

## EDCI 604A-F: Teachers as Reflective Practitioners Course Description

Course Number	Section	Credit/Units	Course Length
EDCI 604	A	2	20 hours
EDCI 604	B	1	10 hours
EDCI 604	C	1	10 hours
EDCI 604	D	2	20 hours
EDCI 604	E	1	10 hours
EDCI 604	F	1	10 hours

**Prerequisites:** None

### **Course Description:**

This course is designed to assist teachers to become more effective educators by honing their ability to reflect on their practice in the classroom. It is designed to be taken in conjunction with participation in the Beginning Teacher Support and Assessment program (BTSA), as a Beginning Teacher. BTSA was implemented in California as part of a statewide teacher induction program. The course requires participants in BTSA, or more accurately the BTSA participants utilizing the California Formative Assessment Support System for Teachers (CFASST) process that forms the basis for the BTSA program, to do additional reflection and documentation on the reflective process that is so central to effective teaching.

CFASST is a reflective assessment process designed to help teachers improve in effective practice. Working in partnership with another teacher, participants will complete structured activities that focus on the process of teaching. CFASST involves participants in four (4) basic types of events or activities based on the teaching learning cycle. These are outlined below.

#### Class, School, District, and Community Profile:

During this activity, the support provider and beginning teacher collaborate to explore the unique characteristics and factors that influence a teacher's class. With the assistance of their Support Provider, Beginning teachers conduct a focused examination of their teaching context and investigate characteristics of their classroom, school, district, and community that affect daily lesson preparation.

#### Inquiry:

After an informal observation, data collection, research, and observation of experienced teachers, the Beginning Teacher and Support Provider develop a plan to focus on one element of various standards from the California Standards for the Teaching Profession (CSTP). Following the implementation of that plan, a reflecting conference takes place between the Support Provider and the Beginning Teacher to assess the effectiveness of the plan and to examine student outcomes.

#### Profile of Practice:

This activity consists of pre-observation conference, formal observation by the Support Provider, and collection of evidence in 5 of the 6 CSTP standards. During the closure conference following the lesson, the Beginning Teacher and Support Provider review evidence of student learning and examine in depth effective teaching practices for each of the standards.

#### Individual Induction Plan (IIP):

During this activity, the Beginning Teacher considers his/her practice as a whole in relation to school

and district goals. In writing this plan, the Beginning Teacher will reflect on his/her current teaching and make decisions for areas of professional growth. Future decisions about instructional materials, outside observation, and staff development/professional growth are based on the IIP.

Through participation in these four types of events, course participants will develop as professional educators and further enhance their ability to focus that development through a dynamic, ongoing process of researching effective teaching methods and strategies, planning and teaching lessons utilizing that research, reflecting on the results, and then making informed changes.

To receive course credit, participants will\*:

- Complete the appropriate number of hours in the CFASST process based on the unit value of each course section (20 hours of work for a two unit section, 10 hours for a one unit section)
- Attendance at regularly scheduled BTSA program meetings
- Attendance at workshops designed to address the teaching process and the California Standards for the Teaching Profession (CSTP)

Course participants will account for the hours required for each course section through reflective journal writings on key learning's gained while working on CFASST events, completing appropriate CFASST forms, and by collecting evidence of student learning in a professional development growth portfolio.

**\*For an example of how one school district sequenced their CFASST events to meet the guidelines for each course section, visit the forms section of this website.**

