Engaging diverse communities through leading and learning for social justice.

Course & Section Nos.	**EDSS 511**
Course Title	**Secondary Teaching and Learning**
Class Roster No.	**Section 1 CRN #40299 & Section 2 CRN #40300**
Course Day(s)	**Mondays**
Time	**10:15 - 12:45 pm & 1:30 - 4:00 pm**
Course Location	**University Hall 441**
Semester / Year	**Fall 2019**
Instructor	Anne René Elsbree, Ph.D.
Phone	760.750.4384
E-Mail	aelsbree@csusm.edu
Office	UH 414
Office Hours	Before Class, After Class, or By Appointment

SCHOOL OF EDUCATION MISSION & VISION STATEMENT
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education. We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the school, college, university, and community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

TABLE OF CONTENTS

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COURSE DESCRIPTION

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Secondary Teaching and Learning

Focuses on developing a preliminary understanding of learning theory and instructional practice in integrated and inclusive secondary classrooms.

Course Prerequisites

Admission to the Single Subject Program, EDUC 350, EDUC 364, & EDUC 422

Course Objectives

Candidates will be able to:
1. Communicate about achievement expectations and student progress with students and their families - *Assessed by Reading Responses (TPE 1.2)*
2. Create and Maintain Effective Learning Environments - *Assessed by Classroom Management Plan using Self-Discipline Strategies (TPE 2) & Student Study Team (SST) Meeting Role-Play*
3. Plan Instruction and Design Learning Experiences for all Students - *Assessed by Lesson Plan (TPE 4)*
4. Assess Student Learning and use assessments to inform instruction - *Assessed by Assessment Plan (TPE 5)*

Enduring Understanding
TPE 1.2 Teachers will understand how to communicate about achievement expectations and student progress with students and their families.

TPE 2: Teachers will understand how to create and maintain effective environments for student learning.

TPE 4: Teacher candidates will understand the importance to plan instruction and design learning experiences for all students.

TPE 5: Teachers will understand how to meet the needs of their students by using a variety of assessment strategies.

Essential Questions
1. *TPE 1.2 How can teachers communicate about achievement expectations and student progress with students and their families?*

2. *TPE 2: How can teachers create and maintain effective environments for student learning?*

3. *TPE 4: How can teachers plan instruction and design learning experiences that are developmentally appropriate for all students?*

4. *TPE 5: How can teachers meet the needs of their students by using a variety of assessment strategies?*

Credit Hour Policy Statement

Per the University Credit Hour Policy:
- Courses with face-to-face instruction (including activity and laboratory modes of instruction) must include a statement to the effect that students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class. For activity and laboratory modes of instruction, depending on the particular instructional mode, each unit of credit corresponds to two or three 'hours' of class-time, and two hours of student learning outside of class.)
- Courses that are entirely on-line must describe the activities that the student will be required to complete as part of the course and indicate the expected minimum time (at least 45 hours for each unit of credit) that students will need to devote to each of these.

- Hybrid courses must describe to students how the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.
- *EDSS 511 has 3 online sessions where all tasks must be complete to earn credit and not receive an absence, September 2nd – Labor Day, November 11th - Veteran's Day, & November 25th – Thanksgiving Week.*

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

This course has been CALMed (Cougars Affordable Learning Materials), meaning Anne René has chosen readings online and has purchased literature circle books on classroom management. The reading links will be provided on the weekly cougar course module.

The literature circle book on management is assigned. If you prefer to purchase your own book, you can access the details at: http://secondaryclassroommanagementplan.weebly.com/literature-circles.html
All of the books were chosen because they cost less that $25. Any edition is acceptable and can help save money. *The intention of CALM is to minimize book costs by providing free readings. EDSS 511 is designed to not cost you money to help offset the cost of your CalTPA.*

1. Electronic readings will be provided on the EDSS 511 cougar course each week. http://cc.csusm.edu
2. Single Subject Website & Links https://community.csusm.edu/course/view.php?id=5664#section-1
3. Taskstream Account http://www.taskstream.com
4. CalTPA Handbook
5. A Literature Circle Book available in the Kellogg Library or for under $25.

   One of the following books will be assigned. Bring book to class for Literature Circle Meetings.
Brackett, Marc & Kremenitzer, Janet. (2011). *Creating Emotionally Literate Classrooms: An introduction to*
       the RULER approach to social and emotional learning. Port Chester, NY: National Professional
       Resources, Inc. $24. ISBN-13: 978-1-934032-18-3
Brendtro, Larry K., Brokenleg, Martin, & Bockern, Steve Van. (2002). *Reclaiming Youth at Risk: Our Hope for*
       the Future. Bloomington, IN: Solution Tree. $25. ISBN-13: 978-1-879639-86-7
Claassen, Ron. & Claassen, Roxanne. (2008). *Discipline that Restores: Strategies to create respect,*
       cooperation, and responsibility in the classroom. South Carolina: Booksurge Publishing. $19.
       ISBN 978-1-4196-9912-2 + Additional: *Restorative Justice in U.S. Schools: A Research Review*.
       (2016): file:///Users/aelsbree/Downloads/RJ%20in%20US%20schools--
       a%20research%20review.pdf
Denton, Paula. (1994 or 2013). *The Power of Our Words: Teacher language that helps children learn.*
       Turners Falls, MA: Center for Responsive Schools. $24. ISBN – 13: 978-1892989598
Greene, Ross W. (2008 or 2015). *Lost at School: Why our kids with behavioral challenges are falling through*
       the cracks and how we can help them. New York, NY: Scribner. $10. ISBN 978-1-4165-7227-5
Kohn, Alfie. (1996). *Beyond Discipline: From compliance to community.* Alexandria, VA: Association
       for Supervision and Curriculum Development. $24. ISBN 0-87120-270-0
Pranis, Kay. (2005). The Little Book of Circle Processes: A new/old approach to peacemaking. The Little
       Books of Justice and Peacebuilding Series. Intercourse, PA: Good Books. $6. ISBN-13: 978-1-
       56148-461-4
Wong, Harry. & Wong, Rosemary T. (1991, 1998, 2001, 2009, or 2013) *The First Days of School: How to be*
       an effective teacher. ~$15. Harry Wong Publications.

COURSE LEARNING OUTCOMES

Candidates will be able to:
   1. Communicate about achievement expectations and student progress with students and their
      families - Assessed by Reading Responses (TPE 1.2)

2. Create Effective Learning Environments - Assessed by Classroom Management Plan using Self-Discipline Strategies (TPE 2) & Student Study Team (SST) Meeting Role-Play
3. Plan Instruction for diverse learners - Assessed by Lesson Plan (TPE 4)
4. Assess Student Learning and use assessments to inform instruction - Assessed by Assessment Plan (TPE 5)

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

TPE 1. Engaging and Supporting All Students in Learning
Addressed in Professional Website, Lesson, Unit & Classroom Management Plan
1. Apply knowledge of students, including their prior experiences, interests, and social emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2. Creating and Maintaining Effective Environments for Student Learning
Addressed Primarily in Management Plan; Secondly in Lesson, Unit & Classroom

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1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 4. Planning Instruction and Designing Learning Experiences for All Students
   Addressed Primarily in Lesson Plan; Secondly in Assessment Plan
1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: • appropriate use of instructional technology, including assistive technology; • applying principles of Universal Design for Learning (UDL) and Multi-Tier System Supports (MTSS); • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable.
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans, e.g., Individual Education Plan (IEP), Individual Family Service Plan (IFSP), Individual Transition Plan (ITS), and 504 plans.
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5. Assessing Student Learning
   Addressed Primarily in Assessment Plan; Secondly in Lesson Plan & SST Role Play
1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' Individual Education Plan (IEP), Individual Family Service Plan (IFSP), Individual Transition Plan (ITS), and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPEs in detail: http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2017-18 academic year the CSUSM single subject credential programs will use the CalTPA (California Teacher Performance Assessment).

CalTPA

> To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website: http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

The PSLOs and the Course Learning Outcomes (p. 4) are based on the Teacher Performance Expectations:

TPE 1. Engaging and Supporting All Students 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

TPEs in detail: http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf

GENERAL CONSIDERATIONS

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

This course: Attendance and promptness reflect the professional dispositional behaviors required and expected in the teaching profession. A minimum grade of C+ is required in all credential courses to earn the single subject credential. Absences and late arrivals/early departures will affect the final grade. ***Teacher candidates may have one absence with no penalty.* Second absence will result in a decrease of half-letter grade (5%).** Third absence will result in a decrease of a letter grade or more, a Statement of Concern and possible failure of class. Second tardy or early departure will receive a warning. **Third tardy or early departure will result in a decrease of a half-letter grade (5%) and a Statement of Concern.** Statement of Concern will require the candidate to write an action plan to resolve the issue. A total of three Statements of Concern on this and/or other issues combined warrant exit from the program.

No credit will be given if you miss an in class assignment or required presentation. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University. Refer to the full Academic Honesty Policy at: http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

Statement on how the All-University Writing Requirement (850 words for a 1-unit course, 1700 words for a 2-unit course, and 2500 words for courses of 3 or more units) is satisfied in the course.

Course Format

This is a hybrid (HY) course with 3 online sessions. To earn attendance credit for those sessions you will need to complete all tasks assigned, lack of task completion result in an absence.

Necessary Technical Competency Required of Students

Candidates are expected to demonstrate competency in the use of word processing, electronic mail, Moodle, use of the Internet, multimedia presentations and social media.

Contact Information for Technical Support Assistance

CSUSM Help Desk, 2nd Floor of Kellogg Library, (760) 750-6505.

Use of Technology

Candidates (Course participants) are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care. Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

There are 5 key assessments for EDSS 511 with 100 points possible. This section contains assignment descriptions, templates and rubrics. You may loose points for absences, tardies, or early departures.

Reading Responses	25 points
Lesson Plan	20 points
Classroom Management Plan	20 points
Assessment Commentary	15 points
Student Success Team (Must participate in Role Play to earn any points.)	20 points
Total possible FOR EDSS 511	**100 POINTS = 100%**

Reading Responses 25 points

There are 5 reading response during the semester, where you will respond to prompts in regards to assigned readings. It is not required to summarize the reading, merely address the prompt - in less than a page.

This Reading Response Assignments address TPE 1. Engaging and Supporting All Students in Learning; specifically 1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

Lesson Plan - 20 points

The *Single Subject Lesson Template* is for daily lesson planning and will be required by your supervisor for clinical practice (student teaching). Your lesson plans for coursework will be complimented with a Class Profile and Rationale/Reflection. See examples of lesson on the
http://lessoninstructions.weebly.com
The Lesson Plan Template and Rubric are provided in the syllabus and the program cougar course.

The Lesson Plan primarily addresses TPE 4. Planning Instruction and Designing Learning Experiences for All Students; it secondarily addresses TPE 2. Creating and Maintaining Effective Environments for Student Learning and TPE 5. Assessing Student Learning.

Classroom Management Plan - 20 points

The *classroom management plan* describes how your philosophical beliefs will inform your teaching actions. Your classroom management plan will be based on the Self-Discipline Pyramid described in Villa, Thousand & Nevin's (2010) *Collaborating with Students in Instruction and Decision Making* (p.171-188) on the Secondary Classroom Management Plan Website
http://secondaryclassroommanagementplan.weebly.com/

Part of this assignment is to read a classroom management book with a literature circle team. Books will be assigned. The team will read the book in 2 sections and take on a different literature circle role for each section. The team will have 30 minutes in 2-class sessions to debrief the book. The team will create an infographic and teach the other teams the management strategies learned from the book. Literature Circle Groups will present strategies in class and post infographic online. Literature Circle books, role instructions, and reading plan are provided at:
http://secondaryclassroommanagementplan.weebly.com/literature-circles.html

A successful *Secondary Classroom Management Plan* helps adolescents develop self-discipline & involves:
1. Creating a Caring Community: Building relationships, designing engaging lessons, and teaching students expectations

2. Recovery: Monitoring students and helping students recover when they do not meet expectations
3. Life Skills: Teaching social skills, emotional literacy, and problem solving,
4. Somewhere Else Plan: Facilitating a plan when students struggle and need to relocate to gain control
5. Wraparound Supports: Developing wraparound supports such as Positive Behavior Interventions and Supports (PBIS) and Response to Intervention (RtI)

Your Classroom Management Plan may be one following formats:
1. Written Essay
2. Two or Three Dimensional Self-Discipline Pyramid
3. Website
4. YouTube Video
5. Screen Cast

Design your plan with your students, students' families, colleagues and prospective employers as your audience. You will upload your classroom management plan to your professional website.

Classroom Management Plan must include:
a. 5-10 strategies that you will use at the *Creating a Community Level* of the Self-Discipline Pyramid (1 pt)
b. 5-10 strategies that you will use at the *Recovery Level* of the Self-Discipline Pyramid (1 point)
c. 5-10 strategies that you will use at the *Life Skills-Long Term Support Level* of Self-Discipline Pyramid (1 pt)
d. 3-5 strategies that you will use at the *Somewhere Else Plan Level* of the Self-Discipline Pyramid (1 point)
e. 3-5 strategies that you will use at the *Wraparound Support Level* of the Self-Discipline Pyramid (1 point)
f. Describe how your philosophy influences each level of the Self-Discipline Pyramid (5 points)
g. Artifact & tangible evidence of how you communicated expectations to students (5 points)
h. Provide 3-5 citations for the management strategies at each pyramid level using APA style (5 points)
The Classroom Management Rubric is provided in the syllabus.

The Classroom Management Plan addresses TPE 2. Creating & Maintaining Effective Environments for Student Learning.

Assessment Plan- 15 points

After reading assessment research/theory articles and model assessments, candidates will be able to develop a differentiated assessment plan for the whole class and three focus students: an English Language Learner, a student with an IEP, and a student of your choice. Each assessment plan must include: lesson sequence, differentiated assessment & supports, rubric, feedback plan, assessment-lesson rationale/reflection. See detailed instructions and rubric.

The intention of this assignment is for you to design assessments to use in your Clinical Practice I. It is recommended that in the first few weeks of the semester you consult with your co-teacher to identify what content you will need to take the lead on planning and the lead on teaching.

This assessment commentary is designed to prepare you for the content specific CalTPA.

The Assessment Commentary primarily addresses TPE 5. Assessing Student Learning and secondarily addresses TPE 2. Creating and Maintaining Effective Environments for Student Learning & TPE 4. Planning Instruction and Designing Learning Experiences for All Students.

Student Study Team (SST) Meeting Role-Play - 20 points

You will participate in a group role-play modeling an effective SST meeting. Preparation for this assignment will take place in and outside of class. There are two parts of this assignment: Video of SST Meeting Role-Play and Written Reflection of what you learned about the SST Process. Each part is worth 10 points. Your group will videotape the role-play, post the video to YouTube, and make the video accessible to your peers on the Cougar Course SST Forum. You will post a reflective response to articulate what you learned, provide evidence of your learning, and identify what you still need to learn about SST meetings. You MUST be in class for the role-play sessions to earn credit for this assignment.

The SST Role-Paly addresses TPE 2. Creating & Maintaining Effective Environments for Student Learning.

Final Exam Statement

There will be no final exam for EDSS 511. You are to focus your attention instead on clinical practice.

Grading Standards – Grading Scale

A   = 93-100
A- = 90-92
B+ = 87-89
B   = 83-86
B- = 80-82
C+ = 77-79
C   = 73-76
C- = 70-72
D   = 60-69
F   = 0-59
You must repeat the course if you do not earn a C+ or higher.

Policy on Late/Missed Work

No credit will be given if you miss an in-class assignment, role-play, or required presentation. Assignments submitted late will not receive full credit. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

Student Collaboration Policy

Candidates may collaborate to process how to develop lessons, units, and management plans, but individual assignments must be turned in for grades. The SST Role-Play is a collaborative project, but each candidate writes the reflection portion of the assignment individually.

UDL Lesson Plan Template
CSUSM Single Subject Program

Name: Subject: Grade Level: School: Date:

Individual Support

Learners/ Focus Students[1]	Interests/Strengths/Assets (Funds of Knowledge)	Needs: EL (CELDT/LPAC[2]), IEP/504 accommodations, GATE, student(s) w/life experiences who would benefit from additional academic and/or emotional support

Whole Class Support

Additional Support (Instructional aides, etc.)	Technology	Resources & Supplemental Materials

Lesson Overview	
Content Standard(s)[3]: (List relevant content standards covered in this lesson/unit, including number and text).	
Content Learning Objective/Goal(s): (Student-friendly language that captures what do you expect students to learn from this lesson): ● "Students will be able to… (insert specific expectations) by (insert assessment tool to measure meeting expectation)"	
ELD Standard(s): ● ELD Standard(s)[4] for this lesson/unit	
ELD Objective/Goal(s): (Student-friendly language that captures what language skills you expect students to learn from this lesson)	
Academic Language: (Language proficiency required to learn effectively in schools such as academic and/or content-specific vocabulary,	

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[1] Text not in bold can be removed prior to submission.
[2] https://www.scoe.org/blog_files/ELPAC%20ELD.pdf
[3] https://www.cde.ca.gov/be/st/ss/
[4] https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

CALPS, rhetorical conventions, etc.).	
Placement in Unit: (Including where and how this lesson fits into the unit) BIG IDEA ADDRESSED/ENDURING UNDERSTANDING ESSENTIAL QUESTIONS	
Assessment(s): (How will you measure whether students have met or exceeded the learning objective?): ● Informal (Formative, Checking for Understanding) ● Student Self-Assessment ● Peer Assessment ● Formal (if applicable; must include a rubric previously shared with students) ● Summative (if applicable)	

Lesson Sequence			
	Instructional Strategies (What You Do) • Address instructional strategies (grouping, transitions, scaffolding, modeling, questioning, etc.). • Address any informal assessment strategies you will use.	**Learning Activities (What Students Do)** • Address inclusive practices and support for diverse learners (EL, IEP/504, GATE, etc.). • Address any self-assessment or peer assessment students will be doing. • Address any anticipated student questions, misconceptions, confusions, etc.	**How does your lesson use UDL[5] principles,** including multiple means of: • Engagement? (E) • Representation (R) • Action & Expression (AE)
Anticipatory Set/Launch: How will you activate your learners' prior knowledge and engage them in the topic? **Purpose/ Learning Goals:** How will you explain the purpose and/or learning goals of the lesson to the			

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students?			
Instruction/Input/Modeling/ Explore: How will you facilitate, introduce and/or model the key ideas for this lesson?			
Closure/ Summarize: How will you support students in making connections between this lesson and key concepts, connection questions using student reasoning, and/or next steps?			

Rationale (Before Lesson) / Reflection (After Lesson)

If submitting this lesson **prior to** instruction, use these spaces to address your *rationale* for your choices in each area. Why did you choose the particular strategies, approaches, grouping methods, assessments, etc.? How will your choices address various elements of Universal Design for Learning guidelines? How will your choices support English Learners, students identified as GATE or those who have an IEP or 504, and students who may need additional support?

If submitting this lesson **after** instruction, use these spaces to *reflect* on how things went in each area. What went well? What would you modify if you were to teach this lesson again? What are your next steps for this class?

Multiple Means of Engagement	Multiple Means of Representation	Multiple Means of Action & Expression
English Language Learners	**SPED/504/GATE**	**Other Students**

Name _____ Class Title _____ Lesson Title _____ Date _____

2019 Single Subject Lesson Planning Assignment Rubric   20 points possible

Areas that Need Work Falls Below Expectations	Success Criteria Meets Expectations	Areas of Advanced Work Exceeds Expectations
	Materials/Resources 2 points: All materials for teaching lesson are provided with consideration of Universal Design for Learning (UDL), needed multi-tiered support systems (MTSS)-adaptations/modifications, and culturally relevant.	
	Preliminary Information: Class Profile & Individual Supports 2 points: Planning for instruction includes preliminary information (student profile information, placement within curriculum, and developmental considerations) and provides the reader with a clear understanding of the students in the classroom as well as the lesson's relationship to the larger curriculum.	
	Standards and Objectives 4 points: The lesson plan clearly articulates content and ELD standards and objectives. There is an alignment between these components. Objectives are observable and are measurable.	
	Assessment Strategies 4 points: Informal and formal formative assessment strategies are included in appropriate places within the lesson sequence. Assessment strategies are designed using the Universal Design for Learning framework and/or consider students' needed accommodations/modifications. Universal Design strategies are notated in colored text and accompanied by a comment box providing the rationale for the design decision. Assessment strategies are designed to provide understandings of students' progress toward the objectives.	
	Instructional strategies and learning activities 3 points: Instructional strategies and learning activities are clearly articulated and designed to teach to the objectives of the lesson. Decisions based on Universal Design for Learning (UDL) noted in colored text (**green for engagement**, **purple for representation**, & **blue for action/expression**) and/or students' needed accommodations/modifications (MTSS) are notated in color highlights (**pink - ELL**, **blue - st. w/ IEP** or **504 Plan** & **yellow - another focus st.**), and accompanying comment boxes lay out how the lesson design decisions were made with the students in mind. Each section of colored text is accompanied by a corresponding comment box with a rationale.	
	Rationale/Reflection 5 points: Describes how the lesson plan maximizes learning opportunities and provides access to the curriculum for: - Whole Class - ELL - Student w/ IEP or 504 Plan - Another Focus Student using multiple means of engagement, representation & action/expression. The rationale/reflection includes a self-assessment focused on how well lesson addresses students' needs & the use of UDL within the lesson plan design.	

Name _____   Management Plan url _____

CLASSROOM MANAGEMENT PLAN RUBRIC – 20 POINTS

Criteria	Exceeds	Meets	Approaching
Creating Community Level 1 point	Articulate 11 or more strategies to create community for learning. Include routines for arrival, signals, turning in work, absences, transitions, checking for understanding, and feedback.	Articulate 5-10 strategies to create community for learning. Include routines for arrival, signals, turning in work, absences, transitions, checking for understanding, and feedback.	Articulate 1-4 strategies to create community for learning. Address some routines.
Recovery Level 1 point	Articulate 11 or more strategies to recover student engagement	Articulate 5-10 strategies to recover student engagement	Articulate 1-4 strategies to recover student engagement
Life Skills Level 1 point	Articulate 11 or more strategies to teach life skills	Articulate 5-10 strategies to teach life skills	Articulate 1-4 strategies to teach life skills
Somewhere Else Plan Level 1 point	Articulate 6 or more strategies to support students' planning	Articulate 3-5 strategies to support students' planning	Articulate 1-2 strategies to support students' planning
Wraparound Support Level 1 point	Articulate 6 or more strategies to provide wraparound supports	Articulate 3-5 strategies to provide wraparound supports	Articulate 1-2 strategies to provide wraparound supports
Philosophical Grounding 5 points	Cite philosophical educators on how each of the 5 pyramid levels are influenced by your philosophy	Describe how your philosophy influences each of the 5 levels of the Self-Discipline Pyramid	Describe how your philosophy influences 1-4 levels of the Self-Discipline Pyramid
Citations APA Style Format 5 points	Provide 6 or more citations for the management strategies at each pyramid level using APA style	Provide 3-5 citations for the management strategies at each pyramid level using APA style	Provide 1-2 citations for the management strategies at each pyramid level using APA style
Expectation Communication 5 points Ex: Poster of rules, Syllabus with expectations, Letter to parents, student contract. Plan B…,	10 or more written artifacts that are evidence of how you communicate expectations to students	5-10 written artifacts that are evidence of how you communicate expectations to students	1-3 written artifacts that are evidence of how you communicate expectations to students

Assessment Plan Instructions
Objective
After reading assessment research/theory articles and model assessments, candidates will be able to develop a differentiated assessment plan for the whole class and three different students: a student with an IEP, an English Learner, and a student of your choice.
TPE 5: Assessing Student Learning

Assessment Plan Components
1. Lesson Sequence
2. Lesson Materials: ppt, graphic organizers, rubric…
3. Assessment Instructions: Describe what students are to do and the performance expectations, in addition name the objective and standards.
4. UDL Assessment Supports: Assessment is designed for universal access for learning addressing engagement, representation, and action/expression.
5. Differentiated Assessment(s) & Supports: Assessment differentiation can include content modification (content focus, content complexity, assessment function), process accommodation (task response, schedule, setting, technology), and/or product modification (task presentation, # of products, rubric, grading criteria).
6. Rubric: Concisely describes expectations for each component of assessment.
7. Feedback Plan: Describe how written and verbal feedback will be provided to guide improvement from feedback.
8. Rationale/Reflection on Assessment/Lesson describing how the assessment is aligned with clear student description and a justification is provided from research or theory for the 3 Focus Students: ELL, Student with an IEP/504 Plan, and another student you choose.
   Rationale/Reflections should address and/or include the following that apply:
   a. *Assessment Calendar*: Identify standard, objectives, assessments, learning activities for each day of assessment plan.
   b. Justification of the sequential activities with UDL and/or differentiated content, process, and assessment that will help students gain the knowledge, understanding and skills for objective.
   c. Analysis that describes student performance with reference to student work evidence and the lesson supports.
   d. A description of the next steps of instruction.

Feedback: Class time will be provided for self-assessment and peer review.
See Assessment Plan Rubric for more details on expectations.

ASSESSMENT PLAN RUBRIC 15 Points Possible This mimics the rubrics for CalTPA cycle 1.

RUBRIC 1.5 STEP 2: TEACH AND ASSESS
Essential Question: How does the candidate establish clear learning expectations based on an understanding of students' prior knowledge and maintain a positive learning environment* that supports all students to access and meet the content-specific learning goal(s)?

Level 5	Level 4	Level 3	Level 2	Level 1
All of Levels 3 & 4, plus: Candidate's annotations explain how and why the UDL strategy(ies) used establish an inclusive environment that supports all students to learn and how these strategies provide equitable access to content. Citations are provided for all teaching strategies.	All of Level 3, plus: Candidate and students interact with each other through questioning and conversation that demonstrates positive and respectful rapport with each other and reinforces deep learning of content.	Candidate sets learning expectations during the opening of the lesson, directly connects the lesson to prior learning of content, and explains how this lesson fits in the larger unit of instruction. Candidate's annotations explain how a positive and safe learning environment was established. Strategies seen in video(s) support students to access and meet content-specific learning goal(s).	Candidate sets vague learning expectations during the opening of the lesson and minimally connects lesson to prior learning. Candidate's annotations minimally explain strategy(ies) attempted to establish a positive and safe learning environment. It is not clear that strategies will support students to access and meet content specific learning goal(s).	Candidate does not set clear learning expectations during the opening of the lesson. OR Candidate does not connect lesson to prior learning or explain how it fits in the larger unit of instruction. OR Candidate's annotations do not explain why or how a positive and safe learning environment is established.

SELF-ASSESS: Identify on what page and paragraph is evidence of the level you accomplished as well as a written rationale for why you deserve that score.

RUBRIC 1.6 STEP 2: TEACH AND ASSESS
Essential Question: How does the candidate actively engage students in deep learning of content and monitor/assess their understanding?

Level 5	Level 4	Level 3	Level 2	Level 1
All of Levels 3 & 4, plus: Instruction and assessment promote inclusion for all students through providing opportunities to participate in classroom discourse and as members of the	All of Level 3, plus: Students have opportunities to actively develop their own understandings linked to lesson goal(s). Candidate monitors student learning throughout the	Instruction and assessment require students to actively engage in higher-order thinking/deep learning (analysis, synthesis, evaluation, interpretation, transfer) about	Instruction and assessment require students to engage in lower-order thinking about content, AND/OR strategies engage students in passive learning of content during the lesson (e.g.,	Instruction and assessment demonstrate lack of attention to the levels of student engagement with content and/or classroom management necessary for student learning. OR There are inaccuracies in

community. Students independently facilitate their own work either in a whole group, small group, pairs, or individually, choosing how to advance their learning.	lesson and adjusts instruction for whole class.	content. Candidate monitors student learning to check for understanding throughout the lesson.	primarily the candidate talks throughout the lesson while students sit and listen or take notes).	presented content.

SELF-ASSESS: Identify on what page and paragraph is evidence of the level you accomplished as well as a written rationale for why you deserve that score.

RUBRIC 1.7 STEP 3: REFLECT
Essential Question: How does the candidate analyze and describe the impact of their asset and needs-based lesson planning, teaching, and assessment of student learning and explain how the lesson supports this group of students and the three focus students?

Level 5	Level 4	Level 3	Level 2	Level 1
All of Levels 3 & 4, plus: Candidate demonstrates a Clear understanding of the principles of UDL regarding the development of flexible learning environments that can support individual learning differences, allowing for an inclusive classroom, and applies that understanding to an analysis of the planning and implementation of this lesson.	All of Level 3, plus: Candidate provides a clear rationale for how and why adaptations to instruction were or were not made during the lesson to meet whole class, group, and/or individual student needs.	Candidate connects the importance of knowing students' assets and needs to student learning, and analyzes and describes how knowing this information can lead to the development of instruction that is engaging, challenging, and motivating to learners, including the whole class and three focus students.	Candidate's reflection demonstrates a minor or narrow understanding of what was learned about planning, teaching, AND/OR monitoring student learning in regard to students' assets or needs. Candidate describes approach to support learning for the whole class OR three focus students.	Candidate's reflection provides no connection between student assets and needs and impact on their planning, teaching, and monitoring of student learning. OR Candidate does not describe approach to support learning for the whole class and three focus students.

SELF-ASSESS: Identify on what page and paragraph is evidence of the level you accomplished as well as a written rationale for why you deserve that score.

COURSE SCHEDULE/OUTLINE

See details for weekly assignments and resources on cougar course @ cc.csusm.edu.
This Course Schedule is tentative and it may be changed to respond to student needs.
Changes will be announced in class and posted on the EDSS 511 Cougar Course.

Date & Topic	Readings & Assignments
#1 Aug. 26 Lesson Plan Format	READ Syllabus EXPLORE https://secondarydifferentiation.weebly.com/ READ https://thesecondprinciple.com/teaching-essentials/models-of-teaching/madeline-hunter-lesson-plan-model/ READING RESPONSE (RR) #1. Using Madeline Hunter's model draft a lesson based on task given at orientation.
#2 Sept. 2 UDL vs Differentia- tion	Complete all tasks online to earn credit for attendance READ the Multiple Representations of UDL posted on cougar courses READ 3 online materials: http://www.edweek.org/tsb/articles/2008/09/10/01tomlinson.h02.html https://www.wrightslaw.com/info/sec504.accoms.mods.pdf https://secondarydifferentiation.weebly.com/ POST on UDL vs Differentiation Forum by Monday, September 2nd 1. Identify 3 UDL that you and your CT can use in your classes. 2. Identify 3 Differentiation strategies that you and you CT use in your classes. 3. Explain each strategy and who will be served by each strategy based on st. info.
#3 Sept. 9 Vocabulary Joint Session	READ Antonacci, Patricia. & O'Calaghan, Catherine M. (2012). IV. Essential Strategies for Teaching Vocabulary, *Promoting Literacy Development: 50 Research-Based Strategies for K-8 Learner,* Thousand Oaks, CA: Sage Publications, pp.83-114. http://www.sagepub.com/upm-data/40627_4.pdf BRING ideas for vocab, standard, objective, and strategy.
#4 Sept. 16 Lit Circle Talk Like a Pirate Day Practice	READ Singer, Tanya Ward. (Oct. 15, 2015). 4 Sentences Educators Need to Stop Saying about Students, *Corwin Connect.* https://corwin-connect.com/2015/10/4-sentences-educators-must-stop-staying-about-students/ RR #2 Observation of Students with and IEP or 504 Plan POST your literature circle plan in class Monday.
#5 Sept. 23 Assessment Joint Session	READ Heritage, Margaret. (Spring 2011). Formative Assessment: An enabler of learning, *BETTER: Evidence-Based Education.* Retrieved from https://www.csai-online.org/sites/default/files/resources/4666/FA_Enabler_of_Learning.pdf BRING Assessment ideas & materials for your lesson.
#6 Sept. 30 Differentiation for Student with IEP/504 Plan	READ 10 Ways to Bring out the Best in Students with Special Needs (Vickers, 2017) RR #3 Differentiation for Student w/ IEP/504 Plan DUE Thursday, September 26th BRING a copy of your class profile & lesson plan draft
#7 Oct. 7 Self-Discipline Pyramid as a Management Plan	READ Villa, R.A. Thousand, J.S. & Nevin, A.I. (2010). Chapter 9: Students as Collaborators in Responsibility, *Collaborating with Students in Instruction and Decision Making*, Thousand Oaks, CA: Corwin Press, p. 171-188. EXPLORE https://secondaryclassroommanagementplan.weebly.com/ READ the second half of Management Book In Class Literature Circle Meeting RR #4 Describe how you will communicate with your students and their family the expectations, supports, and achievements throughout the year. Cite authors for the strategies you describe. DUE Thursday, October 3rd DUE Lesson Plan Monday, October 7th
#8 Oct. 14 Share Management Book Infographic	POST Management Book Infographic by Thursday, October 10th READ Management Book Infographics Posted by Monday, October 14th PRESENT Management Book Strategies

#9 Oct. 21 Brain-based Learning	READ https://brain-basedlearning.weebly.com/brain.html DUE Self-Discipline Pyramid - Classroom Management Plan Monday October 21st
#10 Oct. 28 Lesson Analysis Joint Session	READ Heritage, M. (2010) Chapter 6: Formative Feedback for Learning, *Formative Assessment: Making it happen in the classroom.* Thousand Oaks, CA: Corwin. DUE Self-Discipline Pyramid - Management Plan Monday, October 28th POST Assessment Plan Draft Friday, November 1st
#11 Nov. 4 Assessment Peer Review	READ McTighe, Jay. & Wiggins, Grant. (2012). Understanding by Design Framework, Alexandria, VA: ASCD. BRING electronic Assessment Plan Draft DUE Assessment Plan Friday, November 8th
#12 Nov. 11 CalTPA Online	No class. Use this time to prepare and submit your CalTPA
#13 Nov. 18 SST Role-play	READ SST Lecturette & Photo Demonstration on https://iepmeeting.weebly.com/sst-lecturette.html READ The Why Behind RTI http://www.ascd.org/publications/educational-leadership/oct10/vol68/num02/The-Why-Behind-RTI.aspx EXPLORE SST Best Practices https://iepmeeting.weebly.com/sst-meeting.html OBSERVE a SST Meeting RR #5 Identify what you learned from observing an SST meeting DUE Friday, November 15th
#14 Nov. 25 SST Reflection – Online Session	THANKSGIVING WEEK BREAK DUE SST Reflection Paragraph & Evidence by Monday, November 25th
#15 Dec. 2 Reflection Joint Session	1. Wrap Up & Semester Closure 2. Goal Setting 3. Evaluations 4. Gallery Walk of Social Justice and Equity Action Plans 5. Working with parents & community