

CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education

Department of Secondary Education
EDSC 310 – The Teaching Experience
Spring 2022

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Table 1: Education Unit Conceptual Framework

EDUCATION UNIT CONCEPTUAL FRAMEWORK	
 The logo features a circular emblem with three overlapping arrows pointing to the right. The top arrow is labeled 'REACH', the middle 'TEACH', and the bottom 'IMPACT'. The circular border contains the text 'Reflective • Responsive • Committed • Caring' at the top and 'Knowledgeable • Competent • Reflective • Responsive' at the bottom.	<p>Mission The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.</p> <p>Program Outcomes and Indicators After successful completion of a program of study, our credential recipients and program graduates are:</p> <ol style="list-style-type: none">1. Knowledgeable and Competent Specialists who<ol style="list-style-type: none">a) demonstrate a strong foundation of knowledgeb) implement effective practicec) use current technologies for teaching and learning2. Reflective and Responsive Practitioners who<ol style="list-style-type: none">a) advance just, equitable, and inclusive educationb) make informed decisionsc) participate in collaborative endeavorsd) think critically and creatively3. Committed and Caring Professionals who<ol style="list-style-type: none">a) demonstrate leadership potentialb) maintain professional and ethical standardsc) engage in continuous improvement

COVID-19

For updates and resources related to COVID-19 please visit <http://coronavirus.fullerton.edu/>

COLLEGE OF EDUCATION STRATEGIC GOALS

In pursuit of the ideals of our mission, vision and core values, the College of Education (COE) develops a strategic plan every 5 years (<http://ed.fullerton.edu/about-the-college/strategic-plan.php>). Through a comprehensive planning process that involved faculty, staff, alumni, students and community representatives, beginning fall 2018, the College of Education will begin implementation of major initiatives related to the plan's three major goals:

- Just, Equitable and Inclusive Education (JEIE)
- Technology
- Community Engagement

JEIE Resources: <http://ed.fullerton.edu/community/just-equitable-and-inclusive-education-resources.php>

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at [the faculty documents section of the COE website](#).

DEPARTMENT OF SECONDARY EDUCATION MISSION

The Mission of the Department of Secondary Education is to develop quality secondary school teachers. We are committed to providing a program that reflects the complex contexts of the secondary classroom and models a professional community where learning is interactive and dynamic. Our philosophy is to prepare educational leaders through a course of study which bases practice upon knowledge of current research in curriculum and instruction. We develop students as life-long learners, reflective practitioners, and change agents who positively influence decision-making in schools and communities to improve the education of adolescents.

RESPONSE TIME

Please email me directly with any questions about the course. You can expect a response within 48 hours (except weekends).

COURSE COMMUNICATION

All course announcements and personal email are sent through Canvas which only uses CSUF email accounts. Therefore, you **MUST check your CSUF email on a regular basis** (several times a week) for the duration of the course.

COURSE DESCRIPTION

EDSC 310 The Teaching Experience - Participation (3): History, philosophy, and sociology of secondary education. Introduction to the California Teaching Performance Expectations and Assessment; needs of special populations, English learners, and struggling readers; content standards; and major curriculum reform documents. Includes a 45-hour practicum on specific course requirements.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES

This section presents the course's student learning goals and lists the learning objectives related to each goal. The objectives indicate the competencies candidates will develop by the end of the course.

The overall objective of *The Teaching Experience: Participation* is to provide students with an overview of teaching as a profession. Through observations, readings, and open-ended inquiry students will reflect on various topics/issues as they gain a comprehensive view of present-day education. Major emphasis will be placed on allowing students to clarify their own reasons for wanting to teach, identify their attitudes about teaching, and identify their personal goals for their future teaching careers.

During the course the students will:

1. explore various teaching experiences and observe educational processes within a classroom;
2. observe the teaching of reading, English learners and special populations in school settings;
3. report on observations in subject specific classrooms and at a school board meeting;
4. clarify their reasons for wanting to teach and identify their attitudes about teaching;
5. establish their goals for their own teaching careers;
6. discuss pedagogical practices of effective teaching;
7. describe ways in which schools have been organized in the past, are organized at the present time, and will be restructured in the future;
8. identify and discuss current issues in education;
9. familiarize themselves with subject area content standards;
10. investigate the current accountability movement in American education; and familiarize themselves with the admission and program requirements of the Single Subject Credential Program at CSUF including TPEs and TPAs.

REQUIRED TEXTS

1. Ryan, K. & Cooper, J.M. (2022). *Those who can, teach. 15th edition*. Boston, MA: Houghton Mifflin. ISBN10: 0-357-51844-6 ISBN13: 978-0-357-51844-1
2. Gore, M.C. (2010). *Inclusion Strategies for Secondary Classrooms: Keys for Struggling Learners. 2nd edition*. Thousand Oaks, CA: Sage. ISBN: 978-1-4129-7544-5

OTHER REQUIRED MATERIALS

1. You will need a microphone for this course. Check to see if your computer has an internal microphone. If it does not, you will need to purchase an external microphone.

ATTENDANCE

Student presence in the online course is mandatory. Student presence will be demonstrated through timely completion of discussion forum posts and online activities. Students who do not complete class discussion posts or online activities during the weeks they are assigned will be considered absent for that week and will receive no credit for the incomplete posts/activities.

ISTE/INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS

Our programs are informed by ISTE and/or International Council for Exceptional Children Standards. More information on these standards can be found at <http://www.iste.org/> and <http://www.cec.sped.org/>

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

This course is letter grade only - A, B, C, D, F. Pluses and minuses will be given for the top and bottom two percent for each letter grade (e.g. 90 & 91% = A-; 78 & 79% = C+). *A grade of C or better is required to pass the course and an average GPA of 3.0 is required across the prerequisite courses (EDSC 310, 320, 330 & 340) for admission to the Single Subject Credential Program.*

The grade breakdown is:

- 360-400 = A
- 320-359 = B
- 280-319 = C
- 240-279 = D
- 239 and below = F

Assignment Submission Policy

Assignments and forms are due at the end of the week for which they are assigned and must be submitted through Canvas. Assignments must be typed into the form/template provided. Handwritten assignments will not be accepted. Assignments will not be accepted as attachments to email unless authorization is given by the instructor.

ASSIGNMENTS (Discussions/ Class Participation/ Quizzes are highlighted)

1. Syllabus Quiz (10 points)
2. Admission Requirements Questionnaire (10 points)
3. Supporting Students with Special Needs Presentation - Narrated (30 points)
4. Philosophy of Education Presentation – Narrated (30 points)
5. Virtual Classroom Observation Report #1 (50 points)
6. Virtual Classroom Observation Report #2 (50 points)
7. School Board Meeting Report (20 points)
8. Certificate of Clearance (10 points)
9. Mandated Reporter Training (20 points)
10. Class Discussions and Activities (70 points)
11. Textbook Quizzes (100 points)

LATE ASSIGNMENTS

Late Work Policy: Grades for late assignments and required forms will be reduced 10% each day after the assignment due date. Late assignments and forms will be accepted up to one week after the original due date. No other assignments or discussions will be accepted late- **Late discussion posts/ class participation items (including quizzes) will not receive points.**

ASSIGNMENT DESCRIPTIONS

Syllabus Quiz

Students are required to study the syllabus for the course to become familiar with the mission of the college of Education and department of Secondary Education; support services offered by the university; policies and guidelines of the California Commission on Teacher Credentialing; course objectives and learning goals; and course expectations and assignments. The *Syllabus Quiz* is an activity that targets specific areas of importance in the course and brings them to the attention of the students. Students are expected to demonstrate knowledge of the course expectations, objectives, learning goals, procedures and course assignments.

Credential Program Overview Questionnaire

Students attend a single subject credential program overview and review documents on the College of Education website in order to complete a credential program questionnaire to display knowledge of the program and admission requirements.

Supporting Students with Special Needs Presentation

Students create a narrated presentation on Strategies to Support Students with Special Needs. The presentation must be 6-8 slides in length and be narrated by the student.

Philosophy of Education Presentation

Students reflect on their personal philosophy of education. Students create a presentation where they address the purpose of education, the role of the student, the role of the teacher, beliefs about how students learn, and the types of instructional strategies are most beneficial to students.

Classroom Observation Reports

Three fieldwork observation reports are due as part of the fieldwork requirement. Each report should be based on excellent and comprehensive lessons observed during the fieldwork experience. Each report requires a description of the classroom environment, lesson content and standards, teacher instructional strategies, student activities, formative and summative assessments, teaching performance expectations, classroom management procedures, philosophy of education indicators, and personal reflection on the observation experience. Students are expected to demonstrate a basic understanding of educational pedagogy. Please note that the observation hour requirements may change slightly due to current Covid regulations- any changes will be posted on Canvas.

School Board Meeting Report

Part of the observation requirement is to attend a district school board meeting. This may be done online if you are unable to attend in person. Students will report on the proceedings of the meeting including current issues facing the board and community,

special presentations and board decisions, and public comments. Students will be asked to reflect on their experience at the meeting. Students are expected to demonstrate an understanding of the governing process of local school boards and the impact they have on schools within their domain.

Verification of Fieldwork Form

Students must document all fieldwork observation hours both in the classroom and in miscellaneous activities on the Verification of Fieldwork Form. Each section of the form needs to be signed by appropriate school personnel as indicated.

Mandated Reporter Training

Students complete the Child Abuse Mandated Reporter Training for California. Students can access the training at <http://educators.mandatedreporterca.com/default.htm>. A certificate of completion is awarded at the end of the training. Students will submit a screenshot or PDF of the certificate as verification of training completion.

Discussions and Activities

At the end of each lesson, students will be asked to reflect on what they have learned. Students are asked to respond to a discussion prompt or complete a structured activity and are expected to show evidence of their learning through thoughtful responses that exhibit knowledge of the required readings and activities and demonstrate critical-thinking and reflection on the assigned topic.

TECHNICAL REQUIREMENTS

Single Subject Credential Program Technology Competency Policy

In prerequisite and credential courses in the Single Subject Credential Program, students will be expected to:

1. Meet California State Fullerton's level of computer competency for entering freshmen (<http://www.fullerton.edu/senate/PDF/300/UPS320-030.pdf/>): All entering students are expected to be knowledgeable in the use of a personal computer (PC or Macintosh) prior to being admitted to the university. Entering students should have 1) the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices such as floppy disks; 2) the ability to use a word-processing program that runs on a PC or Macintosh computer to create, edit, format, store, retrieve, and print documents; 3) the ability to use an electronic mail system to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and 4) the ability to use an Internet browser to search the World Wide Web.
2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments;
3. Utilize Microsoft® Office 2013 (for P.C.) or 2011 (for Mac) including Word, PowerPoint, Publisher, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments;
4. Maintain and access three times weekly a student email account;
5. Use Internet search and retrieval skills to complete assignments;
6. Upgrade his/her skills in educational technology throughout the program;
7. Apply his/her educational technology skills to complete expected competencies;

8. Utilize other software applications as course requirements dictate;
9. Utilize Canvas to access course materials and complete assignments; and
10. Create lessons that require K-12 student use of educational technologies to improve achievement.

UNIVERSITY INFORMATION

Withdrawal Policy (excerpted from UPS 300.016)

Students may withdraw from the course up to the university withdrawal date as set by the office of Admissions and Records. The authorization for a student to withdraw from a course after this date and prior to the last twenty percent of instruction in a term shall be granted for only the most serious and compelling reasons. *A serious and compelling reason is defined as a physical, medical, emotional or other condition which has the effect of limiting the student's full participation in the class and which is clearly beyond the student's control.* The student must provide credible documentation for such reasons. *Poor academic performance is not evidence of a serious and compelling reason for withdrawal.*

https://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20300/UPS%20300.016.pdf

Canvas – Learning Management System (LMS)

As a registered student you are enrolled in Canvas. You may access Canvas for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-8888. Check Canvas weekly, and the night before and day of class for any pertinent or last minute, updated information.

Students with Special Needs

Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

Academic Dishonesty Policy

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one's own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 [found at the UPS section of the Academic Senate website.](#)

CSUF Writing Center

The Writing Center offers all registered CSUF students the opportunity to receive writing assistance. In half hour long tutorials, the students who come to the Writing Center will work with a tutor to create and/or improve specific assignments and, more importantly, to improve their overall writing skills. Students can expect to engage in conversation about their assigned topics, the point or thesis of their writing, ways to organize and develop ideas, or how to improve sentence structure and mechanics so as to convey the intended meaning of the essay. The Writing Center is located in MH 45, the basement of McCarthy Hall, on the campus of California State University, Fullerton, (657) 278-3650. (https://english.fullerton.edu/writing_center/)

University Learning Center

The goal of the University Learning Center is to provide all CSUF students with academic support in an inviting and contemporary environment. The staff of the University Learning Center is carefully selected and trained to assist students with their academic assignments, general study skills, and computer user needs. The ULC is located in the Pollack Library North, 2nd Floor. The services that the ULC provide to the CSUF students include an open computer lab, tutoring, workshops, online tutoring, and collaborative learning. The online tutoring option allows students to submit their paper for constructive feedback. (<http://www.fullerton.edu/ulc/>)

Two-week plan for distant instruction should on-campus instruction be interrupted

In case of instruction interruption, follow the course schedule for text reading assignments, fieldwork report assignments, presentations, quizzes, Discussion Forum Posts and training. Check the course website, if available, for updates. Discussion Forum prompts, fieldwork report forms, presentation guidelines and rubrics as well as the link for Mandated Reporter Training should be downloaded for reference at the beginning of the semester. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line at (657) 278-4444

Emergency Contact

In the event of emergency, contact the University Police at (657) 278-3333. [Additional information can be found at the CSUF Emergency Preparedness website.](#)

Library Support

Pollak Library Assistance available for Online Students with [online instruction guidelines are available on the CSUF library website.](#)

ONLINE COURSE POLICIES

WEB Course Requirements

Students who enroll in a WEB course MUST:

1. abide by the single subject credential program technology competency policy outlined above;
2. have frequent and dependable internet access with a high speed modem;
3. utilize the latest version of a reliable web browser (preferably Internet Explorer, Mozilla Firefox or Safari);
4. utilize a computer that has anti-virus software installed;

5. utilize Microsoft® Office 2010 (word, powerpoint, excel, publisher);
6. type and electronically submit all assignments through TITANium; and be WEB savvy (know how to search, troubleshoot, bookmark, use web collaboration and social networking sites, etc.).

Netiquette

Each student is expected to conduct himself/herself in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of behaviors that are appropriate for online activity - especially with email and threaded discussions. The core rules of netiquette can be found at <http://www.albion.com/netiquette/corerules.html>. Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.

Authentication of Student Work

Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, and the multiple assignments you are required to complete. Because many assignments are aligned to your teaching, they allow you to create practical and unique resources for your use as a classroom teacher.

Discussion Posting Guidelines

Students will be expected to respond to writing prompts that show an in-depth understanding and reflection of the class readings, presentations, past experiences and personal work in the course. Students are expected to post responses to the prompt by the deadline indicated on the course calendar.

Synchronous/Asynchronous Instruction

All course class sessions are asynchronous. There will be no synchronous class meetings. However, students must attend fieldwork and the school board meeting at the days/times scheduled by the district/school.

CALIFORNIA STATE COMMISSION ON TEACHER CREDENTIALING POLICIES & GUIDELINES

California Commission on Teacher Credentialing

The Single Subject Credential Program at California State University Fullerton is fully accredited by the California Commission on Teacher Credentialing (CTC) and the National Council for Accreditation of Teacher Education (NCATE). The College of Education and all associated programs passed the most recent accreditation with a 100% rating (Excellent job CSUF!).

The Single Subject Credential Program adheres to all the CTC requirements on teacher credentialing. Information on credential program requirements, accreditation and steps to earning a teaching credential in California can be accessed at:

<http://www.ctc.ca.gov>

California Standards for the Teaching Profession

The Single Subject Credential Program promotes and incorporates the *California Standards for the Teaching Profession* (CSTP). The *Standards* are based on current research and expert advice pertaining to best teaching practice. The *Standards* are organized around six interrelated categories of teaching practice. The six standards are for:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Together these six standards represent a developmental, holistic view of teaching and are intended to meet the needs of diverse teachers and students in California. Each standard is introduced in narrative which can be accessed at: <http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf>

Teaching Performance Expectation (TPE)

Based on the *California Standards for the Teaching Profession*, the Teaching Performance Expectations (TPE) describe the set of knowledge, skills and abilities beginning teachers should have and be able to demonstrate. The complete text of the TPEs can be accessed at: https://www.ctc.ca.gov/docs/default-source/educator-prep/tpa-files/tpes-adopted-2016.pdf?sfvrsn=6c939e42_2

Also see Preliminary Multiple Subject and Single Subject Credential Program Standards: https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/prelimmsstandard-pdf.pdf?sfvrsn=a35b06c_2

A helpful resource is available at: <http://www.caltpe.com/index.php>

Teaching Performance Assessment (TPA)

Based on the *Teaching Performance Expectations*, the Teaching Performance Assessment (TPA) evaluates beginning teacher's competencies in the six standard domains. EDSC 310 introduces the TPA and provides an overview of its implementation in the Single Subject Credential Program. Additional information regarding the TPA can be accessed at: <https://www.ctc.ca.gov/educator-prep/tpa>

Up-to-date information regarding Covid and TPAs can be found at: [Teaching Performance Assessment \(TPA\) and COVID-19 Guidelines & Frequently Asked Questions](#)

Classroom Emergency Preparedness Guide

Information provided by the University Police Emergency Management Coordinator

Emergency Preparedness for: **EDSC 310**

On the first day of every semester:

- Know the emergency exits and evacuation areas for every classroom.
- Devise "buddy systems" so that everyone is accounted for in an evacuation.

- Evaluate the challenges that you might face during an evacuation and speak with your instructor.
- Add the CSUF Emergency Information number – **877-278-1712** – to your cell phone to hear recorded information regarding campus conditions or closure.
- [Personal Preparation website](#)

Emergency Communication

Campus emergency communication is done via a voice message, text and/or an email. Go to your Portal to review your contact information. [A guide to update your personal information](#)

Evacuations – Drills or real

- You may not know if this is a drill or not, so take every call to evacuate seriously.
- Take your personal belongings and immediately leave the building.
- Know where the evacuation area is for every building. [A map of all campus evacuation areas](#)
- Re-enter buildings only when directed by Building Marshals or other campus authority.
- Leave the campus only if instructed.

For this class, the closest 2 exits are: **NA (online)**

We will meet at: **Online**

Earthquake

As soon as you feel shaking, **DROP, COVER and HOLD ON**: Immediately seek shelter (under a desk or table) cover your head and hold on. Evacuate if directed, or you feel it is safe to do so.

Fire

- When you see smoke or fire, immediately evacuate the building.
- If not already activated, pull the fire alarm switch to alert others of the situation.
- Use a fire extinguisher only if you know how to use it and the fire is small.

Shelter in Place or Dangerous Situation

- If directed, or you feel it is best to do so, seek shelter in a room with a lock.
- Turn off the lights and silence all cell phones.
- Hide as best as possible until the all clear signal has been given by authorities.
- If possible, move away from the dangerous situation as fast as you can.
- If you cannot safely hide or escape, be prepared to take action to protect yourself.
- See [some helpful videos on sheltering in place](#)

When you need help **Immediately or to report a dangerous situation, CALL 911.**

University Police non-emergency line: (657) 278-2515

For more information

Ask your instructor, or go to [Campus Preparedness website](#)

POLICY ON RETENTION OF STUDENT WORK

Student work submitted for this course shall be retained by the University or its academic employees for a reasonable time after the semester is completed. See the following for more info:

http://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20300/UPS%20320.005.pdf

Instructor Notes

Tables

The use of tables and figures has been discouraged because the text is difficult to access for those using assistive technologies. When at all possible it is recommended that more accessible (and searchable) formats be used, such as lists like those suggested in the sections below. If the use of a table is absolutely necessary, it must be labeled and titled. In addition, if a table is used it is recommended that the information also be provided in a searchable format elsewhere (e.g., Titanium/Canvas), or also in the syllabus if length is not a concern

UPS Links

[UPS 300.004 Policy on Syllabi \(Course Outlines\)](#)

[UPS 320.005 Retention of Student Work](#)

[UPS 411.104 Policy on Online Instruction](#)

COURSE CALENDAR

Module	Week	Assignments Due	Due Dates
Module 1; Week 1	January 24-30	1. Introduce Yourself (10 pts) 2. Syllabus Quiz (10 pts)	January 30, 11:59 pm
Week 2	January 31-Feb 6	1. Why Teach? (10 pts)	February 6, 11:59 pm
Module 2; Week 3	February 7-13	1. Chapter 2 Quiz (20 pts) 2. Admission Requirements Questionnaire (10 pts)	February 13, 11:59 pm
Week 4	February 14-20	1. Students Discussion (10 pts) 2. Video Fieldwork Observation Report #1 (15 pts)	February 20, 11:59 pm
Module 3; Week 5	February 21-27	1. Chapter 4 Quiz (20 pts)	February 27, 11:59 pm
Week 6	February 28- Mar 6	1. Supporting Students with Special Needs (30 pts) 2. Certificate of Clearance (10 pts)	March 6, 11:59 pm
Module 4; Week 7	March 7-13	1. Curriculum Standards (10 pts)	March 13, 11:59 pm
Week 8	March 14-20	1. Effective Teaching (10 pts)	March 20, 11:59 pm
Module 5; Week 9	March 21-27	1. Philosophy of Education (30 pts)	March 27, 11:59 pm
March 28 – April 3 – SPRING BREAK			
Week 10	April 4-10	1. History of Education (10 pts)	April 10, 11:59 pm
Module 6; Week 11	April 11-17	1. Chapter 11 Quiz (20 pts) 2. School Board Meeting Report (20 pts)	April 17, 11:59 pm
Week 12	April 18-24	1. Mandated Child Abuse Reporting (20 pts)	April 24, 11:59 pm
Module 7; Week 13	April 25 – May 1	1. Chapter 8 Quiz (20 pts) 2. Additional Fieldwork Observation Report #2 (15 pts)	May 1, 11:59 pm
Week 14	May 2-8	1. Fieldwork Observation Report #3 (70 pts)	May 8, 11:59 pm
Module 8; Week 15	May 9-15	1. Chapter 15 Quiz (20 pts) 2. Moving Forward (10 pts)	May 15, 11:59 pm
Assessment Plan Narrated Presentations – 60 points Written Responses/Discussions – 90 points Virtual Classroom Observations/School Board Reports – 120 points Quizzes – 100 points CTC/Program Requirements – 30 points Total Points 400			

