Course Syllabus
MED 605: Diversity and Social Context in the Classroom:
Theory and Practice
Spring 2015
Mondays, 6:00 - 8:40 p.m. Old Main Rm. Old Main 441
(3 credits)

Professor: Fumie K. Hashimoto, Ph.D.
Office: Old Main Room 463. Phone: (360) 438-4330, E-mail: fumie@stmartin.edu
Office Hours: Mondays: 2:00 to 3:00 p.m.
Tuesdays: Noon to 1:00 p.m., 2:20 to 4:00 p.m.
Wednesdays: 2:30 to 4:00 p.m.
Thursdays: 2:20 p.m. to 3:00 p.m.
Or by appointment.
Homepage URL: http://homepages.stmartin.edu/fac_staff/fhashimoto/

In case of emergency or school closure:
- In case of unexpected instructor absence, every attempt will be made to notify you via email or phone call prior to the class session. Please also check Fumie’s website.
- In case of inclement weather or school closure emergency – please review status on the university website.

Text:
Additional selected reading/materials provided by instructor.

Saint Martin's University Mission Statement
Saint Martin’s University is a Catholic Benedictine institution of higher education that empowers students to pursue a lifetime of learning and accomplishment in all arenas of human endeavor.

Saint Martin’s students learn to make a positive difference in their lives and in the lives of others through the interaction of faith, reason, and service.

The university honors both the sacredness of the individual and the significance of community in the ongoing journey of becoming.

* The four core themes; faith, reason, service, and community, are integrated and embedded throughout this course. To indicate strong alignment of each of these core themes, an asterisk with "f, r, s, and c" shows the alignment of faith, reason, service and community, respectively throughout this syllabus. This is based on an assertion that the teaching profession in itself is about service to the community and society.

University Academic Values are Knowledge, Spirituality, Hospitality, Service, Creativity, Communication, Inquiry, Discovery, and Holistic Education.
Conceptual Framework of the College of Education and Professional Psychology at Saint Martin's University is to develop the Knowledge, Skills and Disposition necessary in all teachers. The goal of this course is constructed to adhere to our mission, academic values, and conceptual framework.

Commitment to Excellence
We are committed to assuring that candidates will be provided an intellectual and professional learning environment that is rigorous, relevant and realistic. Academic courses and program experiences are purposefully designed for candidates to probe deeper, reach further and to encourage creative and resourceful exploration of alternative pathways to address presented issues and tasks. Our programs are developed and conducted with high expectations that candidates will be personally engaged in their learning, stimulated in their thinking and genuinely challenged to expand the knowledge, skills, and dispositions within their chosen field. Candidates are intentionally guided, coached and supported in their enhancement of relevant and meaningful teaching, counseling, and administrative skills. Candidates will demonstrate their abilities to meet professional standards through effective oral and written communications, completion of realistic analysis, and critical thinking and problem solving tasks. Candidates are held accountable to demonstrate professional dispositions and organize and simultaneously manage multiple projects within established timelines. Our learning community instills excellence in thought and service while nurturing a candidate’s sense of personal and professional development. Therefore, candidates completing our academic and certification programs will be agents of change and educational leaders who are resilient, reflective practitioners meeting the needs of an evolving world.

Core Values of SMU College of Education and Professional Psychology Programs
Our programs involve the recognition of change, the constructivist approach to knowledge and skills formulation, multi-age grouping practices, technological utilization, and significant themes of inquiry integrating both the practical and the theoretical aspects of knowledge. Our curriculum engages students in basic skills development through inquiry-oriented, critical, reflective, creative, and imaginative thinking, and ethical decision making.

Goals
1. **Curriculum (Knowledge):** The College of Education and Professional Psychology Programs are dedicated to developing competent teachers, counselors, and administrators who have strong knowledge in subject matter. Individuals completing our programs will utilize technology as it relates to teaching/counseling/administration; participate in free and open inquiry; and problem-solve and construct new learning opportunities for themselves, P-12 students, and staff.

2. **Pedagogy (Skills):** Individuals will develop and utilize pedagogical/counseling administration strategies and skills necessary to their program. The College of Education and Professional Psychology Programs will provide a community for P-12/SMU collaboration, thus enriching pre-service through the professional performance continuum. Individuals completing our programs will have participated in a variety of leadership opportunities and multiple P-12 field experiences, including placements with school districts with diverse student populations.
3. **Attitude (Disposition):** The College of Education and Professional Psychology Programs are dedicated to developing a caring community of teacher/counselor/administrator-colleagues with strong ethical dispositions, professional leadership, collaborative skill, openness to innovation, and personal integrity. Individuals completing our programs will reflect democratic traditions – including acceptance of the individual and sensitivity for cultural diversity.

**Commitment to Excellence**

We are committed to assuring that candidates will be provided an intellectual and professional learning environment that is rigorous, relevant and realistic. Academic courses and program experiences are purposefully designed for candidates to probe deeper, reach further and to encourage creative and resourceful exploration of alternative pathways to address presented issues and tasks. Our programs are developed and conducted with high expectations that candidates will be personally engaged in their learning, stimulated in their thinking and genuinely challenged to expand the knowledge, skills, and dispositions within their chosen field. Candidates are intentionally guided, coached and supported in their enhancement of relevant and meaningful teaching, counseling, and administrative skills. Candidates will demonstrate their abilities to meet professional standards through effective oral and written communications, completion of realistic analysis, and critical thinking and problem solving tasks. Candidates are held accountable to demonstrate professional dispositions and organize and simultaneously manage multiple projects within established timelines. Our learning community instills excellence in thought and service while nurturing a candidate’s sense of personal and professional development. Therefore, candidates completing our academic and certification programs will be agents of change and educational leaders who are resilient, reflective practitioners meeting the needs of an evolving world.

**Catalogue Description:**

Examination of the educational theories, practice and research related to the education of diverse populations. The impact of social context factors such as race, ethnicity, culture, gender and economic status on knowledge bases, learning styles, socialization patterns and educational opportunity will be studied. Development of appropriate and diverse classrooms and curriculum will be emphasized. Prerequisites: Admission to the graduate program; relevant professional experience.

**Beliefs:**

The course addresses the preparation of teachers for the wide diversity of students they are certain to meet in their classrooms, schools, and communities (*r, *f, *c, *s). The course will provide a broad treatment of the various forms of human diversity found in today’s schools; including nationality, ethnicity, race, religion, gender, class, language, sexual orientation, and ability levels (*r, *f, *c, *s). The students will examine research-based cross-cultural psychological emphasis on how people learn about culture. The course content is based on the assumption that it is at the level of the individual teacher where the change that must occur with regard to diversity in schools begins. It assumes that teachers must learn to incorporate issues of diversity in all their teaching, not simply teaching about members of minority groups (*r, *f, *c, *s).
Course Format and Evaluation:
The philosophy of the course is that knowledge is constructed by learners in the process of reflection, inquiry and action. Students are encouraged to engage in reflective and critical thinking about education and diversity in classrooms. The course is organized in a seminar format, around a series of topics approached through interactive discussion and analysis of themes. **Consistent attendance and participation is required.**

Course Objectives:
Through active participation in class activities, each student will do the following:

1. Become more aware of his/her own attitude in working with others (*r, *f, *c, *s).
2. Comprehend terms associated with diversity in society and educational field (*r, *f, *c, *s).
4. Become a Change Agent through curriculum which focuses on making society a better place to be for everyone(*r, *f, *c, *s).
5. State law and regulation requires schools to conduct natural resource and environmental education, defining environmental education as part of Basic Education and mandating its instruction in public school at all grade levels in all subject matters (RCW 28A.230.020 and WAC 180-50-115). The RCW reads in part: All common schools shall give instruction in . . . science with special reference to the environment . . . . All teachers shall stress . . . the worth of kindness to all living creatures and the land. The following three areas will be stressed throughout the semester:
   - **Healthy Communities (Social Justice):** Local/regional/world cultures and communities are to be covered in areas of knowledge, skills and disposition.
   - **Economic Viability:** Social studies/economics content are to be covered in areas of knowledge, skills and disposition through Junior Achievement Project.
   - **Healthy Environment:** Environmental issues in social studies are to be covered in areas of knowledge, skills and disposition.

Course Assignments: *(See additional information in "Class Policies and Expectations")*
Course assignments will include written reflection papers, Chapter Reflective Statements, leading a class discussion on a selected topic, Change Agent Presentation with a written summary, Portfolio of Learning and collaborative participation in small and large group activities. Failure to complete these assignments on a timely basis will constitute grounds for a failing grade.

1. A total of 3 reflection papers will be assigned (*r, *f, *c, *s). The papers should reflect students' own responses and ideas in relation to the assigned topic. Students are encouraged to express their points of view in a clear and concise manner, reflecting both style and content, and including evidence of scholarly reading where appropriate. The length of these papers is between a **minimum requirement of 750 words** and a recommended maximum of 1,000 words, double-spaced, typewritten and grammar/spell-checked. Do "word count" and
write the "word count" at the end of the paper. Failure to do the word count and writing the word count will be given -10 points. Any paper, regardless of actual number of words, with less than the minimum requirement of 750 words will be given -50 % assignment points. These will be turned in on the assigned dates. Late papers are given -5 % of assignment points per (calendar) day late. The grade is divided as 70% for content and 30% for surface errors (spelling, word usage, grammar, etc.). Responses will be evaluated in terms of the following criteria:

A. Mastery in synthesizing course materials, the text and other scholarly reading (*r).

B. Demonstration of critical thinking (*r).

C. Thoroughness (*r).

D. Clarity of argument (*r, *f, *c, *s).

E. Grammar, spelling and punctuation (*r). [30% of paper grade: 1 point per surface error up to 30 points.] NOTE: Violation of items on my “pet peeve” list given in class constitutes double the points deducted.

2. Chapter Reflective Statements (See separate handout) (*r).

3. Students will lead class presentations/discussions on assigned topics. The aim of the assignment is to encourage a critical analysis of key educational and social issues as well as “practice” teaching skills in front of a class (*r, *f, *c, *s).

4. Students will create and present "Change Agent" presentation toward the end of semester. The presentation will be 30 minutes to 1 hour in length with a written summary. Enough copies of the summary should be ready to be distributed to the class on the day of the individual presentation. Sharing as a presenter as well as being an audience of the Change Agent presentation is an essential part of this project (*r, *f, *c, *s). Students who miss any Change Agent presentation (either as a presenter or as an audience member) will have 35 points deducted from the total possible points of Change Agent project.

Change Agent Summary Format:
1.) Topic/Title, Agenda of the workshop
2.) Focus - area of emphasis and intended participants
3.) Objectives - outcome based
4.) Procedure/contents - sequence of suggested activity to achieve objectives.
5.) Intended outcomes - beyond objectives/long range goal
6.) Evaluation criteria to measure workshop success – attach a survey

* During presentation: Students may use other additional materials and/or media to convey important messages to the class.

5. Students will also create Learning Portfolios during this semester to be turned in at the end of the semester. The Learning Portfolio chronicles student’s thinking and development
throughout the semester related to diversity in the society. Title sheet, table of contents, and reflective comments must be included (see Learning Portfolio handout), but the rest of the portfolio format may be individual choice of students (*r, *f, *c, *s).

6. In-class activities and participation: Assigned readings for each topic will be reviewed and discussed in class. Students are expected to read all assigned reading(s) prior to the class meeting and be ready to participate in class activities. Students will be evaluated in terms of their performance on class activities, contributions and interpretations concerning the readings and discussions generated from the articles (*r, *f, *c, *s).

** Students will be graded not only on their academic success, but on professional conduct as well. Students who fail to show professionalism in their academic or personal conduct (e.g. constant tardiness, excessive absences, and/or other unprofessional behavior) may earn lower letter grade than the total of semester accumulated points, or may even earn a failing grade.

** 3 incidents of coming to class late by 10 minutes or more, or leaving early equals one absence.

** Schedule:**
The following schedule of topics indicates dates for readings and assignments to be done. It is tentative for several reasons:
1. Number of individual and group presentations is not yet known.
2. Class discussion may indicate content changes.
3. As we progress, we may decide to devote more or less time to a topic.
Subject to the above, we will follow the schedule. Unless we agree in class to a change in assignment due dates, they will remain as indicated.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Reading Due</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td>1/12</td>
<td>Introduction and Course Overview</td>
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<td>Change Agent – Sample</td>
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<td>1/19</td>
<td>Martin Luther King Jr. Day: No Class</td>
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<td>2</td>
<td>1/26</td>
<td>FOUNDATIONS FOR MULTICULTURAL TEACHING</td>
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<td>1. Education in a Changing Society</td>
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<td>3</td>
<td>2/02</td>
<td>FOUNDATIONS FOR MULTICULTURAL TEACHING</td>
<td>Chapter 1 Reflective Statements</td>
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<td>2. Multicultural Education: Historical and Theoretical Perspectives</td>
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<td>3. Culture and the Culture-Learning Process</td>
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<td>Video: “I’m Normal, You’re Weird”</td>
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<td>4</td>
<td>2/09</td>
<td>Movie: &quot;A Family Thing&quot;</td>
<td>Chapter 2 &amp; 3 Reflective Statements</td>
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<td>-</td>
<td>2/16</td>
<td>Presidents’ Day: No Class</td>
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<tr>
<td>5</td>
<td>2/23</td>
<td>FOUNDATIONS FOR MULTICULTURAL TEACHING</td>
<td>Reflection paper # 1</td>
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<td>4. Classrooms and Schools as Cultural Crossroads</td>
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<td>5. Intercultural Development: Considering the growth of Self and Others</td>
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<td>Week</td>
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<td>Reading Due</td>
<td>Assignments Due</td>
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<td>6</td>
<td>3/02</td>
<td>MULTICULTURAL TEACHING IN ACTION</td>
<td>Chapter 4 &amp; 5 Reflective</td>
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<td>6. Creating Classrooms that Addresses Race and</td>
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<td>Ethnicity</td>
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<td>Concept Attainment Exercise: The Asian Connection</td>
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<td>3/09</td>
<td>Spring Break: No Class!! 😊</td>
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<tr>
<td>7</td>
<td>3/16</td>
<td>MULTICULTURAL TEACHING IN ACTION</td>
<td>Statements Chapter 6 Reflective Statements</td>
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<td>7. The Classroom as a Global Community: Nationality, and Region</td>
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<td>8. Developing Learning Communities: Language and Learning Style</td>
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<td>8</td>
<td>3/23</td>
<td>Movie: &quot;American History X&quot;</td>
<td>Chapter 7 &amp; 8 Reflective Statements</td>
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<td>9</td>
<td>3/30</td>
<td>MULTICULTURAL TEACHING IN ACTION</td>
<td>Reflection paper # 2</td>
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<td>9. Religious Pluralism in Secular Classrooms</td>
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<td>10. Developing a Collaborative Classroom: Gender and Sexual Orientation</td>
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<td>4/6</td>
<td>Easter Monday: No Class</td>
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<tr>
<td>10</td>
<td>4/13</td>
<td>MULTICULTURAL TEACHING IN ACTION</td>
<td>Reflection paper # 3</td>
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<td>11. Creating Developmentally Appropriate Classrooms: The Importance of Age and Developmental Status</td>
<td>Chapter 9 &amp; 10 Reflective Statements</td>
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<td>12. Creating Inclusive Classrooms: Ability/Disability Continuum and The Health Dimension</td>
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<td>Video: “King Gimp”</td>
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<tr>
<td>11</td>
<td>4/20</td>
<td>MULTICULTURAL TEACHING IN ACTION</td>
<td>Written Summary of C.A. due</td>
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<td>13. The Role of Social Class and Social Status in Teaching and Learning</td>
<td>Chapter 11 &amp; 12 Reflective Statements</td>
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<td>Video: Jane Elliot’s “The Eye of Storm”</td>
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<td>12</td>
<td>4/27</td>
<td>Sustainability Lessons and Closing the Achievement Gap Portfolio Show Offs</td>
<td>Portfolio due</td>
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<td>Chapter 13 Reflective Statements</td>
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**ATTENDANCE:** Since professional behavior requires that the teacher be punctual and dependable in attendance, you will be expected to demonstrate this quality in the class. Students are expected to attend every class session. If you must be absent due to an emergency, please call 360-438-4330 and leave a voice mail, just as a teacher must do. Any assignment due on that day should be sent as an attachment to e-mail to: fumie@stmartin.edu

- Three (3) tardies (late to class or leaving early) equals one absence.
- Lack of attendance will lower your semester grade.

The following are some clues to succeeding in this course:
- Appearance of effort and thought – make your assignments look professional!
- Polished writing – you are going to be a teacher!
- Evidence of knowledge of class material – no bluff, know your stuff!
**Grading Criteria:**  *See also Class Policies & Expectations.*

- Reflection papers 3 @ 10% ea.  30%  300 pts.
- Chapter Reflective Statements 30%  300 pts.
- Lead Discussion 10%  100 pts.
- Change Agent Presentation 7%  70 pts.
- Summary of C.A. presentation 3%  30 pts.
- Learning Portfolio 10%  100 pts.
- Attendance/Class Participation 10%  100 pts.

**TOTAL**  100%  1,000 pts.

**GRADE SCALE:**

<table>
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<tr>
<th>Attendance Grades:</th>
<th>960 - 1,000 = A</th>
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<tbody>
<tr>
<td></td>
<td>900 - 959 = A-</td>
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<tr>
<td>0 - 1 absences</td>
<td>870 - 899 = B+</td>
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<tr>
<td>2 absences</td>
<td>830 - 869 = B</td>
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<tr>
<td>3 absences</td>
<td>800 - 829 = B-</td>
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<tr>
<td>4 or more</td>
<td>770 - 799 = C+</td>
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<td></td>
<td>730 - 769 = C</td>
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<tr>
<td>700 - 729</td>
<td>670 - 699 = D+</td>
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<td>630 - 669</td>
<td>600 - 629 = D-</td>
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<td>599 &amp; below</td>
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* There are 13 total class sessions

⇒ Each additional 3 absences lowers the semester grade by a letter grade.

**DUE DATES**

- Reflection Papers: 2/23, 3/30, 4/13
- Chapter Reflective Statements: See separate handout
- Lead Discussion: TBA
- Change Agent Presentation with Written Summary: 4/20
- Portfolio: 4/27
- Finals: Tuesday, May 4th: 6:00 - 8:00 p.m.
CLASS POLICIES AND EXPECTATIONS

I. ATTENDANCE/PARTICIPATION (100 pts.)
Participation means involvement, engagement in class discussions, sharing ideas, contributing beyond the minimum requirements, etc., all represents participatory behavior. Professional commitment means attending class. You are expected to attend all classes. In case of an illness or emergency, it is your responsibility to notify the instructor prior to the class by calling 438-4330 and leaving a voice mail message. Please sign attendance sheet every time you come to class. You may only sign your own name on the attendance sheet. We have 13 meetings this semester. The explanation of the grade scale is on page 8 of the course syllabus.

Please turn off your cell phone prior to entering the classroom.

II. LEAD DISCUSSIONS/PARTICIPATION (100 pts.)
Everyone needs to participate in class discussions. The lead discussion(s) will be scored on preparation, organization, presentation skills, visuals, time management, selection of discussion topics, and participation as the class audience.

III. CHANGE AGENT PRESENTATION (70 pts.) & SUMMARY (30 pts.)
Change Agent Presentation will be 45 minutes to 1 hour in length with enough copies of written summary to be distributed to the classmates on the day of presentation. Sharing as a presenter as well as being an audience of the Change Agent presentation is an essential part of this project. Students who miss any Change Agent presentation (either as a presenter or as an audience member) will have 35 points deducted from the total CA possible points.

IV. REFLECTION PAPERS (300 pts. = 3 @ 100 pts. each)
Having good written communication skills is essential to all teachers. These writing assignments are given as exercise and necessary practice for prospective teachers in gaining good written communication skills. Each of the three (3) reflection papers are to be minimum of 750 words to recommended maximum of 1,000 words in length, typed, double spaced, and spell-checked. Not writing the word count at the end of the paper constitutes 10-point deduction from the grade. The papers are due in the designated classroom by the class starting time on the date assigned in the course syllabus. The paper will be graded 80% for content (coherence, organization and written communication skills) and 30% for surface errors (grammar, spelling, and punctuation). Surface errors are counted one point per error up to 30 points. NOTE: Violation of items on my “pet peeve” list given in class constitutes double the points deducted.

V. LEARNING PORTFOLIO (100 pts.)
The Learning Portfolio chronicles student's thinking and development related to curriculum development of Social Studies throughout the semester. Title sheet, table of contents, and reflective comments must be included (see Learning Portfolio handout), but the rest of the portfolio format may be individual choice of students.

VI. CHAPTER REFLECTIVE STATEMENTS (300 pts.)
See separate handout.
VII. ASSIGNMENTS
Assignments are due at the beginning of the class time. Only previously un-submitted assignments will be accepted. Five (5) % of assignment points will be deducted from the total points for each day late on all assignments up to one week from the due date. Assignments will not be accepted after one week for points. Each missing assignment lowers your semester grade a letter grade. Re-do assignment is due one week from the date it was returned and will not receive an A for the assignment grade. Please make every effort to meet a deadline. If you must miss a class, send your assignment in as an attachment to e-mail to the instructor by the deadline. It is your responsibility to make sure that the assignments are received by the due date. It does not matter if you have sent it, it only matters that I receive it. Absolutely NO late assignment, make up and/or extra credit assignment accepted after the Wednesday of the week prior to the finals. Extra credit points, if offered, will only be available to students who have no missing assignments and no excessive absences and/or tardiness.

VIII. DISABILITIES
Students with medically recognized and documented (permanent or temporary) disabilities and who are in need of accommodation have an obligation to notify the University of their needs. Students who are in need of accommodation should first contact Disability Support Services, Lower Level Library, 438-4580. If you need accommodations because of a disability, if you have emergency medical information that would be helpful for me to know, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

IX. ACADEMIC HONESTY/PROFESSIONALISM
Cheating is academic dishonesty as well as unprofessional for prospective teachers. Do not copy other students' assignments, have someone else write your papers or plagiarize published or unpublished materials, or submit work previously graded by other instructors. See Saint Martin's University Student Handbook. Students will be graded not only on their academic success, but on professional conduct as well. Students who fail to show professionalism in their academic or personal conduct (e.g. constant tardiness, excessive absences, and/or other unprofessional behavior) may earn a lower letter grade than the total of semester accumulated points, or may even earn a failing grade.

X. Overview of the WA Teacher Performance Assessment (TPA) for WA Residency Teacher Certification
[Excerpts: Introductory Statements for WA TPA]

TPA Conceptual overview
The Washington State Teacher Pedagogy Assessment (TPA), “…is built around the proposition that successful teaching is based on knowledge of subject matter and subject-specific pedagogy, knowledge of one’s students, involving students in monitoring their own learning process, reflecting and acting on candidate-based and student-based evidence of the effects of instruction on student learning, and considering research/theory about how students learn.

The WA TPA assessment is clearly focused on candidate impact on student learning (WAC 181-78A-010 (8-9). To complete the assessment, you will describe your plans and what you
actually did to impact student learning (the “what”), provide a rationale for your plans and an analysis of the effects of your teaching on your students’ learning (the “so what”), and analyze and reflect on the resulting student learning to plan next steps in instruction or improvements in your teaching practice (the “now what”).”

TPA Integration:
The TPA has been required for all candidate interns during the internship (student teaching) since Fall Semester 2011. In order to prepare candidates for successful completion of the TPA, Saint Martin’s faculty are including components of the TPA throughout program courses and field experiences.

References/Resources:
For detailed information concerning the TPA, please contact your advisor and/or refer to the following website:  http://www.wacte.org/content/wa-tpa-resources