



EDMS 511B
(ICP) Elementary Teaching and Learning I
CRN #20606
Mondays
1:00 – 3:45 pm
University Hall 237
Spring 2015

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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|------------|---|
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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
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COURSE DESCRIPTION ELEMENTARY TEACHING AND LEARNING I

Focuses on developing a preliminary understanding of learning theory and instructional practice in a technology integrated and inclusive elementary classroom. *This course is aligned with California's SB 2042 Standards.*

Prerequisite:

- Consent of Program Coordinator.

Course Objectives

The purposes of this course are threefold:

- to expand pre-service candidates knowledge about general learning theories and experiences with a range of pedagogical practices;
- to enhance pre-service candidates' awareness of the multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings;
- to provide a safe environment for pre-service candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

Required Texts

- Lemov, D. (2010). *Teach Like a Champion: 49 techniques that put students on the path to college*, with DVD, Jossey-Bass, San Francisco, CA.
- Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2010). *Exceptional lives: Special education in today's school* (7th ed). Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development. (Available as an e-book online. Connect at this site: <http://pac.csusm.edu/search~S5?/atomlinson/atomlinson/1%2C27%2C52%2CB/frameset&FF=atomlinson+carol+a&1%2C%2C8.>)

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. Students successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

CANDIDATES' LEARNING OUTCOMES

Candidates will develop a Lesson Design to be used in future coursework. The Lesson Design includes content standards, assessment, student activities, and instructional strategies with differentiation for English Learners, students with special needs, and GATE students. Candidates will become familiar with the (1) Student Assistance Team (a.k.a. Student Study Team) process and the role of classroom teachers, and (2) classroom management strategies, with emphasis on diverse learners. Candidates will observe elementary students to prepare for focused observation of children as teachers.

Teaching Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject Credential. This course is designed to help candidates 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.

California Teaching Performance Assessments (CalTPAs)

Beginning July 1, 2008, all California credential candidates must successfully complete a state-approved system of teaching performance assessment (TPAs), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA, or the TPA for short. To assist candidates' successful completion of the TPAs, a series of informational seminars are offered over the course of the program. TPA-related questions and logistical concerns are addressed during the seminars. Candidates' attendance to TPA seminars will greatly contribute to their success on the assessments. Additionally, SOE courses use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure candidates' success on the TPA, and more importantly, in the candidates' credential program. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SOE website provided at the website provided: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students 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 student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Approved: 12/19/97)*

For this class, students missing more than one class session cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. Students missing more than three classes cannot earn a C+. Arriving late or leaving early by more than 20 minutes counts as an absence. Notifying the instructor does not excuse an absence. All assignments must be turned in on due date even in case of an absence. If candidates miss class in which group work is conducted, they will have 5 points deducted from their grade on that project.

Candidates with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable 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. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor privately to ensure confidentiality.

Grading Standards

All candidates will come prepared to class; readings and homework assignments are listed on the dates on which they are due. All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an “A” assignment that is submitted one class session late will be marked down to a “B” each week after that will drop 10% of possible points). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor.

All candidates will use New Times Roman 12 font and double space all written work. **It is expected that candidates will proofread and edit their assignments prior to submission.** Candidates will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment’s grade will be negatively affected as a result of this oversight. All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual (6th ed.) for citation guidance at www.apa.org or <http://owl.english.purdue.edu/owl/resource/560/01/>. Grading will also be affected by “professional demeanor.” Candidates will conduct themselves in ways generally expected of those entering the education profession, including:

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

Assessment of Professional Dispositions

Assessing a candidate’s dispositions within a professional preparation program is recognition that teaching and working with learners of all ages require 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 – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. 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.

GENERAL CONSIDERATIONS

All-University Writing Requirement:

In keeping with the All-University Writing Requirement, all 3-unit courses must have a writing component of at least 2,500 words. This will be met through written reactions and reflections related to assigned readings/assignments.

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 written work and oral presentation assignments must be original work. All ideas/materials 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 with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no 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 dishonest will be reported to the program coordinator, Dean and Associate Dean and the Dean of Students for the University.

Plagiarism

As an educator, it is expected that each candidate 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 or your instructor.

Use of Technology:

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Cougar Courses, 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.

ASSIGNMENT INFORMATION

| ASSIGNMENTS | POINTS |
|------------------------------------|--------|
| Reflections (5) | 10 |
| Student Learning Profile | 15 |
| Management Plan Matrix | 15 |
| Lesson Design | 20 |
| Peer Teaching Demonstration | 15 |
| SST Simulation | 10 |
| Clip of the Week | 5 |
| Attendance and Class Participation | 10 |
| Total Points | 100 |

Grading Scale

| | | | | |
|------------|------------|------------|-----------|------------------|
| A = 93-100 | B+ = 87-89 | C+ = 77-79 | | |
| A- = 90-92 | B = 83-86 | C = 73-76 | D = 60-69 | F = 59 or lower. |
| | B- = 80-82 | C- = 70-72 | | |

Attendance, Professional Disposition, and Class Participation **10 points**

First is the expectation that you will attend all class sessions prepared to actively participate in class activities, group and individual sharing, and discussions on various topics and assigned reading. Please see the guidelines for the **School of Education Attendance Policy** and the attendance requirements for this course on page 2 of this syllabus.

Principals evaluate teachers on performance of non-instructional responsibilities. Punctuality, attendance, collaboration with colleagues, and professionalism all fall under this category. Your professional disposition is related to how you conduct yourself in class and at a school site. Please communicate any attendance issues directly with the instructor.

Dispositions and Disposition Rubric for the School of Education, CSUSM

<http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html>

PROFESSIONAL DISPOSITIONS RUBRIC

The School of Education of California State University San Marcos fosters the development of the following professional dispositions among our candidates. Candidates increasingly reflect these dispositions in their work with students, families, and communities.

| Dispositional Element | Unacceptable 1 2 | Initial Target 3 4 | Advanced Target 5 |
|---|---|---|--|
| <p><u>1. Social Justice and Equity</u></p> <p>Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.</p> | <p>Behaves in a manner that is discriminatory, intolerant, or close-minded. Resists working with some groups or individuals, makes derogatory remarks, or rejects views based on factors such as gender, exceptionalities, race, culture, religion, or socioeconomic background. Selects materials, designs activities, or interacts in ways that promotes stereotypes or demeans others. Does not take appropriate initiative to understand and identify student needs and/or provide learning experiences that meet the needs of all students. Fails to provide extra assistance or alternative learning experiences when needed. Repeatedly excludes some students from learning experiences. Gives preferential treatment to some students.</p> | <p>Consistently models respect for all learners. Behaves in ways that reflect concern and equitable effort on behalf of all. Written work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds/settings in learning experiences and provides opportunities for students to hear, consider, discuss different viewpoints). Interacts with students in ways that consider individual differences and life experiences. Takes care to provide appropriate experiences for all students. Consistently advocates for inclusion and consideration of diverse perspectives.</p> | <p>Consistently models respect for all learners. Behaves in ways that reflect concern and equitable effort on behalf of all. Written work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds/settings in learning experiences and provides opportunities for students to hear, consider, discuss different viewpoints). Interacts in ways that consider individual differences and life experiences. Takes care to provide appropriate experiences for all students.</p> <p><i>Works to influence others' provision of services for those beyond those in his/her immediate setting. Seeks forums or leads efforts to advocate for inclusion and consideration of diverse perspectives.</i></p> |

| Dispositional Element | Unacceptable 1 2 | Initial Target 3 4 | Advanced Target 5 |
|--|--|---|--|
| <p><u>2.Collaboration</u></p> <p>Candidates practice the skills of collaboration in their professional interactions with students, colleagues, parents/guardians/caregivers and those in the wider community.</p> | <p>Interacts with others (students, parents, colleagues) in ways that does not communicate respect. For example, uses destructive criticism, derogatory remarks, threats, physical coercion, or other inappropriate language or behavior. Does not reasonably allow others to express ideas. Discourages or undermines the work of others.</p> | <p>Consistently interacts with others (students, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating consistency and impartiality, and providing opportunities for others to express or demonstrate their needs and viewpoints. Values and builds relationships. Encourages and supports participation and success for all.</p> | <p>Consistently interacts with others (students, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating consistency and impartiality, and providing opportunities for others to express or demonstrate their needs and viewpoints. Values and builds relationships. Encourages and supports participation and success for all.</p> <p><i>Advocates for the expression of diverse perspectives. Seeks forums and leads efforts to assist others in developing understanding and skills in being supportive of others (e.g., students, parents, colleagues).</i></p> |
| <p><u>3.Critical Thinking</u></p> <p>Candidates analyze various professional contexts, resulting in more informed decision-making about professional practice.</p> | <p>Does not gather, analyze or use data to make informed decisions. Behaves in ways that reflect a belief that others should provide what is needed. Does not ask appropriate questions or take initiative to work toward achieving goals or solving dilemmas.</p> | <p>Analyzes professional contexts, by a) seeking information from a variety of sources to analyze student needs and b) planning and implementing appropriate decisions about professional practice. Seeks a variety of perspectives in exploring issues. Asks questions and takes action to achieve goals or solve dilemmas. Anticipates needs and assists others in obtaining or managing resources.</p> | <p>Analyzes professional contexts, by a) seeking information from a variety of sources to analyze student needs and b) planning and implementing appropriate decisions about professional practice. Seeks a variety of perspectives in exploring issues. Asks questions and takes action to achieve goals or solve dilemmas. Anticipates needs and assists others in obtaining or managing resources.</p> <p><i>Provides leadership in solving dilemmas involving the procurement or distribution of resources. Actively seeks or leads opportunities to select or create appropriate new forums to advocate for students or the profession.</i></p> |

| Dispositional Element | Unacceptable 1 2 | Initial Target 3 4 | Advanced Target 5 |
|--|--|--|--|
| <p><u>4. Professional Ethics</u></p> <p>Candidates make and act on well-reasoned, principled judgments.</p> | <p>Fails to consistently honor the needs and best interests of students, the work setting (school, district, university) or profession. Demonstrates a pattern of unprofessional behavior such as absence, tardiness, failure to complete tasks, inappropriate dress or personal behavior, violation of confidentiality, academic dishonesty (e.g., plagiarism, cheating), or imposition of personal religious or political views upon others.</p> | <p>Consistently honors the needs and best interests of students, the work setting (school, district, university), and the profession. Makes well-reasoned, principled judgments regarding professional behaviors such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains.</p> | <p>Consistently honors the needs and best interests of students, the work setting (school, district, university), and the profession. Makes well-reasoned, principled judgments regarding professional behaviors such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains.</p> <p><i>Actively seeks or leads forums to advocate for professional conditions and resources that will improve learning outcomes for students or the profession.</i></p> |
| <p><u>5. Reflective Teaching and Learning</u></p> <p>Candidates critically review their professional practice and the impact it has on student success.</p> | <p>Does not critically evaluate own professional practice or performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success. Fails to see the need for positive change. Does not provide substantive suggestions for positive self-improvement. Rejects suggestions from others directly or by failing to act. Offers excuses and/or assigns blame for negative results to students, parents, colleagues, supervisors, or others.</p> | <p>Demonstrates understanding of the relevant teaching/learning standards. Consistently evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success. Generates ideas for potential improvements or revisions and applies them to future professional practice and performance. Is open-minded and positive when receiving feedback from others, and acts upon suggestions.</p> | <p>Demonstrates understanding of the relevant teaching/learning standards. Consistently evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success. Generates ideas for potential improvements or revisions and applies them to future professional practice and performance. Is open-minded and positive when receiving feedback from others, and acts upon suggestions.</p> <p><i>Actively seeks further information and perspectives from others to evaluate own performance and demonstrates in depth analysis and synthesis of viewpoints. Applies relevant teaching/learning standards in their work.</i></p> |

| Dispositional Element | Unacceptable 1 2 | Initial Target 3 4 | Advanced Target 5 |
|--|--|--|--|
| <p>6.Life-Long Learning</p> <p>Candidates recognize the need for and are committed to actively seeking new knowledge, skills and experiences.</p> | <p>Does not consistently demonstrate intellectual engagement with material or others (e.g., peers, instructors, students). Verbal and written contributions do not demonstrate familiarity with required material. Fails to ask questions or make thoughtful references to concepts of study. Fails to meet professional standards in written work and participation. Argues point of view in terms of personal experience or hearsay rather than understanding of theory, research, or data-based evidence.</p> | <p>Demonstrates intellectual engagement with material and others (e.g., peers, instructors, students). Seeks and takes advantage of learning opportunities to stay professionally current, acquire new knowledge, skills, and experiences. Is familiar with relevant professional organizations, current research, and interdisciplinary practices. Makes connections between concepts, experiences, and content. Seeks and uses contemporary theory, research, and data-based evidence to inform instruction.</p> | <p>Demonstrates intellectual engagement with material and others (e.g., peers, instructors, students). Seeks and takes advantage of learning opportunities to stay professionally current, acquire new knowledge, skills, and experiences. Is familiar with relevant professional organizations, current research, and interdisciplinary practices. Makes connections between concepts, experiences, and content. Seeks and uses contemporary theory, research, and data-based evidence to inform instruction.</p> <p><i>Seeks further information and engages others in intellectual discussions. Creates learning opportunities for self and others. Is actively involved in professional groups and associations, or other professional decision-making bodies. Analyzes, synthesizes and evaluates material in order to provide professional development for others.</i></p> |

Clip of the Week

5 points

- Sign up for a date when you will be responsible for presenting a current news item in K-12 education (5-10 minutes).
- The item may pertain to local, national or international issues or can be connected to topics covered in this class.
- Summarize and explain the importance or relevance of the news to your classmates.
- After you present your current event, go to the Cougar Courses site and submit a one-sentence report as the “Current Events” assignment (the date, topic, and source of your report), so that you can receive credit.
- Submit your statement by December 3.

Reflections/Reading Log

10 points

The reflections provide an opportunity to discuss teaching and learning through the assigned readings for each session.

- Do not summarize.
- Respond to the readings: agree, disagree, note specific ideas, etc.
- Challenge yourself to make personal, community, and global connections to the content and to take consider implications for the classroom.

- Entries should be one page in length. A sample is provided in Cougar Courses.
- Journal entries for Monday’s class must be submitted via the Cougar Courses site *prior* to class.
- See the schedule for reflection due dates.
- No credit will be given for late submissions of reflections.
- If for some reason you do not have access to Cougar Courses for a timely submission, you may email the journal entry to me at vvega@csusm.edu.

Reading Reflection Rubric

| Approaching Standards 1 Point | Meets Standards 2 Points |
|--|--|
| Reflection summarized the reading No indication of agreement/disagreement or notation of specific ideas Vague connections were made Classroom implementation ideas were vague | Reflection shows a response through agreement, disagreement or notation of specific ideas Clear and appropriate connections to the content were evident Implementation ideas are clear and specific. |

Observation of a Child/Student Learning Profile

15 points

Task Guidelines

- Identify a student to observe (not in a SDC or RSP pull out program)
- Chose a child that represents a non-regular education student: English Learner, student that is an accelerated learner, student who has a special education label under IDEA or ADA, or has participated in a SAT.
- Make sure the teacher understands that you are not helping in the classroom during this observation
- Observe the student for 60 minutes (must include learning activities)
- It is NOT REQUIRED to see the student’s records. These are confidential and you may not have access. If you are able to read the child’s record include that in your background report.
- Remember to keep all information about your student confidential. Use pseudonyms (false names) for the child, the child’s teacher and the school.
- Take objective notes on the student’s behavior.
- Make educational recommendations for the student.

Write a 3 page paper with 2 parts

Part I Student Data

- This part of the report is only a documentation of what you see and hear. DO NOT include any opinions.

Part II Summary Recommendations

- Write a summary of curriculum recommendations and instructional modifications.

Observation – Child in the classroom Rubric 15 points

| Below Standards 1 Point | Approaching Standards 2-3 Points | Meets Standards 4-5 Points |
|---|---|---|
| Observation does not identify learning and social behavior characteristics. | Observation identifies some learning and social behaviors characteristics. | Observation clearly and concisely identifies major learning and social behavior characteristics |
| Observation notes do not include curriculum recommendations. | Observation notes include some curriculum recommendations but could be clearer. | Observation notes include clear and appropriate recommendations for curriculum. |
| Instructional implications are not understood or addressed. | Instructional implications are addressed but not fully understood | Instructional implications are clearly understood and addressed |

Management Plan Grid

15 points

- In this activity you will fill in a classroom management grid as directed.
- You may brainstorm with others in class to work on your plan.
- The plan will consist of statements of your guiding principles of classroom management.
- For each principle you will describe two strategies that demonstrate how you will apply your principles. Each strategy will also include a rationale detailing how your strategies illustrate your classroom management principles.
- Your task will be to fill each square of the grid for five key elements of classroom management.
- You will also write a simple one-page newsletter detailing your classroom rules, etc.

Management Grid Rubric

| Below Standard 1 Point | Approaching Standards 2-3 Points | Meeting Standards 4-5 Points |
|--|--|--|
| Few key elements of each principle are clear within the principle statements. | Some key elements of each principle are clear within the principle statements. | Key elements of each principle are clear and precise within the principle statements. |
| Few identified strategies are appropriate and meet few assignment requirements | Some identified strategies are appropriate and meet some assignment requirements | Identified strategies are appropriate and meet assignment requirements |
| Rationales are unclear and unsupported Parent newsletter does not reflect principles and rationales | Rationales are clear Parent newsletter shows some reflection of principles and rationales | Rationales are clear and supported Parent newsletter reflects principles and rationales |

Peer Teaching Demonstration

15 points

Task Requirements

- Sign up to facilitate a discussion on an assigned chapter from Teach Like a Champion for one class session.
- You will work with a partner to prepare a 15-20 minute learning activity about the reading.
- The activity should engage the class and allow us to examine and apply the material in a meaningful way.
- You will find a guide for peer presentations in the Cougar Course shell for this class. Follow this guide to complete your assignment.

Presentation Rubric 15 Points

| Below Standards 1 Point | Approaching Standards 2 Points | Meeting Standards 3 Points |
|---|---|--|
| Presentation described only one technique or strategy or concept from the assigned reading. Peers were not engaged or actively involved in the actively involved in the discussion. | Presentation described 2 technique or strategies from the assigned reading. Peers were somewhat engaged and/or actively involved in the class activity or discussion. | Presentation described and elaborated at least 3 techniques or strategies from the assigned reading. Peers were engaged and actively involved in the class activity or discussion. |

Lesson Plan

20 Points

Task Guidelines

- Design a lesson using the lesson design template available at: <http://www.csusm.edu/education/CalTPA/StudentInfoTPA.html>
- Your lesson will address an English Language Arts standard
- Describe what you know about the learners and their context in detail.
- When describing students, identify English Learners and their levels of language acquisition, students who are accelerated learners, and students who need special education supports under IDEA &/or ADA include, readiness range (skills, reading, math and schooling), learning profiles, interests, talents, and culture for all students.
- Design a differentiated lesson plan.
- Consider the lesson you are revising, what content, process, and products does the lesson incorporate?
- How could you revise the lesson to differentiate the content, process, or product for your students learning English, for your accelerated learners, and for your students with special needs?
- Address their individual needs based on their readiness (skills, reading, thinking & information), learning profile, interests, talents, and culture.
- Plan Implementation.
- All students need to feel comfortable and supported to maximize learning.
- What will you do to create an environment so the whole community values differentiation?

LESSON PLAN RUBRIC 20points

| ELEMENT | LEVEL 1= 1 point | LEVEL 2 = 2 points | LEVEL 3 = 3 points | LEVEL 4 = 4 points |
|---|---|--|--|---|
| The lesson addresses the content standards | Utilizes inappropriate and irrelevant materials and inaccurately or fails to address the content standards. Evidence is unconnected across the response | Utilizes limited materials and ambiguously addresses the content standards. Materials provide partial relevance to the lesson and content standards are inconsistent. Evidence is weakly connected and inconsistent across the response. | Utilizes appropriate materials and accurately addresses content standards. Materials provide relevance to the lesson and content standards. Evidence is connected across the response. | Utilizes appropriate, detailed and clear materials and accurately addresses content standards. Materials reinforce relevance to the lesson and consistently connect to the content standards. Evidence is purposefully connected and reinforced across the responses. |
| Student activities are appropriate to the grade level | Lesson plan is inappropriate or irrelevant to the students' grade level. Activities are missing connections to the learning goals. | Lesson plan is partially appropriate to the students' grade level. Activities show limited connections to the learning goals. | Lesson plan is appropriate and relevant to the grade level. Activities show clear connections to the learning goals. | Lesson plan is clear, appropriate relevant and engaging to the grade level. Activities show clear and consistent connections to the learning goal. |
| Assessment of learning goals | Assessment is not related or appropriate to the learning goals. The examples are irrelevant to the content standards. | Assessment is partially related and ambiguously addresses the learning goal. Some examples are minimally related to the content standards. | Assessment is clearly related to the learning goal. Assessments clearly address pre, formative, and summative. They are appropriate for the grade level and special needs students. They are placed appropriately in the lesson. | Assessment is directly related and appropriate to the learning goal. Assessment address pre assessment, formative, and summative learning objectives and are purposely connected and reinforced. Examples given during assessments relate to content standards. Assessment goals are clear, consistent, and convincing. |
| Instructional strategies and student activities meet learning goals | Instructional strategies are irrelevant and student activities are unconnected and inappropriate to the instructional strategies and are not grade level appropriate. | Instructional strategies are limited and inconsistent and vaguely connected to the student activities and are somewhat age appropriate. | Instructional strategies clearly connect to the student activities and the learning goal. Student activities are relevant and derived from the instructional strategies and are age appropriate.. | Instructional strategies clearly connect to the student activities and the learning goal. Student activities are purposely and clearly derived from the instructional strategies and are age appropriate. |
| Differentiation of students learning needs | Differentiation is irrelevant to the description of students and has little or no relation to the content standards and learning goals. Assessments are inappropriate to students learning needs. | Differentiation is inconsistent to the description of students and has minimal relation to the content standards and learning goals. Assessments are partially appropriate to students learning needs. | Differentiation is relevant to the description of the students and relates to the content standards and learning goals. Assessments are appropriate to students learning needs. | Differentiation is relevant and consistent to the description of students and directly relates to the content standards and learning goals. Assessments are appropriate for all students learning needs with modifications for students with special needs. |

Student Assistance Team (SAT)/Student Study Team (SST) Process 10 points

TASK Requirements and Guidelines

- demonstrate knowledge of the use of the SAT model
- recognize the various roles of the SAT members
- examine support options for students based upon their unique individual characteristics
- understand the use of pre-referral strategies and interventions to assist the child in class
- clarify the initial procedures involved in identifying students for special education support

Preparation

- Complete the Pre-referral packet with observed characteristics of the student's behavior and learning or behavioral challenges, how the child's characteristics affect school performance, and possible strategies for supporting the student. (use *Pre-referral Intervention Manual* for reference)
- In groups of 4 meet and discuss your student. (teacher, facilitator, parent, and referring teacher)
- Complete the SST Summary Sheet with each column filled out in items that would be covered in an SST.
- Part of the packet will address the needs of the child that your group created as well as information from your text books and web sites you visited to complete your understanding of your child and areas that you need to address as a teacher. The web sites will provide information about the challenging student characteristic and strategies for supporting the student.

SST SIMULATION RUBRIC 10 Points

| Approaching Standards 1 Point | Meeting Standards 2 Points |
|---|--|
| Limited understanding of child's strengths, needs and areas to be addressed | Complete understanding of child's strengths, needs and areas to be addressed |
| SAT/SST summary sheet was missing some information | SAT/SST summary sheet was complete and accurate |
| Limited understanding of each participant's role | Complete understanding of each participant's role |
| Demonstrates some knowledge of the use and purpose of the SST/SAT | Demonstrates accurate knowledge of the use and purpose of the SST/SAT |
| Limited participation in group preparation and simulation | Full participation in group preparation and simulation |

TENTATIVE SCHEDULE/COURSE OUTLINE

The instructor reserves the right to alter the instructional timeline, add, delete, and/or change topics and assignments in response to individual and class needs.

| EDMS 511b – Teaching and Learning I Wednesday 1:00 – 3:45 | | |
|--|--|--|
| SESSION | TOPIC | ASSIGNMENT |
| Session 1 January 26 | <ul style="list-style-type: none"> Course Overview Assignments Discussion | Bring: Syllabus Textbooks Your own culture bag |
| Session 2 February 2 | <ul style="list-style-type: none"> Setting High Academic Expectations Differentiated Classroom | Read: TLC Chapter 1 Tomlinson Chapter 1 |
| Session 3 February 9 | <ul style="list-style-type: none"> Planning that Ensures Academic Achievement Underpinnings of Differentiation | Read: TLC Chapter 2 Tomlinson Chapter 2 Due: Reflection # 1 Peer Teaching Demonstration # 1 |
| Session 4 February 16 | <ul style="list-style-type: none"> Structuring & Delivering Lessons Rethinking Schools: How & for Whom? | Read: TLC Chapter 3 Tomlinson Chapter 3 Peer Teaching Demonstration # 2 |
| Session 5 February 23 | <ul style="list-style-type: none"> Engaging Students in Lessons Learning Environments | Read: TLC Chapter 4 Tomlinson Chapter 4 Due: Reflection # 2 Peer Teaching Demonstration # 3 |
| Session 6 March 2 | <ul style="list-style-type: none"> Creating a Strong Classroom Culture Good Curriculum and Differentiation | Read: TLC Chapter 5 Tomlinson Chapter 5 Peer Teaching Demonstration # 4 |
| Session 7 March 9 | <ul style="list-style-type: none"> Setting & Maintaining High Behavioral Expectations Building Differentiated Classrooms | Read: TLC Chapter 6 Tomlinson Chapter 6 Due: Reflection # 3 Peer Teaching Demonstration # 5 |
| Session 8 March 16 | <ul style="list-style-type: none"> Building Character and Trust Instructional Strategies | Read: TLC Chapter 7 Tomlinson Chapter 7 Tomlinson: Chapter 5 (ebook) Peer Teaching Demonstration # 6 |
| Session 9 March 23 | <ul style="list-style-type: none"> Improving Your Pacing Instructional Strategies | Read: TLC Chapter 8 Tomlinson Chapter 8 Due: Reflection # 4 Peer Teaching Demonstration # 7 |
| Spring Break | <ul style="list-style-type: none"> March 30—April 4 | No Class |
| Session 10 April 6 | <ul style="list-style-type: none"> Challenging Students to Think Critically Putting It All Together | Read: TLC Chapter 9 Tomlinson Chapter 9 |

EDMS 511b – Teaching and Learning I
Wednesday 1:00 – 3:45

| SESSION | TOPIC | ASSIGNMENT |
|------------------------|--|---|
| Session 11 April 13 | <ul style="list-style-type: none"> • Teacher as Leaders • Understanding by Design: The Big Ideas • Lesson Plan Workshop | <p>Read: Tomlinson Chapter 10 Wiggins and McTighe UbD Module A</p> <p>Due: Reflection # 5</p> |
| Session 12 April 20 | <ul style="list-style-type: none"> • Understanding by Design Template • Assessment | <p>Read: Wiggins and McTighe UbD Module B Turnbull Chapter 1</p> <p>Due: Lesson Plan</p> |
| Session 13 April 27 | <ul style="list-style-type: none"> • Understanding by Design: Evidence of Understandings • SST Workshop • PRIM | <p>Read: Wiggins and McTighe UbD Module G Turnbull Chapter 2</p> <p>Due: Observation of a Child</p> |
| Session 14 May 4 | <ul style="list-style-type: none"> • SST Simulations • Course Evaluation | <p>Read: Turnbull Chapter 3</p> <p>Due: Current Events Statement</p> |
| Session 15 May 11 | <ul style="list-style-type: none"> • Finals Week | <p>Due: Management Plan Grid & Parent Letter</p> |