

California State University San Marcos
College of Education
EDMS 545 - Elementary Science Education
M-W 8 AM CRN#21224

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Required Textbooks:

Teaching Children Science. An Inquiry Approach By Alfred E. Friedl. NY: McGraw-Hill.

EDMS 545 Elementary& Middle Science Methods. Dave Reynolds

Successful Inclusive Teaching. By Joyce S. Choate

Other Good Books:

Science Matters: Achieving Scientific Literacy, By Robert M. Hazen

Great Explorations in Math & Science (G.E.M.S.) Booklets over 36 to choose from
Any Selection will match a CA Science Standard <http://www.lhs.berkeley.edu/GEMS/>

A Year of Hands-on Science. (1996). By Lynne Kepler. New York: Scholastic.

200 Gooney, Slippery, Slimy, Weird & Fun Experiments. (1993). By Janice VanCleave.
New York: JohnWiley

These are in the bookstore, but there are many excellent hands-on science books. Look in bookstores, museums, teacher stores, even grocery stores!

COURSE DESCRIPTION

This course is designed to provide a comprehensive overview of the objectives, skills, concepts, experiments, materials, and methods necessary to teach science to elementary school children. A series of group activities will provide you with first-hand experiences in these areas. This course focuses on instructional methods, techniques, materials, lesson planning, curriculum development, organization and assessment in science. The integration of curricular areas is addressed. Methods of cross-cultural language and academic development will be integrated in to the course.

COURSE OBJECTIVES

By the end of this course, students should be able to

1. Demonstrate proficiency with inquiry skills of observing, measuring, inferring, classifying, predicting, verifying predictions, hypothesizing, isolating variables, interpreting data, and experimenting.
2. Identify exemplary materials (curriculum kits, science programs, textbooks, equipment, technology, ancillary materials) appropriate for elementary school children.
3. Demonstrate knowledge and understanding of the California Science Framework, the California Science Content Standards, and the National Science Education Standards.
4. Demonstrate an understanding of the physical, earth and life science concepts included in the K-8 California Science Content Standards, and how to design lessons to teach the concepts.
5. Use the Learning Cycle model of instruction to teach science in a contemporary manner.
6. Use technology in elementary science teaching.
7. Demonstrate confidence in leading and performing investigations designed to teach science concepts, science process skills, and scientific attitudes. .
8. Use alternative methods of assessment to evaluate student learning of science concepts and processes.
9. Practice strategies to include all students in science (linguistically and culturally diverse, students with disabilities and other students with special needs).

****You must go to ACD 202 to activate your CSUSM e-mail account before the second-class session**

Class #	Date	Topic	Assignment Due
1	Jan. 22	Course Overview: Why Science? Review Syllabus Sign up for Groups-Leadership of Science Activities Group Dynamics	
2	Jan. 27	Meet in computer lab room UH 272 Teaching Tips The Learning Cycle Model of Teaching	Ch. 1 Reading Response Print out rubrics Bring debit card with \$2 value
3	Jan. 29	Meet in computer lab room UH 272 Teaching Tips Researching Internet Resources for your lesson Writing Objectives and Explanations of Science Concepts.	Ch. 2 Reading Response
4	Feb. 3	Teaching Tips Beginning to Teach Science/SDAIE Strategies in Science <u>Learning Cycle Science Lesson: GEMS & Matter</u>	Ch. 3 Reading Response
5	Feb. 5	Teaching Tips Learning Cycle and using GEMS Guides <u>Learning Cycle Science Lesson: Group 1-Magnetism & Static Electricity</u>	Ch. 5 & 6 Reading Responses
6	Feb. 10	Teaching Tips Infusing Writing Activities in Science Lessons <u>Learning Cycle Science Lesson: Group 2-Sound</u>	Ch. 8 Reading Response
7	Feb. 12	Teaching Tips Alternative Assessments in Science <u>Learning Cycle Science Lesson: Group 3-Light, Color, Lenses</u>	Ch. 9 Reading Response
8	Feb.17	Teaching Tips Reading Strategies and Science Textbooks <u>Learning Cycle Science Lesson: Group 4-Air and Air Pressure</u>	Ch. 10 Reading Response
9	Feb. 19	Field Experience for Science Practicum & Case Study	
10	Feb. 24	Teaching Tips Science Process Skills <u>Learning Cycle Science Lesson: Group 5-Weather/Climate</u>	Ch. 11 Reading Response Case Study Due
11	Feb. 26	Meet in Computer Lab UH 272 Teaching Tips Creating Rubrics for Alternative Assessment <u>Learning Cycle Science Lesson: Group 6-Space Science/Sun, Moon, and Stars</u>	Ch. 14 Reading Response
12	March 3	Teaching Tips Universal Access <u>Learning Cycle Science Lesson: Group 7-Geology</u>	Ch. 15 Reading Response
13	March 5	Teaching Tips Science Safety <u>Learning Cycle Science Lesson: Group 8- Plants</u>	Ch. 17 Reading Response Science Practicum Due
14	March 10	Teaching Tips CA State Frameworks <u>Learning Cycle Science Lesson: Group 9- Animals</u>	Ch.18 Reading Response
15	March 12	Lesson Presentations	Learning Cycle Lesson Due

COE MISSION STATEMENT

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

INFUSED COMPETENCIES

Special Education

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

Technology

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

COURSE REQUIREMENTS

COE Attendance Policy

Due to the dynamic and interactive nature of course in the COE, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor.

My Attendance Policy

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

Absences do not change assignment due dates. Late assignments will receive a 10% reduction in points for each day late. After one week, late assignments will receive no credit. If your printer breaks, use a CSUSM computer lab to print out your work.

COURSE ASSIGNMENTS

1. Reading Responses	18%
2. Teaching Tip	2%
3. Science Instruction Case Study	20%
4. Leadership of Hands-on Science Lessons	20%
5. Science Practicum with School Age Children	20%
6. Science Learning Cycle Lesson & Assessment	20%

PRIMARY TEACHING PERFORMANCE EXPECTATIONS

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

TPE 6A: Developmentally Appropriate Practices in Grades K-3

TPE 6B: Developmentally Appropriate Practices in Grades 4-8

PRIMARY TEACHING PERFORMANCE EXPECTATIONS

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Teaching Science in a Multiple Subject Assignment

TPE 2: Monitoring Student Learning During Instruction

TPE 6: Developmentally Appropriate Teaching Practices

TPE 6A: Developmentally Appropriate Practices in Grades K-3

TPE 6B: Developmentally Appropriate Practices in Grades 4-8

TPE 10: Instructional Time

TPE 11: Social Environment

SECONDARY TEACHING PERFORMANCE EXPECTATION

TPE 8: Learning about Students

ASSIGNMENT DESCRIPTIONS

1. READING RESPONSES

Students will be assigned readings and should present their responses to chapters in one of the following forms:

a. A Big Ideas paper explaining the key science concepts.

b. A visual or symbolic representation of the key science concepts

c. A graphic organizer that demonstrates the key science concepts and their relationships to one another (samples will be provided in class)

The responses should be 1-2 pages. They may be typed or handwritten, but must be legible. They will be checked off for completion each due date, noted in the course outline. Representative samples will be examined for closer reading.

Key skills/knowledge:

For Ch. 1-2, summarize the information.

Beginning with Ch. 3 write about the science content, **not the activities**. You are excused from turning in reading responses for chapter you present in class.

2. Teaching Tip Each student share a tip on teaching strategies for science or managing the classroom. You will be assigned a date for your short presentation (3-4 minutes).

3. SCIENCE INSTRUCTION CASE STUDY

In this assignment you will develop a case study of science instruction. It consists of four parts:

I. Your observations of the classroom.

II. Teacher Interview.

III. Student Interviews.

IV. An analysis of your interviews and observations.

When writing up the case study, **do not include the teachers, or a student names**, but do identify the school district, school, and grade level of the students. Report all answers to questions in the following format; write out the question then the response, either your observations or answers to questions of the six students and teacher.

Ask an elementary teacher if you can observe one science lesson in his or her class. Then answer the following:

I. Classroom Observation Questions

1) Describe the lesson you observed.

2) How would you define science instruction in this classroom? What did the students do?

3) What materials are used?

4) How is the classroom organized for science instruction?

5) What science materials are in the classroom?

6) Do you see writing infused within the science lesson? If so, how?

7) Are there children in the class who are learning English? What differences and similarities exist for children who are learning English?

8) Feel free to add more descriptive information in regard to your observation.

II. Teacher Interview Questions

After you have observed the class interview the teacher in person (do not give them the questions to answer), a personal interview allows you to ask follow up questions to clarify answers.

1) How do children learn science?

2) How do you organize instruction so that children learn concepts related to the California science standards?

3) What are the different activities that you do during science instruction?

4) How do you group the students during science activities?

5) How often do you teach science?

6) How often do the children participate in hands-on science activities?

- 7) Do you integrate writing activities into science lessons? What are some examples?
- 8) What is the easiest thing about teaching science?
- 9) What is the most difficult thing about teaching science?
- 10) If you could design the ideal science program, what would be the characteristics of the program?
- 11) How do you organize instruction for science in two languages or in a language other than English? What challenges does this present for you?
- 12) How do you adapt instruction for students with special needs? Are their particular techniques or issues related to science teaching and students with special needs?

Feel free to include other questions during the interview. If possible, take a portable tape recorder to record the responses for later transcription, as it is easy to miss some things when you are taking notes. Be sure to ask the teacher if she or he minds if you use the tape recorder, and do not use it if the teacher is hesitant.

III. Student Survey

Ask the teacher if you can hand out the Science Survey to **six students** in the class. **Do not** have the students put their names on the surveys. Feel free to include other questions on the survey, but do not make it too long for the student to answer. This survey will work with third graders and up; you can try it with second graders but I would suggest reading the questions aloud one at a time for them. If you are working with K, 1 or 2 use the following alternative strategy: **Choose six students** (if you are in a bilingual class choose 3 who have English as their native language and 3 with Spanish or whatever other language is spoken in the class). Interview each student using the survey questions. Record the answers, if possible, and transcribe the taped interviews. To report out the data, write the question then six students responses to the question.

Student Survey Questions

Please answer the following questions. Be flexible and adapt the survey to the level of the students.

Grade level: _____ Are you a Boy ρ Girl ρ ?

What language(s) do you speak? English ρ Spanish ρ Other ρ

- 1) What happens during science in your class? How does your teacher teach you science?
- 2) How often do you do hands-on science activities in class?
- 3) What sorts of science activities do you do in class?
- 4) Do you work in-groups to do science activities? If so, what do you do in the groups? Does each person have a job to do?
- 5) Do you have science materials to use during science activities? What sorts of materials do you use?
- 6) What are some of the science topics you have studied this year in science class?
- 7) Do you like science time? What do you like best about it?
- 8) Are you a good student in science? What helps you learn best?

IV. An analysis of your interviews and observations.

Examine the three sets of data (your responses, those of the teacher and students) for matches and mismatches. You might want to make a grid to organize the data:

Data Analysis Chart

	Me	Teacher	Students
How is science taught?			
How does the teacher teach science?			

How often do the students participate in hands-on science activities?			
What Adaptations and Accommodations are present			

Use whatever categories or questions that seems relevant in the left-hand column in order that you may compare and contrast the three points of view regarding science instruction

Analysis of Information—The paper you will write

Using the data you have collected and the match/mismatch chart and type a 2-3-page case study of the science instruction. Compare your observations, the teacher interview and student responses and report out the matches or mismatches between groups. Turn in your case study along with six surveys, teacher interview and your classroom observations. Include a kudos or recommendation section. Describe good science teaching practices you observed and/or make recommendations you think could help the teacher improve his or her science instruction.

4. LEADERSHIP OF HANDS-ON LEARNING CYCLE SCIENCE LESSON

You will work in-groups of **three or four** to lead science lessons based on the Learning Cycle Model of Instruction. You will teach these to your classmates. Each person will be allocated a maximum of thirty minutes of class time to teach his or her lesson. Use activities from the textbook, Internet sites or other science resources. The class will not role-play elementary students, but will learn the science content and how to teach the lesson. Treat your classmates as teachers, not elementary students.

Each group will be assigned a different chapter from the textbook. This will determine the grade level and California Science Standard your lessons will cover. The group will work together reviewing each other’s lessons, sharing resources, and making sure each member presents a different lesson. Collaboration between group members is essential to divide up the work, and support each other.

Your Hands-On Learning Cycle Science Lesson will have two parts.

Part I. Lesson presentation

Each person will present a Learning Cycle Lesson, which includes a PowerPoint presentation during the Concept Invention phase.

Part II The group will share books, web sites or other resources teachers would find helpful in presenting the standard.

Part I. Each person will present one lesson that follows the Learning Cycle lesson format and will emphasize a science concept related to the California Science Standards. The lesson will have at least one hands-on activity, it is NOT reading or completing worksheets (though they may require students to read something or complete lab observation sheets). You should take the activities “off of paper” and require students to use science process skills with science manipulatives. Each hands-on activity is required to have predictions made and recorded before beginning the activity. And a data sheet where students can record observations or data collected from the activity. Try to have students make quantitative measurements (length-meters, weight-grams, time), remember to use metric units of measurement.

The Learning Cycle lesson format

- I. Grade Level and California Science Standard the lesson is addressing
- II. Objectives (3-4) (use behavioral objectives with action verbs—i.e., The students will ___)
- III. Background Information, what information would a teacher need to teach the lesson, if they didn’t have any science background on the particular concept.
- IV. Materials needed for the lesson
- V. Exploration Phase, describe the procedure in detail for conducting the exploration phase of the lesson. What will the teacher and students do, what are possible questions the students will have? (see rubric for details)
- VI. Concept Invention Phase Describe in detail how to teach the concept. (see rubric for details) Include the use of your PowerPoint here.
- VII. Concept Application Phase how will you specifically address this section. If at all possible include another hands on activity. (see rubric for details)

Resources from the Internet are a required part of Concept Invention Phase. Images, movies, simulations, sounds, and other exciting resource are available free over the Internet. Students are responsible for emailing the instructor a PowerPoint presentation for the Concept Invention Phase part of your lesson. The PowerPoint can only be emailed or brought in on a CD. **The instructor's computer does not have a zip or 3.5 inch disk drives.** Keep the PowerPoint relatively simple; don't add bells and whistles that take away from the content.

Be sure you understand the concepts you are teaching, and that you can explain them. The lesson should be developmentally appropriate for K-6, and should follow the NSTA Safety Guidelines. Make sure that you include the three stages of the Learning Cycle and science content background is addressed.

Part II. Share examples of age appropriate children's books that could be used to support the students understanding of the concepts. Public libraries are excellent resources for obtaining books. Include all website addresses used in developing the lessons in your handout to the class. Share any other pertinent information a teacher would need to present the lessons.

Each group will prepare a handout that includes the lesson that each person presented, a list of children's books and description of websites used. Bring copies of the activity (for everyone) with (a) group members' names at the top

Class Evaluations of Lesson

Each group will prepare an evaluation instrument to be used by five class members not in the group, The evaluation instruments should have the group member's names, title and science topic at the top. Have five categories to judge the presentations, and a rating scale of one to five, with one representing the best. **Give the instructor a copy of evaluation that includes a description of each person's role in researching and presenting the lessons.**

Group Members Evaluations of each other

Each group member is responsible for turning into the instructor points for each group member separately. Do not include your self in the points. Write out each members name and assign points that reflect how effectively the person worked with the group and their effort. For groups of three divide nine points between the two other members. For groups of four divide ten points between the three other members.

PRIMARY TEACHING PERFORMANCE EXPECTATIONS

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

TPE 2: Monitoring Student Learning During Instruction

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

TPE 6A: Developmentally Appropriate Practices in Grades K-3

TPE 6B: Developmentally Appropriate Practices in Grades 4-8

TPE 9: Instructional Planning

TPE 10: Instructional Time

TPE 13: Professional Growth

SECONDARY TEACHING PERFORMANCE EXPECTATION

TPE 7: Teaching English Learners

5. SCIENCE PRACTICUM WITH SCHOOL AGE CHILDREN – Critical Assessment Task (CATs)

Present the Learning Cycle Lesson you presented in class either to a whole class, a small group of students or any small group of children (3-4). After presenting the lesson write the reflection. Include each question below followed by your response. Include data sheets the students completed. (No more than six)

Reflection Essay

1. Describe the group you presented to. If small group include number of children and ages. If you present to a class, or small group in a school setting, include grade level and number of students.
2. Write out the CA science standard your lesson addresses, and describe what you did during the lesson.
3. How did the children respond? (What did they say and do?)
4. How do the children's actions and responses demonstrate their level of understanding? Give specific examples of student responses to each stage of the learning cycle that allowed you to gauge its effectiveness.
5. How did you (or can you) improve upon your lesson to facilitate understanding?
6. How could you accommodate special needs of students?
7. How would you change the lesson before presenting it again?

PRIMARY TEACHING PERFORMANCE EXPECTATIONS

- TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
Teaching Science in a Multiple Subject Assignment
- TPE 2: Monitoring Student Learning During Instruction
- TPE 4: Making Content Accessible
- TPE 5: Student Engagement
- TPE 6: Developmentally Appropriate Teaching Practices
- TPE 6A: Developmentally Appropriate Practices in Grades K-3
- TPE 6B: Developmentally Appropriate Practices in Grades 4-8
- TPE 13: Professional Growth

SECONDARY TEACHING PERFORMANCE EXPECTATION

- TPE 8: Learning about Students
- TPE 12: Professional, Legal, and Ethical Obligations

6. Final Learning Cycle Lesson & Alternative Assessment

Use your lesson from Leadership of Hands-on Science lesson. After presenting it to your classmates, and children modify the lesson to reflect changes you made to improve it.

The lesson format

- I. California Science Standard the lesson is addressing
- II. Objectives (1-2) (use behavioral objectives with action verbs—i.e., The students will ___)
- III. Background Information, what information would a teacher need to teach the lesson, if they didn't have any science background on the particular concept.
- IV. Materials needed for the lesson
- V. Exploration Phase, describe the procedure in detail for conducting the exploration phase of the lesson. What will the teacher and students do, what are possible questions the students will have? (see rubric for details)
- VI. Concept Invention Phase Describe in detail how to teach the concept. (see rubric for details) Include the use of your PowerPoint here.
- VII. Concept Application Phase how will you specifically address this section. If at all possible include another hands on activity. (see rubric for details)

Science Process Skills – explanation of science process skills used and how they're used. Examples are students will make predictions, record data or observations. Look at the Experimentation and Investigation section of the California Science Standards for ideas.

Alternative Assessment & Rubric

One alternative assessment for the Unit, Include the detailed alternative assessment. It should be ready to give to students. Describe how your alternative assessment will measure whether or not the students mastered the standard. Write a very specific scoring rubric to use with your alternative assessment. Describe the score that would determine if the student mastered the rubric. If the students did not master the standard, describe possible remediation would you try. (See rubric for details)

Rubric for SCIENCE INSTRUCTION CASE STUDY

Score	Criteria	Quality of Work			
_____	Classroom Observations	All questions are followed by <u>specific examples</u> . Two or more observations are made and referred too for each question. 20 pts.	All questions are followed by answers. Two or more observations are made and referred too. 17 pts.	All questions are followed by answers. One observation is made and referred too. Observations are not very specific. 13 pts.	Not all questions are followed by answers. One observation is made. Observations are not very specific. 5 pt.
_____	Teacher Interview	Teacher was interviewed in person. Follow up questions were asked. All questions are followed by the teacher's responses. Teacher responses are specific and detailed. 20 pts.	Teacher was interviewed in person. All questions are followed by the teacher's responses. Some teacher responses are not specific. 17 pts.	It is not clear if the teacher was interviewed in person. All questions are followed by the teacher's responses. 13 pts.	It is not clear if the teacher was interviewed in person. Questions are not followed by the teacher's responses. Missing some teacher responses. 5 pt.
_____	Student Responses to Survey	Six student responses follow each question. 10 pts.	Student responses don't follow question. 8 pts.	Less than six responses are included. 5 pts.	No student responses. 0 pts.
_____	Analysis of Information	Analysis of information includes detailed description of matches and mismatches between data collected. The questions on Data Analysis Chart are addressed. Recommendations or kudos included. 3-2 pages. 50 pts.	Analysis of information includes description of matches and mismatches between data collected. The questions on Data Analysis Chart are addressed. Recommendations or kudos included. 2-1 pages. 44 pts.	Analysis of information includes description of matches and mismatches between data collected. Most questions on Data Analysis Chart are addressed. Recommendations or kudos included. 1 page. 39 pts.	Analysis of information includes nearly all descriptions of matches and mismatches between data collected. A few questions on Data Analysis Chart are addressed. Recommendations or kudos included. 1 page or less 25 pts.

Rubric for SCIENCE PRACTICUM WITH SCHOOL AGE CHILDREN

Score	Criteria Quality of Work				
_____	Activity & Standards	Brief detailed description of Activity. Standard listed and students described. 20 pts.	Brief description of Activity. Standard listed and students described. 16 pts.	Brief description of Activity. Standard listed and students not described. 12 pts.	No description of Activity. Standard missing and/or students not described. 0 pts.
_____	Reflective Paper	All questions followed by answers. Reflection addresses all of the questions in detail and includes many references to student's specific actions during the activity. 40 pts.	All questions followed by answers. Reflection addresses all of the questions in detail and includes a few references to student's specific actions during the activity. 35pts.	Nearly all questions followed by answers. Reflection doesn't address all of the questions in detail and includes one reference to student's specific actions during the activity. 32pts.	Questions not followed by answers. Reflection doesn't address all of the questions in detail and doesn't include reference to student's specific actions during the activity. 20 pts.
_____	Lesson Improvements	Reflection includes paragraph with many specific examples of how you would improve the lesson before presenting it again. 20 pts.	Reflection includes paragraph with a few specific examples of how you would improve the lesson before presenting it again. 16pts.	Reflection includes paragraph with one example of how you would improve the lesson before presenting it again. 12 pts.	No reflection on lesson improvement. 0 pts.
_____	Handouts	Handout from all students showing either recorded data and/or predictions and/or observations 5 pts.	Handout from some students showing either recorded data and/or predictions and/or observations 4 pts.	Handout from one student showing either recorded data and/or predictions and/or observations 1 pts.	No Handouts 0 pts.
_____	Learning Cycle Lesson	Many Specific Examples for each stage of the learning cycle. Addressed how well students comprehended the concept at the end of the lesson stage. 15pts.	A few Specific Examples for each stage of the learning cycle. Addressed how well students comprehended the concept at the end of the lesson stage. 12 pts.	Some examples for each stage of the learning cycle. Addressed how well students comprehended the concept at the end of the lesson stage. 10pts.	A few examples for each stage of the learning cycle. Addressed how well students comprehended the concept at the end of the lesson stage. 8pts.

Rubric for Leadership of Hands-On Science Lessons

Concept _____

Name _____

Score	Criteria	Quality of Work			
_____	Lesson Plan Format	Lesson contained all sections. Very specific and detailed and easy to follow 5 pts.	Lesson contained all sections. Some details and easy to follow 4 pts.	Lesson contained all sections. Few details 2 pts.	Lesson missing sections. Not specific or detailed 1 pt.
_____	Technology	Used numerous visuals in Power Point presentation. Description of Five or more web pages connected to concept in handout. 10 pts.	Used some visuals in Power Point presentation. Description of four web pages connected to concept in handout 7 pts.	Used few visuals in Power Point presentation. Description of Three web pages connected to concept in handout 4 pts.	No visuals in Power Point presentation. Description of two or fewer web pages connected to concept in handout 0 pt.
_____	Exploration Activity	All students participated in a developmentally appropriate hands-on science activity, made observations, and/or collected data. Predictions are made before beginning activity. 10 pts.	Some students participated in a developmentally appropriate hands-on science activity, made observations, and/or collected data. Predictions are made before beginning activity. 8 pts.	A minimal number of students participated in a hands-on science activity, made observations, and/or collected data. No Predictions are made. 6pts.	None of the students participated in a hands-on science activity, made observations, and/or collected data. No Predictions are made. 0 pt.
_____	Exploration Phase	1. Lesson contains an activity-based exploration related to the question or problem that allows students to collect data or search for patterns. Three of Three Present 10pts.	2. Do Student's make predictions or theories elicited and discussed without being corrected? Two of Three Present. 8 pts.	3. Do students discuss what they observe, clarifying their observations and data with each other and the teacher? One of Three Present 6 pts.	None of the parts of an exploration phase present 0 pt.
_____	Concept Invention Phase	1. The teacher takes an active role in presenting the concept. Students make their own meaning out of the observations Four of four present 15 pts.	2. The teacher includes formal instruction using textbooks, audiovisuals, or demonstrations. Three of four are present. 13 pts.	3. Student's are encouraged to formulate solutions or answers in writing, through discussion, and/or in small group work? Two of four are present 10 pts.	4. The students' efforts are guided by the teacher; students are encouraging to reflect on their evidence, reasons, and the consequences or implications of their solutions? One of four are present 7pt.

_____	Science Content Background	You provided a thorough explanation of the science concept, and demonstrated a correct and thorough understanding of it in lesson and handout. 10 pts.	You provided a very short explanation of the science concept, and demonstrated some understanding of it in lesson and handout. 8 pts.	You provided an incomplete explanation of the science concept, and did not demonstrate a correct and thorough understanding of it in lesson and handout. 6 pts.	You provided a poor explanation of the science concept, and demonstrated a poor understanding of the science concept you were teaching in lesson and handout. 2 pt.
_____	Concept Application Phase	Does the Concept Application Phase have many tasks or problems where students apply the concepts to real-world, situations, or extend the concepts to new situations? Do students generate new questions, or articulate unresolved problems. 20 pts.	Does the Concept Application Phase have some tasks or problems where students apply the concepts to real-world, situations, or extend the concepts to new situations? Do students generate new questions, or articulate unresolved problems. 17 pts.	Does the Concept Application Phase have a few tasks or problems where students apply the concepts to real-world, situations, or extend the concepts to new situations? Do students generate new questions, or articulate unresolved problems. 15 pts.	The Concept Application Phase is missing tasks or problems where students apply the concepts to real-world, situations, or extend the concepts to new situations? Students do not generate new questions, or articulate unresolved problems. 0 pt.
_____	Children's Books	Showed five or more examples. 5 pts.	Showed four examples. 4 pts.	Showed three examples. 3 pts.	Showed two or fewer examples. 2 pt.
_____	Handout	1. Learning Cycle Lesson Plan, 2. Description of web sites related to concept. 3. Children's Books 5 pts.	Handout included 2 of 3 components. 4pts.	Handout included 1 of 3 components. 2 pts.	No Handout 0 pt.
_____	Presentation	Your presentation was outstanding. Evidence of planning and practice 5 pts.	Your presentation was well done. Some evidence of planning and practice 4 pts.	There was little evidence of planning and practice 3 pts.	You did a presentation. 2 pts.
_____	Group Participation	Average of grade given by group members then assigned correlating score 5pts.	 4pts.	 3pts.	 2 pts.

Final Learning Cycle Lesson & Assessment Rubric
To have lesson returned, turn in a stamped, self-addressed manila envelope with lesson.

_____	Standard	Science Standard and grade level is listed. 5 pts.	Science Standard and grade level is nearly complete. 4 pts.	Missing either Science Standard or grade level 3 pts.	Missing both 0 pt.
_____	Lesson Plan Format	Lesson contained all sections. Very specific and detailed and easy to follow 5 pts.	Lesson contained all sections. Some details and easy to follow 4 pts.	Lesson contained all sections. Few details 2 pts.	Lesson missing sections. Not specific or detailed 1 pt.
_____	Objectives	3 to 4 behavior objectives with action verbs are written in complete sentences. 5 pts.	Behavioral objectives are poorly written. 4 pts.	Objectives are not behavioral objectives. 3 pts.	Objectives are absent. 0 pt.
_____	Exploration Phase	1. Lesson contains an activity-based exploration related to the question or problem that allows students to collect data or search for patterns. Three of Three Present 15pts.	2. Do Student's make predictions or theories elicited and discussed without being corrected? Two of Three Present. 13 pts.	3. Do students discuss what they observe, clarifying their observations and data with each other and the teacher? One of Three Present 10 pts.	None of the parts of an exploration phase present 0 pt.
_____	Concept Invention Phase	1. The teacher takes an active role in presenting the concept. Students make their own meaning out of the observations Four of four present 20 pts.	2. The teacher includes formal instruction using textbooks, audiovisuals, or demonstrations. Three of four are present. 17 pts.	3. Student's are encouraged to formulate solutions or answers in writing, through discussion, and/or in small group work? Two of four are present 15 pts.	4. The students' efforts are guided by the teacher, encouraging students to reflect on their evidence, reasons, and the consequences or implications of their solutions? One of four are present 13pt.

_____	Concept Application Phase	Does the Concept Application Phase have many tasks or problems where students apply the concepts to real-world, situations, or extend the concepts to new situations? Do students generate new questions, or articulate unresolved problems. 15 pts.	Does the Concept Application Phase have some tasks or problems where students apply the concepts to real-world, situations, or extend the concepts to new situations? Do students generate new questions, or articulate unresolved problems. 13 pts.	Does the Concept Application Phase have a few tasks or problems where students apply the concepts to real-world, situations, or extend the concepts to new situations? Do students generate new questions, or articulate unresolved problems. 10 pts.	The Concept Application Phase is missing tasks or problems where students apply the concepts to real-world, situations, or extend the concepts to new situations? Students do not generate new questions, or articulate unresolved problems. 7 pt.
_____	Science Process Skills	Science process skills that students practice in the lesson are described and an explanation of when they use the skills 5 pts.	Science process skills that students practice in the lesson are described, but little explanation of when students use them in the unit. 4 pts.	Science process skills that students practice in the lesson are described, but no explanation of when students use them in the unit. 3 pts.	The science process skills are not mentioned. 0 pt.
_____	SDAIE Strategies	Numerous (5-6) SDAIE strategies are described, How could they be implemented in lesson. 5 pts.	3-4 SDAIE strategies are described, How could they be implemented in lesson. 4 pts.	1-2 SDAIE strategies are described, How could they be implemented in lesson. 3 pts.	One SDAIE strategy is described, How could it be implemented in lesson. 1 pt.
_____	Alternative Assessments	A specific and detailed alternative assessment to measure the student's mastery of the CA science standard and detailed scoring rubric. 25 pts.	An alternative assessment to measure the student's mastery of the CA science standard and scoring rubric. 22 pts	An alternative assessment that is not specific on how it will measure the students mastery of the CA science standard and scoring rubric. 19 pts.	A nonspecific alternative assessment that does not measure the student's mastery of the CA science standard and scoring rubric that lacks details. 12 pt.

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	Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	fact
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution
		diversity in U.S. and CA.
		A. Historical perspectives
		B. Demography
		C. Migration and immigration