EDSS 511 – Teaching and Learning in Secondary Schools (3 units)

Evening Cohort CRN 41443 Section #2
Thursday 5:30-9:45 pm

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Mission Statement of the College of Education, CSUSM

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.
(Adopted by COE Governance Community, October, 1997).

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

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

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

To help us internalize these concepts, we will pursue the answers to **five essential questions** throughout the course of the semester:
1. What does an inclusive and democratic classroom look like?
2. How does an inclusive and democratic classroom increase adolescents' sense of mastery, generosity, belonging, and independence?
3. How do you/your students construct knowledge?
4. What broad academic and life goals do you hold for your students?
5. When you consider your beliefs about teaching and learning, what teaching approaches accomplish your goals?

Required Texts
Baldwin, M., Keating, J. & Bachman, K. (2005). *Teaching in secondary schools: Meeting the challenges of today's adolescents.* Upper Saddle River, NJ: Prentice Hall. ISBN: 0130422231.
Bigelow, Bill, et. al., Eds. (2007). *Rethinking our classrooms, Volume 1 (2nd ed.).* Milwaukee, WI.: Rethinking Schools. ISBN: 0942961358 or 9780942961355. [This is the LIGHT BLUE book, not the first edition that is dark blue.]

Electronic Readings: Read selected chapters from the following books.
Charles, Carol. M. (2004). *Building Classroom Discipline, (10th Ed.).* Boston: Allyn and Bacon. ISBN: 9780137034055
Choate, J.S. (2004). *Successful inclusive teaching.* (4th Ed.). Needham Heights, MA: Allyn and Bacon. ISBN: 0205388477.
Wiggins, Grant & McTighe, Jay (2001 or 2005). *Understanding By Design (1st or 2nd ed.).* Upper Saddle River, NJ: Prentice Hall. ISBN: 013093058X. or 9781416600350.

Course Requirements

Teacher education is a professional preparation program. It is expected that teacher candidates will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Teacher candidates are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education.

It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Points will be deducted if assignments are submitted late. *Half credit for any late assignments turned in within one week of the original due date. No assignments will be accepted after one week.* An extra credit assignment is available for teacher candidates that have not missed any class sessions and the extra credit assignment is due week 6.

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

Teacher Candidate Learning Outcomes

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations and complete critical assessment tasks- specific assignments for this course. It is the teacher candidates responsibility to understand expectations and complete assignments by stated due dates.

California Teacher Performance Assessment (CalTPA)

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

Assignments for EDSS 511 can assist teacher candidates in preparing for Teaching Performance Assessment (TPA) Task 1.

Task 1: Principles of Context-Specific and Developmentally Appropriate Pedagogy
- Case Study 1: Developmentally appropriate pedagogy
- Case Study 2: Assessment practices
- Case Study 3: Adaptation of content-specific pedagogy for English Learners, and
- Case Study 4: Adaptation of content-specific pedagogy for students with special needs.

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate must be able to demonstrate their understanding and ability to apply each of the TPE's, that is, merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Failure to meet a minimum competence in any of the TPE's by the completion of the program will prevent the acquisition of the Single Subject Credential. A full-text version of the TPE descriptions can be downloaded from the College of Education webpage: www.csusm.edu/COE. This course will emphasize the following TPEs:

TPE 6c - Developmentally Appropriate Practices in Grades 9 -12
- *Understanding important characteristics of the learners*
- *Designing instructional activities*
- *Providing developmentally appropriate educational experiences*

TPE 6d - Developmentally Appropriate Practices for Special Education
- *Articulating rationale for inclusive education for all students*
- *Understanding and applying principles of universal design to differentiate instruction*
- *Developing modifications and adaptations in curriculum assessment and instruction for students with special needs*
- *Understanding of roles and responsibilities as members of SST & IEP Teams*
- *Collaborating with others to plan, teach and assess students with special characteristics*

TPE 9 - Instructional Planning
- *Establishing academic learning goals*
- *Connecting academic content to the students backgrounds, needs, and abilities*
- *Selecting strategies/activities/materials/resources*

College of Education Attendance Policy
Due to the dynamic and interactive nature of courses in the College of Education, all teacher candidates are expected to attend all classes and participate actively. At a minimum, teacher candidates 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 teacher candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997.)*

Instructor Application of the Policy
For this course attendance at all classes is essential to receiving credit for intermediate assessments and involvement in discussions of readings. A minimum grade of C+ is required in EDUC 511 to qualify as part of the credential requirement. Absences and late arrivals/early departures will affect the final grade. **If more than three hours is missed, the highest possible grade that can be earned is a "C+".** If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

The following individual penalties will be assessed for absences:
- Three (3) points will be deducted for each hour absence or portion of an hour absence; this includes tardiness and early departures.
- Half credit for any late assignments turned in within one week of the original due date.
- No assignments will be accepted after one week.
- No credit for the intermediate assessment for that days work (reading responses, role-plays, presentations…)
- 1 make up assignment will be accepted for a three-hour (or portion of 3 hours) absence – assignment is due 1 week after absence. Make Up Assignment must be negotiated with instructor. Make up assignments are due within one week of absence.
- The extra credit assignment is available for teacher candidates that have not missed any class sessions and the extra credit assignment is due the third to last class session (Session 6). Extra Credit/Make-Up Assignment Options include: Cooperating Teacher Interview, Bulletin Board, Teacher Movie Review, Teacher Interview, Observation Report and/or directorships (range 0-9 points).

Teacher Candidates with Disabilities Requiring Reasonable Accommodations
Teacher candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Teacher candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement
The writing requirement of 2500 words will be met through reading responses, teacher interview, strategy matrix, lesson plan and unit plan.

CSUSM Academic Honesty Policy
"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Teacher candidates are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

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

Use of Technology
Teacher Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

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

Things to consider:
- Would I say in person what this e-mail specifically says?
- How could this e-mail be misconstrued?
- Does this e-mail represent my highest self?
- Am I sending this e-mail to avoid a face-to-face conversation?

In addition, if there is ever a concern with an email I send to you, let's talk in person so we can correct any confusion.

Introduction to EDSS 511 Assignments – 100 points possible

Reading Responses/Participation – 1 point each for a total of 15 points
Critical, engaged discussion will make this a richer class for all of us. In preparation for this kind of thoughtful discourse, you will be responsible for reading and responding to a variety of texts in a variety of ways. Reading response methods will be introduced and explained in class. The goal of all responses is to help you better contemplate, organize, and understand your reading and to be better prepared for thoughtful discussion. If your responses cease to function in these ways and seem to be "busy work" then you need to adjust what you're doing. Seek alternative ways of responding in order to meet the goal—it is your responsibility to make the work worthwhile. Ask for help if you need it. Come to class prepared to participate fully, using your reading responses as a "jumping off" point. See rubric for more detail.

Lesson Design (Plan) - 10 points
The *Single Subject Lesson Design Format* is for daily lesson planning and will be required by your supervisor for clinical practice (student teaching). This lesson design format includes: *title, curriculum area, grade level, materials, content and ELD standards, learning goals/objectives, assessment, steps of instruction (both instructional strategies & student activities – into, through & beyond), differentiation (whole class/individual student info and differentiation strategies) and rationale.* This lesson design format is similar to the format used for the Teaching Performance Assessments. See template provided. This assignment prepares you for TPA Task 1 Case Studies 1, 3 & 4. *This addresses TPE 6C, 6D & 9.*

Classroom Management Plan - 10 points
The classroom *management plan* is a written essay describing how your beliefs will inform your teaching actions. In essay format you will identify your educational philosophy (perennialism, essentialism, experimentalism, existentialism social reconstructionism, or postmodernism) and describe how it informs your management plan. You will describe three different management approaches: preventive, supportive and corrective management actions. For each approach you will describe a minimum of 4 different examples that represent your beliefs. You will be required to cite the educational theorists using APA style for all citations: (Author, date, p. #). Electronic readings from C.M. Charles' *Building Classroom Discipline* can assist you with the citations, but feel free to use other work as well.

Student Success (Study) Team aka SST - 10 points
You will participate in a group role-play modeling the SST process. Preparation for this assignment will take place in and outside of class. You will write a reflective response to articulate what you learned and what you still need to learn about SST meetings. *You must be in class to earn credit for this assignment. This addresses TPE 6D.*

Unit Calendar & Unit Assessment Plan Evaluation - 10 points (5 points each)
To assist the development on your unit plan, you will bring a draft of your unit calendar to session 5, evaluate the assessment of the unit objectives and standards, and make necessary changes to strengthen the unit. This assignment will assist you to prepare for TPA Task 1 Case Study 2. *This addresses TPE 6C, 6D & 9.*

Unit Plan - 25 points
You will develop a thematic unit plan which will include: *class and unit context, facts about learners (whole class information, individual student information and differentiation strategies), unit rationale, enduring understandings, essential questions, summative assessment, unit objectives, complete plan for unit assessments (diagnostic/formative/summative and include a rubric), standards (content & ELD), into, through (Unit Calendar), beyond, materials/resources, lesson plans, self-reflection of process and rubric with self assessment.* It is suggested to consult with a practicing teacher in your content area—preferably one who views planning as a serious part of his/her professional responsibilities. A unit plan will also be due in other courses - you are welcome to use the same unit for all as long as you meet the criteria for each course. The focus on this assignment is the comprehensive nature of curriculum design as well as differentiation strategies in long term planning. *This addresses TPE 6C, 6D & 9.* This assignment prepares you for TPA Task 1 Case Study 2.

Instructional Strategy Lists – 10 points
As a class we will create a master list of instructional strategies that you can reference in your clinical practice experience. Each candidate will create a list of 10-20 instructional strategies under a specific topic. For example: strategies for grouping, transitions, attention getting, roll taking and homework collection, classroom arrangement. Strategies will need a title and a rich description outlining the steps a teacher will need to take to implement the strategy. You will present your strategies on the last day of class. Each strategy list will be graded based on organization, variety of strategies, rich detail provided, and references/resources. *This addresses TPE 6C & 9.*

Cooperating Teacher Interview - 10 points
Communication with your cooperating teacher is essential for success. This interview assignment has 15 questions to get you started. Add 5 questions of your own to make it fit your needs. Make an appointment to meet with your cooperating teacher to discuss expectations in the first few weeks of semester. Consider giving a copy of the questions to your cooperating teacher ahead, so he/she has time to prepare. In addition use the induction plan as a basis for the conversation. The induction plan is your timeline for integrating into your role as the classroom teacher. The detail of your responses will determine the number of points you earn.

Assignment Grading Sheet
Print a copy for your records.

Name   _____   Content Area   _____

e-mail   _____   School Site   _____

phone(s)   _____   _____

Attendance

Sessions: #1 _____   #2 _____   #3 _____   #4 _____   #5 _____   #6 _____   #7 _____   #8 _____

Points   **Assignment**

_____ / 15   Reading Responses (points awarded when all are complete)

    #1 _____   #2 _____ #3 _____ #4 _____ #5 _____   #6 _____ #7 _____ #8 _____

    #9 _____ #10 _____   #11 _____ #12 _____   #13 _____ #14 _____   #15 _____

_____ / 10   Lesson Design (Plan) - Session 2

_____ / 10   Classroom Management Plan - Session 3

_____ / 10   Student Success (Study) Team - Session 4

_____ / 5   Unit Calendar - Session 5

_____ / 5   Unit Assessment Plan Evaluation - Session 5

_____ / 25   Unit Plan - Session 7

_____ / 10   Instructional Strategy List – Post online Monday of Week 8

_____ / 10   Cooperating Teacher Interview – Session 8

- _____   Subtract the Number Hours (or portions of an hour) Absent X 3 points

_____ /10 max   Make Up – Extra Credit Assignment Options _____

_____ / 100 = __ Total & Grade

Make up assignments must be turned in 1 week from absence.
The extra credit assignment is due Week 6.

Grading Scale

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

If you do not earn a C+ or higher in this course - you must repeat the course to earn your credential.

Paste a picture of yourself to this sheet and put in your class folder.