

California State University San Marcos
COLLEGE OF EDUCATION

EDSS 511 – Teaching and Learning in Secondary Schools (4 units)
Summer 2005

Michelle Mullen, M. Ed.

mmullen@csusm.edu

(760) 750-8227

Office: University Hall 422B

Office Hours: before and after class
and by appt.

Pat Stall, Ph. D

pstall@csusm.edu

(760) 750-4386

Office: University Hall 425

Office Hours: before and
after class and by appt.

Class Meets: Tuesday and Thursday evenings and Saturdays (see summer calendar)

College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

(adopted by COE Governance Community October, 1997)

Infused Competencies

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. See “Authorization to Teach English Learners Competencies.” *(approved by CCTC in SB 2042 Program Standards, August 02)*

Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course. It is assumed that students entering this course will have technology proficiency at least at the level practiced in the prerequisite course EDUC 422.

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, 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.

Course Description and Goals

This course is intended to begin the preparation of secondary teachers. Students will be exposed to and have experiences with the research, theory, and practice which form the foundation of the profession. The course will focus on facilitating students to improve knowledge and develop skills in six fundamental areas of the teaching profession. These are:

1. **PURPOSE FOR TEACHING:** Student teachers will develop and refine their own philosophy of teaching grounded in theory, research, and practice.
2. **REFLECTIVE PRACTITIONERS:** Student teachers will become active learners who continuously research, assess, apply and refine knowledge throughout their careers.
3. **PROFESSIONAL KNOWLEDGE:** Student teachers will increase their understanding of the principles of learning, curriculum, instruction and assessment as well as demonstrate application of this knowledge in the effective development of learning opportunities for all students.
4. **STUDENT FOCUS:** Student teachers will work equitably and effectively with all students by respecting the diversity of ethnicity, race, gender and distinctive characteristics of each individual and will know how to adapt instructional strategies accordingly.
5. **TEACHING AS A PROFESSION:** Student teachers will exhibit appreciation and practice of the principles, ethics and responsibilities of the profession.
6. **COLLABORATIVE RELATIONSHIPS:** Student teachers will collaborate and create partnerships with colleagues, students, parents, businesses and community agencies.

To help us internalize these concepts, we will pursue the answers to four essential questions throughout the course of the semester:

1. What do you believe about the nature of adolescents?
2. What are your broad academic and life goals for your students to accomplish?
3. How do you/your students construct knowledge?
4. When you consider your beliefs about teaching and learning, what teaching approaches accomplish your goals?

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate must be able to demonstrate their understanding and ability to apply each of the TPE's, that is, merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Failure to meet a minimum competence in any of the TPE's by the completion of the program will prevent the acquisition of the Single Subject Credential (A full-text version of the TPE descriptions can be downloaded from the CoE webpage: www.csusm.edu/COE). All of the TPE's are addressed in this course as well as in other professional education courses. In this course, some will receive more emphasis than others and the ones with *'s next to them will be evaluated via your TaskStream reflections (see assignment description):

Primary Emphasis

TPE 3 - Interpretation and Use of Assessments

TPE 4 - Making Content Accessible

TPE 6c - Developmentally Appropriate Practices in Grades 9 -12*

TPE 6d - Developmentally Appropriate Practices for Special Education*

TPE 8 - Learning about Students

TPE 9 - Instructional Planning*

TPE 11 - Social Environment

TPE 12 - Professional, Legal, and Ethical Obligation

TPE 15 - Social Justice and Equity

Secondary Emphasis:

TPE 1B – Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

TPE 5 – Student Engagement

TPE 7 - Teaching English Language Learners

TPE 10 - Instructional Time

TPE 13 - Professional Growth

TPE 14 - Educational Technology

AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

Red print indicates the areas covered in this course.

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English--SDAIE)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally- responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	III. Cultural Contact
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

Required Texts and Resources

- Baldwin, M. and Keating, J. (2005). (shared with EDSS 530)
- Bigelow, Bill, et. al., Eds. (1994). *Rethinking Our Classrooms*, Volume 1. WI.: Rethinking Schools.
- Borich, Gary D. (2003). *Observation Skills for Effective Teaching*. (4th ed.). Upper Saddle River, NJ: Prentice-Hall. [shared with EDSS 530, Professor Keating]
- Choate, J.S. (2004). *Successful Inclusive Teaching*. (4th ed.). Needham Heights, MA: Allyn and Bacon. [shared with all courses in the program]
- Course Website: <http://courses.csusm.edu> (WebCT used for online coursework and communications in EDSS 511.)
- www.taskstream.com (2004) Web page access for assessment/reflection of TPE's and for unit and lesson planning. Subscription required each semester. Will be used by most courses in the program.
- Tomlinson, Carol Ann and Caroline Cunningham Eidson. (2003). *Differentiation in Practice: A Resource Guide for Differentiating Curriculum Grades 5-9*. Alexandria, VA.: Association for Supervision & Curriculum Development.
- Villa, R., and Thousand, J. (1995). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development. [This text is required reading for EDUC 350. If you didn't take this prerequisite class at CSUSM, you'll need to buy and read the book on your own. Reference will be made to it in several courses throughout the year.]

Choice Books (choose ONE to read after attending first class)

1. Cusman, (2003). *Fires in the Bathroom: Advice for Teachers from High School Students*. What Kids Can Do, Inc.
2. Gardner, Howard. (2000). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. Basic Books.
3. Graves, Donald (2001). *The energy to teach*. Heinemann
4. Gruwell, Erin. (1999). *The Freedom Writers Diary*. Doubleday.
5. Kohn, Alfie. (1996). *Beyond Discipline: From Compliance to Community*. Association for Supervision and Curriculum.
6. Marzano, Robert J. (2000). *Transforming Classroom Grading*. VA: Association for Supervision and Curriculum.
7. Pipher, Mary. (1995). *Reviving Ophelia: Saving the Selves of Adolescent Girls*. Ballantine Books.
8. Pollack, William S. and Mary Pipher. (1999) *Real Boys: Rescuing Our Sons from the Myths of Boyhood*. Owl Books.

Other Texts Worth Reading Early in Your Career

- Fried, Robert L. (1995). *The Passionate Teacher*. Boston, MA: Beacon Press.
- Nelson, J., Lott, L., & Glenn, H.S. (1997). *Positive Discipline in the Classroom*. (2nd ed.). Rocklin, CA: Prima Publishing.
- Palmer, Parker. *The Courage to Teach*

Assignments

- **Highly Effective Teacher Attributes:** See page 10-11 for a full description. Generally, these attributes have to do with professional and responsible behavior and work habits.
- **Reading Responses/participation:** Critical, engaged discussion will make this a richer class for all of us. In preparation for this kind of thoughtful discourse, you will be responsible for reading and responding to a variety of texts in a variety of ways. Response methods will be introduced and explained in class. The goal of all reading responses is to help you better contemplate, organize, and understand your reading and to be better prepared for thoughtful discussion. If your responses cease to function in these ways and seem to be “busy work” then you need to adjust what you’re doing. Seek alternative ways of responding in order to meet the goal—it is your responsibility to make the work worthwhile. Ask for help if you need it. Come to class prepared to participate fully, using your reading responses as a “jumping off” point.
- **“Choice Book” Literature Circles and Book Presentation:** While reading this book, you should keep a series of notes (margin notes/annotations, post-it notes in the book, separate paper notes, etc.) that you can use for later discussion, both on-line and face-to-face, with your colleagues who have read the same book. When meeting face-to-face, you will complete one specified literature circle “role” for each assigned section of reading (ex: summarizer, connector, etc.). This major assignment includes: on-line and literature circle participation. You will write a one-page reflection about the literature circle process, e.g. what worked, what didn’t work, how this would work with high school students, and how this “fits” or “doesn’t fit” with your own preferred learning style. Finally, your group will do a 15 minute presentation that includes a “skit” either directly from the book or created by your group to illustrate one of the main ideas and a poster, PowerPoint, overhead, or other brief visual to “teach” the important concepts from the book.
- **Observation Reports:** Two observation reports will be generated which focus on two specific elements of classroom life and student behavior. The focus of each observation is described in the Borich text: higher level thinking and instructional variety. A format for the reports and past student samples can be found on WebCT and will be discussed in class. This assignment requires observation time in a classroom.
- **Unit and Lesson Plans:** You will develop a unit plan and two lesson plans relevant to your content area. The unit plan will include student/class background, objectives and standards, essential questions, instructional and assessment strategies, evidence of differentiation, timeline, and reflection. More details of this assignment and student samples can be found on WebCT and will be discussed in class. Templates for planning will be used via TaskStream. This assignment requires consultation with a practicing teacher in your content area—preferably one who views planning as a serious part of his/her professional responsibilities.

- **Student Study Team (SST):** You will participate in a group role-play modeling the SST process. Preparation for this assignment will take place in and outside of class as you coordinate roles with group members and develop a written summary to accompany the role play.
- **Special Education Matrix: The Thirteen Handicapping Conditions:** Working in small groups, you will create a master chart that includes information about environmental, curricular, instructional, and assessment adaptations and accommodations for students who qualify for special education according to the state and federal criteria under any of the thirteen handicapping conditions. Further instructions will be provided in class and through WebCT.
- **Reflections on TPE's 6c, 6d, and 9:** It is important to recognize that the TPEs are threaded throughout the credential program, as a whole, and are addressed multiple times in each course, as indicated in the TPE listing for this course. Even though we are referencing and seeking to understand several TPEs in this course, you are specifically responsible for writing a reflective statement for TPE 6c, 6d, and 9 in the Task Stream Electronic Portfolio. Each assigned reflection will follow a pertinent assignment, discussion, and/or reading, which provides a deeper understanding of the specified TPE. The reflection should be approximately 250-350 words (the goal is to be succinct not to count words) and focus on a description, analysis, reflection sequence. You must attach one or more artifacts to support your ideas in the reflection. One artifact will be the pertinent assignment accompanying the specific TPE. You may attach other artifacts, such as assignments from other classes, which also support your ideas. The same artifact may appear in multiple TPE reflections. When you submit each TPE reflection, you will receive feedback from one of us. When the reflection is finalized, it will become a permanent record in your Task Stream Portfolio. You may return to the TPE at another point in your program and make modifications as your understanding deepens.
- *As per the Summative Assessment Criteria (page 8), to be eligible for a B or an A all major assignments must have been attempted.*

Recap of Assignment Weights and Due Dates

Major Assignment	Points	Due
Highly Effective Teacher Attributes	5	Ongoing to end of course
Reading Responses	10	See calendar (throughout)
Special Education Matrix	20	7/6
SST (Student Study Team)	10	7/9
Observation Report #1: Instructional Variety	10	7/7
Observation Report #2: Higher Thought Processes	10	7/16
Unit and Lesson Plans	20	7/19 & 21
Choice Book Presentation and 1 pg. reflection	5	7/19 & 21
TPE Reflections (6c, 6d, 9)	10	See calendar

Summative Assessment Criteria for EDSS 511

“A” students:

1. demonstrate serious commitment to their learning, making full use of the learning opportunities available to them and searching out the implications of their learning for future use.
2. complete ALL major assignments thoroughly, thoughtfully, and professionally, receiving 90-100% of all possible points.
3. make insightful connections between all assignments and their developing overall understanding of teaching and learning; they continually question and examine assumptions in a genuine spirit of inquiry.
4. show high level achievement of or progress toward course goals and TPEs.
5. always collaborate with their colleagues in professional and productive ways, working with integrity to enhance each participant’s learning .
6. consistently complete all class preparation work and are ready to engage in thoughtful and informed discourse.
7. demonstrate responsibility to meeting attendance requirements (see syllabus).

“B” students:

1. comply with the course requirements and expectations.
2. complete ALL major assignments, usually thoroughly, thoughtfully, and professionally, receiving 80-89% of all possible points.
3. usually connect assignments to their developing overall understanding of teaching and learning; may be satisfied with “accepting” their learning as it’s “received” without examining, very deeply, their and others’ assumptions or seeking a deeper understanding of the implications.
4. show reasonable achievement of or progress toward course goals and TPEs.
5. generally collaborate with their colleagues in professional and productive ways, enhancing each participant’s learning.
6. complete most class preparation work and are usually ready to engage in thoughtful and informed discourse
7. demonstrate responsibility to meeting the attendance requirements (see syllabus).

“C” students:

1. demonstrate an inconsistent level of compliance to course requirements and expectations.
2. attempt all assignments but with limited thoroughness, thoughtfulness, and/or professionalism, OR fail to complete one major assignment. Total points are 70-79%.
3. make limited connections between assignments and their developing overall understanding of teaching and learning; may not be open to examining assumptions or implications.
4. attempt but show limited progress in achieving course goals and TPEs.
5. collaborate with their colleagues in ways that are not always professional or productive; participant’s may be distracted from learning.
6. complete some class preparation work and are generally under-prepared to engage in thoughtful or informed discourse.
7. meet the minimum attendance requirements (see syllabus).

“D” or “F” students fail to meet the minimum requirements of a “C.” The specific grade will be determined based on rate of assignment completion, attendance, etc.

GRADING NOTES

- Students falling in between grade levels will earn a + or – at the instructor’s discretion, depending on where they meet the criteria most fully.
- In order to receive a California State Teaching Credential, you must maintain a B average in your College of Education classes and receive no lower than a C+ in any one course. A grade lower than a C+ indicates serious concern about a student’s readiness for a teaching credential—significant concerns exist about his/her quality of learning, quality of work, etc. If you are concerned about meeting this requirement at any time, you should talk with your instructor immediately.

Note: Teacher education is a professional preparation program. Students will be expected to adhere to standards of dependability, academic honesty and integrity, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, colleagues, parents, and administrators, writing that is original, clear and error-free is a priority in the College of Education.

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 with quotation marks.

Attendance

COE Policy: Due to the dynamic and interactive nature of courses in the COE, 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.

Instructor Application of the Policy: If two class sessions are missed, or if the student is late (or leaves early) more than three sessions, s/he cannot receive a grade of “A”. If three class sessions are missed, the highest possible grade that can be earned is a “C+”. **NOTE: Saturday classes are equivalent to two class sessions.** If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements.

***The Maintenance and Development of Positive Teacher Behaviors
in the College of Education Courses***

(These are the AFFECTIVE objectives for our single subject courses.)

Purpose/Rationale

A variety of practitioner and university research suggests the importance of linking affective objectives (feelings, attitudes, values, and social behaviors) to all cognitive objectives (mental operations, content knowledge) in all subject areas (Roberts and Kellough, 2000). Krathwohl, Bloom and Masia (1964) developed a useful taxonomy for teachers to use in defining and implementing affective objectives. These student behaviors are hierarchical from least internalized to most internalized: 1) receiving; 2) responding; 3) valuing; 4) organizing; 5) internalizing and acting. There is a correlation between students' academic success and the degree to which teachers incorporate these affective objectives (Roberts and Kellough, 2000; Baldwin, Keating and Bachman, 2003).

In order for teachers to facilitate and integrate these affective expectations into their own teaching, it is essential that they demonstrate corresponding personal attributes (characteristics, qualities) in their own learning. In light of this, it is critical for pre-service teachers to be given an overall dispositional model (a range of these personal attributes) that can be used by them, as future teachers, and that illustrates the importance of and encourages the practice of these attributes. This dispositional model generally reflects the high expectations of quality teaching such as enthusiasm, positive attitudes, positive interactions and supportive interpersonal relationships within the teaching environment. In summary, there is a general consensus within the educational community that these attributes are considered highly desirable professional qualities in teachers (with an obvious range of individual manifestations) that will assist in promoting successful teaching and learning outcomes (Stone, 2002; McEwan, 2002; Dewey, 1910).

Scoring Criteria

Reflective and "supported" assessment is the goal; you will be asked for evidence in support of your scores. "Perfection" (all 4's) is NOT the goal. While these attributes define professional and collegial behavior to which we expect all students to aspire, it is recognized that individuals will have areas in need of improvement (we are, after all, human!). Earning full credit for this "assignment" (at the end of the course) is predicated on your ability to provide **evidence** of your assessments and your ability to **work conscientiously toward increased accomplishment**. This is what reflective practitioners do, monitor and self-evaluate their own performances as well as that of their students. Peer input, self-evaluation, and intermediate conferences during your EDSS courses will assist in formative assessments

Exceeds expectations (4): Student has demonstrated an especially high level of functioning with respect to this attribute (no sub par examples).

Meets expectations (3): Student has demonstrated an acceptable level of functioning with respect to this attribute (some qualities may be high while others are more limited; while there is room for continued growth, this student is generally solid; no concerns exist).

Below expectations (2): Student has demonstrated inconsistent levels of functioning with respect to this attribute; the student is on his/her way to meeting expectations, but needs

time or a conscientious focus on this attribute in order to do so (numerous limitations or examples noted).

Well below expectations (1): Student has demonstrated a low level of functioning with respect to this attribute (serious overall limitations noted in this area).

Generally Accepted Attributes of Highly Effective Teachers
(as seen in pre-service programs)

(Roberts and Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin, Keating and Bachman, 2003; Johnson and Johnson, 1994; COE Mission Statement, 1997)

The following will be used as a guideline to assess the level of attainment (and progress) in demonstrating these attributes.

- 1) **General classroom attendance, promptness, and participation:** is on time, respects time boundaries (breaks, etc.), regularly attends class, and actively participates.
- 2) **Attention to classroom discussion protocols** (per Epstein's Five Stage Rocket): respects time limitations, recognizes and respects the perspectives of fellow classmates, gives wait time, listens actively, uses non-interruptive skills, mediates disagreements by working to understand others' perspectives and finding common ground, genuinely encourages all to participate.
- 3) **Social and cooperative skills (as illustrated in cooperative projects):** assumes responsibility of one's roles, is open to consensus and mediation, effectively communicates ideas, attends group meetings, is dependable, respects others' ideas, expects quality work from self and colleagues, manages time effectively, uses organizational skills and leadership skills, is assertive but not aggressive, uses reflection as a means of evaluation, motivates and offers positive reinforcement to others.
- 4) **Attention to assignments:** meets time deadlines, produces quality products, responds cooperatively to constructive criticism, uses rubrics or other stipulated criteria to shape an assignment, prioritizes tasks and performs/supervises several tasks at once.
- 5) **General classroom demeanor:** is professional, creative, kind, sensitive, respectful, has a sense of humor, is supportive of fellow classmates and instructors; recognizes others' perspectives as valid and works to include all "voices" in the classroom; is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom.
- 6) **Flexibility:** is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; "bounces" back easily; can work calmly under stress.

- 7) **Openness to and enthusiasm for learning:** can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and metacognition of learning across the curriculum and within discipline areas; takes advantage of learning opportunities and seeks out additional opportunities for learning.

Tentative Calendar (Subject to Change)

Date	Topic	Reading Assignment Due	Assignment Due
#1 and #2 Thursday, 5/19 and Saturday 5/21 (Single Subject Team)	Orientation/team- building (combined w/EDSS 530)	<ul style="list-style-type: none"> ◆ Download and review the <i>Single Subject Credential Handbook</i> (part-time) from the CoE webpage: www.csusm.edu/coe ◆ If you didn't read the Villa/Thousand text during EDUC 350, this would be a good time to read it. 	<ul style="list-style-type: none"> ◆ Handbook study guide and questions you want to ask about the information in the program handbook.
#3 Thursday, 5/26 Pat and Michelle	Purpose, perceptions, and philosophy of teaching Professional ethics/legal responsibilities Book talks about choice books Introduction to WebCT for online work	<ul style="list-style-type: none"> ◆ Course syllabus downloaded, read, and printed (from COE webpage or WebCT) ◆ Choate: Ch. 1 ◆ Bigelow: 4-5 	<ul style="list-style-type: none"> ◆ Be sure university computer account is activated by today. ◆ Bring any syllabus questions you have to class ◆ Reading response #1. Make margin notes in your readings, highlighting ideas you especially want to remember. Jot down questions/issues you want to discuss with others. ◆ Define and take notes on these key terms and/or acronyms while reading Choate: Public Law 94-142; IDEA; IEP; LRE; No Child Left Behind Act; FAPE; inclusion (or inclusive education) ◆ Note: find your previously written philosophy of teaching or belief statements from EDUC 350 or equivalent. Keep in your notebook until the end of the course.
#4 Tuesday 5/31 Pat	Set up literature circle groups and plans Democratic and	<ul style="list-style-type: none"> ◆ "Courage for the Discouraged" article (WebCT: Assignments/"Reader response" section) 	<ul style="list-style-type: none"> ◆ Reader response #2: Reflective writing for "Courage" article (WebCT: Assignments/"Reader response" section) ◆ Complete "Synthesizing Key

	inclusive classrooms: building an environment to nurture the circle of courage and respect adolescent development	<ul style="list-style-type: none"> ◆ Bigelow: 19-22, 30-33 & 35-38, 50-55 	Ideas” graphic organizer (WebCT: Assignments/ “Reader response” section)
#5 Thursday 6/2 Pat	Democratic classrooms and adolescent development (cont.) Model Borich observation report	<ul style="list-style-type: none"> ◆ Borich: Ch. 7: “Looking for Lesson Clarity” ◆ Baldwin and Keating Ch. 2 	<ul style="list-style-type: none"> ◆ Borich: identify questions you want to ask about the chapter. Spend time looking at the various instruments for monitoring elements of lesson clarity; you will be asked to use one in class during a practice observation. ◆ Reader response #3: Baldwin and Keating: Download the free trial version of Inspiration software from www.inspiration.com (do NOT wait until the last minute to do this!) Using this software, create a graphic organizer that helps you to organize the major ideas Print the organizer to bring to class. If you do not have a computer at home, make arrangements to complete this assignment with a partner who does have a computer or come to school and use the computer lab.
#6 Saturday 6/4 Pat	Learning and learning theories Literature Circle meeting	<ul style="list-style-type: none"> ◆ Choice book reading (per group’s reading plan) ◆ Bigelow: 126-128, 134-135 and 178-181 ◆ Bring Baldwin/Keating book to class. 	<ul style="list-style-type: none"> ◆ Reader response #4: Bigelow: Margin notes/annotations (written in book or on post-its) for all articles ◆ Look ahead to session # 9 If you want to go ahead and do the teacher interview and observation before the traditional high school year is

			<p>over and teachers are gone, you could get a head start on this assignment.</p> <ul style="list-style-type: none"> ◆ You may also want to look ahead at sessions 10 and 14 to get started on the observations.
Between 6/11 and 6/26	Literature circle online posting	<ul style="list-style-type: none"> ◆ Choice book reading (per group’s reading plan) 	<ul style="list-style-type: none"> ◆ Post and respond to your colleagues’ online postings related to your book—based on your group’s reading plan (WebCT Discussion Board). This is a cyberspace literature circle meeting. You should plan to generate your “discussion” over the course of just a few days so everyone knows when to get on and participate.
#7 Tuesday 6/28 Michelle	<p>Learning for the typical “atypical” student</p> <p>Special education matrix: the 13 handicapping conditions</p>	<ul style="list-style-type: none"> ◆ Choate: Ch. 2 ◆ Villa/Thousand: Ch.1 and 3, including the “Voices” sections 	<ul style="list-style-type: none"> ◆ Reader response #5: Respond to this prompt: What are your fears and concerns regarding teaching any of the student populations described in the Choate and Villa/Thousand readings? Be prepared to discuss and brainstorm strategies.
#8 Thursday 6/30 Michelle	<p>Special ed. matrix/issues continued</p> <p>Introduce SSTs</p>	<ul style="list-style-type: none"> ◆ Borich, Ch. 8 	<ul style="list-style-type: none"> ◆ Continue working on your special ed. matrix (based on what your group completed last class)—final due 7/6 ◆ Start Instructional Variety Observation (from Borich, ch. 8)—due 7/7
#9 Tuesday 7/5 Pat and Michelle	<p>SST assignment check-in</p> <p>Planning and instructional strategies: the big picture down to lesson plans</p>	<ul style="list-style-type: none"> ◆ Download, print, review, and bring your content area’s frameworks or standards—grades 6-12 (available at www.cde.ca.gov) ◆ Baldwin and Keating Ch. 5 	<ul style="list-style-type: none"> ◆ SST should be started—research, role development, etc. We’ll check in on progress tonight (role play due 7/9). ◆ Interview/observe a content area teacher in your field and gather the following information: <ol style="list-style-type: none"> 1. Sequence of units throughout a semester or year and some

			<p>objectives from one of those units (see “Planning Information to Gather from a Teacher...” organizer on WebCT under “assignments” in the unit plan section).</p> <p>2. Download and print a blank lesson plan template from TaskStream (the CSUSM Single Subject format). While observing a teacher, keep track of the things they do over the course of the lesson by filling in the template in the appropriate spots. You will have to make inferences in order to fill in some places (such as facts about learners).</p>
<p>Wednesday 7/7</p>	<p>No class meeting—special education matrix due online</p>	<p>◆</p>	<p>◆ Special Education Matrix due to Michelle via WebCT e-mail (as an attachment). Have a group member collect each section of the matrix from the other group members electronically and compile ONE document that can then be sent back to the group members and to Michelle. Each person should print and retain a hard copy of the COMPLETE matrix (all 13 conditions) in a labeled folder or binder. You will use this reference again in this and other classes.</p>
<p>#10 Thursday 7/7 Pat</p>	<p>Planning and instructional strategies</p>	<ul style="list-style-type: none"> ◆ Download and read the unit plan assignment on WebCT ◆ Baldwin and Keating CH. 4 ◆ Reread your teacher interview and choose unit or topic theme for 	<p>◆ Reader response #6: Reader response: Using a 3 column graphic organizer, in the 1st column, list each strategy with a 3-6 word description. In the 2nd and 3rd columns, identify pros and cons, respectively. Highlight the strategies that are</p>

		your thematic unit.	<p>“Student-centered activities”</p> <p>Put a star next to the ones you particularly want to use in your planning because they are especially effective in your discipline. Put a ? next to those strategies you want to discuss with someone else for greater clarity.</p> <ul style="list-style-type: none"> ◆ Observation report for instructional variety due.
#11 Saturday 7/9 Pat and Michelle	Planning and instructional strategies (cont.)	Search for resources for your thematic unit. Use textbooks, internet sites, WebQuest, teachers, and other resources.	<ul style="list-style-type: none"> ◆ Mock SST role plays and written support due TODAY! Bring props as needed. ◆ Prior to coming to class, go into the TaskStream unit builder (CSUSM format) and type in the information you’ve already generated from class (unit topic, length, student facts, etc.). BE SURE TO <u>SAVE</u> YOUR UNIT and LESSON PLANS ON TASKSTREAM! You will be adding to this unit while in workshop sessions in class. Bring all your unit materials to class. ◆ Rough draft of TPE 6D response due for colleague feedback. (post to taskstream after receiving input)
#12 Tuesday 7/12 Pat	Choice book literature circles meet Assessment	<ul style="list-style-type: none"> ◆ Choice book reading (per group’s reading plan) ◆ Choate: Ch. 3 ◆ Baldwin and Keating: Ch. 3 	<ul style="list-style-type: none"> ◆ Reader response: Choice book literature circle role (per group’s reading plan)
#13 Thursday 7/14 Pat	Planning and differentiating instruction re-visited	<ul style="list-style-type: none"> ◆ Bigelow: Choose any two articles from pages 68-124 ◆ Tomlinson: 	<ul style="list-style-type: none"> ◆ Reader response #7: Bigelow: Reflective response to the two articles describing implications for your own teaching—what

	Workshop time	Introduction, Part I, Part II, and one chapter (1-6) related to your content area	do these articles offer you or make you consider, and why is that important? (1-2 para.) <ul style="list-style-type: none"> ◆ Reader response: Tomlinson: Respond to this prompt: As you are reviewing how to differentiate instruction, what are the implications for your developing unit plan? How will it affect your plan? (1-2 para) ◆ Using TaskStream, continue adding information to your unit plan as ideas come to you.
#14 Saturday 7/16 Pat	Classroom and state assessments Workshop time	<ul style="list-style-type: none"> ◆ Borich: Ch. 12 “Higher Level Thinking” (should have read this much earlier in order to complete your observation report) ◆ Bigelow: 171-175 ◆ Visit the state’s assessment website at http://www.cde.ca.gov/ta/ <p>In groups of four, you will each take a section below and come prepared to “teach and inform” your group about your particular section.</p> <ol style="list-style-type: none"> 1. Standardized Testing and Reporting (STAR) 2. Academic Performance Index (API) 3. Adequate Yearly Progress (AYP) 4. California High School Exit Exam (CAHSEE) 	<ul style="list-style-type: none"> ◆ Observation report for higher level thinking due. ◆ Bring a hard copy of your unit plan to class (in its rough form) so you can receive feedback and revision ideas from your colleagues. ◆ Develop a rough draft 3-column list of criteria that describes what a student would need to do/achieve in order to earn an A, B, or C in your class (think beyond just an accumulation of points; what learning accomplishments would a student need to demonstrate in order to earn an A, B, C? As you develop this list, consider how you identify the difference between the A student and the C student.
#15 Tuesday 7/19 Pat	Social Justice Project: The Achievement Gap Workshop time		<ul style="list-style-type: none"> ◆ Unit overview and calendar due. You can hand in one copy with both partners’ names. ◆ Bring a hard copy of lesson plan to share and get feedback

			<p>from your colleagues.</p> <ul style="list-style-type: none"> ◆ Rough draft of TPE 6c response due for colleague feedback. (post to taskstream after receiving input)
<p>#16 Thursday 7/21 Pat</p>	<p>“The Achievement Gap” cont. Workshop time</p>		<ul style="list-style-type: none"> ◆ Individual lesson plan from unit due. Each person hands in his or her own lesson plan. It may be created in conjunction with your partner, but must be written by you.
<p>#17 Tuesday 7/26 Pat</p>	<p>Choice book Presentations Classroom and state assessments (cont.) Philosophy/belief statements Course evaluation</p>	<ul style="list-style-type: none"> ◆ Finish choice book (per group’s reading plan) 	<ul style="list-style-type: none"> ● “Choice Book” Presentations: 15 min. skit and teaching of important concepts and one page reflection on literature circle process due. ● Deadline to submit written portion of SST on WebCT discussion board (“main” section)--by midnight. ● Course self-evaluation due ● Bring EDUC 350 (or equivalent) philosophy of teaching/belief statements to class. ● Bring draft of TPE 9 reflection to class for writing group feedback. (post to taskstream after receiving input)
<p>#19 Thursday 7/28 Pat</p>	<p>Choice Book Literature Circle Presentations Revisit Essential Questions</p>		

Written Unit of Instruction

In constructing your unit of study you must demonstrate six major goals:

1. Choosing and stating standards, goals, and objectives
2. Examining and choosing appropriate instructional materials
3. Constructing interesting and challenging lessons
4. Integrating different lesson types into a reasonable sequence which comprise a well-organized and purposeful whole
5. Developing a systematic and valid means of student performance assessment
6. Making logical interdisciplinary links

The unit plan should consist of 7-10 lessons, which could be taught in 2-3 weeks. Each lesson should represent a major subtopic of the unit to be taught. Eventually, each lesson must be comprehensive in describing everything you believe is necessary for students to understand and learn that particular content (e.g., instructional procedures, homework assignments, etc.). You will write only one comprehensive lesson plan per person for this assignment. A lesson can require more than one day to complete.

Directions: The following components and characteristics should be built into the unit: This description reiterates the format on Taskstream. Follow the format in Taskstream.

1. The situation or context in which you will be teaching this unit should be explained briefly. (course, grade level, ability of students, etc.) Of course, this will likely be hypothetical at this point, unless you have participated as a long-term substitute or some other situation that you can actually “picture.” In your thinking, include many of the types of learners we have discussed in class. **Your unit and lesson plans must include important aspects of differentiating instruction for specific learners.**

2. Essential question(s) and concepts should be stated such that higher levels of thinking are required of the learners. Then, general goals should be stated for the unit. These can be either in the form of an organized list or in a narrative rationale statement. In any case, they should explain what the unit seeks to achieve, and why it is important.

3. Learning is different from teaching. Despite courses you may or may not have had about the topic you have selected, you need to research the topic you have selected. You need to know more than the textbook and you need to know more than you will teach. Planning must involve scholarly effort on your part. This should involve not only content but also a search for teaching activities. For this purpose, you are required to read and review articles from professional journals and search professional sites on the Internet that you will use to develop your lessons and unit plan. A bibliography of these sources should be included.

4. Your unit calendar and overview will provide a brief summary of each lesson. However, one individual lesson must be fully developed and contain:

- a. Specific **objectives** of the lesson. These should be related logically to the goals. Cognitive objectives should be stated for each lesson. High level and low level cognitive

objectives should be distributed throughout the unit. Affective objectives could also be included. Lessons do not have to contain each type of objective.

b. The **materials** to be used in the lesson should be clearly explained. References to texts, pages, etc. are needed, as are descriptions of film segments, simulations, visuals, manipulatives and statistical data. Long articles, chapters, etc. should be avoided. However, copies of less familiar and/or difficult to obtain materials should be provided.

c. The **teaching procedures** and **student activities** in which students will be engaged should be explained thoroughly and in such detail that another teacher could take your plan and teach the lesson effectively.

d. Each lesson should be interesting, challenging, and congruent with the goals of the unit. There should be a variety of content, teaching activities, materials and student assignments in your unit plan.

e. In the unit there should be clear examples of concept teaching, inquiry, value analysis, and skill instruction. These lesson formats provide an avenue by which to construct different ways students can learn the content you want to teach. State and national standards can be met if you design lessons that ask students to vary how they think and learn and hold them accountable in your assessment plan.

f. Reading, writing, and technology assignments should be found throughout the unit. The use of reading, writing, and technology throughout the unit should be used to support the content learning. They should not be extraneous, meaningless assignments.

g. A range of materials should be used. Avoid lengthy reading assignments, especially of difficult materials. Avoid college text materials as readings. This is a common mistake of beginning teachers. Include materials, which provide for a variety of student activity/learning. Include teaching ideas from different sources and courses. You also need to include relevant fiction and nonfiction literature.

h. A student performance assessment plan must be included in the unit plan. This should consist of the following: a brief description of formative and summative data collection, rubrics, skills checklists, tests, etc.

5. Next, write a 2-3 page reflection describing how you went about developing your unit. How did you select your topic? What problems did you encounter initially? How did you start? What kind of assistance did you need? What kind of information did you lack? What was easy for you? What was the most difficult for you? What do you know about planning that you did not know before? What questions, problems remain for you?

Name _____ Unit Title _____

Be sure to do a self assessment using the rubric below. I will add my assessment and comments as well.

A. Statement of standards, goals, objectives	Excellent	Acceptable	Needs improvement
1. Importance of goals/rationale			
2. Specificity of Standards and Objectives			
3. Congruence of standards, goals, and objectives			
4. Levels of objectives (Blooms taxonomy)			
B. Materials			
1. Imagination			
2. Range and variety			
C. Teaching procedures and Student Activities			
1. Imagination/variety of activities (multiple Intelligences)			
2. Logic of sequence/organization			
3. Specific Questions related to lesson.			
D. Assessment Plan			
1. congruence of items with objectives, standards			
2. Variety and quality of assessment tools, e.g. test questions, rubrics, skills checklists, observations, performance assessment, etc.			
E. Other			
1. Directions/requirements completed			
2. Examples of concept, inquiry, value analysis, skill instruction			
3. Variety of writing, reading and technology assignments			
4. Narrative statement regarding how you developed your unit plan			
F. Presentation of the plan			
1. Word processed, correct grammar, spelling, syntax			

Comments:

Planning Information to Gather from a Teacher in Your Content Area

1. *Ask the teacher for some of the “big picture” goals and enduring ideas s/he will work to help students meet and understand for the school year or course. Write down a few here:*

2. *Ask the teacher what units are planned for the school year/course that will help students to meet the goals and understand the enduring ideas. Get the names and length of units.*

Name	Length
Unit 1:	
Unit 2:	
Unit 3:	
Unit 4:	
Unit 5:	
Unit 6:	
Unit 7:	
Unit 8:	

3. *Ask the teacher how he/she uses or references the state standards in planning the units.*

4. *For ONE unit, get examples of cognitive, affective, language, and psychomotor objectives. (The teacher may not recognize the names for these objectives—you list them where you think appropriate.)*

Cognitive	Language	Affective	Psychomotor

Assignment Sheet

Name _____ Content area focus _____

e-mail _____ phone _____

Assignment	possible points
_____ Highly Effective Teacher Attributes	5
_____ Reading Responses (points awarded when all are complete)	10
#1 _____ #2 _____ #3 _____ #4 _____ #5 _____ #6 _____ #7 _____	
_____ Special Education Matrix	20
_____ SST (Student Study Team)	10
_____ Observation Report #1: Instructional Variety	10
_____ Observation Report #2: Higher Thought Processes	10
_____ Unit and Lesson Plans	20
_____ Choice Book Presentation and 1 pg. reflection	5
_____ TPE Reflections (points awarded when all are completed)	10
TPE 6c _____ TPE 6d _____ TPE 9 _____	