Self-Evaluation	Grounded Transformed	4,7	1

SOE Learning Themes:	University Learning Objectives*:	University Diversity Learning Objectives*:
SOE Learning Themes 1. Informed – Advancing Disciplinary Knowledge 2. Empowered – Responding To Diverse Learning Needs 3. Engaged – Building Cultural Responsiveness 4. Connected – Drawing on Knowledge and Partnerships Across Disciplines and Communities 5. Grounded – Demonstrating Professionalism 6. Transformed – Encouraging Continuous Growth & Reflection	1. Think critically and creatively 2. Communicate effectively 3. Demonstrate expertise in scholarly discipline in relation to world of arts, sciences, and technology 4. Work productively as individual and in groups 5. Use knowledge/skills to make positive contribution to society 6. Make reasoned decision based on understanding of ethics, respect for diversity, and awareness of sustainability issues 7. Engage in lifelong learning	1. See relationships among diversity, inequality, and social, economic, and political power 2. Know contributions from diverse/under-represented groups 3. Consider views of diverse groups when making decisions 4. Live/work with others who differ

DAY/DATE	TOPIC	READINGS Note: Readings with an * can be found on Poly Learn	ASSIGNMENTS	TPE	COURSE LEARNING OUTCOME (listed on p.1)	SOE DISPOSITION

Week 0.1	**Introduction to the Course**
	  • What is curriculum? How is curriculum developed?
	  • Designing and using classroom assessments
	  • Making high-quality curriculum accessible
	  • Understanding learner variability					

Week 1.1	**Backward Design** -Exploration of course assignments -Backward design approach to developing curriculum	**Wiggins & McTighe**, Introduction (p. 1-11) & Chapter 1 (p. 13-34) Ken Robinson: How to escape education's Death Valley		1.5 IP 6.3 IP	2	
Week 1.2	**State Standards & Curriculum Development:** **-**How do state standards, common core standards, and public policy influence the development of curriculum? -Discipline-specific curriculum	**Jigsaw Reading[1]**: Bring to class the state, common core, and/or professional standards for your discipline (see Poly Learn for links)			1	
\Week 2.1	**Understanding by Design: Big Ideas & Understandings** **-Big ideas, enduring understandings, and results** **-Rationale for concept-based curriculum** **-Crafting understandings** **-6 Facets of Understanding**	**Jigsaw Reading:** **Group A: Wiggins & McTighe, Chapter 2 (p. 35-55)** **Group B: Wiggins & McTighe, Chapter 6 (p. 126-145)** **Group C2:Wiggins & McTighe, Chapter 4 (p. 82-104)** **Wiggins on Big Ideas** **Jay McTighe's Resources for Backward Design**		1.5 IP	2	
Week 2.2	**Understanding by Design: Essential Questions** **-Essential questions** **-Knowledge and skills** **-Using the facets to scaffold and assess deeper levels of understanding**	**Wiggins & McTighe, Chapter 5 (p. 105-125)** **Chapt. Four: 6 Facets of Understanding** **Six Facets of Understanding Question Stems**		4.7 IP	2	

Commented [VM1]: 1.5, 6.3 I/P - New concepts are introduced through readings, resources and instruction. Students practice learning through graphic organizers and in class activities (see page 6 for description of notes, graphic organizers, and quiz activities).

Commented [VM2]: 1.5 I/P - New concepts are introduced through readings, resources and instruction. Students practice learning through graphic organizers and in class activities (see page 6 for description of notes, graphic organizers, and quiz activities).

Commented [VM3]: 4.7 I/P - New concepts are introduced through readings, resources and instruction. Students practice learning through graphic organizers and in class activities (see page 6 for description of notes, graphic organizers, and quiz activities).

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[1] When a jigsaw reading is listed, this means that you will be responsible for reading your group's assigned reading and be prepared to teach your classmates about your assigned reading. You will become an "expert" on your assigned reading (it is important to take detailed notes) and will learn from your classmates regarding the text(s) that you did not read. The jigsaw is a good way to reduce the reading load but still expose you to important ideas.
[2] Enrichment readings are completely optional readings and can be used as an additional resource to learn more about the topic listed on the syllabus.

Week	Topic / Content	Readings	Assignment			
Week 3.1	**Introduction to Assessment: The Role of Assessment in the Learning Process** -Why do we assess? -Assessment *of* learning and assessment *for* learning -What types of assessments do we have? -How do assessments relate to curriculum, policy, learning theory, teaching, etc.?	**Ralabate**, Part of Chapter 4 (p. 55-60)* UDL At a Glance **Enrichment Readings:** **Popham**, Chapter 1 (p. 1-24)* **Popham,** Chapter 2 (p. 29-57)*	**20% Project:** Post your **Project Proposal** – using the template – to Poly Learn no later than:	1.6 IP 4.4 IP 5.1 IP	3	3.1
Week 3.2 NO CLASS	**20% Project Day** -No class: Work on your 20% Project -Course instructor available in classroom for 20% Project conferences			1.5 IP 6.3 IP	7	3.1
Week 4.1	**Designing Assessments** -What constitutes a quality assessment? -Tips for designing an assessment **Class Activity**: Analysis of example assessment **Quiz:** Understanding by Design	**Ralabate,** Part of Chapter 4 (p. 61-65)* **Enrichment Reading** **Wiggins & McTighe**, Chapter 7 (p. 146-171) **53 Ways to Check for Understanding**	Come to the class with an assessment/assignment sheet from your practicum placement, your own unit plan, and/or an online resource.	1.8 IP 5.1 IP 5.7 IP	3	
Week 4.2	**Designing Assessments: Project-Based Learning** -Designing summative projects -Inquiry-based learning -Exploring real-world problems -Integrating the Arts **Possible Guest Speakers**	**Markham**, "Introduction to project based learning" (3-10)* & "Begin with the end in mind" (13-22)* Cult of Pedagogy: Project Based Learning **Enrichment Reading** **Herrell & Jordan**, "Integrated curriculum projects" (p. 234-239)* **Donovan & Pascale** "Integrating the Arts Across the Content Areas" (pg 13-23)*		1.3 IP 1.5 IP 1.7 IP 3.3 IP 4.3 IP	3 6	3.2 1.2
Week 5.1	**Analyzing the Results of Assessments** **Class Activity**: Examine example edTPA & workshop assessment analysis assignment (Question #1)	**Jigsaw Reading:** **Group A: Deuel et al.**, "Looking at student work" (p. 69-72)* **Group B: Fisher & Frey,** "Feed up, back, forward (p. 20-25)*	Bring to class a class set of student assessments for your assessment analysis assignment.	5.2 IP	4 5	1.1
Week 5.2	**Designing Assessments: Tests/Quizzes** -Creating tests and quizzes **Class Activity**: Practice creating test/quiz questions	**Jigsaw Reading** **Group A: Popham**, Chapter 6 (p. 139-158)* **Group B: Popham**, Chapter 7 (p. 163-182)*	**Assessment Analysis:** Post to Poly Learn a DRAFT of your response to **Question #1** of the Assessment Commentary no later than:	5.1 IP 5.2 IP 6.3 IP	3 5	1.1

Commented [VM4]: 1.6, 4.4, 5.1 I/P - New concepts are introduced through readings, resources and instruction. Students practice learning through graphic organizers and in class activities (see page 6 for description of notes, graphic organizers, and quiz activities).

Commented [VM5]: 1.5, 6.3 I/P - New concepts are introduced through readings, resources and instruction. Students practice learning through graphic organizers and in class activities (see page 6 for description of notes, graphic organizers, and quiz activities).

Commented [VM6]: 1.8, 5.1, 5.7 I/P - New concepts are introduced through readings, resources and instruction. Students practice learning through graphic organizers and in class activities (see page 6 for description of notes, graphic organizers, and quiz activities).

Commented [VM7]: 1.3, 1.5, 1.7, 3.3, 4.3 I/P - New concepts are introduced through readings, resources and instruction. Students practice learning through graphic organizers and in class activities (see page 6 for description of notes, graphic organizers, and quiz activities).

Commented [VM8]: 5.2 I/P - New concepts are introduced through readings, resources and instruction. Students practice learning through graphic organizers and in class activities (see page 6 for description of notes, graphic organizers, and quiz activities).

Commented [VM9]: 5.1, 5.2, 6.3 I/P - New concepts are introduced through readings, resources and instruction. Students practice learning through graphic organizers and in class activities (see page 6 for description of notes, graphic organizers, and quiz activities).

Week	Topic	Readings	Assignment			
Week 6.1	**Rubrics/Grading Criteria for Evaluating Student Work** -What are the characteristics of a useful and effective rubric/grading criteria? -What are the different types of rubrics and grading criteria? -Should rubrics be used? **Class Activity**: Analysis of example rubrics (from Integrating the Arts Across the Content Areas and other sources)	**Wiggins & McTighe**, Chapter 8 (p. 172-190) **Enrichment Reading** **Ralabate,** Part of Chapter 4 (p. 70-74)* video: Using Google Classroom Rubrics	Bring to class an example grading criteria/rubric from your practicum, unit plan, and/or online resource.	5.4 IP 5.5 IP	3	
Week 6.2 **NO CLASS**	**20% Project Time** -No class: Work on your 20% Project -Course instructor available in classroom for 20% Project conferences			1.5 P	7	3.1
Week 7.1	**Developing Rubrics/Grading Criteria for Evaluating Student Work** -When designing a rubric, how do you decide what to include in your rubric? -Evaluating the usefulness and quality of a rubric **Class Activity**: Practice creating a rubric	**Popham**, Chapter 8 (p. 195-206)* 6 Reasons to Try a Single Point Rubric Grading Rubrics and Checklists The Role of Rubrics		5.1 IP	3 4	
Week 7.2	**Grading & Evaluating Student Work** -Principles and practices -Difficulties and controversies with grading -Providing feedback on student work **Class Activity**: Examine example edTPA & workshop assessment analysis assignment (Question #2)	**Winger**, "Grading what matters" (p. 73-75)* **Popham**, Chapter 16 (p. 387-406)* **Enrichment Readings** **Ralabate,** Part of Chapter 4 (p. 65-69)* **Sommers**, "Responding to and evaluating student writing" (p. 107-116)*	**20% Project:** Post your **Project Status Update** – using the template – to Poly Learn no later than:	1.5 IP 6.3 IP	4 5	3.1 3.2
Week 8.1	**Large-Scale Assessments & the Impact on Curriculum & Teaching** -Learning vs. Accountability -Large-scale assessments and educational reform -Using the results of high-stakes testing to inform instruction	**Shepard**, "The role of assessment in a learning culture" (p. 4-14)*			5	
Week 8.2	**Flex Day for Fall Holiday**		**Assessment Analysis:** Post to Poly Learn a DRAFT of your response to **Question #2** of the Assessment Commentary no later than:	5.2 P 5.3 P	5	

Commented [VM10]: 5.4, 5.5 I/P - New concepts are introduced through readings, resources and instruction. Students practice learning through graphic organizers and in class activities (see page 6 for description of notes, graphic organizers, and quiz activities).

Commented [VM11]: 5.1 I/P - New concepts are introduced through readings, resources and instruction. Students practice learning through graphic organizers and in class activities (see page 6 for description of notes, graphic organizers, and quiz activities).

Commented [VM12]: 1.5, 6.3 I/P - New concepts are introduced through readings, resources and instruction. Students practice learning through graphic organizers and in class activities (see page 6 for description of notes, graphic organizers, and quiz activities).

DAY/DATE	TOPIC	READINGS Note: Readings with an * can be found on Poly Learn	ASSIGNMENTS	TPE	COURSE LEARNING OUTCOME (listed on p.1)	SOE DISPOSITION
Week 9.1	**Making Curriculum Accessible to Students:** **Affective Networks and Engagement** -Learner variability -Recruit & sustain interest -Options for self-regulation **Class Activity**: Learning Centers on Engagement Examine example edTPA & workshop assessment analysis assignment (Question #3)	**Ralabate,** Part of Chapter 3 (p. 40-45)* **UDL Aligned strategies**		1.3 IP 1.7 IP 3.3 IP 4.4 IP	5 6	1.2 2.1
Week 9.2	**Making Curriculum Accessible to Students:** **Recognition Networks and Representation** -Representation strategies	**Ralabate,** Part of Chapter 3 (p. 45-49)* UDL Guidelines with Examples		1.4 IP 1.7 IP 3.3 IP 4.4 IP	6	1.2 2.1
Week 10.1	**Making Curriculum Accessible to Students:** **Strategic Networks & Action & Expression** -Action and expression strategies	**Ralabate,** Part of Chapter 3 (p. 49-52)* Online Activity and Assessment on How to Incorporate the Visual and Performing Arts	**Assessment Analysis:** Post to Poly Learn a DRAFT of your response to **Question #3** of the Assessment Commentary no later than:	1.4 IP 1.6 IP 5.2 P 5.3 P 5.7 P 5.8 P 1.7/3.3 IPA	5 6	1.2 2.1
Week 10.2	**20% Project Presentations** -Presentations and sharing of 20% project resource	**Education Faculty will be invited to Attend your Presentations**	**20% Project:** Presentation & resource uploaded to Google Drive no later than:	1.5 PA 6.3 PA	7	3.1 3.2 1.1
Finals Week NO CLASS	**NO CLASS** -Final assessment analysis due on Tuesday, 12/5 by 11:59pm		**Assessment Analysis:** Post a FINAL draft to Poly Learn no later than:	5.2 A 5.3 A 5.7 A 6.3 A		

Commented [VM13]: 1.3, 1.7, 3.3, 4.4 I/P - New concepts are introduced through readings, resources and instruction. Students practice learning through graphic organizers and in class activities (see page 6 for description of notes, graphic organizers, and quiz activities).

Commented [VM14]: 1.4, 1.7, 3.3, 4.4 I/P - New concepts are introduced through readings, resources and instruction. Students practice learning through graphic organizers and in class activities (see page 6 for description of notes, graphic organizers, and quiz activities).

Commented [VM15]: 1.7 & 3.3 IPA – This course includes thoughtful integration of Visual and Performing Arts, accompanied by a quiz to assess student understandings

Commented [VM16]: 1.4, 1.6, 5.2, 5.3, 5.7, 5.8 I/P - New concepts are introduced through readings, resources and instruction. Students practice learning through graphic organizers and in class activities (see page 6 for description of notes, graphic organizers, and quiz activities).

Commented [VM17]: 1.5, 6.3 P/A – Students conduct an inquiry project over the course. Depending on the topic selected, students might have additional exposure to standards. Common threads for topics include Social Justice Teaching, Visual & Performing Arts integration, Curriculum Design, and Differentiating for Learning Styles

Commented [VM18]: 5.2, 5.3, 5.7, 6.3 Assessed through embedded signature assessment.

COURSE FORMAT AND PEDAGOGY

Our class sessions will be guided by the following pedagogical (teaching) "tools":

- *Modeling*: Throughout the course, I will model current "best practices" in the teaching. This will usually require you to position yourself as students and engage in active and interactive learning tasks.
- *Step Backs*: Often after I have modeled an aspect of teaching, we will reflect on this experience. You will be asked to "step back" and think about the experience as a student, teacher, and curriculum designer. The goal of this activity is to make my pedagogical logic, choices, and moves visible and to consider those choices through multiple perspectives.
- *Shared Inquiry*: All of our discussions will be based on the view that learning is a social process and that sharing multiple perspectives leads to better learning. As a whole class and in small groups, we will often discuss the readings and class activities through open-ended questions that have no "right" answers.
- *Quickwrites*: I will often begin and/or end class with a quickwrite that asks you to spend 5-10 minutes writing on a question connected to the day's topic. Sometimes the quickwrites will be collected so that we can informally assess what you are learning and how I can make my teaching more effective. Other times, the quickwrites will serve as starting points for our discussions.
- *Formative Assessment*: I will informally assess your learning and our teaching in a variety of ways. Often this will be done through quickwrites, but I will also use class discussions, anonymous feedback, and short activities to assess your learning informally, that is, without giving you a grade.

REQUIRED TEXTS

McTighe, J., & Wiggins, G.P. (2005). *Understanding by design*. Expanded second edition. New York: Prentice Hall. (available online through the library for free: http://site.ebrary.com/lib/calpoly/detail.action?docID=10081770)
Additional course readings available on Poly Learn as PDFs.

COURSE ASSIGNMENTS AND ACTIVITIES

Participation (20%)
You are asked to come to class on time with all required assignments and readings, to attend all classes, and to be actively involved and on task in class discussions and activities. If you need to miss class, please notify the instructor in advance and arrange to make up the work you will miss. **Two excused absences** are allowed; further absences will result in **a letter grade deduction** for each absence. Two late arrivals or early departures equal one absence.

Your participation grade for the quarter will be calculated in the following way:
-Participation in Class Discussions & Activities: 10% of the 20% participation grade
-Reading Notes/Graphic Organizer: 10% of the 20% participation grade
-Reading Quiz (if needed): 5% of the 20% participation grade (with participation in class and reading notes making up the other 15%)

Reading Notes/Graphic Organizer
For each assigned course reading, you are expected to complete the reading notes/graphic organizer. This graphic organizer will be completed electronically and asks you to list major claims made in the reading, citing specific pages and/or quotes from the text to support these claims. In addition, the reading notes/graphic organizer asks you to respond to focus questions for each assigned reading. The purpose of this assignment is twofold: (1) to keep track of the main ideas of the reading, which will help you to ground your course assignments in these readings and (2) to hold you accountable for reading for each class session, thus preparing you for class activities. In addition, this graphic organizer will be a great resource when you complete edTPA later in the program.

The reading notes/graphic organizer will be collected several times throughout the quarter (unannounced) and will be graded for completion. 10% of the 20% participation grade for the course will be based on these reading notes/graphic organizer.

Reading Quizzes
The instructor of EDUC 414 will implement reading quizzes if it appears that students are not coming to class prepared having read the assigned text. Reading quizzes will include a variety of types of questions (e.g., multiple choice, short answer) and will check for comprehension and completion of the reading. If implemented, reading quizzes will constitute 5% of the 20% participation grade.

You can lose participation points for the following:
-Being unprepared for class (e.g., unprepared or unwilling to participate in discussions and activities, not completing course readings, failure to meet assignment due dates, not bringing the course text to class, etc.) (**half a letter grade for each instance**)
-Not participating in class discussions *or* participating too much so that others are unable to participate
-Choosing to engage in work for other courses or engaging in other off-task activities during class time (e.g., sending text messages, using personal computers to check email/Facebook, completing assignments for another course, etc.)
-Exceeding the allotted two absences (**a letter grade deduction for each additional absence**)

20% Project (20%)
The 20% project provides you with an opportunity to deepen your knowledge in an aspect of teaching that matters to you. Through this inquiry-based project, you will develop professionally and engage in the teaching community. This assignment will include (a) a project proposal, (b) project status update, and (c) a presentation and resource presented during the last week of class. See the assignment packet for more details regarding this assignment.

Assessment Analysis (ESA) (60%)
The assessment analysis is an Embedded Signature Assessment (ESA) for the credential program and is Task 3 of the edTPA Teaching Event. By completing this assignment, you will gain practice grading and providing feedback on student work as well as analyzing the results of a class set of assessments and determining next steps for instruction. See the assignment packet for more details regarding this assignment.

GRADING
EDUC 414 is graded with a letter grade. In order to maintain your status in the credential program, you must maintain a 3.0 GPA.
- All assignments must be completed in order to pass the course.
- Incomplete or late work will not be accepted without prior discussion with the instructor.
  - Incomplete or late work will receive **half a letter grade deduction** to the **participation grade** in the course for **each instance** of incomplete or late work. This incomplete/late work policy applies to both **drafts** and **final** products.
  - A **draft** of an assignment **submitted after a week** will require a **face-to-face conference** if the student is interested in receiving feedback on the draft.

Commented [VM19]: 1.5, 6.3 P/A – Students conduct an inquiry project over the course. Depending on the topic selected, students might have additional exposure to standards. Common threads for topics include Social Justice Teaching, Visual & Performing Arts integration, Curriculum Design, and Differentiating for Learning Styles

Commented [VM20]: 5.2, 5.3, 5.7, 6.3 Assessed through embedded signature assessment.

- A **final draft submitted late** will receive a **10%** deduction to the **overall assignment grade** for **each day late**. Final drafts will not be accepted three days after the submission deadline unless an extension has been granted by the course instructor.

DRAFT & FINAL DRAFT EXPECTATIONS

Throughout the quarter, you will submit project updates for the 20% project and drafts of the assessment analysis assignment in order to receive feedback from the instructor of EDUC 414 and revise your drafts based on this feedback prior to submitting your final drafts. Below are draft expectations:

- A draft must be complete (e.g., all sections of the 20% project proposal completed). If incomplete, no feedback will be provided until the draft is complete AND a deduction to the participation grade for the course will occur per the incomplete/late work policy.
- A draft must meet a C or higher in order to receive written feedback. If below a C, a face-to-face conference will be required OR the teacher candidate must revise the draft and resubmit before written feedback will be provided.
- Final drafts are final. There will be no opportunity to revise a final draft, even if it is below a passing standard.

Note: In order to be successful in this class, you should plan on conducting 8 hours of work outside of class each week (based on the 25-35 hours model at Cal Poly). Since you will be observing in schools as part of your coursework for all of your fall EDUC classes, you should be reading/writing/thinking about EDUC 414 approximately 6 hours/week. Those students who do this work consistently will be most successful in their preparation to become teachers.

MISCELLANEOUS INFORMATION

- All cell phones should be turned off during class.
- Please *actively* read all of the assigned readings. That means taking notes, annotating the readings, making connections to your experiences and ideas, etc..
- At any point during the quarter if you are not doing satisfactory work, I will let you know in writing immediately.
- You are expected to maintain your responsibility towards academic integrity. Any instances of plagiarism will be considered grounds for failing the class. Specifically for this course, you should provide references for any ideas, lesson plans, assignments, or handouts that you reproduce or that you modify for your academic work in this class.
- Please see your instructor or email your instructor as soon as possible if you require special accommodations in class or for any assignment due to learning disabilities, religious practices, physical requirements, medical needs, or for any other reason. If you require accommodations or modifications for any learning, physical, or medical reason, please contact the Disability Resource Center on campus as well.

SCHOOL OF EDUCATION

VISION	MISSION
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.

LEARNING Themes

1. Informed – Advancing Disciplinary Knowledge
2. Empowered – Responding To Diverse Learning Needs
3. Engaged – Building Cultural Responsiveness
4. Connected – Drawing on Knowledge and Partnerships Across Disciplines and Communities
5. Grounded – Demonstrating Professionalism
   Transformed – Encouraging Continuous Growth & Reflection

SOE DISPOSITIONS

Professionalism

1.1 *Responsibility and Accountability* — Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.

1.2 *Creating Positive Climate* — Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and on-going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

Ethical Practice

2.1 *Cross-Cultural Competence* — Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.

2.2 *Collaboration* — Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

Shaping Change

3.1 *Inquiry and Innovation* — Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.

3.2 *Social Justice* — Seeks to understand own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS (TPEs)

TPE 1: Engaging and Supporting All Learners 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
TPE 6: Developing as a Professional Educator