EDMS 512: Elementary Teaching and Learning II (3 units)
Preceded by EDMS 511, Prerequisites: EDUC 350, 364, 422
Summer Intensive, 2007

Instructor	Office	Office Hours	Phone	E-mail Address
Leslie Mauerman M.S.Ed.	University Hall 212 & Alvin Dunn Rm. 48	By appointment, Daily during class	760-750-8210 760-846-0401 urgent only	lmauerma@csusm.edu

Class Meeting Dates: 07/09/07 – 07/24/07
Class Meeting Times: AM = 8:30–11:30; PM = 12:30–3:30
Class Site: Alvin Dunn Elementary School Room #48 3697 La Mirada Drive, San Marcos, CA. 92069

Mission Statement of the College of Education, Cal State San Marcos

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.

Course Description

This course has been collaboratively designed by faculty of the Multiple Subject and Education Specialist credential programs. It complements the particular section of EDMS 511 taught within the Education Specialist credential program. This course may require participation in public schools and other education-related contexts. This course is designed:

- to focus on developing learning theory and instructional practice in integrated and inclusive elementary classrooms;
- to extend preservice candidates' understandings about numerous philosophies of teaching and learning;
- to inform preservice candidates about key understandings, concepts, and procedures related to teaching students with special learning needs, including students who are learning English

Course Objectives: Enduring Understandings

The purpose of this EDMS 512 course is to present preservice Concurrent Credential candidates with a curriculum that:

- expands their knowledge and experiences with standards-based teaching, general learning theories, and a range of pedagogical practices;
- guides development of skills, knowledge, attitudes/dispositions necessary to implement effective programs for all students;
- enhances their awareness of multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings;
- provides a safe environment in which they can discuss and experiment with various instructional techniques and methods;
- provides an introduction to and preparation for presenting content to K-12 learners using and infusing education technology;
- provides an introduction to and preparation for teaching K-12 learners about, through, and with music, visual arts, theater, and dance (VAPA standards).

Activities and Instructional Methods for Realizing Objectives

class discussions group work lectures readings web site access quick writes videos demonstrations reflections

Evaluation of Attainment of These Knowledge Bases and Skills

attendance punctuality quizzes reflections creativity class dynamics active participation in class
collaborative activities group presentations lesson plan design lesson presentation critique of lessons

Teaching Performance Expectations (TPE) Competencies

The Teaching Performance Expectations (TPEs) were developed by the California Commission on Teacher Credentialing (CCTC) through rigorous research and consultation with California educators. The TPEs fall into the following six broad domains, which describe the set of knowledge, skills, and abilities beginning teachers should be able to demonstrate: (For full text of TPEs, go to http://www.csun.edu/~sb4310/tpes.htm) Teacher Performance Expectation (TPE) Competencies

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

1. Making Subject Matter Comprehensible to Students	2. Assessing Student Learning
3. Engaging and Supporting Students in Learning	4. Planning Instruction/Designing Learning Experiences for Students
5. Creating/Maintaining Effective Environments for Student Learning	6. Developing as a Professional Educator

This section of EDMS 512 *primarily* addresses three (3) Special Education TPEs, although we will secondarily address others throughout the course. You will post reflections and artifacts for the primary TPEs in TaskStream:

TPE 6d - Engaging and supporting **all** learners
(Student Study Team Assignment)
TPE 8 - Learning about students: Demonstrate ability to identify and design effective instruction for all students
(The Differentiation/Characteristics Matrix Assignment, Family Centered Perspective assignment)
TPE 10 - Creating & managing effective instructional time
(Differentiated Understanding by Design Project Assignment)

EDMS 512 (Concurrent program) also responds, *in part*, to the following TPEs:

TPE 2 - Monitor and support student learning during instruction
TPE 5 - Ensure the active and equitable engagement of all students in the learning process
TPE 6 - Employ developmentally appropriate teaching practices to all learners
TPE 9 - Plan/ design learning experiences for children and adolescents that include goals, strategies, activities, and materials that effectively coordinate academic content and all students' needs, abilities, and development
TPE 11 - Demonstrate ability to maintain effective social environments for student learning by including positive behavior supports and addressing social and emotional development of students in a classroom management plan

Required Texts & Web Sites

Rosenberg, M., O'Shea, L. & O'Shea, D. (2006). *Student teacher to master teacher: A practical guide for educating students with special needs*
(4th ed.). Upper Saddle River, NJ: Merrill.

Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2007). *Exceptional lives: Special education in today's schools* (5th ed.). Upper Saddle River, NJ: Pearson.

Villa, R. & Thousand, J. (2005) *Creating an inclusive school* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Task Stream Electronic Portfolio: Students must register & pay fee online prior to first class: www.TaskStream.com (register for 1 year minimum

- For TaskStream Directions, go to: http://lynx.csusm.edu/coe/eportfolio/Task.Stream.Directions.htm)
- For directions on writing TaskStream Narratives, go to: http://lynx.csusm.edu/coe/eportfolio/Narrative.Directions.htm

Teacher Performance Expectations (TPEs): TPEs At-a-Glance:
http://lynx.csusm.edu/COE/fieldExperience/TPEs.at.a.Glance.pdf

- Full Text: http://lynx.csusm.edu/coe/fieldExperience/Handbook.MS/TPEs.FullText.doc

Bloom's Taxonomy: http://www.officeport.com/edu/bloomq.htm

California Content Standards: http://www.cde.ca.gov/be/st/ss/

Additional Websites for Differentiated Instruction

- CAST Universal Design for Learning: Differentiated Instruction (http://www.cast.org/publications/ncac/ncac_diffinstruc.html)
- Enhancing Learning with Technology: Differentiating Instruction (http://members.shaw.ca/priscillatheroux/differentiating.html)
- Technology and Differentiated Instruction Web Resources (http://k12.albemarle.org/Technology/DI/)
- OSBI Toolkit 9 Differentiated Instruction Using the Grow Network (http://sbci.cps.k12.il.us/professional.html)
- Differentiation of Instruction in the Elementary Grades (http://www.ericdigests.org/2001-2/elementary.html)

Other Books worth Reading Early in your Career—However, NOT required reading for this course

Tomlinson, Carol Ann and Caroline Cunningham Edison. (2003). *Differentiation in Practice: A Resource Guide for Differentiating Curriculum Grades 5-9.* Alexandria, VA.: Association for Supervision & Curriculum Development.

Cusman, (2003). *Fires in the Bathroom: Advice for Teachers from High School Students.* What Kids Can Do, Inc.

Gardner, Howard. (2000). *Intelligence Reframed: Multiple Intelligences for the 21st Century.* Basic Books.

Gruwell, Erin. (1999). *The Freedom Writers Diary*. Doubleday.

Kohn, Alfie. (1996). *Beyond Discipline: From Compliance to Community*. Association for Supervision and Curriculum.

Marzano, Robert J. (2000). *Transforming Classroom Grading.* VA: Association for Supervision and Curriculum.

Pipher, Mary. (1995). *Reviving Ophelia: Saving the Selves of Adolescent Girls.* Ballantine Books.

Pollack, William S. and Mary Pipher. (1999) *Real Boys: Rescuing Our Sons from the Myths of Boyhood*. Owl Books.

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*

Infused Competencies

Authorization to Teach English Learners Senate Bill (SB) 2042

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 *Competencies for the Instruction of English Learners* on the following page of this syllabus.]

(Approved by CCTC in SB 2042 Program Standards, August 2002)

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 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.

Visual and Performing Arts

This course infuses and integrates the California Visual and Performing Arts Standards to prepare candidates for presenting content to K-12 learners through music, visual arts, theater, and dance.

Accommodation for Disabilities

Students requiring reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. Please also discuss your needs with the instructor within the first week of the semester. Disabled Student Services is located in Craven Hall 5025a, and can be reached by telephone at (760) 750-4905 or (760) 750-4909 (TDD users).

COE Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, and the value placed on the contributions of every student, all students are expected to prepare for, attend, and actively participate in all class sessions. 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.

WebCT Online Course Supplement Attendance and Participation

Please note that this course is supplemented by online components (WebCT). Participants are required to access portions of the course using WebCT, according to a given schedule of class sessions. Students are required to participate in online discussions and class activities. This requirement is included in the attendance and participation grade of this course. Note: If this course has any tasks online, they must be completed by 12:00 am (midnight) of the due date noted on the syllabus.

Academic Honesty and Plagiarism

All work submitted for this course should reflect students' personal efforts. Group work submissions must reflect all group members' names and their contributions. For a complete discussion on Academic Honesty please refer to the General Catalog of the University, and Section 41301, Title 5, of the California Code of Regulations. Also refer to this discussion of plagiarism at Cal State: **http://library.csusm.edu/plagiarism/** . When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association Manual (APA)(5th ed.). Failure to follow these directions may result in failure of the course. Directions for crediting sources using APA style are at: **http://library.csusm.edu/plagiarism/howtocredit/how_credit_styles.htm .**

University-Wide Writing Requirement

CSUSM requires that all students meet the writing criteria of a minimum of 2500 words per course. EDMX 512 in-class reflections, WebCT submissions, TaskStream postings, as well as the following assignments shall serve to meet this important writing requirement: Personal Philosophy paper, Understanding by Design (Backward Design) Unit project, SST expert reports, FCP teaching tips, and the Disabling Characteristics Matrix. All assignments may be found in this syllabus with performance scoring rubrics.

Course Requirements & Grading Policy

1. Attend **all** class sessions. Be on time and be prepared. E-mail the instructor when you are unable to attend all or part of class. It is the policy of the College of Education that students missing 20% or more of class time or class sessions may not receive a passing grade.

2. "Person-first" language ***must*** be used throughout *all written and oral assignments and class discussions* (e.g., "Student with Down Syndrome" rather than "Down Syndrome student;" "Johnny who has autism" rather than "My autistic student"). Refer to this commentary for further details: http://www.kidstogether.org/pep-1st02.htm

3. Word-process all written documents. Save/Keep a copy of all of your work. You will want these copies for your records and future use as potential professional portfolio entries.

4. Complete and submit all assignments on the due dates for full credit.

5. Readings and homework assignments are listed on the dates on which they are due.
   a. If you have extraordinary circumstances that impact completion of your assignments, advise the instructor in advance.
   b. Any time that you have questions or concerns, please contact the instructor immediately.
   c. All required work is expected to be on time.
   d. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one day late will be marked down to a "B").
   e. Unless ***prior*** instructor approval is secured, assignments will not be accepted three days after which they are due.
   f. Exceptions will be handled on a case-by-case basis, at the discretion of the instructor.

6. It is expected that students will proofread and edit assignments prior to submission. Students will ensure their writing is error-free (grammar, spelling), and ideas are logically and concisely presented. Assignment grade will be affected as a result of any oversight.

7. Grading will also include a component of "professional dispositions and demeanor." Students will conduct themselves at all times in ways that are generally expected of those who are entering the education profession. This includes, but is not limited to:
   - On-time arrival and full attendance to all class sessions;
   - Advance preparation of readings & timely submission of assignments;
   - Demonstration of respectful, positive interpersonal communication and participation with classmates, instructors, and school personnel in all settings (e.g., whole group, small group, in/outside of class); and
   - Carefully considered, culturally aware approaches to solution-finding

8. Select a class "buddy" to ensure you receive handouts and information if you miss all/part of a class. Keep their contact info with you!

Grade Point Values

A	(93-100 points)	A-	(90-92 points)
B+	(87-89 points)	B	(83-86 points)
B-	(80-82 points)	C+	(77-79 points)

A (Excellent):	Performance at the highest level, showing sustained excellence in meeting all course objectives and requirements and exhibiting an unusual degree of intellectual initiative.
B (Good):	Performance at a high level, showing consistent and effective achievement in meeting course objectives and requirements.
C+ (Satisfactory):	Performance at an adequate level, meeting the basic objectives and requirements of the course.
NOTE:	The minimum acceptable grade for a course in the professional education sequence is "C+." A "B" average must be maintained. (Refer to CSUSM General Catalog.)

General Overview of Assignments for EDMS 512 (Special Ed. Candidates)

1	Philosophy of Education	5	7/10
2	Student Study Team Presentation & Analysis	15	7/12
3a	Characteristics Expert Report w handouts	10	7/16-17
3b	Characteristics Matrix Final	15	7/24
4	Differentiated Backward Design LP Project	10	7/19
5	Family Centered Perspective/IEP Presentation	15	7/23
6	TaskStream Posting—Standard 6D	5	7/24
7	TaskStream Posting—Standard 8	5	7/24
8	TaskStream Posting—Standard 10	5	7/24
9	Attendance, Participation, Collaborative Demeanor and Professionalism	15	7/24
	Grand Total	100	

General Summative Assessment Criteria for EDMS 512

(Refer to individual assignment rubrics for additional details.)

"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 colleagues in professional/productive ways, working w/ integrity, enhancing everyone'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, professionally; receives 80-89% of possible points.
3. usually connect assignments to their developing understanding of teaching & learning; may be satisfied w/accepting their learning as it's "received" w/o examining their/others' assumptions or seeking 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 colleagues in ways 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.

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

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.** Intra-group 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 both English language development and 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)	**A.** What teachers should learn about their students
H. Nonverbal communication	**D.** Working with paraprofessionals	**B.** How teachers can learn about their students
I. Language Change		**C.** How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	**III. Language and Content Area Assessment**	**III. Cultural Contact**
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	**A.** Purpose	**A.** Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	**B.** Methods	**B.** Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	**C.** State mandates	**C.** The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	**D.** Limitations of assessment	**D.** Strategies for conflict resolution
E. Political factors affecting first- and second-language development	**E.** Technical concepts	**IV. Cultural Diversity in U.S. and CA**
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

Tentative Course Schedule: EDMS 512, Summer 2007, Mauerman *Updated*

Classes will be held at Alvin Dunn Elementary School in San Marcos (Rm. 48) or online in WebCT as indicated.

Class #	Date	Topics	Class Activities	Readings for Today	Assignments Due Today
1	7/09 AM Monday	**FIRST DAY OF SCHOOL-Where *are* we going?!** -Course Overview: Syllabus, Text Preview -Class Norms Expectations and Clarifications You, Me, & EDMS 512 Viability of July 17 -Organizing for Success: Time Management Activity	Syllabus preview Set up Self-Monitoring Folders Revisit cohort norms, roles & snack lists Time Management Plan	In Class : Syllabus & Assignments	Texts Purchased Provided: Time Management Plan
2	7/09 PM	**TEACHING & LEARNING TODAY** -CEC Code of Ethics -The COE Mission Statement In class Quick Write --YOUR Philosophy—revisited or created - Cooperative Base teams and Secondary teams -TPEs & CSTPs; CA Content Standards YOUR NOTES:	Visit CEC website CSUSM COE website Cooperative Grouping/Roles Preview Content Standards-where are they?	TPEs website REFERENCE: ROO: p. 4-15; 24; Appendix A WebCT	Bring philosophy tomorrow, if you have one. In class: Mission Prompt 1 TPEs Read TaskStream Directions Web Site

Class #	Date	Topics	Class Activities	Readings for Today	Assignments Due Today
3	7/10 AM Tuesday	**THE CIRCLE OF COURAGE** Belonging, Mastery, Generosity, Independence Inclusive Education Today—why does a personal philosophy and stance matter?	Jigsaw "Circle" article-Coop Grps Readings	Circle Article TTW: Ch. 1 ROO: p. 14-17	Bring "Circle" Article-ONE per group to share
4	7/10 PM Tuesday	**HELP!** Student Study Team Training What is it, why does it work so well? Student Study Team Group Meetings & Guided Planning by Topic area.	View WebCT Links for SST Photos	VT: Ch. 6 ROO : Ch. 10 SST Lecturette (syllabus)	Laptop Philosophy Paper
	7/11	NO CLASS—GROUP WORK DAY			
5	7/12 AM Thursday	**SSTs: PRESENTATIONS & ANALYSES** Peer Reviewing BRING Peer Feedback Sheet	SST Presentations & Analyses	Relevant TTW Chapters + ROO Ch. 1	SST Presentations & Analyses
6	7/12 PM Thursday	**SSTs: PRESENTATIONS & ANALYSES** Peer Reviewing BRING Peer Feedback Sheet	SST Presentations & Analyses	Relevant TTW Chapters + ROO Ch. 1	SST Presentations & Analyses
7	7/13 AM Friday	**SPECIAL EDUCATION** Face-to-face Disabling Conditions Matrix Model presentation: AD/HD	Supported Model and practice	VT: 1, 3 TBD	
8	7/13 PM Friday	**IN-CLASS Work Groups: EXPERT GROUPS** **SpEd Characteristics Matrix**	Supported	Relevant TTW Chapters + ROO Ch. 1,2 WebCT resources	

Class #	Date	Topics	Class Activities	Readings for Today	Assignments Due Today
9	7/16 AM Monday	**BECOMING AN EXPERT :** SLI, ED/BD, MR Presentations/lectures toward Matrix assignment	Presentations Additions Enrichment	Relevant TTW Chapters + ROO Ch. 1	Experts Reports & Handout: SLI, ED/BD, MR
10	7/16 PM	**BECOMING AN EXPERT:** MH, AUT, OI Presentations/lectures toward Matrix assignment	Presentations Additions Enrichment	Relevant TTW Chapters + ROO Ch. 1	Experts Reports & Handout: MH, AUT, OI
11	7/17 AM Tuesday	**BECOMING AN EXPERT:** TBI, HOH/Deaf, VI/Blind. Presentations/lectures toward Matrix assignment	Presentations Additions Enrichment	Relevant TTW Chapters + ROO Ch. 1	Experts Reports & Handout: TBI,HOH,VI,
12	7/17 PM	**BECOMING AN EXPERT:** OHI, GATE, LD Presentations/lectures toward Matrix assignment	Presentations Additions Enrichment	Relevant TTW Chapters + ROO Ch. 1	Experts Reports & Handout: OHI, GATE, LD
	7/18	**No class EDMX 521**			
13	7/19AM Thursday	**We/They/Us:** **THE FAMILY-CENTERED PERSPECTIVE** Small Group Scenario and Simulations	Prepare/Rehearse FCP Presentation/Skit and Handouts	See syllabus VT Ch 6	Outside Meetings as required needed
14	7/19 PM	**THAT'S WHAT IT'S ALL ABOUT!** **Inclusive teaching for ALL Students** Backward Design –Guest Speaker: Michelle Mullin Facets of Understanding and the 3 stages of Backward Design Process	Backward Design Part I, 2, 3 Cooperative Groups	Intro Wiggins and McTighe (syllabus)	Laptops Write/save Bkwd Desgn LP in class

	7/20	No Class-Work day			
Class #	**Date**	**Topics**	**Class Activities**	**Readings for Today**	**Assignments Due Today**
15	7/23 AM Monday	**THE FAMILY CENTERED PERSPECTIVE and the IEP**	FCP Presentations-- Evaluating with Rubrics	Relevant TTW Chapters + ROO Ch. 9	FCP Presentations & Handout
16	7/23 PM 2:00-3:30 Reflections	**THE FAMILY CENTERED PERSPECTIVE and the IEP** **PROGRAM REFLECTIONS MEETING PREPARING FOR FALL SEMESTER Guest Speakers for Student Teaching!**	FCP Presentations-- Evaluating with Rubrics	Relevant TTW Chapters + ROO Ch. 9	FCP Presentations & Handout Program and Course Evaluations
17	7/24 AM	**THE MANY HATS OF TEACHERS & STUDENTS** ***FCP simulations if necessary*** **MATRIX & TASKSTREAM FINALE**	**Mad Hatter's Tea Party** Course Evals & Celebration of Learning	Bring a funky hat and 4 note cards	Matrix due TaskStream posting for TPE 6D, 8, & 10 due
	7/24 PM	**NO CLASS Final submissions via WebCT by midnight 7/24** ***SUMMER INSTITUTE July 26-28***		Fall Decisions	TaskStream finished for Summer;

Course Assignment Details

Assignment 1: Philosophy of Education (5 Points)

Candidates will reflect on their future as teachers, and will write a personal philosophy of education that reflects current and prospective future beliefs and approaches they will apply to their instruction and classroom management of all students.

Learner Objective:	Candidates will refine/develop their personal philosophy of teaching
Assessment:	Word processed philosophy of teaching measured against a given 5-point rubric
Resources:	**Online sample and Lecturette – Leslie Mauerman**
Textbooks	Villa, R. A. & Thousand, J. S. (2005). *Creating an inclusive school.* Ch. 1, 3, 5, 6, 7 Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2007). *Exceptional lives: Special education in today's schools* (5th ed.). Ch. 1-3
Previous Philosophy Paper (if available)	If you wrote a Philosophy of Education paper in a previous course (i.e., EDUC 350), please include it with your submission of this assignment.

Task Guidelines:

- **Your educational philosophy and personal identity**
  Identify your educational philosophy and describe what you believe about students as learners, the learning process, assessment, families as partners, and how to meet students' needs. Describe how your own personal values and biases might affect the teaching and learning of students.
- **Your instructional approach**
  Describe the first and second language and special education challenges you anticipate the students in this class will face. In your response, reference theories of first and second language, inclusion strategies, and literacy development. Discuss your instructional approach, including differentiation for students with special needs and English Language Learners.
- **Your management approach**
  How will you create a supportive, positive learning environment for diverse groups of students to promote educational equity and positive intercultural relationships? How will your ideas contribute to creating a democratic and active learning classroom? Describe approaches, strategies, and how you will organize instruction to promote educational equity and positive intercultural relationships within your classroom. Specify why these practices contribute to the creation of a democratic and engaging classroom. Use your personal experiences as an observer to support your beliefs.

Personal Philosophy Rubric

Elements	Does Not Meet Expectations (0)	Beginning to Meet Expectations (1)	Approaching Expectations (2)	Meets Expectations (3)	Total Points
Philosophical beliefs regarding curriculum and instruction based on knowledge and personal beliefs.	No assignment submitted; assignment submitted after agreed upon due date	Philosophy statements are generally without a clear connection with curriculum, and learning without all students needs being addressed with no relationship to knowledge and personal understanding.	Statements of philosophy that are not clearly related to curriculum, learning, assessment, and instruction in regards to individual students needs addressed with little relationship to knowledge and personal understanding.	Clearly stated philosophy based on curriculum, learning, assessment, and instruction in regards to individual students needs addressed based on knowledge and personal understanding.	
Management and engaging students in their learning, based on knowledge and personal beliefs	No assignment submitted; assignment submitted after agreed upon due date	Management of students is clear with some understanding of engagement based on individual students needs with knowledge and personal understanding.	Management of students is clear and some individual student learning and strategies that engage students based on knowledge and personal understanding.	Management of students clearly is related to individual student learning using strategies that engage students based on knowledge and personal understanding.	
				Total Points	**/5**

Assignment 2: Student Study Team Presentation and Analysis (SST) (15 points) **TPE 6D**

You will participate in a group role-play modeling the SST process. Preparation for this assignment will take place in class as you coordinate roles with group members and present an oral summary to accompany the role play. In addition to your summary, you will also write a personal reflection about the SST experience. *Further instructions will be provided in class.*

Your team will present to the class an expert's lecture on a given disability category, accompanied by a brief handout, "Tips for Teachers," that will assist fellow candidates in providing students who live with that particular disability the opportunity for success in school.

Learner Objectives:	Given training in the Student Study Team pre-referral process and collaborative teaming, candidates will demonstrate their understanding of the process by participating in a group role-play that accurately reflects the steps of the SST process. Candidates will analyze classmates' SST presentations using given rubric
Assessment:	Given a specific disability category, candidates will present a 15-minute team "expert" lecture in class, and will provide classmates with an informative handout. Candidates' performance will be evaluated using given rubric.
Resources	Titles/Necessary Information
Textbooks	Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2007). *Exceptional lives: Special education in todays schools* (5th ed.). Ch. 1 Rosenberg, M.S., O'Shea, L., & O'Shea, D. (2006). *Student teacher to master teacher: A practical guide for educating students with special needs.* Ch. 7
Supplemental Lecture	Dr. Jacqueline Thousand (See accompanying Student Study Team Lecturette)
Form	Completed SST Summary Plan Sheet copied for each class member

EDMS 512
SST Rubric and Peer Feedback Score sheet
(Print and bring 6 copies to class on 7/12)

Elements	Does Not Meet Expectations (0)	Beginning to Meet Expectations (1)	Approaching Expectations (2)	Meets Expectations (3)	Total Points
Team Members & Roles	No assignment submitted; work submitted after due date	Minimal evidence of role responsibilities in presentation	Some evidence of role responsibilities in presentation	Consistent evidence of role responsibilities in presentation	
Topic Researched	"	Minimal evidence and inclusion of topic research	Some evidence and inclusion of topic research	Consistent evidence and inclusion of topic research	
Attentive to Grade Level Standards	"	Minimal evidence of research regarding grade level standards	Some evidence of research regarding grade level standards	Consistent evidence of research regarding grade level standards	
Completed Summary Form	"	Incomplete/ inaccurately completed SST Summary form	Completed SST Summary form with few errors and good details	Professionally completed SST Summary form w/close attention to details	
Peer-Assessment	"	Completed or incomplete peer-assessment with minimal analysis of SST skills	Completed peer-assessment w/some reflective analysis of SST skills	Completed peer-assessment w/constructive comments reflective of critical analysis of SST skills	
Participation in /Contribution to Group "Expert" Lecture	No participation or contribution	Minimal participation or contribution	Some evident participation or contribution	Considerable, evidence of participation or contribution ; TaskStream posting	
"Tips for Teachers" Handout	No participation or contribution	Minimal contribution evident	Some contribution evident	Consistent contribution evident	
				Total Points	/15

Student Study Team (SST) Lecturette (rev. 2006)

Jacqueline Thousand, Ph.D.

The purpose of this lecturette is to provide you with a context and framework for effectively participating as a member of your school's site-based Student Study Team, known throughout California and referred to in the remainder of this lecturette as an "SST." California was one of the first states in the union to mandate that each school establish a working team, the SST, to examine the challenges and needs of individual students who are not experiencing success in general education for one reason or another. All too often the reaction to a student's classroom difficulty is to refer the student for special educational assessment and services. This is not an appropriate action of first course. In fact, referral is an action of *last* course, following demonstrated efforts to develop individualized supports to promote student success. As you exam IDEA/IDEIA, you will learn that part of the legal requirements is that you must ensure that all feasible alternative educational methods have been employed in general education before any consideration is made to refer students for special education assessment.

An SST is a forum for melding the collective knowledge and wisdom of educators, family members, other support personnel (and, when possible, the student of concern) to craft creative ways in which to ensure a student's success in general education. The overarching goals of any team are to a) support and empower classroom teachers to effectively respond to students' unique learning, social, and behavioral characteristics and b) avoid special education referral. You should know that time analysis studies have found that the special education referral and eligibility determination process for one student can take up to 40 hours of educator's observation, assessment, and meeting time. And in many cases, after all of this time and effort, a student may not meet eligibility criteria. So, it is worth it to take advantage of the
SST structure to plan and carry out ways for providing student assistance while remaining in the special education classroom.

What Does a Student Study Team Look Like and What Does the Team Do?

Probably the most important thing for you to remember about a Student Study Team (SST) is that is *not* a special education function. Instead, an SST represents a total school commitment to student success through individual reviews of student needs and implementation of individualized strategies for promoting success in *general* education. In some school districts, Student Study Teams have been renamed "Student SUCCESS Team" in order to capture the spirit as well as the letter of the law!

An effective SST has at least the following characteristics:

* The SST meets regularly, uses a structured meeting form, insures attendance of relevant team members, and maintains an on-going record of decisions, recommended interventions, and outcomes of interventions.
* The SST includes the parent(s) or guardian(s) and all appropriate site personnel and program resources. The student is included whenever it is deemed appropriate and possible.

* The SST capitalizes upon the local resources of school site staff and other district and community resources, as needed, for professional growth and staff development.

* The SST considers student learning, social, emotional, and/or behavioral challenges and generates, prioritizes, and selects 3-4 strategies for implementation. A concrete plan of action is an outcome of each SST meeting.

* Members of the SST provide assistance, consultation, and peer coaching to the classroom teacher(s) who are involved with the student of concern.

* SST members take advantage of effective teamwork and concentrated action to improve student performance.

* The composition of an SST is a balance between members who are most familiar with the student and a standing core of members who have been elected or appointed as members who have knowledge and experience to design interventions and alternative educational strategies for promoting student success. Because of their knowledge of the student, the student's parent(s) or guardian(s) and the teacher referring the student are always members of the SST. If the person making the referral is not the student's classroom teacher, the classroom teacher as well as the referring person join as team members.

More on the Composition of the Student Study Team

As previously mentioned, each school in California has a standing Student Study Team that has a core membership which meets on a regularly scheduled basis to generate strategies to support referred students. Typically an SST does not exceed six in number, with the core membership being a parent(s), the referring teacher, a school administrator or administrative designee, and up to three additional members (i.e., classroom teachers, the school nurse, a speech and language pathologist, a bilingual teacher, a Title I teacher, a counselor, a special educator, or a psychologist).

The SST changes its composition for each target student. Others beyond the core who are considered best equipped to develop effective strategies for the student may also be included (i.e., a hearing specialist). Below are descriptions of the potential responsibilities individuals in various roles might take as members of an SST. These descriptions are not meant to be prescriptive, as each school has discretion as to how the SST will operate and the roles each person will fulfill. Just remember that professionals in your school (yourself included) will have unique talents, backgrounds, interests, experiences, and relationships with students that might make them invaluable members of a particular student's SST.

Potential Roles and Responsibilities of SST Members

School Administrator/Designee	Convenes and "chairs" the meeting, coordinates the school resources, provides direction and support to team.

Referring Teacher	Provides information on concern(s) regarding the student, gathers complete data regarding student and concern, implements intervention strategies and keeps data on intervention success or lack thereof, brings knowledge of the curriculum and behavioral expectations of students, suggests educational strategies.
Parent(s)/Guardians	Provides information regarding the student's interests, extracurricular activities, daily living and socialization skills, and other pertinent background information such as medical background. Shares family concerns, provides information related to concern observed in home and community, participates in carrying out strategies jointly developed in the SST meeting
Teacher Members (Former, current)	Brings knowledge of the curriculum, effective instructional and behavior management strategies; brainstorms educational strategies and interventions; provides support to referring teacher; often has a history with the student (e.g., former teacher).
Student	Shares feelings, concerns, progress; participates in the decision making; receives support and assistance from adults in taking some responsibility for change. (Recommended for 3rd/4th grade and older students)

Other persons as needed:

Counselor	Gathers complete information regarding student and concern; coordinates long-term information regarding student performance in all classes and outside agency contacts; may assist parent and/or student in preparing for the meeting; brainstorms interventions and supports; provides resources for counseling-related issues.
School Nurse	Provides resources and information about health and/or medical issues

School Psychologist	Provides resources for formal or informal screening, observations, academic or behavioral interventions, monitoring of student progress, and counseling when appropriate
Resource Specialist/ Special Educator	Provides resource information for informal screenings, observations, academic and behavioral management interventions
Language & Speech Pathologist	Provides resources for screening of speech or language concerns, offers intervention strategies and materials to assist the classroom teacher to carry out suggested strategies
Others (e.g., Reading Specialist, Bilingual Teacher)	Participation is based upon the reason for referral and learner characteristics (e.g., English learner). Provides another point of view in problem solving process; knows local resources and student population.

What are the Specific Responsibilities of Designated SST Roles?

Each SST meeting requires a ***facilitator*** and ***public recorder*** to fulfill the following responsibilities. The facilitator will also ask someone to serve as a ***timekeeper*** and someone to serve as the ***seat recorder*** (the person who copies on a regular-sized piece of paper whatever the public recorder recorded on chart paper or a blackboard/whiteboard). If at all possible, none of these roles should be assigned to the referring teacher, parent(s), or the student; these team members need to focus their full attention on the SST process.

BEFORE THE MEETING:

Facilitator Responsibilities:

- Coordinates logistics before & after meeting
- Notifies members of time, place, & student's name
- Ensures parent and student are prepared
- Knows available resources and how to access them
- Assumes ultimate responsibilities for group decision

Public Recorder Responsibilities:

- Sets up SST Chart or Grid on whiteboard/blackboard
- Inserts data into SST heading area

DURING THE MEETING:

Facilitator Responsibilities:

- Describes purpose of meeting to team
- Begins introductions; encourages input from all members
- Helps team find win/win solutions
- Role is to facilitate; does not present information
- Stands in front of the group
- Accountable for time, appoints timekeeper
- Helps recorder take accurate notes
- Checks for meaning and understanding
- Makes corrections non-defensively
- Keeps team focused on task
- Asks for specifics to clarify generalities
- Is positive; compliments group members
- Models and encourages nonjudgmental contributions
- Diffuses emotionally charged statements

Public Recorded Responsibilities:

- Listens carefully for the key words and records key words and i
- Organizes input into appropriate categories
- Writes quickly and legibly
- Shortens, abbreviates
- Isn't afraid to misspell
- Uses color as visual aid
- Uses circles and arrows to connect related information
- Checks with facilitator for clarity

The ***referring teacher*** also has a set of responsibilities in preparation for the SST meeting. Other team members expect the *referring teacher* to bring background information such as the student's cumulative folder with information regarding parent contacts, any previous test data, any hearing and vision screening results, recent work samples in various academic domains (e.g., reading, math, and language). The *referring teacher* also should be prepared to discuss a) the reason(s) for referral and a specific statement of the concern(s); b) student strengths in academic and classroom behavior (e.g., good in math, loves to do handwriting, enjoys art, good in sports, very cooperative, willing to please, chosen by classmates to be a leader); and c) specific non-strength (e.g., difficult time reading textbooks, not able to phonetically sound out words, does not complete work or turn it in, talks during individual work time). It is important that the *referring teacher* comes with positive observations regarding the student; it builds trust and demonstrates genuine concern for the student being referred. In preparation for the meeting, the *referring teacher* may find it helpful to fill out the Strengths, Known Modifications (i.e., what the teacher has already tried with regard to the area of concern), as well as the Concerns columns of a copy of the SST Summary form (which is described in the next section).

All team members, whether or not they have a specific role (e.g., *seat recorder*, *timekeeper*), should observe the **norms of effective team participation**. Namely, all members should: a) listen to and respects to other team members; b) help the *public recorder* accurately record contributions; c) stay on task and focused on each of the columns of the SST Summary form as each

column is addressed; d) serve as *timekeeper,* as needed; e) come prepared with information on the student; f) avoid side conversation; g) take responsibility for all agreed-upon actions; and, if asked, h) serve as the *seat recorder* who copies the SST Summary Form information on a regular-sized piece of paper.

What are the Steps of the Student Study Team Process?

Step 1: Pre-SST Interventions Have Been Tried and Have Not Been Successful

Regardless of who expresses the initial concern about a student (teacher, parent, counselor, other school personnel), efforts must be made and documented that the teacher has met with an initial "screening" team to develop and implement an intervention plan. This initial team meeting, sometimes called a "triad" meeting, involves the referring teacher and two other colleagues (e.g., a trusted teacher colleague, counselor, special education or related services resource person, site administrator).

If the intervention is successful, there is no need for an SST referral. If data indicates that the intervention is not successful, the screening team may meet again to adjust the intervention, implement the modified intervention, and monitor student progress. The teacher may also decide to make a referral to the Student Study Team through the SST coordinator (also know as a Case Manager).

Step2* : *Referral of a student for study by the SST

The teacher makes a referral to the SST through the SST coordinator, who sets up an SST team meeting. Many schools have a regularly scheduled SST meeting time, location, and date (e.g., Wednesdays between 7:30 am and 8:15 am in the guidance office).

Step 3: Parent Invitation and Meeting Arranged

The SST Coordinator invites the parent(s), student, core team members, and other resource persons who are deemed as important extended team members for the student. The teacher may invite the parent, if that is determined to be more appropriate. The coordinator requests that participants gather relevant information, records of student performance, and so forth (see coordinator's responsibilities above).

Step 4: Team Meeting Occurs and Follow-Up Date is Set

The team meets using a structured format that parallels the columns of the Student Study Team Summary format. The SST Summary format is very useful in systematically guiding the team to (in this order):

1) identify student strengths;
2) identify concerns (note that this is out of order on the SST Summary form;

3) identify known information about the student's history and performance;
4) identify known modification tried in the past (by the current and past teachers) that were success (place a /+/ next to the modification) and/or unsuccessful (place a /-/ next to the modification);
5) brainstorm possible interventions and strategies;
6) select actions to be taken from the brainstormed list;
7) assign at least one person to be responsible for each action;
8) determine a specific date by which each action will be initiated and complete; and
9) setting a follow-up meeting between three and six weeks from the date of the current SST meeting.

Questions that come up that cannot be answered at the meeting (e.g., ruling out the possibility of AD/HD through a medical diagnosis) are recorded as they arise in the *Questions* column. This acknowledges the concern and provides a record of the concern, which may be further examined outside of the meeting.

It is a best practice to involve a student if the family and team feel it is appropriate. As a general rule of thumb, students in 3rd or 4th grade and above are considered old enough to participate in an SST. Participation, of course, is up to the discretion of the team.

Step 5: Interventions Implemented and Monitored

Interventions are carried out by designated persons identified in the "Persons Responsible" column of the SST Summary. Anyone at the meeting may be designated to carry out components of the action plan. It is important that data regarding student performance and behavior are collected during implementation to determine the effectiveness of intervention(s). Success will depend upon the *integrity* with which interventions were executed (i.e., Did people do what they agreed to do in ways in which actions were designed?).

Step 6: Follow-Up Meeting to Determine Intervention Success

The SST reconvenes on the predetermined follow-up date. The purpose of this follow-up meeting is to examine how well the interventions were carried out and how effective the interventions were in achieving their desired outcomes for the student.

If the intervention is successful, there is no need for the SST to convene again; the student continues in the intervention program. If the intervention program is not successful, all persons responsible who have implemented modifications and monitored the implementation reconvene on the follow-up date. This cycle may be repeated as many times as the team sees necessary.

The team may decide it is necessary to invite additional *different* team members who have the needed expertise to enhance the team's problem solving capacity. The team at some point may decide a referral to special education is appropriate and necessary. In such cases, the *facilitator* ensures that the process for referral and nondiscriminatory assessment is initiated.

In your Education Specialist program, you will also study in-depth the special education referral and individualized educational program (IEP) development process. You will learn more about the student referral and eligibility procedures when you study the Classroom Teacher's Role in the Individual Education Program (IEP) process.

How Do California Schools Operate the SST Process?

In this lecturette, you have been offered tips and structured procedures for ensuring the best use of the SST process to support students and classroom teachers. Each school district and school in California has some degree of freedom as to exactly how the SST process is conducted. Therefore, the SST process you see and experience in a school may look and feel somewhat different from what you have read about in this lecturette. This is perfectly O.K. as long as, for a student's first SST, the meeting does not look or feel like a special education referral. Remember that **the SST process is a general education function** intended to reduce the probability of and need for special education referral.

Forms

Each school in California has also developed or adopted a number of forms that are used by the team to ensure that the necessary information that is needed is gathered and communicated. Among the forms used generally include the following:

- **Documentation of Modifications** form for documenting exactly what changes have been tried and the results of the modifications. The modifications may be to the environment (e.g., seating arrangement, change in class schedule), curriculum and instruction (e.g., shorter assignments, tutoring, large print), or behavior supports (e.g., contracts, daily reports, parent contact). The form may be used to document interventions made prior to a student's referral to the SST. It may also be used to document interventions suggested by and carried out by members of the SST.

- **SST Referral** form**,** indicating the reason for referral, background information such as the prior support services provided, social service agency involvement, language spoken in the home, and known health issues.

- **Teacher Notification of SST Meeting** form, identifying the student, area(s) of concern, and meeting time, location, and date.

- **SST Summary** form, used for summarizing meeting notes such as the one used in this course.

One of your professional responsibilities as an educator is to know your support resources and how to access them. When you begin student teaching, and then when you become a teacher, you will need to know everything about your school's Student Study Team. You will find out who chairs/facilitates your SST, who else is on the "core" team, how team membership is determined (e.g., elected, appointed), when and how often the team meets, and how successful the SST process has been at avoiding special education referrals. You will locate and keep in your professional files the forms used to communicate information, document outcomes, and monitor interventions. Finally, you will use the SST process when you have been unsuccessful in problem solving on your own for a particular student.

****FOR THIS ASSIGNMENT: Prepare a "Tips for Teachers" Handout -** *a handout for educators* who will use this as a reference when working with a child with this specific disability. The summary should include the definition of the disability, typical learning and social behaviors of a student with this disability, and helpful tips to support inclusion of the student in the general education classroom. It can take the form of an outline, a concept map, or any other effective graphic organizer. Use of bullets is suggested.

Template below works best in a landscape format:

Student Study Team Summary

Today's Date: **Student:** **Teacher:**
DOB: **Chronological Age (CA)** **Primary Language**
Grade Placement: **Sex:** **Parent(s):**
Other SST Members:

Strengths	Information	Modifications Tried	Concerns	Questions	Strategies Brainstorm	Actions	Who/When
							Follow-up Date:

Assignment 3a and 3b: Disabling Characteristics and Strategy Matrix: The Thirteen Categories under IDEA (25 points combined) **TPE #8**

Working in small groups (3 persons maximum), candidates will create a master chart (matrix) that includes information about environmental, curricular, instructional, and assessment adaptations, differentiations, and accommodations for students who qualify for special education according to state and federal criteria under any of the thirteen categories.

Learner Objectives:	Candidates will provide evidence of their knowledge of U.S. special education disability categories, accompanying learner characteristics, and needed supports for success in general education
Assessment:	Using given categories, candidates create a Differentiation Strategy Matrix that reflects their knowledge of nondiscriminatory assessment, processes for making a child eligible for special education, and the teacher's role in developing IEPs. Written products and class discussions evidencing assessment above Candidates' Matrix will be evaluated using a 20-point rubric.
Resource(s):	
Textbook	Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2007). *Exceptional lives:* *Special education in today's schools* (5th ed.). Ch. 1-3
Supplemental Lecture	"The Categories of Disability" - Dr. Toni Hood

Task Guidelines for the Disability Matrix

- Candidates will work in small groups to apply their knowledge of the thirteen (13) special education disability categories ('Handicapping' conditions), recognized by the Individuals with Disabilities Education Act (IDEA). While we will combine several of these for the sake of practicality, it is important that you understand the federal definitions and category designations. These categories are:
    1. Specific Learning Disabilities (SLD)
    2. Speech and Language Impairments (SLI)
    3. Mental Retardation (MR)
    4. Orthopedic Impairment (OI)
    5. Visual Impairment (VI)
    6. Hearing Impairment (HI)
    7. Deaf
    8. Deaf-Blindness (DB)
    9. Serious Emotional Disturbance (SED)
    10. Autism (AUT)
    11. Traumatic Brain Injury (TBI)
    12. Multihandicapped (MH)
    13. Other Health Impaired (OHI)

The matrix must be a graphic organizer, such as a word-processed table, Excel chart, or any other organizational scheme that is a visual representation illustrating each of the following seven dimensions below.

Suggestion: Consider using the *landscape layout* and having only 3 or 4 categories listed per page. This will give adequate space for all dimensions.

1. **The name** of the handicapping condition
2. A brief **description** of the learning and/or social behaviors associated with the disability
3. One assessment appropriate to **use to determine the presence** or degree of the disability
4. One typical adaptation/modification in **curriculum, materials, goals (content)**
5. One typical adaptation/modification in **classroom environment (process)**
6. One typical adaptation/modification in **teaching practices (process)**
7. One typical adaptation/modification in **assessments** required of the student **(product)**

A sample of the Disabling Characteristics Matrix format follows:

Disabling Conditions Matrix
Characteristics, Implications and Strategies
A Practical Chart

Disabling Condition	**CHARACTERISTICS**	**Formal Assessments Criteria Services Eligibility**	**Curriculum & Standards Modifications**	**Classroom Environment Modifications**	**Teaching Practice Modifications Differentiation**	**Ongoing Performance Measurement or Assessment**

Disabling Conditions/ Strategies Matrix Rubric (10= Expert report presentation; 15=Completed Matrix) TPE 8

Elements	Does Not Meet Expectations (0)	Beginning to meet Expectations (2)	Approaching Expectations (3)	Meets Expectations (5)	Total Points
Description / assessment	No assignment submitted; assignment submitted after agreed upon due date	Identification of the characteristics of all 13 categories with named assessment to determine degree of disability.	Description of the characteristics of all 13 categories with appropriate assessment to determine degree of disability.	Detailed description of the characteristics of all 13 categories with appropriate assessment to determine degree of disability; TPE posting.	
Curriculum and classroom environment Modification	No assignment submitted; assignment submitted after agreed upon due date	Some curriculum and materials identified with little classroom modifications to assist the student.	Statement of curriculum and materials for each handicapping conditions with some identified classroom modifications.	Appropriate curriculum, materials, and goals for each disability with appropriate classroom environment for individual students.	
Process Modification	No assignment submitted; assignment submitted after agreed upon due date	Little use of teaching practices aligned with the handicapping condition. Assessments are not aligned with teaching practices.	Some use of teaching practices aligned with the handicapping condition. Assessments that are not fully aligned with the teaching practices.	Appropriate teaching practices that assist the handicapping condition. Use of appropriate assessments directly related to teaching practices.	
Assessment Modification	No assignment submitted; assignment submitted after agreed upon due date	Assessments are not directly related to the material and not modified to meet the students' needs.	Some assessments are modified to meet the handicapping condition with little connection to the materials taught.	All assessments are modified and appropriately connected to the materials taught.	
				Total Points	**/15**

Assignment 4: Backward Design Lesson Plan (10 points) TPE 10

During one full class meetings, candidates will participate in the guided development of a Backward Design lesson plan in which they will include evidence of differentiation of content, product, and process. To complete this assignment, candidates will examine and analyze lesson plan models, read about lesson planning and infuse universal design from a variety of sources.

Learner Objectives: Candidates will collaboratively design a lesson during an in class presentation given by a guest lecturer

Assessment:

Resources:

Text chapters Turnbull, Turnbull, & Wehmeyer (2007). *Exceptional lives: Special education in today's schools* (5th ed.). Ch.2
Villa, Richard, & Thousand, Jacqueline. (2005). *Creating and inclusive school* (2nd ed.). Chapter 6
Understanding by Design Article (included in syllabus)

Forms Understanding by Design Lesson Plan Format

Supplemental Lecture Guest Speaker: Michelle Mullen

Notes and Supplemental Materials provided during guest lecture.

Backward Design Lesson Plan Rubric

Elements	Does Not Meet Expectations (0)	Beginning to Meet Expectations (1)	Approaching Expectations (2)	Meets Expectations (3)	Total Points
Facts About Learners	No assignment submitted; late submission; omissions	Minimal identification of /description of students' needs	Some identification of /description of needs of given students	Detailed identification of and description of needs of given students	
Content Differentiation: modifications for curriculum, materials & goals	No assignment submitted; late submission; omissions	1-2 modifications for some given students	3-4 modifications for some or all given students	5 or more modifications for all given students	
Process Differentiation: modifications for teaching /learning process (incl. env't/mgt. considerations)	No assignment submitted; late; omissions	1-2 modifications for some given students	3-4 modifications for some or all given students	5 or more modifications for all given students	
Product Differentiation: modifications for assessment	No assignment submitted; late; omissions	1-2 modifications for some given students	3-4 modifications for some or all given students	5 or more modifications for all given students	
Differentiation Implementation	No assignment submitted; late submission; omissions	Differentiations provided for some students, but not all	Differentiation used in ways that highlight students' differences; does not support students as important /valuable as community members	Seamless differentiation strategies in place for all; students = important/valued community members	
				Total Points	/10

Repeat Information from EDMS 511:
Universal Design Lesson Plan Format

<table>
<tr><td></td><td colspan="2">WHAT?</td></tr>
<tr><td>BEFORE LESSON</td><td colspan="2">• Facts about the learner
• Content/Context
• Product/Assessment
• Management/Discipline considerations</td></tr>
<tr><td rowspan="3">D U R I N G

L E S S O N</td><td>INTO</td><td>• Anticipatory set</td></tr>
<tr><td>THROUGH</td><td>• Teacher Input
o Direct Instruction
o Modeling: Exemplars/Non-Exemplars; Demonstration
• Guided Practice/Progress Modeling
o Scaffolds and Supports
o Monitor and Adjust, if needed
o Check for understanding
• Independent Practice/Formative Assessment
o Benchmark Criteria for Assessment
• Closure/Summative Assessment
o Students summarize learning
o Check that objectives were met</td></tr>
<tr><td>BEYOND</td><td>• Transfer
Extension & Enrichment Activities: Research Projects Home Fun</td></tr>
<tr><td>AFTER LESSON</td><td colspan="2">• Reflection
o Successes to repeat
o Revisions to make</td></tr>
</table>

CSUSM Universal Design Lesson Plan (Linear Format)

I. CONSIDERATIONS BEFORE THE LESSON

Facts about the Learners

Who are my students and how do they learn? What forms of communication do my students use?

Content/Context

Content area(s) or discipline(s),Grade level(s), Content standards addressed, Lesson's Objectives
Prior knowledge

Product/Assessments

In what varied authentic ways will my students demonstrate accomplishment of the objectives?
What criteria will I use to judge students' success for each objective?

Management/Discipline Considerations

What materials and resources will I needed? How will I incorporate technology? How will I handle the room arrangement and student grouping? How will I handle student transitions and misbehavior?

II. OPENING THE LESSON/ *INTO*

Anticipatory Set - How will I motivate and focus students? What am I going to teach?

III. PROCESS/STEPS OF INTRUCTION/ *THROUGH*

Teacher Input

How will I describe and model skills? How will I provide examples and non-examples?
How will teach to the objective(s)? How will I actively involve *all* students?
What will the teacher do? What will the student do?

Guided Practice

How will students practice alone? How will I check for understanding?
What will my interventions consist of if the objectives are not being met?

Independent Practice/Formative Assessment

What benchmark criteria will I look for to assess if students are meeting the objectives?

D. Closure/Summative Assessment

How will I have students summarize their learning? How will I assess students have met the objectives?

IV. AFTER THE LESSON/*BEYOND*

Transfer

Assignment 5: The IEP and a Family-Centered Perspective on a Specific Disability Category (15 points)
(a role-play of your child's life, from disability onset through the school years)

Learner Objectives:

Candidates will collaboratively design and present a 15-20 minute role-play with 3 scenes that realistically portrays a family's experiences with a child who has a given disability.

Candidates' presentation will reflect application of factual data about the given disability, and about actual resources available for families in which there is a child with the disability.

Candidates will adhere to the elements of Cooperative Group Learning, as evidenced by their attention to the positive interdependence their team demonstrates, as well as the group and individual accountability standards to which they hold themselves. Their participation in their "Family" will require accountability in the following:

- *contributions to and collegial consideration for ideas of their group;*
- *collaborative development of their child's and their family's "history";*
- *fair assumption of other roles and responsibilities within their group; and*
- *preparation for their family's presentation, so that their group's success is ensured!*

Assessment:

Candidates' FCP class presentation will be evaluated using a 10-point rubric.

Resources:

Text chapters

Turnbull, Turnbull, & Wehmeyer (2007). *Exceptional lives: Special education in today's schools* (5th ed.). Read Ch. 4 *plus* relevant chapters concerning the given disability.

Forms

Villa & Thousand (2005). *Creating and inclusive school* (2nd ed.). Chapter 6

Family-Centered Perspective Rubric (15 points)

Elements	Does Not Meet Expectations (0)	Beginning to Meet Expectations (1)	Approaching Expectations (2)	Meets Expectations (3)	Total Points
Collaborative Teaming and Role-Play	No evidence of collaborative teamwork; participation contrary to collab. expectations; no participation in class presentation	Minimal evidence of collaborative teamwork & participation; presentation lacks noticeable interest; inequitable/unfair assumption of roles and responsibilities	Some evidence of collaborative teamwork; noticeable effort & interest; generally informative data presented; uneven assumption of roles / responsibilities	Clear evidence of collaborative teamwork; well-rehearsed w/attention to accurate/informative data; fair assumptions of roles and responsibilities	
Team Written Assignment: Part 1	No assignment submitted; work submitted after due date; omissions	Lacks accurate or incomplete description of profile; lacks writing accuracy, poorly formatted; not proofread	Generally complete profile; generally well written; some accurate details; some writing errors	Well written, descriptive profile; attentive to accurate details; well proofread	
Team Written Assignment: Part 2	No assignment submitted; work submitted after due date; omissions	Incomplete profile of services and supports; minimally accurate; not proofread well	Generally complete profile of services and supports; well formatted; few errors	Well-detailed profile of services and support needs; clear, accurate writing; proofread well	
Team Written Assignment: Part 3	No reference list submitted; APA not used; late	Incomplete reference list submitted; APA format not used; not proofread well	Generally complete ref. list with partial use of APA format	Complete reference list with excellent use of APA format	
Team Written Assignment: Part 4	No assignment submitted; work submitted after due date; omissions	Minimally informative w/few details about given disability; not useful for teachers. Not proofread	Gener'ly informative w/some details about given disability; somewhat useful for teachers; proofread	Informative, useful, helpful supports for including student in gen.ed; Proofread; Posted in Taskstream	
				Total Points	**/15**

FCP: Family Centered Perspective

Part I. Your Cooperative Group Challenge: Understanding the FCP Assignment Context: The Family Snapshot

You belong to a family that includes a child with a specific disability. You may structure your family in whatever way you agree to with your partners. One "head-of-household" earns $30,000 per year and has a basic health insurance policy through his/her company; the insurance DOES NOT cover major medical expenses. With the birth (or determination of the disability), there have been many things to learn and many new emotions and feeling to deal with. Planning for how all family members can enjoy a quality life has taken on a new importance. You realize a major task is to find the educational and community resources and supports necessary for the child and the family to thrive while making the special accommodations your child with disabilities needs. You understand this task will continue until all of the children are adults and on their own. You realize that unique plans will need to be made to meet his/her current needs and lead to as productive, self-reliant, self-determined, independent and "normal" a life as possible in the child's adult years.

Part II. Deciding the Scenarios: What your FCP Team Will Do

Your FCP team (a.k.a. “your family”) will present a 10-15 minute role-play that depicts the important experiences that your family encounters from the time of onset or identification of disability through the public school years. Remember to stay *family-focused* – it’s not just about school. You will “shift gears” 3 times during your presentation (3 scenes), and the “actors” should feel free to have more than one role. Props may enhance your presentation.

“Families” in the past have depicted such occasions as these. (Feel free to choose something else!): getting the news from the doctor or psychologist that something was “wrong”; visits to (or car rides to/from) meetings at hospitals, with medical specialists, or at school (i.e., parent conferences, IEP or SST meetings); “kitchen table” talk at home reflecting on what has occurred; birthday parties or graduations; talk show radio or TV programs highlighting your child’s disability.

Part III. Team Written Assignment: "How Do We Meet Our Child's Needs?"

Given resources related to your child's assigned disability, such as the Turnbull and Villa/Thousand texts, as well as additional research your team conducts, you will collaboratively develop a written plan for meeting your child's needs. ***The written plan will be in 4 parts as follows:***

#1: “Family-written" profile of a child with a disability in "voice” of concerned parents and/or family members (<> 3-5 pp.):

- Describe your child’s personality and strengths.
- Provide a complete description of his/her disability with attention to the development of his/her multiple intelligences.
- Describe the potential implication of his/her disability on her physical, cognitive, social and emotional development.
- Describe the impact of his/her disability on the family.

#2: A profile of the services and support needs for the child and the family (<>3-5 pp.):

- What are key features of nondiscriminatory evaluation for the child's IEP eligibility?
- What helps this child learn best?
- How are social relationships with peers best fostered?
- What are some central inclusion issues and “hot inclusion tips?"
- What special education and/or related professionals are needed for support?
- What are key issues for the professionals who support your child?
- Of the program options discussed in class, what are your dreams for educational services for the preschool, elementary, and secondary years?
- What are your nightmares or fears for your child with regard to schooling?
- What are your dreams for post-secondary adult life employment, education, and independent living?

#3. A list of primary references you and your team used to complete the assignment (<> 1-2 pp.).

#4. A summary of the disability entitled "Tips for Teachers." (<>1-2 pp. max.)

This should be in the form of *a handout for educators* who will use this as a reference when working with a child with this specific disability. The summary should include the definition of the disability, typical learning and social behaviors of a student with this disability, and helpful tips to support inclusion of the student in the general education classroom. It can take the form of an outline, a concept map, or any other effective graphic organizer. Use of bullets is suggested.

Assignment 6, 7, 8: Electronic Portfolio - TaskStream (Requirement in all credential courses)

Learner Objectives:	Knowledge and skill in creating an electronic portfolio. Submission of artifacts for TPEs 6, 8, & 10.
Assessment:	Candidates apply what they have learned from the required assignments to the TPEs designated in a cogent, first-person reflection in their electronic portfolio. Candidates will include all necessary components in their final submission of the electronic portfolio. Candidates' electronic portfolios will be evaluated using a 15-point rubric.
Resource(s):	
Internet Sites	http://lynx.csusm.edu/coe/eportfolio/index.asp This will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements. http://www.taskstream.com This is the TaskStream homepage where you will register for TaskStream and to where you will return when working on your electronic portfolio.

Task Guidelines for TaskStream

The purpose of the portfolio is to assess how well you meet the TPEs. Although all the artifacts you place (more than 1 per TPE) in your portfolio have been assessed/graded by your professors, it is not clear if you have a thorough understanding of the TPEs and can make the connection between the assignments completed in class with the teaching you have experienced and the TPEs. Your task is to write a cogent reflective essay for each TPE about how the artifacts you have chosen provide evidence that you have met each TPE. Each narrative must include a) a description, b) an analysis, and c) a reflection.

About Posting Evidence for TPEs in TaskStream…

It is important to recognize that the TPEs are threaded *throughout* your credential program, and are addressed multiple times in each 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 6d, 8, & 10 in the electronic portfolio in TaskStream.

Each assigned response will relate to course assignments, discussions, and/or readings that provide a deeper understanding of the specified TPE. As you write, the goal is to

- describe your learning as it relates to the TPE,
- analyze artifacts (assignments) and explain how they are evidence of your learning, and
- reflect on the significance of your learning (the "so what") and where you need to go next related to the TPE.

A three- to four-paragraph structure will help you develop your response. You must attach at least one artifact to each TPE response, but can attach others as well.

1st paragraph: Introduction to your response that uses the words of the TPE. DO NOT restate the TPE; instead, introduce the reader to the focus of your response as it relates to the TPE. This is basically an extended thesis statement related to the TPE.

2nd paragraph: Explain how one attached artifact is evidence of your learning related to the TPE. The key here is "evidence." How does this artifact prove that you have learned something specific related to this TPE?

3rd paragraph: Reflect upon and summarize the significance of your learning overall (connected to the TPE) and explain what you still need to learn related to this TPE. This addresses the "so what?" of your learning.

Please be succinct in your writing; more is ***NOT*** better. State your ideas clearly and keep them grounded in the evidence of your learning as represented by your artifacts. When you submit each TPE response, you will receive feedback from the instructor that asks for revision or says that you are done. You will not get full credit for this assignment if you are asked to revise and you do not. Please continue to check your TaskStream portfolio until the instructor says you are done with each TPE response for the course. More details about using TaskStream will be given in class and can be found on TaskStream.

9. Attendance, Participation, Collaborative Demeanor and Professionalism (15 points)

Due to the dynamic and interactive nature of courses in the College 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. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. We will use the following guideline to assess the level of attainment (and progress) in demonstrating these attributes.

Note: This class is supplemented with online components. Attendance to these components, including completion of certain tasks online, is required. An online analog of class attendance is comprised of regularly composing and submitting certain class assignments to the instructor through the Class Mail system; completing online classes, as specified by the instructors; and reading course content pages and resource links. (Please also note that a record of your visits to these content pages is available to instructors via WebCT).

"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)

1) **General class attendance, promptness, participation:** on time, respects time boundaries (i.e., breaks), regular attendance, and actively participates.
2) **Attention to classroom discussion protocols**: 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; works to include all "voices" in the classroom; is aware of/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.

The following article will be used for a class activity on 7/10/07. Please bring one copy per group to class to share.

Courage for the Discouraged: A Psychoeducational Approach to Troubled and Troubling Children

By Larry K. Brendtro and Steven Van Bockern
(Retyped by Leslie Mauerman for educational purposes only—unauthorized copy--do not duplicate)

The way one defines a problem will determine in substantial measure the strategies that can be used to solve it. -
- Nicholas Hobbs

In the three decades since the Council for Children with Behavioral Disorders was formed, research about this population has exploded. Professionals working with these challenging children have encountered a cacophony of competing theories and methodology. Too often, proponents for purist viewpoints have been intolerant of other perspectives, berating alternative approaches as unscientific, dehumanizing, or obsolete. Most practitioners, however, have been skeptical of narrow approaches that offer a panacea. When facing a furious student, a single theory offers a slim shield indeed. Now, as our field matures, we finally are moving away from simplistic "one-size-fits-all" mindsets. The term *psychoeducational* has been used to describe approaches that blend multiple strategies of intervention.

Psychoeducational approaches planfully combine a variety of methods to meet the diverse needs of troubled children. These eclectic models can create a synergy wherein the whole is greater than the parts, but only if the diverse theoretical components are synthesized carefully (Macmillan & Kavale, 1986). We will review existing psychoeducational approaches and present a new model grounded in practice, wisdom, and modern developmental theory. At the outset, we must make a distinction between psychoeducation and unstructured eclecticism.

Pitfalls of Green Thumb Eclecticism

In an early study of services for emotionally handicapped children, Morse, Cutier, and Fink (1964) found that in many settings no organized philosophy of treatment could be detected. Instead, staffs followed intuitive approaches that observers classified as naturalistic, primitive, or chaotic. Most seemed to use a "green thumb" eclecticism, trying out various procedures without apparent consistency or depth. Their style was neither organized nor proactive but, rather, consisted of spur-of-the-moment responses to individual academic or behavioral problems.

Without a guiding theory to influence selection of interventions, "try anything" eclecticism is like choosing a potluck meal while blindfolded. Among the pitfalls of green thumb eclecticism are:

1. *The flaws of folk psychology*. "Doing what comes naturally" with troubled and troublesome youth often entails attacking or avoiding them. These fight/flight responses are highly counterproductive. Harsh punishment easily escalates into hostility, and kindness often is exploited; if a whipping or a dose of love were all that were required, these kids would have been cured long ago.
2. *Contradictions in methodology*. If techniques drawn from different models are mixed together in potluck fashion, confusion sets in about what to do when theories suggest prescriptions that run counter to one another (Quay & Werry, 1988). For example, is planfully ignoring angry behavior better, or should one see this anger as a cry for help and communicate with the child?
3. *Incompatibility with teamwork*. When various team members invent idiosyncratic models of treatment, conflict and chaos reign. Russian youth work pioneer Makarenk(?) (1956) observed that five weak educators inspired by the same principles is a better configuration than 10 good educators all working according to their own opinion.
4. *Inconsistency with children*. In programs in which adults are confused or inconsistent, anxious students become more agitated and antisocial students more manipulative. The most volatile possible combination is a dysfunctional staff team confronting a cunning and cohesive negative peer group.

Fortunately, we are not confined to naïve "green thumb" eclecticism, as a number of thoughtful approaches merge multiple methods. Before presenting our own model, we briefly highlight four major approaches to the reeducation of troubled children.

Perspectives on Psychoeducation

In his book, *Caring for Troubled Children*, Whittaker (1980) identified four principal approaches that have shaped practice in North American programs of reeducation. These all represent different ways of defining emotional and behavioral problems, and they lead to different intervention strategies. Listed in historical sequence, the four models are:

1. *Psychodynamic*: Children are viewed as "disturbed" because of underlying emotional problems and unmet needs.
2. *Behavioral*: Children are viewed as "disordered" because of maladaptive patterns of learned behavior.
3. *Sociological*: Children are viewed as "maladjusted" because of association with peers who embrace negative values and behavior.
4. *Ecological*: Various ecosystems in the child's environment are seen as creating conflict and "dis-ease" in children.

Although each model has continued to develop with a separate tradition and literature, these approaches all have become more eclectic over time. Actually, as each model has become more comprehensive, it has been labeled as "psychoeducational" by at least some of its proponents:

1. *Psychodynamic psychoeducation places major emphasis on resolving inner conflicts of troubled children.* This blending of mental health concepts with education is tied to the early work of a number of outstanding European specialists who emigrated to North America around the time of World War II. Exemplary of this tradition is Fritz Redl (1902-1988), who was trained by August Aichorn and Anna Freud in Austria. Redl and Wineman (1957) worked with what they called highly aggressive youth in Detroit, and co-authored the classic book, *The Aggressive Child.* Collaborating with William Morse at the University of Michigan Fresh Air Camp for troubled youth, they trained an entire generation of professionals in this model of psychoeducation.

Redl saw emotional disturbance as an exaggeration of feelings common to all individuals. What distinguishes the troubled child was the inability to manage those feelings. Redl also was concerned with behavior, but primarily as a way of understanding the "inner life" of children. His comprehensive approach includes some 20 techniques for "managing surface behavior," and a system for de-escalating crisis situations. He also designed the "life space interview," a counseling strategy used by front line staff (e.g., teachers, youth workers) to transform naturally occurring problems into opportunities for correcting distorted thoughts, feelings, and behaviors. Leading psychoeducational theorists include William Morse (1985) and Nicholas Long, who directs the Institute for Psychoeducational Training in Hagerstown, Maryland.

2. *Behavioral psychoeducation uses learning principles to modify the disordered behavior of children*. A prominent spokesperson for this version of psychoeducation is Arnold Goldstein of Syracuse University. His data-based belief is that disordered behavior has complex causes and thus is treated best with comprehensive interventions. He contends that powerful and lasting change requires methods that are both *multilevel* (directed both at the youth and at the system) and *multimodal* (combining cognitive, affective, and behavioral interventions).

Goldstein (1988) has combined a variety of behavioral skill training methods into *The Prepare Curriculum* for teaching prosocial competence. Another widely used example of this merger of methods is *Aggression Replacement Training*, designed to address the deficits in social skills, anger control, and moral reasoning that characterize aggressive youth (Goldstein & Glick, 1987).

The eclectic behavioral approach known as the "Boys Town Teaching Family Model" (Coughlin & Shannana, 1991) also qualifies for our definition of psychoeducational. This approach systematically integrates methods including social

skills training, relationship building, non-aversive crisis intervention, and structured verbal interventions called "teaching interactions." The Boys Town model is used widely in both residential and public school settings. This model has been subjected to extensive research, and The Boys Town National Training Center in Boys Town, Nebraska, offers professional certification programs (Tierney, Dowd, & O'Kane, 1993).

3. *Sociological psychoeducation utilizes peer groups as a primary agent of change in values and behavior of troubled youth.* These programs grew from research showing that delinquent behavior develops through association with peers who support antisocial beliefs and behavior. The impact of peers is strong, particularly among youth with weak parental attachments and controls. Unlike traditional group therapy, which treats individuals within a group, the aim of *guided group interaction* (GGI) is to win over the entire group to prosocial values and behavior, thereby encouraging change in individuals. (Empey & Rabow, 1961).

Harry Vorrath extended the original GGI model into a comprehensive system for reeducation known as PPC, or *positive peer culture* (Vorrath & Brendtro, 1985). Peer group models are used most widely in residential treatment (Brendtro & Wasmund, 1989) and alternative schools and classes for troubled youth (Carducci & Carducci, 1984; Garner, 1982). PPC also has been proposed as an alternative approach to school discipline (Duke & Mexcel, 1980). *Positive peer culture* groups identify problems and develop strategies to solve them. The goal is to create a prosocial ethos by making caring fashionable, demanding greatness instead of obedience, and challenging youth to assume responsibility for their lives. Brendtro and Ness (1983) described a "psychoeducation" approach using peer group strategies with other methods, which has been developed at the Starr Commonwealth Schools for troubled youth in Michigan and Ohio. The National Association of Peer Group Agencies provides research and training on this treatment model (Kern & Quigley, 1994).

4. *Ecological psychoeducation has been the most actively eclectic approach, borrowing freely from the more traditional models*. The leading author of this approach was Nicholas Hobbs (1918-1983) who created the Re-ED model at Vanderbilt University. (Re-ED is an acronym for Reeducation for Emotionally Disturbed Children.) The most recent model to develop, Re-ED borrows generously from each of the foregoing models and is described as both *ecological* and *psychoeducation* (Lewis & Lewis, 1989). Hobbs was influenced strongly by European and French-Canadian psychoeducation, and he blended education, child care, and treatment into the role of "teacher-counselor."

A past president of the American Psychological Association, Hobbs was a powerful advocate for focusing on strength, health, and joy, rather than deviance and pathology. In *The Troubled and Troubling Child*, Hobbs (1982) argued that most emotional disturbance is not a symptom of individual pathology but, rather, a sign of malfunctioning human ecosystems. Re-ED professionals strive to develop competence in restorative relationships, working in close liaison with families and communities (Lewis & Lewis, 1989). The American Re-ED Association, a nation-wide network of residential

and school-based Re-ED programs, has grown from this ecological tradition. The Re-ED philosophy now is being applied to the challenging problems of urban schools in setting such as the Positive Education Program in Cleveland, Ohio (Cattrell, 1992).

Cross-fertilization has increased among all of these theories, albeit much of it random, as practitioners intuitively tinker with once pure models. Today, we find behaviorists advocating relationship building, psychodynamic programs using reinforcement concepts, and nearly universal recognition of the importance of group and ecological dynamics. In the face of this intermingling of theories, traditional concepts such as "behavioral" and "psychodynamic" no longer convey a clear meaning at the level of practice.

The Search for a Unifying Theme

A rich array of specialized methods now is available for treating troubled children and youth. What has been missing is a conceptual framework to bind together these separate components into a coherent system. As Yochanan Wozner (1985) of Israel observed, a "powerful reclaiming environment" for troubled youth requires a "unifying theme." This is a shared set of beliefs about program goals that gives consistency and cohesiveness to elements of the program. A unifying theme is essential to mold a common consensus among staff and youth about program mission.

We now propose a unifying theme for psychoeducation that grows from "empowerment" philosophy and psychology. This "new" paradigm challenges the deviance and deficit model that is common in many approaches to troubled children. Our model seeks to address the question, "What do all successful approaches have in common?"

In visiting an air show, one might see machines as diverse as biplanes and bombers, but each is able to fly only because it has been designed to the same fundamental principles of flight. Likewise, in spite of variations, all successful models of psychoeducation with troubled children must address the same fundamental needs of children. We have sought to identify these common principles that transcend successful work with children regardless of setting or theoretical model.

In our book *Reclaiming Youth at Risk* (Bendtro, Brokenleg, & Vann Bockern, 1990), we proposed a unifying theme for the education and treatment of troubled children. Dr. Brokenleg, a Lakota Sioux psychologist, introduced us to sophisticated Native American child-rearing systems that created courageous, respectful children without the use of harsh punishments. We integrated this Native wisdom with the practice wisdom of great European pioneers in work with troubled youth. A note about each of these traditions will serve as an introduction to our model.

Psychologists Rogoff and Morelli (1989) contended that, to fully understand child development, one must break free of cultural biases and explore other cultural models. Centuries before European and American reformers would challenge Western patriarchal models of obedience, Native American tribes of North America had developed elaborate democratic institutions, governance systems, and models of education. These "primitive" peoples actually were far more advanced than the conquering Europeans in their understanding of child and youth development. When Europeans settled this new land, however, they imposed their obedience training system on Indian children, who were placed forcibly in militaristic boarding schools.

Martin Brokenleg's father was captured by the boarding school staff, who traveled the reservation each fall to harvest the next crop of first-graders. Now, several generations of Indian youth have been parented artificially in this environment, where they were beaten if they spoke their native language. Our research sought to reclaim traditional Native empowerment philosophies for use in developing contemporary approaches to youth at risk.

We also were intrigued to find great similarity between Native concepts of education and ideas expressed by Western educational reformers who challenged traditional European concepts of obedience training. These youth work pioneers worked at a time when democracy was replacing dictatorship in many nations. Attacking traditional authoritarian pedagogy, they included:

-- *Maria Montessori*, Italy's first female physician, who created schools for disadvantaged youth and wrote passionately about the need to build inner discipline.
-- *Janusz Korczak*, Polish social pedagogue, who proclaimed the child's right to respect and created a national children's newspaper so the voices of children might be heard.
-- *John Dewey*, American pioneer of progressive education, who saw schools as miniature democratic communities of students and teachers working to pose and solve problems.
-- *Anton Makarenko*, who after the Russian Revolution brought street delinquents into self-governing colonies where youth took turns as leaders of youth councils.

Now modern psychological researchers are validating the wisdom of these early pioneers.

The Circle of Courage

Early European anthropologists described Native American children as radiantly happy, courageous, and highly respectful, noting that their elders never subjected them to harsh punishment. The professional literature, however, shows little understanding of how tribal cultures could rear children with prosocial values and positive self-esteem. Long

before the term “self-esteem” was coined, European youth work pioneers used a similar concept, which they called “discouragement.” The obvious solution to discouragement is to help children develop courage. As we discovered, building courageous children was a central focus of Native American tribal cultures. Our modern “civilization,” in contrast, produces millions of children of discouragement. How might we go about rearing courageous and respectful children?

In his definitive work, *The Antecedents of Self-Esteem*, Stanley Coopersmith (1967) concluded that childhood self-esteem is based on significance, competence, power, and virtue. Traditional Native child-care philosophy addresses each of these dimensions:

1. *Significance* is nurtured in an environment in which every child is treated as a “relative” and is surrounded by love and affection. This fosters a sense of *belonging*.
2. *Competence* is enhanced by nurturing each child’s success and by celebrating the success of others. This provides all children abundant opportunities for *mastery*.
3. *Power* is fostered by practicing guidance without coercion. Even the youngest children learn to make wise decisions and thus demonstrate responsible *independence*.
4. The highest *virtue* is o be unselfish and courageously give of oneself to others. Children reared in altruistic environments learn to live in a spirit of *generosity*.

At first glance, the foregoing principles [belonging, mastery, independence, and generosity] hardly seem debatable. They fit with humanistic values, psychology, and our own experience. After all, who would advocate the opposite of these concepts -- alienation, failure, helplessness, and egotistic selfishness? Further, convincing youth themselves that these are important values is not difficult. Young people what to belong, succeed, have power over their lives, and be needed in the world. *Once these values are given primacy in our programs, their revolutionary quality becomes apparent.*

Whereas most of our traditional systems have been anchored in adult dominance, the Circle of Courage is a youth empowerment model. Table 1 shows how Native empowerment values mirror the foundations of self-esteem identified by Coopersmith (1967) and challenge the values of the dominant culture.

TABLE 1
Empowerment Versus Patriarchal Values

Foundations of Self Esteem	**Native American Empowerment Values**	**Western Patriarchal Values**
Significance	Belonging	Individualism
Competence	Mastery	Winning
Power	Independence	Dominance
Virtue	Generosity	Affluence

Patriarchal values and the developmental needs of children are strikingly disharmonious.

1. Instead of belonging, the hyper individualism of Western society breeds an "ecology of alienation" (Broafenbrenner, 1986).
2. In the place of mastery, traditional schools play a competitive zero-sum game in which enthroning "winners" ensures abundant losers.
3. When one's need for power is expressed by dominating others, all who are subjugated are disempowered.
4. A culture that equates worth with wealth provides its young a sanction for selfishness.

Successful programs for at-risk youth embody a unifying theme of values grounded in the holistic needs of children. Wozner (1985) defined the key difference among educational environments as whether they are "reclaiming" or "nonreclaiming." Reclaiming schools are organized to meet the needs of both the young person and of society. Nonreclaiming schools operate to perpetuate the system. The distinction is whether one is teaching students or tending school.

Blueprint for a Nonreclaiming School

Examining some attitudes and practices of nonreclaiming schools can operationalize these abstractions. Next, with some hyperbole, we offer a compilation of comments we have heard in various schools.

Anti-belonging. Greet newcomers with "report to office" warning signs. Orient new students and their probably irresponsible parents by making them sign the discipline policy manual. Emphasize that the automatic response to "serious" behavior is exclusion in its many forms including in-school suspension (ISS), out-of –school suspension (OSS), or after school and Saturday (ASS) detention. If students quit, call them "dropouts" (pejorative). Be very businesslike lest you get entangled in "unprofessional" relationships. If kids don't respond, ship them to segregated "alternative" and special education programs to "get them out of our classrooms."

Teachers should not have to wet-nurse students, so get rid of that values clarification crap we are supposed to handle in homerooms. Put troublemaking Special Ed students, who can't be expelled on homebound. [Authors note: 40% of all students on homebound instruction are those with emotional and behavioral problems.] Make schools as large as possible to build better bands and ball teams. Ring bells every 50 minutes to mix 2,000 kids in narrow hallways. If they become hard to manage, hire more security guards so teachers are free to "teach."

Anti-mastery. Organize instruction tightly around separate specialized subjects. Switch to a different group of students each period. You won't know them well, but at least one kid can't ruin your whole day. If students say are having fun in a class, or if a teacher takes field trips, spread word in the lounge that no learning is going on. Make them work by themselves so they don't copy one another, follow a tight schedule, and have the shortest possible breaks between periods. Fill the policy manual with get-tough rules such as, "Students who skip school will be suspended" and "in-school suspension days will be counted as unexcused absences" and "students with 12 unexcused absences will fail the semester."

Emphasize competition with tough grading systems, tracking, and reduced expectations for difficult students. In all "real" classes make all students listen to professor-like lectures that are brain-antagonistic even in the university. Of course, we don't mean those "popular" shop, art and PE classes, because they are activity courses, not real education. If they don't hate it, they won't learn anything. What's all the fuss about outcome-based education? Let's stick to what has worked in the past. Use only the textbook and the "approved" curriculum. Maybe we need some more trophies for the top "winners" in sports and studies.

Anti-independence. Impose system wide discipline policies so we know who really runs this place. Give students a token student-government game to play so they won't challenge our control of really important issues. Make examples of troublemakers by announcing detention lists on the intercom. One thing we don't want is violence, so come down hard on bullies and let them know who's boss so they learn not to pick on others. Assume that if students engage in a spirited discussion about some current event, they are dodging real learning. Pace the room to keep on top of the class. Keep

students anchored in their desks. Impose rules by fiat, put names on the board, and have surprise locker searches to keep them off-guard.

Use computers to schedule students because they probably just want to choose classes with their friends. Keep students in submissive roles so they learn to "respect" authority. (Years later the only teachers they will remember are the ones who don't take any crap.) Limit student choice of curriculum, because they aren't mature enough to make those decisions. I think it's time for another of those assertive disciplining seminars. I felt so good after the last one, being reassured that this was my class and I was in charge.

***Anti-Generosity*.** We have to do something to derail this foolish proposal that all students participate in volunteer service learningactivities. This only steals time from real learning. Sure, maybe students need to feel needed, but if they want to be bleeding-heart social workers, let them do this on their own time. We have to do something about this cooperative learning movement. It's just a way of letting smart kids do the work for slow ones. Stop cross-age tutoring, because the older youth may take advantage of the younger ones.

And the notion of peer counselors really turns me off. Can you imagine what they would tell each other? Let them bring their problems to a trained guidance counselor. We shouldn't get into controversial social issues in school or teach values, except for the flag and patriotism. We have enough to do in the cognitive domain, so leave affective issues to parents. Also, put a stop to this multiculturalism in curriculum. Immigrant children should become American just as we had to. Today's kids will not produce unless you give them some reward or payoff, but, hey, that's the American system.

Although these comments may not be typical of most schools, a war undoubtedly is going on between tradition and reform in contemporary education. We believe, however, that conflict is the predictable reaction to the real changes sweeping education, and today's reform will be the mode of the future. The empowerment movement in schools must be seen as part of a broader cultural paradigm shift that is unsettling the established power relationships in Western culture.

Many traditionally powerless groups (e.g. women, people of color, ethnic minorities, and now children) are achieving fuller participation in an increasingly democratic world. A prominent example is the recent U.N. document on the rights of children, which has gained the status of international law. This shift to empowerment is a grassroots democracy movement that will impact all social institutions, including the school.

Mending Broken Circles

Only as we abandon our preoccupation with the control of deviance can we nurture the unmet developmental needs that drive most problem behavior. A growing research base shows that successful psychoeducational programs must nurture belonging, mastery, independence, and generosity in troubled children. Of course, other underlying physical and safety needs exist, but from the perspective of psychosocial development, these are four anchor points.

Belonging, mastery, independence, and generosity define social and mental health. As such, these are universal needs for all children and critical unmet needs for damaged children. Many students come to school already having experienced this "circle of courage" in their lives. Many others, however, come to us discouraged, with long histories of unmet needs.

- Instead of belonging, they are guarded, untrusting, hostile, withdrawn; or they seek attention through compensatory attachments.
- In place of mastery, they have encountered perpetual failure leading to frustration, fear of failure, and a sense of futility.
- Not having learned independence, they feel like helpless pawns, are easily misled or seek pseudopower by bullying or defiance.
- Without a spirit of generosity, they are inconsiderate of others, self-indulgent, and devoid of real purpose for living.

Recently, one of our graduate students surveyed high school students and asked them to "grade their schools" according to the criteria of belonging, mastery, independence, and generosity (Odney & Brendtro). Some of their comments will be used to introduce the following sections. After hearing their voices, we will identify a range of intervention techniques for mending broken circles of courage.

Fostering Belonging

Some of the teachers think they are too cool to talk to us. If you're walking down the hall, the teachers will put their heads down and look at the floor and keep walking. -- Helen

Pioneer Native American educator and anthropologist Ella Deloria described the central value of belonging in traditional Indian culture in these simple words: "Be related, somehow, to everyone you know." Treating others as kin forged powerful social bonds of community that drew all into the circle of relatives. From the earliest days of life, all children experienced a network of nurturance, wherein every older member in the tribe felt responsible for their well-being.

Theologian Martin Marty of the University of Chicago observed that throughout history the tribe, rather than the nuclear family, ultimately ensured survival of a culture. When parents faltered in their responsibility, the tribe always was there to nourish the new generation. The problem today is that we have lost our tribes. The school is the only institution beyond the family that provides ongoing relationships with all of our young. Schools could become the new tribes to support and nurture children at risk.

Early educational pioneers saw positive human attachments as the *sine qua non* of effective teaching. Johann Pestalozzi declared that love, not teaching, was the essence of education. In his classic book, *Wayward Youth*, Austrian August Aichorn (1935) argued that relationship was the heard of the reeducation process. His ethic was that affection rather than punishment must be dispensed to difficult youth because this is their primary unmet need. As educational literature became more "professional," however, relationship building was ignored temporarily. Now the importance of human attachment is the focus of a revival of interest.

Research shows that the quality of human relationships in schools and youth programs may be more influential than the specific techniques or interventions employed (Brophy, 1986). Teachers with widely divergent instructional styles can be successful if they develop positive classroom climates. Building successful relationships, however, takes time and effort.

The late eminent psychiatrist Karl Menninger often noted that many of today's youth do not experience a sense of belonging at home. When they come to school and behave in unacceptable ways, they get another unbelonging message: "People who act like that don't belong here." Some youth quit trying to build human bonds and begin to protect themselves with a guarded, suspicious, withdrawn manner. Others do not give up seeking attention, recognition, and significance. Instead, they pursue "artificial belongings" in gangs, cults, or sexual promiscuity.

Hostile or withdrawn youth often are signaling to adults that they have learned by experience to expect rejection, and untrained people almost invariably give them what they are used to receiving. Many ways of reaching out to these unloved and sometimes unlovable children are possible if adults can overcome the fight or flight reactions that come so naturally. Following are strategies for meeting the needs for attachment and belonging, which have developed in various theoretical traditions.

1. *Psychodynamic* programs long have posited that strong, trusting relationships between troubled youth and adults were prerequisites to effective reeducation. Youth work pioneer August Aichorn concluded that love is the primary unmet need of many troubled children. Morse emphasized the importance of "differential acceptance," in which we accept the child

but not the behavior. To accurately decode "testing" behaviors also is important. Many troubled children initially provoke well meaning adults to see if they will become hostile.
2. *Behavioral* research by Phillips and colleagues (1973) reported a failure to replicate their *achievement place model* when positive staff-student relationships were missing. Now called the *teaching family model*, relationship-building components are central to this approach. The staff is trained to begin all corrective teaching interactions with a positive or empathy statement.
3. *Sociological* models use peer relationships as the foundation for treatment. This method is powerful particularly with youth who initially are inclined to trust peers more than adults. Peer concern rather than peer pressure is the basis for program success. Adults must model caring relationships and monitor confrontations carefully so students don't become targets of counteraggression (Brendtro & Ness, 1982).
4. *Ecological* models developed by Hobbs (1982) presume that the disturbed youth begins with a belief that most adults cannot be trusted. Only the people who can break down this barrier of trust can become predictable sources of support, affection, and learning. In Re-ED programs, "trust…is the glue that holds teaching and learning together, the beginning point of reeducation."

The emphasis on fostering attachments is also prominent in the middle school movement. Typically, schedules are designed so frequent and sustained contact between students and teachers is possible. Maeroff (1990) described one program in which a small team of four or five adults, including teachers, administrators, and counselors, serves 45 students. Each adult meets twice daily with a smaller advisory group of 8-10 students. In another middle school, teachers greet their students as the buses arrive. Bells are eliminated, team-teaching is used, four award assemblies are held throughout the year, and F's have been changed to U's (Raebuck, 1990).

The celebration of belonging to a caring community is a central theme of effective schools. O'Gorman, a Catholic high school in Sioux Falls, South Dakota, invites new freshman students to a "unity weekend" retreat over the Labor Day holiday. Some of the 90 trained senior volunteers welcome the new students, helping them carry sleeping bags and luggage into the school and providing leadership for the weekend activities. Students from outlying communities who have no preexisting peer relationships at this school receive a special invitation to a picnic and water-slide party hosted by a school counselor and the natural peer helper organization. Here, too, a strong advising system anchors each student in a close relationship with a small cadre of peers and a teacher-counselor.

Teachers in American schools traditionally have been attached to grade levels or subjects, not to cohorts of students. In contrast, Norwegian elementary school teachers often progress through the grades, remaining with one group of students for several years. In like manner, Holweide, a comprehensive secondary school in Cologne, West Germany, assigns teachers to teams of six or eight, which follow the same 120 students over the course of 6 years. In

this structure the beginning and year-end rituals are eliminated, freeing more time for instruction. These teachers come to know their students in ways that tests never can approach. (Shanker, 1990).

Positive attachments between adults and youth are the foundation of effective education. These individual bonds, however, must be part of a synergistic network of relationships that permeate the school culture. These include positive peer relationships among students, cooperative teamwork relationships among school staff, and genuine partnerships with parents. Administrators also must see their roles as co-workers in support of their staff, not as superiors trying to dominate. In the final analysis, only adults who are themselves empowered will be free to build empowering relationships with youth.

Fostering Mastery

I was walking down the hall and said "Hi" to Mr. Nilson. He looked at me and said, "Oh, you're still here. You haven't dropped out yet, huh?" I know people have this in their head and think of me as being less than them. I would like to put Mr. Nilson in the situation I've had in my life, and I'll bet any amount of money he'd fold his cards.-Lincoln

In traditional Native American culture, children were taught to celebrate the achievement of others, and a person who received honor accepted this without arrogance. Someone more skilled than oneself was seen as a model for learning, not as an adversary. The striving was for personal mastery, not to become superior to one's opponent. Recognizing that all must be nourished in competency, success became a possession of the many, not of the privileged few.

Maria Montessori, Italy's first female physician, decried the obedience tradition of schooling in which children sit silently in rows like "beautiful butterflies pinned to their desks." She tried to revolutionize learning with the belief that curiosity and the desire to learn come naturally to children.

The desire to master and achieve is seen is all cultures from childhood onward, a phenomenon that Harvard psychologist Robert White called "competent motivation." People explore, acquire language, construct things, and attempt to cope with their environments. It is a mark of humanness that children and adults alike desire to do things well and, in so doing, gain the joy of achievement.

Tragically though, something often happens to the child's quest for learning in school the very place where mastery is supposed to be nourished and expanded. Schooling in the traditional setting, often fragments learning into subject areas, substitutes control for the natural desire to learn, co-opts naturally active children for hours in assembly line classes, ignores both individual and cultural differences, and is structured on competitive learning (Overly, 1979).

Children who lack skills in social or academic realms often appear resistant to learning. They withdraw from challenge and risk, avoiding most what they understand least. As Mary MacKracken (1981) said in her book *City Kid*, "when you have failed often and painfully enough, you will try nearly anything to avoid having to try again." (p. 152).

Each of the treatment models has sophisticated strategies for breaking patterns of failure and futility. All address the crucial task of addressing social skills. Sometimes this is highly structured, as in direct instruction using formal curricula of social skills. In some models the demonstrated problem itself becomes the curriculum for teaching new ways of coping, as in life space interviews, or peer counseling groups. Instead of communicating, "I don't want to see any problems" educators and therapists are learning to use naturally occurring incidents as the basis for instruction. A sampling of promising methods for helping children achieve mastery and social competence follows:

1. *Psychodynamic* methods encourage creativity and self-expression in the curriculum to create a sense of mastery. Art, drama, music and poetry, literature- all can help youth connect with their feelings and surmount their problems. If problems cannot be eliminated immediately, they should be recast as learning opportunities. In the life space interview (LSI), real world problems are grist for learning more adaptive ways of thinking, feeling, and acting. Instead of withdrawing from youth in times of crisis, the staff sees this as a unique window of opportunity for teaching coping skills.
2. *Behavioral* programs, of course, are grounded in learning theory. Among the most useful contributions is systematic social skills instruction to develop social competence and teach adaptive skills. These skills can be as diverse as asking for help and making friends. Students entering a *teaching family* program are taught up front how to accept criticism¸ using role-playing and other realistic methods. Even before their first encounter with an adult, they are being given new coping strategies. Cognitive behavioral techniques are employed to replace irrational thinking or destructive self-talk with more accurate and adaptive thinking.
3. *Sociological* models train youth to assume problem-solving roles. The treatment group provides feedback about hurtful or inconsiderate behavior of members and encourages positive alternatives. For example, easily angered youth are taught to understand and disengage from the put-down process¸ thereby inoculating themselves from the negative behavior of others. Of course, positive groups also foster positive attitudes toward school and teachers.

   We recall a substitute teacher who most reluctantly accepted her first assignment to a class of delinquent youth in a peer treatment program. She was dumfounded when peers solved the first discipline problem of the day instantly with a chorus of "leave the teacher alone, so she can teach!"
4. *Ecological* Re-Ed programs assume that competence and intelligence can be taught. Academic success itself is seen as a powerful therapy. By helping youth be good at something, especially schoolwork, one impacts a person's self-worth and motivation. Students also need opportunities for problem solving in interpersonal relationships in which

the display “conspicuous ineptitude.” This model also uses extensive adventure and outdoor education activities to reach students who don’t respond to typical school structures.

Traditional educational approaches were developed centuries before any scientific understanding of the human brain. With increased knowledge of how the human brain functions, we now are able to restructure schooling so it is “brain friendly.” Leslie Hart (1983), who has synthesized brain research related to education, suggests that the brain is designed to detect patterns and works best in nonthreatening, active and social settings.

Writing in 1909 in *The Spirit of Youth and the City Streets*, Jane Addams observed that many of the difficulties of youth are related to the reality that they are highly spirited and adventurous. A distinctive feature of much youthful delinquency is the celebration of prowess. These youth are not motivated by the humdrum routine of most schools. Their search for fun and adventure often leads to excitement and kicks through risk-seeking behavior.

Wilderness education programs build on this spirit of adventure. When struggling against the elements of nature, even the most resistant youth has no need to defy the law natural consequences (Bacon & Kimball, 1989). The Eckerd Wilderness Educational System operates a network of programs for youth at risk across the eastern United States. While totally abandoning the traditional classroom structure, its staff is able to make formidable academic and social gains with previously non-achieving youth.

Fostering Independence

This is probably the biggest part of school that I don’t like. All through school, kids are herded around like sheep and are left with almost nothing to decide upon. - Travis

Traditional Native culture placed a high value on individual freedom, in contrast to “obedience” models of discipline. Native education was designed to build “respect” by teaching inner discipline. Children were encouraged to make decisions, solve problems, and show personal responsibility. Adults modeled, taught values, and provided feedback and guidance, but children were given abundant opportunities to make choices without coercion. Horace Mann once declared schooling in a democracy to “an apprenticeship in responsibility.” Early in the century Janusz Korczak of Poland founded a system of student self-governance in his orphanage for Warsaw street children. “Fifty years from now, every school in a democracy will have student self-governance,” he declared. But America continues to be uniquely out of step with many other nations that have implemented the principles of “democracy in education,” for which John Dewey is famous. We remain tethered to the obedience model, causing anthropologist Ruth Benedict to exclaim that our culture systematically deprives young people of the opportunity for responsibility and then complains about their irresponsibility.

A 6,000-year-old Egyptian stone bears the inscription “Our earth is degenerate. Children no longer obey their parents.” Similar calls are heard to day, and those who think we have been too permissive could be expected to object to the notion of giving power to youth. The choice, however, is not between demanding obedience or total permissiveness. As Mary Wood says, adults need to continue to be in control- but of the learning environment, rather than of the children. Put another way, we must make demands; however, we need to demand responsibility instead of obedience. Even when we intervene in behavior, the tone can be, “Why must adults handle this problem when you are mature enough to handle it yourselves?”

Youth deprived of power will get it somehow, often in a delinquent underground as they bully the weakest in their midst and sabotage our adult-dominated programs. Fortunately, all treatment models are recognizing the need to listen to the voices of youth, as seen in these strategies for teaching independence and self-control.

1. *Psychodynamic* approaches assume that many aggressive children lack sufficient self-management of emotions and behavior. The goal is to develop “control from within.” Redl and Wineman (1957) offered detailed behavior management strategies for providing external controls temporarily while at the same time using “clinical exploitation of life events” to teach the youth self-responsibility. Wood and Long (1991) outlined counseling methods to help children “master the existential crisis of gaining responsible independence from adults.
2. *Behavioral* approaches to aggression also teach youth self-management skills for dealing with anger. These include recognizing “triggers” and “cues” for anger arousal, using self-administered “reminders” and “reducers” to lessen anger, and self-evaluation and reinforcement (Goldstein & Glick, 1987). Boys Town uses procedures whereby youth help decide the rules by which they will live in *teaching family* homes. Cognitive behavior theorist Menchenbaum (1993) now emphasizes that individuals construct their own personal realities, and the therapist’s task is to help them take charge of reconstructing more positive personal outlooks to manage life stress.
3. *Sociological* models of group treatment reject the “patient” role and empower students to become agents of their own healing. Individuals are held accountable for behavior, and excuses are turned back to the individual in a verbal technique called the “reversal of responsibility.” For example, if a student rationalizes a fight, saying, “Well, he said things about my mother that were lies!” the group may respond, “Well, that’s his problem, so why did you make his garbage yours?” By helping others with similar problems, youth develop a sense of control over their own destiny.
4. *Ecological* programs also use self-governing groups to implement behavioral programming (Lewis & Lewis, 1989). Any member can call together a problem-solving group. These groups often are led by youth. The group helps the member learn new strategies for avoiding the problem, thereby encouraging responsible behavior in all members. Rhodes (1992), a co-founder of the Re-ED model, has developed a life-impact curriculum that empowers children’s thinking so they can “reconstruct their own reality.”

The German youth work pioneer Otto Zirker once observed that when surrounded by walls, young people make wall climbing a sport. Faced with authoritarian structures, youth willingly enter into the counter-control game. Adults who struggle to manage behavior by power assertion believe that they are engineering an orderly environment. The reality is more often a submerged negative subculture marked by chaos and disorganization (Wasmund 1988).

In their study of effective alternative schools, *Expelled to a Friendlier Place*, Gold and Mann (1984) challenged the common practice of employing highly developed codes of conduct to manage behavior. Although these rulebooks make some adults feel secure, they are likely to by ignored or outmaneuvered if front-line staff and youth do not own them. Effective alternative schools are able to adapt flexibly to the needs of youth rather than make every decision "by the book". The emphasis shifts from rule violators to teaching values that foster inner control. Such is the case at Thomas Harrington School in Harrisonburg., Virginia, where one rule applies equally to all students and staff: Respect people, respect property (Raebuck, 1960)

Independence for many youth is thwarted by inflexible and uncompromising structures. At the Jefferson County High School in Louisville, Kentucky, success with at-risk youth comes from flexible schedules (school is open from 8:00 am to (9:30 pm, 12 months a year), a promise of success, treating students with respect, and awarding a regular high school diploma. The Director of this school, Buell Snyder, said, "I only hire teachers who agree to treat students with respect at all times, and I discard those who, despite their best intentions, infantilize or ridicule students" (Gross, 1990).

Fostering Generosity

I would have liked to tutor something or been a peer counselor. I could have helped someone and benefited from it myself if I had been given the chance to participate. – Sondra

A central goal in Native American child rearing is to teach the importance of being generous and unselfish. Children were instructed that human relationships were more important than physical possessions. Describing practices a century ago, Charles Eastman tells of his grandmother teaching him to give away something he cherished most—his puppy—so he would become strong and courageous.

A pioneering German educator once observed that all young people desperately need some sense of purpose for their lives. Youth in modern society, however, do not have roles in which they can serve, and thus suffer from the "misery of unimportance". Hahn advocated volunteer activities that tap the need of every youth to have some "grande passion". During the Hitler years, he went to England, where he developed the basis of the Outward Bound movements.

Rousseau, Pestalozzi, Korczak, and many others also wrote of the importance of teaching youth the values of compassion and service to others. A century ago, William James noted that war always has filled young men's need to

be valuable to their community. He proposed a "moral equivalent to war" by involving youth in volunteer civic service. Although we seem to have lost sight of these basic truths for a time, there is now a healthy revival of the concept that we must offer opportunities to develop altruism, empathy, and generosity in modern youth (Kohn, 1990).

The following discussion highlights the increasing emphasis being placed on developing prosocial values and behavior as an antidote to hedonistic, antisocial lifestyles that characterize many modern youth.

1. Redl's *psychodynamic model* departs from traditional Freudian views that children experience too much guilt. Today, many children seem not to have acquired the most basic sense of human concern. They suffer from too little guilt, and they hurt or exploit others wit impunity. Treatment of these children, Redl proposes, might involve "guilt squeeze" life space interviews to foster empathy with victims, or massaging numb values" to foster internalization of caring values.
2. *Behavioral* research suggests that teaching techniques to manage anger is not enough. Youth will choose prosocial alternatives only if they can move beyond egocentric moral reasoning. Thus, cognitive moral education is part of Goldstein's aggression replacement training. Everson (1994), from the Boys Town program, advocates teaching social skills as a way of fostering moral development. The goal is to create moral dilemmas in once self-centered youth. Now empowered with prosocial skills, youth have new options to act in caring ways.
3. *Sociological group treatment* models seek to "make caring fashionable" and to make youth uncomfortable with selfish, hurting behavior and thinking patterns. Positive peer culture programs teach youth to show concern by helping group members and then give them abundant opportunities to generalize helping behavior through service learning. For example, delinquent youth at Starr Commonwealth regularly "adopt" residents of nursing homes as grandparents. And they serve as basketball coaches to younger community children.
4. *Ecological* programs address the children and families who are alienated from community bonds. Re-ED involves students in community service in a variety of ways, including helping the elderly, operating a "road-block" to solicit funds for a hospital and distributing food and toys to needy families.

Every level of education has seen a revival of interest in volunteer service learning as an antidote to the narcissism and irresponsibility of modern lifestyles. All over the country in alternative and some traditional settings, examples of service learning can be found. At Chadwick School in Los Angeles, privileged students run a soup kitchen, help the mentally ill put on plays, work with disturbed children, and campaign for environmental protection. At Harlem's Rice High School in New York, students work with the sick and needy. In Connecticut, students serve as the professional rescue squad for a semi rural area. In all of the se programs, young people's abilities to participate and help are valued (Lewis, 1990).

For six to eight weeks in Shoreham-Wading River, students spend a double period, twice a week, in some community service activity. Students, for example, may work with elderly people or those with disabling conditions (Macroff, 1990). Students in Petaluma, California worked hard to clean up the endangered Adobe Creek. They hailed out 20 truckloads of junk, including old washing machines, sofas, two beds, and 36 old tires. They planted willow trees. Now the group is trying to raise $200,000 for a fish hatchery. At least 25 former students are studying natural resources and wildlife at Humboldt State University in Northern California. Three others are now majoring in environmental law at other institutions (Sims, 1991).

Service learning opens unusual programming possibilities with troubled children and youth who heretofore have been themselves "damaged goods". As they reach out to help others they create their own proof of worthiness (Brendtro & Nicholau, 1985). Diane Hedin (1989) summarized various research studies supporting the positive results of volunteer service. These include increased responsibility, self-esteem, moral development, and commitment to democratic values.

Putting it All Together: The Michigan Study

Our thesis has been that reclaiming programs must address the critical variables of belonging, mastery, independence, and generosity. We close this article by highlighting a recent study of more than 300 delinquent youth in Michigan correctional facilities (Gold and Osgood, 1992). The program encompassed two state and two private treatment centers using Positive Peer Culture (PPC) treatment methodology.

The Michigan researchers gathered exhaustive data from records, referral agencies, staff, students and caregivers. They observed each youth from arrival until 6 months follow-up after release. The population consisted of boys, generally 15 or 16 years old, who had been arrested form one to 20 times. The typical student was remarkably unsuccessful in school, with average academic achievement 4.2 grade levels below expectation. A third of the boys had not even attended school in the period before placement. These youth are representative of those served currently by North American juvenile corrections department.

The youth lived in 45 separate self-contained treatment/classroom groups, each with its own interdisciplinary staff team. This enabled researcher to study the impact of these different treatment environments. Thus, though all programs used peer group treatments, they differed on variables such as the amount of autonomy given to youth and the closeness of the staff and youth relationships. Variations in the group culture were related to success in the program and in the community after release.

Gold and Osgood reviewed prior research showing that homogeneous settings for aggressive youth typically spawn strongly negative youth countercultures. Instead of cooperating with treatment goals, students resist adult control, develop a code of silence against informing on one another, go underground to circumvent institutional rules, and use

physical coercion to maintain a peer subculture committed to delinquent values and behavior. An ongoing debate in the research literature is considering why these negative subcultures form. Two competing explanations have been proposed:

1. Negative youth traits: Delinquent youth "import" into the reeducation setting their dysfunctional character traits. This is a collective example of the "bad apple" notion.

2. Negative Institutional Milieu: Depriving environments create aggressive countercultures, harsh, coercive settings strip youth of autonomy and decision making, this fostering rebellion.

Contrary to what might have been expected, Gold and Osgood found that delinquents in the Michigan settings regularly viewed their environments as safe and supportive. Although full consideration of their exhaustive study is beyond the scope of our current discussion here, we highlight their findings related to the principles of belonging, mastery, independence and generosity.

Belonging: The more troubled and beset youth are, the more they need close personal attachments to reconstruct their lives. Adults who do not form these bonds distance themselves from delinquent youth and thereby diminish their ability to influence them.

Mastery: Delinquent behavior often is provoked by scholastic failure. Teachers in successful school programs give students "uncommonly warm emotional support" and prevent them from failing. Youth who become interested in school and make achievement gains have better subsequent community adjustment.

Independence: Involving delinquent youth in decision-making, even in highly secure settings, fosters the turn-around to prosocial behavior. Adult domination and authoritarian control feeds negative peer subcultures, which sabotage treatment goals.

Generosity: High value is placed on caring in peer-helping programs and a key measure of progress is showing concern for other group members. Students who adopt prosocial norms have more positive experiences during treatment and gain access to more prosocial reference groups after leaving the program.

The Michigan research also shows that the "treatment versus custody" debate is bogus, as concern and control are both essential. Successful programs find ways to address developmental needs of youth as well as societal needs to stop destructive behavior. This requires adults who are authoritative but not authoritarian. These data contradict the currently popular boot-camp notion that the harsher the institutional experience, the greater is the deterrent effect. In reality, troubled youth need safe, positive environments where they can form corrective social bonds with caring adults and peers.

Understanding by Design, Expanded 2nd Edition

by Grant Wiggins and Jay McTighe

Introduction

To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction. -Stephen R. Covey, *The 7 Habits of Highly Effective People*, 1989, p. 98

That's what I find so exciting about this process: it is so much better for me and the students to be in the middle of a UbD. Everything seems so relaxed, I'm more confident, and the students are very excited. They seem to sense something more at the core of what we're doing. I suppose they sense the goal: the goal is usually not revealed as completely and clearly. I know what my students know, I know what they don't know, and I know what I need to do. How liberating.

—A teacher reflecting on using UbD

Consider the following four vignettes and what they suggest about understanding and the design of curriculum and assessments. Two are true. Two are fictionalized accounts of familiar practice.

1. As part of a workshop on "understanding," a veteran high school English teacher entered the following reflection in a learning log about her own experience as a high school student:

   > I felt then that my brain was a way station for material going in one ear and (after the test) out the other. I could memorize very easily and so became valedictorian, but I was embarrassed even then that I understood much less than some other students who cared less about grades.

2. For two weeks every fall, all the 3rd grade classes participate in a unit on apples. The 3rd graders engage in a variety of activities related to the topic. In language arts, they read about Johnny Appleseed and view an illustrated filmstrip of the story. They each write a creative story involving an apple and then illustrate their stories using tempera paints. In art, students collect leaves from nearby crab apple trees and make a giant leaf-print collage that hangs on the hallway bulletin board adjacent to the 3rd grade classrooms. The music teacher teaches the children songs about apples. In science, they use their senses to carefully observe and describe the characteristics of different types of apples. During mathematics, the teacher demonstrates how to scale up an applesauce recipe to make enough for all the 3rd graders.
   A highlight of the unit is the field trip to a local apple orchard, where students watch cider being made and go on a hayride. The culminating unit activity is the 3rd grade apple fest, a celebration in which parents dress in apple costumes and the children rotate through various activities at stations—making applesauce, competing in an apple word-search contest, bobbing for apples, and completing a math skill sheet containing word problems involving apples. The fest concludes with selected students reading their apple stories while the entire group enjoys candy apples prepared by the cafeteria staff.
3. A test item on a National Assessment of Educational Progress (NAEP) mathematics assessment presented the following question to 8th grade students, as an open-ended prompt demanding a written answer: “How many buses does the army need to transport 1,128 soldiers if each bus holds 36 soldiers?” Almost one-third of the 8th graders gave the following answer: “31 remainder 12” (Schoenfeld, 1988, p. 84).
4. It's late April and the panic is beginning to set in. A quick calculation reveals to the world history teacher that he will not finish the textbook unless he covers an average of 40 pages per day until the end of school. He decides, with some regret, to eliminate a short unit on Latin America and several time-consuming activities, such as a mock UN debate and vote and discussions of current international events in relation to the world history topics they've studied. To prepare his students for the departmental final exam, it will be necessary to switch into a fast-forward lecture mode.

Each of these vignettes reveals some troubling aspect of *understanding* and *design*. (By the way, the odd-numbered vignettes are true; the others might as well be, given common practice.)

The reflection of the high school English teacher reveals a familiar truth—even “good” students don't always have deep understanding of what's been taught despite the fact that conventional measures

(course grades and cumulative GPA) certify success. In her case, testing focused predominantly on the recall of information from textbooks and class presentations. She reported that she was rarely given assessments that called for her to demonstrate deeper understanding.

The fictitious unit on apples presents a familiar scene—the *activity*-oriented curriculum—in which students participate in a variety of hands-on activities. Such units are often engaging for students. They may be organized, as in this case, around a theme and provide interdisciplinary connections. But questions about the value of the work remain. To what ends is the teaching directed? What are the big ideas and important skills to be developed during the unit? Do the students understand what the learning targets are? To what extent does the *evidence* of learning from the unit (e.g., the leaf-print collage, the creative-writing stories, the completed word searches) reflect worthwhile content standards? What understandings will emerge from all this and endure?

The NAEP mathematics test item reveals another aspect of understanding, or lack thereof. Although the students computed accurately, they had not grasped the meaning of the question, nor had they apparently understood how to use what they knew to reach an answer of 32 buses. Could it be that these students had mastered the out-of-context drill problems in the math book and on worksheets, but had been given little opportunity to apply mathematics in the context of real-world applications? Should we conclude that the students who answered “remainder 12” *really* understand division and its use?

Nearly every teacher can empathize with the world history teacher's struggle, given the pressures to “cover” material. The challenge is exacerbated by the natural increase of knowledge in fields such as science and history, not to mention external testing obligations and additions to the curriculum in recent years (e.g., computer studies and drug education). But at its worst, a *coverage* orientation—marching through the textbook irrespective of priorities, desired results, learner needs and interests, or apt assessment evidence—may defeat its own aims. For what do students remember, much less understand, when there is only *teaching* with no opportunity to really *learn*—to work with, play with, investigate, use—the key ideas and points of connection? Such an approach might correctly be labeled, “Teach, test, and hope for the best.”

The twin sins of design

Interestingly enough, we think, both the apples unit and the world history class suffer from the same general problem, though what is taking place in both classrooms clearly looks very different. Though in the elementary classroom the students are doing loads of hands-on activity and in the history classroom a

teacher is lecturing to students, both cases reveal no clear intellectual goals. We call the two versions of the problem the "twin sins" of typical instructional design in schools: activity-focused teaching and coverage-focused teaching. Neither case provides an adequate answer to the key questions at the heart of effective *learning*: What is important here? What is the point? How will this experience enable me as a learner to meet my obligations? Put simply, in a phrase to be considered throughout this book, the problem in both cases is that there are no explicit big ideas guiding the teaching and no plan for ensuring the learning.

What this book is about

As the title suggests, this book is about good design—of curriculum, assessment, and instruction—focused on developing and deepening understanding of important ideas. Posed as a question, considered throughout the book and from many perspectives, the essence of this book is this: *How do we make it more likely—by our design—that more students really understand what they are asked to learn?* So often, by contrast, those who "get it" are learners who come to us already able and articulate—understanding by good fortune. What must our planning entail to have an intellectual impact on everyone: the less experienced; the highly able, but unmotivated; the less able; those with varied interests and styles?

To explore such questions we must surely investigate the purpose of the designs—in our case, understanding. So what do we mean when we say that we want students to *understand* as opposed to merely take in and recall? How is it possible for a student to know lots of important things but not understand what they mean—something we have all seen as teachers? And vice versa: How can another student make lots of mistakes about the facts—and not even do all the assigned work—but nonetheless penetrate to the key ideas? Thus, although the book is about the design of curriculum to engage students in exploring big ideas, it is also an attempt to better understand *understanding*, especially for purposes of assessment.

As you shall see, we propose that a helpful way to think about what understanding is, how to design for it, and how to find evidence of it in student work is to realize that understanding has various facets. Everyday language reveals the variety of connotations, hence the need to clarify them. Think about the difference, for example, between saying, "He didn't understand the French speaker" and "She didn't understand what the primary source documents meant." There are different kinds of understanding; we need to be clear about which ones we are after. Understanding, we argue, is *not* a single goal but a family

of interrelated abilities—six different facets of transfer—and an education for understanding would more deliberately develop them all.

This dual purpose—clarifying the goal called "student understanding" while exploring the means called "good design"—raises a host of vital questions in the real world of teaching, of course. What is the best way to design for both content mastery and understanding? How can we accomplish the goal of understanding if the textbooks we use dispense volumes of out-of-context knowledge? How realistic is teaching for understanding in a world of content standards and high-stakes tests? Thus, in the book, we do the following in an attempt to answer these and other questions:

- Propose an approach to curriculum and instruction designed to engage students in inquiry, promote transfer of learning, provide a conceptual framework for helping students make sense of discrete facts and skills, and uncover the big ideas of content.
    - Examine an array of methods for appropriately assessing the degree of student understanding, knowledge, and skill.
    - Consider the role that predictable student misunderstandings should play in the design of curricula, assessments, and instruction.
    - Explore common curriculum, assessment, and instruction practices that may interfere with the cultivation of student understanding, and propose a *backward design* approach to planning that helps us meet standards without sacrificing goals related to understanding.
    - Present a theory of *six facets of understanding* and explore its theoretical and practical implications for curriculum, assessment, and teaching.
    - Present a unit template to assist in the design of curricula and assessments that focus on student understanding.
    - Show how such individual units should be nested in a larger, more coherent framework of courses and programs also framed around big ideas, essential questions, and core assessment tasks.
    - Propose a set of design standards for achieving quality control in curriculum and assessment designs.
    - Argue that designers need to work smarter, not harder, by sharing curriculum designs worldwide via a searchable Internet database.

The book's audience

This book is intended for educators, new or veteran, interested in enhancing student understanding and in designing more effective curricula and assessments to achieve that end. The audience includes teachers at all levels (elementary through university), subject matter and assessment specialists, curriculum directors, preservice and inservice trainers, school-based and central office administrators and supervisors. We provide numerous examples, from all levels of schooling, throughout the book, but never enough to suit any one audience at any one time, alas. Further examples from all subjects and levels can be found in the *Understanding by Design Professional Development Workbook* (McTighe & Wiggins, 2004) and on the UbD Web site (http://ubdexchange.org).

Key terms

A few words about terminology are in order. We talk a good deal in the book about *big ideas* that should be the focus of education for understanding. A big idea is a concept, theme, or issue that gives meaning and connection to discrete facts and skills. Here are some examples: adaptation; how form and function are related in systems; the distributive property in mathematics (whereby we can use any number of groupings and subgroupings to yield the "same" numbers); problem solving as the finding of useful models; the challenge of defining *justice*; and the need to focus on audience and purpose as a writer or speaker. In an education for understanding, a vital challenge is to highlight the big ideas, show how they prioritize the learning, and help students understand their value for making sense of all the "stuff" of content.

Educators involved in reform know that the words *curriculum* and *assessment* have almost as many meanings as there are people using the terms. In this book, *curriculum* refers to the specific blueprint for learning that is derived from *desired results*—that is, content and performance standards (be they state-determined or locally developed). Curriculum takes content (from external standards and local goals) and shapes it into a plan for how to conduct effective and engaging teaching and learning. It is thus more than a list of topics and lists of key facts and skills (the "inputs"). It is a map for how to achieve the "outputs" of desired student performance, in which appropriate learning activities and assessments are suggested to make it more likely that students achieve the desired results.

The etymology of the word suggests this: *Curriculum* is the particular "course to be run," given a desired end point. A curriculum is more than a traditional program guide, therefore; beyond mapping out the topics and materials, it specifies the most appropriate experiences, assignments, and assessments that

might be used for achieving goals. The best curricula (and syllabi), in other words, are written from the point of view of the desired learnings, not merely what will be covered. They specify what the learner should have achieved upon leaving, what the learner needs to do to achieve, and what the teacher needs to do to achieve the results sought. In sum, they specify the desired output and means of achieving it, not just a list of content and activities.

By *assessment* we mean the act of determining the extent to which the desired results are on the way to being achieved and to what extent they have been achieved. Assessment is the umbrella term for the deliberate use of *many* methods of gathering evidence of meeting desired results, whether those results are state content standards or local curricular objectives. The collected evidence we seek may well include observations and dialogues, traditional quizzes and tests, performance tasks and projects, as well as students' self-assessments gathered over time. *Assessment* is thus a more learning-focused term than *evaluation*, and the two should not be viewed as synonymous. Assessment is the giving and using of feedback against standards to enable improvement and the meeting of goals. Evaluation, by contrast, is more summative and credential-related. In other words, we need not give a grade—an evaluation—to everything we give feedback to. In fact, a central premise of our argument is that understanding can be developed and evoked only through multiple methods of ongoing assessment, with far greater attention paid to formative (and performance) assessment than is typical.

By *desired results* we mean what has often been termed *intended outcomes, achievement targets*, or *performance standards*. All four terms are meant to shift our focus away from the inputs to the output: what the student should be able to know, do, and understand upon leaving, expressed in performance and product terms. *Desired result* reminds us also that, as "coaches," we will likely have to adjust *our* design and performance en route, if feedback shows that we are in danger of not achieving the successes sought.

The word *understanding* turns out to be a complex and confusing target despite the fact that we aim for it all the time. The word naturally deserves clarification and elaboration, which is the challenge for the rest of the book. For now, though, consider our initial working definition of the term: To *understand* is to make connections and bind together our knowledge into something that makes sense of things (whereas without understanding we might see only unclear, isolated, or unhelpful facts). But the word also implies doing, not just a mental act: A performance ability lies at the heart of understanding, as Bloom (1956) noted in his Taxonomy in discussing application and synthesis. To understand is to be able to wisely and effectively *use*—transfer—what we know, in context; to *apply* knowledge and skill effectively, in realistic tasks and settings. To have understood means that we show evidence of being able to transfer what we know. When

we understand, we have a fluent and fluid grasp, not a rigid, formulaic grasp based only on recall and "plugging in."

When we speak of the product of this achievement—*an* understanding, as a noun—we are describing particular (often hard-won) insights. For example, we talk about scientists' current understanding that the universe is expanding or the postmodern understanding of authors as not being privileged commentators on the meaning of their books. The great challenge in teaching is to enable such subtle adult understandings to become student understandings—without reducing the understanding to a mere simplistic statement for recall. If the student gains a genuine understanding, we typically say they "*really* get it." With our help as designers and coaches, they "come to an understanding."

Yet, for years, curriculum guides have argued against framing objectives in terms of understandings. Bloom (1956) argued that the word is too ambiguous to use as a foundation for teaching goals and their assessments; hence, the writing of the Taxonomy. But an important conceptual distinction remains and needs pondering: the difference between *knowing* and *understanding*. Pinning this distinction down in theory and in practice has not been easy. We propose in the book that insufficient attention has been paid to the fact that there are *different kinds* of understandings, that knowledge and skill *do not* automatically lead to understanding, that student *misunderstanding* is a far bigger problem than we may realize, and that assessment of understanding therefore requires evidence that *cannot* be gained from traditional fact-focused testing alone.

What this book isn't *about*

1. *Understanding by Design* is not a prescriptive program. It is a way of thinking more purposefully and carefully about the nature of *any* design that has understanding as the goal. Rather than offering a step-by-step guide to follow—something that is antithetical to good design, whether in education or architecture—the book provides a conceptual framework, many entry points, a design template, various tools and methods, and an accompanying set of design standards. We offer no specific guidance about what the content of curriculum should be—except that its priorities should center on the big ideas and important performance tasks of the chosen topic. What we provide, rather, is a way to design or redesign *any* curriculum to make student understanding (and desired results generally) more likely.
2. *Understanding by Design* is not a philosophy of education, nor does it require a belief in any single pedagogical system or approach. We offer guidance on how to tackle any educational design problem related to the goal of student understanding. Nowhere do we specify which "big ideas" you

should embrace. Instead, we help you better focus your design work on how to achieve understanding of the important ideas that you (or established standards) target. (We do offer many examples of big ideas in various disciplines.) The book should not be seen as competing with other programs or approaches, therefore. In fact, the proposed view of understanding and the backward design process are compatible with a full range of prominent educational initiatives, including *Problem-Based Learning Across the Curriculum* (Stepien & Gallagher, 1997), Socratic seminar, *4MAT* (McCarthy, 1981), *Dimensions of Learning* (Marzano & Pickering, 1997), teaching to state content standards, Core Knowledge, the *Skillful Teacher* (Saphier & Gower, 1997), and the materials from the Project Zero team at the Harvard Graduate School of Education entitled *Teaching for Understanding* (Wiske, 1998; Blythe & Associates, 1998). In fact, over the past five years, college professors using the lecture format, Montessori teachers, and educators working in schools using the International Baccalaureate, *Success for All*, the advanced placement program, and the Coalition of Essential Schools philosophy have all used our work to improve their designs.

3. The book presents a robust approach to *planning*. We say little about *teaching* strategies per se, even though we believe that a variety of instructional approaches can develop and deepen student understanding. Regardless of particular techniques, we assume that all purposeful and effective teachers follow a cycle of plan-revise-teach-assess-reflect-adjust many times. This is a noteworthy caution because crucial *redesign* information will necessarily be derived from an analysis of student work and from preassessment. (See Chapter 11 on the design process.)

4. This book is primarily focused on the design of curricular units (as opposed to individual lessons or broader programs). Although we strongly recommend that individual units be grounded in the broader context of programs and courses (as discussed in Chapter 12), we deliberately restrict our attention in this book to the more nitty-gritty and teacher-friendly work of unit design. In working with thousands of teachers over the years, we have found that the unit provides a comfortable and practical entry point for this design process. Although it may seem natural to apply the UbD approach to a system of daily lesson planning, we discourage it. Individual lessons are simply too short to allow for in-depth development of big ideas, exploration of essential questions, and authentic applications. In other words, a single lesson provides too short a time frame for meeting complex goals. Of course, lesson plans should logically flow from unit plans: Lessons are typically more purposeful and connected when informed by larger unit and course designs.

5. Although teaching for in-depth understanding is a vital aim of schooling, it is, of course, only one of many. We are thus not suggesting that *all* teaching and assessment be geared *at all times* toward deep and sophisticated understanding. There are clearly circumstances when this is neither feasible nor desirable: Learning the alphabet; acquiring certain technical skills, such as keyboarding; or developing the basics in foreign language do not call for in-depth understanding. In some cases, the developmental level of students will determine the extent to which conceptualization is appropriate; at other times the goals of a course or program will make in-depth understanding a lesser or tangential goal. Sometimes "familiarity" is an appropriate and sufficient goal for certain topics at certain points in time. There is neither the time nor the need to go into depth on everything, and it would be counterproductive when the goal is to convey a sense of the larger whole. The book is thus built upon a conditional premise: *If* you wish to develop greater in-depth understanding in your students, *then* the ideas and processes of *Understanding by Design* apply.

A few helpful cautions and comments

We offer three warnings, though, for readers willing and ready to plan and teach for understanding. First, although educators often talk about wanting to get beyond mere coverage to ensure that students really understand what they learn, you may find that what you previously thought was effective teaching for understanding really wasn't. You may also discover that you aren't quite as clear as you might be about what, specifically, your students should leave understanding. In fact, we predict that you will be somewhat disturbed by how hard it is to specify the understandings and what they look like in assessment, and how easy it is to lose sight of goals related to understanding in the midst of planning, teaching, and evaluating student work.

Second, though many courses of study appropriately focus on skills (such as reading, algebra, physical education, and introductory Spanish), teacher-designers may well find after reading this book that there are, indeed, big ideas essential for learning key skills with fluency—namely, understanding how to *use* skills *wisely*—that need greater attention in their plans. For example, a big idea in literacy development is that the meaning of the text is not in the text but between the lines, in the interaction between the active reader and the text. Getting students to understand this is not only difficult but requires a very different design and presents a very different teaching problem than that of focusing only on discrete reading strategies. The challenge is, at its core, to help students overcome the misunderstanding that reading is only decoding, and to help them know what to do when decoding alone does not yield meaning.

Third, though many teachers believe that to design for understanding is incompatible with established content standards and state testing, we think that by the time you have read the entire book, you will consider this to be false. Most state standards identify or at least imply big ideas that are meant to be understood, not merely covered. Consider these examples from Ohio's standards for 11th grade social studies and California's standards for physics:

Trace key Supreme Court decisions related to a provision of the Constitution (e.g., cases related to reapportionment of legislative districts, free speech, or separation of church and state).

Energy cannot be created or destroyed, although in many processes energy is transferred to the environment as heat. As a basis for understanding this concept:

a. Students know heat flow and work are two forms of energy transfer between systems. . . .

More generally, once you understand the elements we propose as central to good design, we expect that your approach to *all* your design obligations will change.

We predict that you will experience two quite different feelings as you read. At times you will say to yourself, “Well, of course, this is just common sense! This merely makes explicit what good planners have always done.” At other times you will feel that we are proposing provocative and counterintuitive ideas about teaching, learning, assessment, and planning. To help you in the latter case, we will offer sidebars about potential misunderstandings—we call them “Misconception Alerts”—in which we try to anticipate reader confusion in the lines of argument and ideas being proposed.

MISCONCEPTION ALERT!

1. *Only alternative or progressive methods of teaching and assessing can yield understanding*. *This is all about process as opposed to content*. Nothing could be further from the truth. You cannot understand without subject matter knowledge. All so-called traditional approaches to learning at the college level, for example, aim at and often succeed in yielding in-depth understanding. The challenge is not to choose this or that tactic to the exclusion of others, but to *expand* and better *target* our teaching repertoire, based on a more careful consideration of what our learning goals imply. In practice, we find that all teachers, regardless of educational philosophy, are typically hemmed in by a too-limited set of design options. A challenge is to make sure that teachers use a greater diversity of appropriate methods of instruction than they typically do now, regardless of their philosophy. (See Chapters 9 and 10.)
2. *We are against traditional testing*. Not so. Here, too, we seek to expand the normal repertoire to make sure that more *appropriate diversity* and validity is found in classroom assessment, based on the diversity of goals typically found in most programs. The challenge is to know which method to use when and why, and to better understand the strengths and weaknesses of *each* form of assessment. (See Chapters 7 and 8.)
3. *We are against letter grades*. Why would we be, *if* the grades correspond to a valid assessment of understanding? Letter grades are here to stay, by and large, and nothing in this book is incompatible with grades, transcripts, report cards, and college admission standards. On the contrary, the book should help teachers (especially those at the secondary and collegiate levels) better articulate and justify their grading system, providing students with more fair assessments, improved feedback, and greater clarity about what the grades stand for.

The presence of these particular sidebars conveys a vital message: Teaching for understanding must successfully predict potential misunderstandings and rough spots in learning if it is to be effective. *Indeed, central to the design approach we propose is that we need to design lessons and assessments that*

anticipate, evoke, and overcome the most likely student misconceptions. The first such sidebar appears on this page.

You will also find a few sidebars entitled “Design Tips.” These will help you see how to begin to translate the theories of UbD to the practical work of planning, teaching, and assessing. We have also provided a Glossary to help you navigate the language used throughout the book. To give you some sense of how the designer's thought process works, we follow a fictional teacher, Bob James, as he designs (and redesigns) his unit on nutrition. (The companion *UbD Professional Development Workbook* provides an extensive set of design tools, exercises, and examples to assist designers.)

So, reader, brace thyself! We are asking you to explore key ideas and to rethink many time-honored habits about curriculum, assessment, and instruction. Such rethinking practices what we preach. Because, as you will see, teaching for understanding *requires* the learner to rethink what appeared settled or obvious—whether *learner* refers to a young student or a veteran educator. We believe that you will find much food for thought, as well as many practical tips about how to achieve student understanding by design.”

More UbD materials provided during class time, then available online. LPM

Syllabus End