**EDSS 511 – Teaching and Learning in Secondary Schools (4 units)**
**Fall  2007**

**Inland    - CRN 41886  Section #2    Tuesday   7:30 am – 4:50 pm UH271**

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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).*

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

To help us internalize these concepts, we will pursue the answers to **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 and Resources**

Baldwin, M., Keating, J. & Bachman, K. (2005). *Teaching in secondary schools: Meeting the challenges of today's adolescents.* Upper Saddle River, NJ: Prentice Hall. [Shared with EDSS 530.]

Bigelow, Bill, et. al., Eds. (2007). *Rethinking our classrooms, Volume 1 (2<sup>nd</sup> ed.).* Milwaukee, WI.: Rethinking Schools. (This is the LIGHT BLUE book.)

Borich, Gary D. (2007). *Observation skills for effective teaching.* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall. [Shared with EDSS 530.]

Choate, J.S. (2004). *Successful inclusive teaching.* (4<sup>th</sup> ed.). Needham Heights, MA: Allyn and Bacon. [Shared with all courses in the program.]

*www.taskstream.com*
Web page electronic portfolio system for assessment and reflection of TPEs & TPAs
Subscription required each semester. [Will be used by most courses in the program.]

Tomlinson, Carol Ann and Caroline Cunningham Eidson. (2005). *Differentiation in practice: A resource guide for differentiating curriculum grades 9-12.* Alexandria, VA: Association for Supervision & Curriculum Development.

Villa, R., and Thousand, J. (2005). *Creating an inclusive school, (2<sup>nd</sup> Ed.).* Alexandria, VA: Association for Supervision and Curriculum Development. [This text is required reading for EDUC 350. If you didn't take this prerequisite class at CSUSM, you'll need to buy and read the book on your own. Reference will be made to it in several courses throughout the year.]

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

1. Cusman, (2003). *Fires in the bathroom: Advice for teachers from high school students.* What Kids Can Do, Inc.
2. Gardner, Howard. (2000). *Intelligence reframed: Multiple intelligences for the 21st century.* Basic Books.
3. Graves, Donald (2001). *The energy to teach.* Heinemann
4. Gruwell, Erin. (1999). *The freedom writers diary.* Doubleday.
5. Kohn, Alfie. (1996). *Beyond discipline: From compliance to community.* Alexandria, VA: Association for Supervision and Curriculum.
6. Marzano, Robert J. (2000). *Transforming classroom grading.* Alexandria, VA: Association for Supervision and Curriculum.
7. Pipher, Mary. (1995). *Reviving ophelia: Saving the selves of adolescent girls.* Ballantine Books.
8. Pollack, William S. and Mary Pipher. (1999) *Real boys: Rescuing our sons from the myths of boyhood.* Owl Books.

## Other Texts Worth Reading Early in Your Career

Fried, Robert L. (1995). *The Passionate Teacher*. Boston, MA: Beacon Press.

Nelson, J., Lott, L., & Glenn, H.S. (1997). *Positive Discipline in the Classroom.* (2nd ed.). Rocklin, CA: Prima Publishing.

Palmer, Parker. (1998). *The Courage to Teach.* SF: Jossey-Bass.

Turnball A., Turnball, R. & Wehmeyer, M.L. *Exceptional Lives: Special Education in Today's Schools, 5th Ed.* Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall. (Used as a resource in class to create strategy matrix.)

Wong, H. & Wong. R. (2004). *First days of school: How to be an effective teacher.* CA: Harry Wong Publications.

## Helpful Websites for Educators

### 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

What is Differentiated Instruction?
http://www.readingrockets.org/print.php?ID=154

### Curriculum Resources

Rethinking Schools        http:///www.rethinkingschools.org

Teaching Tolerance      http://www.tolerance.org

### Current Events in Education

Education Weekly        http://www.edweek.org

**Authorization to Teach English Learners** This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02.)*

**Student Learning Outcomes**
Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations using Taskstream 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.

**Teaching Performance Assessment**
Part of the requirements for the Single Subject Credential is to complete 4 Teaching Performance Assessment (TPA). Task 1: Principles of Context-Specific and Developmentally Appropriate Pedagogy is aligned with the curriculum for EDSS 511: Teaching and Learning.

Each scenario is worth 5 points each for a total of 20 points.

Task 1 includes four scenarios focusing on different aspects of teaching:

- Scenario 1: developmentally appropriate pedagogy
- Scenario 2: assessment practices
- Scenario 3: adaptation of content-specific pedagogy for English Learners, and
- Scenario 4: adaptation of content-specific pedagogy for students with special needs.


Every subject area has a different set of scenarios available on WebCT and TaskStream.

TPA Task 1: Principles of Context-Specific and Developmentally Appropriate Pedagogy directions are provided in the syllabus and on WebCT.


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

All of the TPE's are addressed in this course as well as in other professional education courses. In this course, some will receive more emphasis than others and the ones with *'s next to them will be evaluated via your TaskStream TPE responses (see assignment description):

Primary Emphasis
TPE 3 - Interpretation and Use of Assessments
TPE 4 - Making Content Accessible
**TPE 6c - Developmentally Appropriate Practices in Grades 9 -12***
- *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 8 - Learning about Students

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

TPE 11 - Social Environment
TPE 12 - Professional, Legal, and Ethical Obligation
TPE 15 - Social Justice and Equity

Secondary Emphasis:
TPE 1B – Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments
TPE 5 – Student Engagement
TPE 7 - Teaching English Language Learners
TPE 10 - Instructional Time
TPE 13 - Professional Growth
TPE 14 - Educational Technology

**College of Education Attendance Policy** 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.** Individual instructors may adopt more stringent attendance requirements. Should the student 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 student should contact the instructor as soon as possible to make appropriate arrangements.

The following individual penalties will be assessed for absences:

- 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…)
- 3 points will be deducted for each hour absence or portion of an hour absence; this includes tardiness and early departures.
- 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 students that have not missed any class sessions and the extra credit assignment is due the third to last class session (Session 6).

**Students with Disabilities Requiring Reasonable Accommodations** Students 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. 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** Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students 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.

The extra credit assignment is available for students that have not missed any class sessions and the extra credit assignment is due the third to last class session (Session 6).

**EDSS 511 Assignments**
Full assignment descriptions, instructions, resources and rubrics are provided later in the syllabus as well as on WebCT.

| Major Assignment | Points | Due |
|---|---|---|
| **Highly Effective Teacher Attributes** | **5** | **Throughout** |
| **Reading Responses** | **15** | **Daily** |
| **Observation Report 1** | **5** | **Week 3** |
| **TPA Task 1: Scenario 1 & 2** | **10** | **Week 3** |
| **TPA Task 2 Scenario 3 & 4** | **10** | **Week 4** |
| **Differentiation Strategy Matrix** | **5** | **Week 4** |
| **Observation Report 2** | **5** | **Week 5** |
| **SST: Student Study Team** | **5** | **Week 5** |
| **Classroom Management Strategies** | **5** | **Week 5** |
| **Lesson Plan** | **25** | **Week 6** |
| **Unit Plan** | **"** | **Week 7** |
| **Choice Book Presentation** | **10** | **Week 8** |

*To be eligible for a B or an A all major assignments must have been attempted.*

**Grading Standards** Standards are high for this course. Teacher candidates will need to complete all expectations to earn a passing grade for each assignment. Supports such as instructions, rubrics, and samples will be provided to assist candidates to be successful. This course is based on a possible 100-point scale, with the standard 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.**

Above is the assignment point breakdown. The last part of the syllabus provides assignment overviews, descriptions, instructions, and rubrics. The last sheet of the syllabus is a grade sheet. *Make two copies of it and bring them to the first class.*

**All University Writing Requirement** The writing requirement of 2500 words will be met through a combination of the observations, lesson and unit plans, TPA: Task 1 and reading responses.

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

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

Incidents of 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 student 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** Students 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.

**WebCT** This course will have an online component using WebCT6. We will go over use in class the first week and then students will be required to access resources on line using WebCT.

**Electronic Communication Protocol**
Electronic correspondence is a part of your professional interactions. If you need to contact instructor or other students, 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 e-mail I send to you, let's talk in person so we can correct any confusion.

**Tentative course calendar will be provided on WebCt.**

| PART 1:<br>LANGUAGE STRUCTURE AND<br>FIRST- AND SECOND-LANGUAGE<br>DEVELOPMENT | PART 2:<br>METHODOLOGY<br>OF BILINGUAL, ENGLISH<br>LANGUAGE DEVELOPMENT,<br>AND CONTENT INSTRUCTION | PART 3:<br>CULTURE AND<br>CULTURAL DIVERSITY |
|---|---|---|
| **I. Language Structure and Use:<br>Universals and Differences<br>(including the structure of English)** | **I. Theories and Methods of<br>Bilingual Education** | **I. The Nature of Culture** |
| **A.** The sound systems of language (phonology) | **A.** Foundations | **A.** Definitions of culture |
| **B.** Word formation (morphology) | **B.** Organizational models: What works for whom? | **B.** Perceptions of culture |
| **C.** Syntax | **C.** Instructional strategies | **C.** Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures) |
| **D.** Word meaning (semantics) | **II. Theories and Methods for<br>Instruction In and Through<br>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<br>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<br>Second-Language Development** | **III. Language and Content Area<br>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 |

**Teacher Disposition Self-Evaluation**                 **5 points**
See full description of professional and responsible teacher behavior and work habits in syllabus.

**Reading Responses/Participation**                 **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. Response methods will be introduced and explained in class. The goal of all reading responses is to help you better contemplate, organize, and understand your reading and to be better prepared for thoughtful discussion. If your responses cease to function in these ways and seem to be "busy work" then you need to adjust what you're doing. Seek alternative ways of responding in order to meet the goal—it is your responsibility to make the work worthwhile. Ask for help if you need it. Come to class prepared to participate fully, using your reading responses as a "jumping off" point. See rubric in syllabus.

**Teacher Performance Assessment (TPA)Task 1**          **20 points** (5 pts. each)
TPA Task 1 includes four scenarios focusing on different aspects of teaching:
1. developmentally appropriate pedagogy
2. assessment practices
3. adaptation of content-specific pedagogy for English Learners, and
4. adaptation of content-specific pedagogy for students with special needs.
Teacher candidates will submit responses to each scenario on TaskStream.
See full description of Task 1 in syllabus and WebCT.

**Observation Reports**                        **10 points** (5 pts. each)
With a team of 2-4 subject area colleagues you will use the strategies and observation tools in Borich Chapters 1-4 to make 2 group high school classroom observations. The 2 observations can be on different classrooms. But all of the team must observe the class, so it is suggested to do this activity with your school site team. You may observe as a whole team in 1 class or videotape a lesson and watch it as a team. Because of the limitations of video - an in class observation is suggested.
    The team approach will allow for discussion and analysis with support. As a team you will record the observations using the observation tool, analyze the data and write up the observation using the format provided. You will need to cover 2 of the lenses: learning climate, classroom management, lesson clarity, instructional variety, task orientation, student engagement, student success, higher thought process (Borich Chapter 2). The observation report must include: context information, overview of activities, naming of significant event and explanation of why it was chosen, detailed description of the event, analysis of the event, questions, and personal outcome. A template for the reports and sample reports can be found in syllabus and on WebCT.

**Differentiation Strategy Matrix**                  **5 points**
Working individually or in small groups, you will create a master chart that includes information about environmental, curricular, instructional, and assessment adaptations, differentiations and accommodations for students who qualify for special education according to the state and federal criteria under any of the thirteen categories. Teacher candidates research differentiation strategies for students that are eligible for special education. They create a master matrix that includes information about the special education category, eligibility criteria, environmental, curricular, instructional, and assessment differentiations strategies. A sample matrix and rubric can be found on WebCT.

**Classroom Management Strategy Journal**             **5 points**
Teacher candidates will be responsible for creating a journal of classroom management strategies. Teacher candidates will have opportunities during the class to record strategies that will assist them with classroom routines and management. Each candidate will create a system for organizing the strategies for easy reference and review. For example: strategies for grouping, transitions, attention getting, and homework collection.

**Student Study Team (SST)**                                                 **5 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 as you coordinate roles with group members and develop a written summary to accompany the role-play.   In addition to your summary, you will also write a personal reflection about the SST experience. You will upload your reflection and SST evidence to TPE 6d on TaskStream.

**Lesson & Unit Plans**                                                **25 points**
You will develop a thematic unit plan and five content specific lesson plans. You will collaborate with 1-3 subject area peers to create a large unit.  Each individual will be responsible for one week of lesson plans for the unit. The unit plan will include unit calendar, student/class background, objectives and standards (Enduring Understandings), essential questions, instructional and assessment strategies, evidence of differentiation (both SDAIE and special education accommodations), and self-reflection of process. 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. Resources and rubric for lesson and unit plan are available on WebCT.

**Choice Book Presentation**                                          **10 points**
While reading this book, you should keep a series of notes (margin notes/annotations, post-it notes in the book, separate paper notes, etc.) that you can use for later discussion, both on-line and face-to-face, with your colleagues who have read the same book. When meeting face-to-face, you will complete one specified "literature circle role" for each assigned section of reading (ex: summarizer, connector, etc.). This major assignment includes: on-line and literature circle participation. You will write a one-page reflection about the literature circle process, e.g. what worked, what didn't work, how this would work with high school students, and how this "fits" or "doesn't fit" with your own preferred learning style. Finally, your group will do a class presentation. Each presentation will include:

- 1 page handout (with APA style book reference, key concepts & book review)
- Skit (either directly from book or created by group to illustrate a main idea)
- Presentation Visuals (poster, PPT, overhead, and/or props).

Literature Circle guide and tools are available in syllabus


*The following pages of the syllabus provide more detailed information about each assignment as well as a grade sheet to keep track of your grade.*

# Teacher Dispositions

This guide provides support for Maintenance and Development of Positive Teacher Dispositional Behaviors in the College of Education Courses. These are the AFFECTIVE objectives for our single subject courses.

## Purpose/Rationale

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

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

## Scoring Criteria

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

**Exceeds expectations (4):** Teacher candidate demonstrates an especially high level of functioning with respect to this attribute (no sub par examples).

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

**Below expectations (2)**: Teacher candidate demonstrates inconsistent levels of functioning with respect to this attribute; the candidate is on his/her way to meeting expectations, but needs time or a conscientious focus on this attribute in order to do so (numerous limitations or examples noted).

**Well below expectations (1)**: Teacher candidate demonstrates a low level of functioning with respect to this attribute (serious overall limitations noted in this area).

## Teacher Dispositions

(As seen in preservice programs - Roberts & Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin, Keating & Bachman, 2003; Johnson & Johnson, 1994; COE Mission Statement, 1997)

*The following will be used as a guideline for defining each disposition:*

1. **General classroom attendance, promptness, and participation**: is on time; respects time boundaries (breaks, etc.); regularly attends class; and actively participates.

2. **Attention to classroom discussion protocols**: 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 & finding common ground; and 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; communicates in respectful manner in online discussion  (as noted in electronic communication protocol); 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; and 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; and prioritizes tasks and performs/supervises several tasks at once.

5. **General classroom demeanor**: is professional, creative, kind, sensitive, respectful, has a sense of humor**;** is supportive of fellow classmates and instructors**;** recognizes others' perspectives as valid and works to include all "voices" in the classroom**;** is aware of & responsive to issues & behaviors that might marginalize colleagues in the classroom; does not conduct personal business during class time; uses personal computer appropriately, clearly taking notes when warranted; and computer is closed during discussions so that eye contact can be maintained.

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; and 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; and takes advantage of learning opportunities and seeks out additional opportunities for learning.

**Evidence of Teacher Disposition Self-Evaluation** _____ **/ 5 points possible**

**Student: _____** **Date _____**

Score each of the disposition areas below on a 4-point scale in terms of level of accomplishment. Because reflective and "supported" assessment is the goal, you MUST provide evidence for each of your scores.   "Perfection" (all 4's) is NOT the goal. While these dispositions define professional and collegial behavior to which we expect all teacher candidates (and students) to aspire, it is recognized that individuals will have areas in need of improvement (we are, after all, human!).

Earning full credit for this assignment (at the end of the course) is predicated on your ability to provide **evidence** of your assessments and your ability to **work conscientiously toward increased accomplishment**.  This is what reflective practitioners do: monitor and self-evaluate their own performances as well as that of their students.

- **4:**  Teacher candidate demonstrates an especially high level of functioning with respect to this attribute (no sub par examples).
- **3:**  Teacher candidate demonstrates an acceptable level of functioning with respect to this attribute (some qualities may be high while others are more limited; while there is room for continued growth, this candidate is generally solid; no concerns exist).
- **2**:  Teacher candidate demonstrates inconsistent levels of functioning with respect to this attribute; the candidate is on his/her way to meeting expectations, but needs time or a conscientious focus on this attribute in order to do so (numerous limitations or examples noted).
- **1**:  Teacher candidate demonstrates a low level of functioning with respect to this attribute (serious overall limitations noted in this area).

**TEACHER DISPOSITION EVALUATION**

**1. General classroom attendance, promptness, and participation:**
      a.   Is on time
      b.   Respects time boundaries (breaks, etc.)
      c.   Regularly attends class
      d.   Actively participates

**RATING:  Mid Semester: _____**
**COURSE EVIDENCE:**

**2. Attention to classroom discussion protocols:**
      a. Respects time limitations
      b. Recognizes and respects the perspectives of fellow classmates
      c. Gives wait time
      d. Listens actively
      e. Uses non-interruptive skills
      f. Mediates disagreements by working to understand others' perspectives & finding common ground
      g. Genuinely encourages all to participate

**RATING:  Mid Semester: _____**
**COURSE EVIDENCE:**

**3.   Social and cooperative skills (as illustrated in cooperative projects)**:
      a.   Assumes responsibility of one's roles
      b.   Is open to consensus and mediation
      c.   Effectively communicates ideas
      d.   Communicates in respectful manner in online discussion (see electronic communication protocol)
      e.   Attends group meetings
      f.   Is dependable
      g.   Respects others' ideas
      h.   Expects quality work from self and colleagues
      i.   Manages time effectively
      j.   Uses organizational skills and leadership skills
      k.   Is assertive but not aggressive
      l.   Uses reflection as a means of evaluation
      m.   Motivates and offers positive reinforcement to others

**RATING: Mid Semester: _____**
**COURSE EVIDENCE:**

**4. Attention to assignments:**
   a. Meets time deadlines
   b. Produces quality products
   c. Responds cooperatively to constructive criticism
   d. Uses rubrics or other stipulated criteria to shape an assignment
   e. Prioritizes tasks and performs/supervises several tasks at once

**RATING:  Mid Semester: _____**
**COURSE EVIDENCE:**

**5.  General classroom demeanor:**
- Is professional, creative, kind, sensitive, respectful, has a sense of humor
- Is supportive of fellow classmates and instructors
- Does not conduct personal business during class time.
- Uses personal computer appropriately, clearly taking notes when warranted.
- Computer is closed during discussions so that eye contact can be maintained.
- Recognizes others' perspectives as valid and works to include all "voices" in the classroom
- Is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom
- Does not conduct personal business during class time
- Uses personal computer appropriately, clearly taking notes when warranted and computer is closed during discussions so that eye contact can be maintained.

**RATING:  Mid Semester: _____**
**COURSE EVIDENCE:**

**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

**RATING:  Mid Semester: _____**
**COURSE EVIDENCE:**

**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

**RATING:  Mid Semester: _____**
**COURSE EVIDENCE:**

**Reading Responses**                                          **15 X 1 points each = 15 points total**

The reading responses provide an opportunity to reflect on learning about teaching through the assigned readings for each day. These are not a summary, but a tool to help process the reading.  The readings responses provide opportunities for teacher candidates to analyze the assigned topic, reflect on key concepts, and make connections between the topics and personal experiences.

The reading responses will be different for each day and will be identified on the course calendar and daily agenda. The responses are also designed to model how you can guide K-12 students to read with a purpose and to monitor understanding.

Each reading response is worth 1 point. And there may be more than one reading response due each day. Reading responses will be assessed each day in class. No credit will be given for late submissions even if you are absent. You must be present to earn credit for the reading response because part of the activity is to engage in dialogue with your peers.

***Your reading responses must address TPE 12 (see rubric).***
- *Take responsibility for student academic learning outcomes*
- *Know and apply professional and ethical obligations*
- *Know and apply legal obligations*

**Reading Responses – Scoring Rubric**

| Criteria | Developing | Nearly Meets | Meets | Exceeds |
|---|---|---|---|---|
| **TPE-12 Professional, Legal, and Ethical Obligations** | Candidates demonstrate in their reading responses that they know and can apply **few** professional, legal and ethical obligations and take responsibility for students' academic learning. | Candidates demonstrate in their reading responses that they know and can apply **some** professional, legal and ethical obligations and take responsibility for students' academic learning. | Candidates demonstrate in their reading responses that they know and can apply professional, legal and ethical obligations and take responsibility for students' academic learning. | Candidates demonstrate in their reading responses that they know and can apply professional, legal and ethical obligations and take responsibility for **ALL** students' academic learning |
| Turned in on time | Not turned in on time. No credit possible. | Not turned in on time. No credit possible. | Turned in on time. | Turned in on time. |

**Teacher Performance Assessment (TPA) Task 1**            **20 points** (5 pts each)
**Principles of Context-Specific &**
**Developmentally Appropriate Pedagogy**

Task 1 includes four scenarios focusing on different aspects of teaching:

- Scenario 1:  developmentally appropriate pedagogy
- Scenario 2:  assessment practices
- Scenario 3:  adaptation of content-specific pedagogy for English Learners, and
- Scenario 4:  adaptation of content-specific pedagogy for students with special needs.


Each scenario is worth 5 points each for a total of 20 points.

Every subject area has a different set of scenarios available on WebCT and TaskStream.

Here are some general instructions for TPA Task 1. Go to the Task for your subject area and read through each section and respond to the questions provided.

**Scenario 1:  Developmentally Appropriate Pedagogy**
You will be given a classroom scenario with **contextual** and **content** information of the class, including:
- Grade
- Content area
- Subject matter
- Time period for lesson
- Learning goals
- Standards
- Content - instructional resources
- Student information
    - o academic readiness
    - o social characteristics
    - o learning styles
    - o post graduation goals
    - o strengths and needs

You will then address the **process** for this lesson; you will choose a lesson you might use with these students that addresses the subject matter learning goals and the developmental needs of the students described. To show how your lesson meets the students needs you will describe:
- Instructional strategies
- Student activities
- Instructional resources

Based on your knowledge of the content and student development, you will explain why the instructional strategies, student activities, and resources you listed:
- are appropriate for this class?
- address the developmental needs of these students?
- help these students make progress toward achieving the state-adopted academic content standards for students in this content area?

**Scenario 2:  Assessment Practices**
You will be given a classroom scenario with **contextual** information of the class, including:
- Grade
- Content area
- Subject matter
- Time period for unit
- Unit learning goals
- Standards
- Detailed Assessment Plan
    - o Goals addressed
    - o Type of assessment

- Purpose
- Implementation
- Feedback Strategies
- Informing Instruction

Your task is to improve the assessment plan to gain richer information about how well the students learned the subject matter.

1. Your first part of this task is for you to analyze the current assessment plan:
- Identify one strength in the assessment plan and explain why it is a strength in relation to the learning goals of this unit.
- Identify one weakness in the assessment plan and explain why it is a weakness in relation to the learning goals of this unit.

2. The second part of the task is to use additional assessments provided. Suppose you found the additional assessment in a supplementary resource. Think about how the additional assessment could improve the teacher's assessment plan. Explain to the teacher how it might be used to improve the plan by answering the following questions:
- When in the plan would you use this assessment?
- What goals would be assessed by this assessment?
- What type of assessment would it be?
- What would be the purpose of the assessment?
- How would you implement the assessment?
- What feedback strategies would you use?
- How would the results of the assessment inform instruction?

3. Explain how using the additional assessment as you described in question 2 improves the teacher's assessment plan and addresses the teacher's dilemma of needing more information about what the students really know and understand, their misconceptions, and their progress toward achieving the learning goals.

**Scenario 3:  Adaptation of Content-specific Pedagogy for English Learners**
You will be given a classroom scenario with **contextual** information of the class as well as an English Language Learner, including:
- Grade
- Content area
- Subject matter
- Time period for unit
- Unit learning goals
- Standards
- Relationship to Preceding and Subsequent Learning Experiences
- Outline of Plans for Days 1 and 2
- Instructional Strategies
- Student Activities
- Progress Monitoring
- Student Description of an English Language Learner
- English Language Learner's Written Response to a Prompt
- English Language Learner's Transcript of Oral Response to a Prompt

Your assignment for this scenario is to describe how you would differentiate the lesson to meet the needs of this English Language Learner.
Identify two specific learning needs the student has as an English learner, based on the student description and the responses.

2a)   Identify one instructional strategy or student activity from the outline of plans that could be challenging for the student.
2b)   Explain why the strategy or activity you chose could be challenging to the student.  Use your knowledge of English learners and your analysis of the student's learning needs in your explanation.

3a)   Describe how you would adapt the strategy or activity you identified above to meet the learning needs of the student.  Consider specific subject matter pedagogy when writing your description.

3b)  Explain how your adaptation would be effective for the student in making progress toward the learning goals of the lesson. (In your explanation of the adaptation, refer to specific aspects of the student description and to the samples of proficiency in English.)

3c)  Explain how your adaptation would be effective for the student in making progress toward English language development. (In your explanation of the adaptation, refer to specific aspects of the student description and to the samples of proficiency in English.)

4a)   Which progress monitoring assessment from the outline of plans would you choose to monitor this student's progress toward achieving the learning goal(s)?

4b)   Give a rationale for your choice of progress monitoring assessment.  Use your knowledge of content in this unit, and this student's English language abilities in your rationale.

5)    Based on what you learned about this student's English proficiency, what would be your next steps in planning to facilitate her English language development?  Consider specific information from the student description and her written and oral language samples when responding.

**Scenario 4:  Adaptation of Content-specific Pedagogy for Students with Special Needs**

You will be given a classroom scenario with **contextual** information of the class as well as an English Language Learner, including:

- Grade
- Content area
- Subject matter
- Time period for unit
- Standards
- Unit learning goals
- Relationship to Preceding and Subsequent Learning Experiences
- Outline of Plans for Days 3,4 & 5
- Instructional Strategies
- Student Activities
- Progress Monitoring
- Description of a Student receiving Special Education services

Your assignment for this scenario is to describe how you would differentiate the unit and lesson plans to meet the needs of the student receiving special education services.

1a)   Identify one instructional strategy or student activity from the outline of plans that could be challenging for the student, considering the description of the student's learning disability.

1b)   Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description.

1c)   Describe how you would adapt the strategy or activity you identified to meet the needs of the student.

1d)   Explain how your adaptation would be effective for the student in making progress toward achieving the learning goal(s) of this unit.

2a)   Identify one additional instructional strategy or student activity from the outline of plans that could be challenging for the student, considering the student's other learning needs.

2b)   Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description.

2c)   Describe how you would adapt the strategy or activity you identified to meet the needs of the student.

2d)   Explain how your adaptation would be effective for the student in making progress toward achieving the learning goal(s) of this unit.

3a)   What progress monitoring assessment would you choose to obtain evidence of the student's progress toward a learning goal(s)?

3b)   Give a rationale for your choice of assessment.  Use your knowledge of academic content in this unit, and this student's learning needs in your rationale.

*To prepare for this TPA you will address each of these questions for your Lesson and Unit Plan.*

**Observation Report 1 & 2**                    **10 points (5 points each)**

With a team of 2-5 colleagues you will use the strategies and observation tools in Borich (2008) to make 2 group high school classroom observations, analyze your findings and write up an observation report.  The 2 observations can be on different classrooms. But all of the team must observe the class, so it is suggested to do this activity with your school site team. You may observe as a whole team in a classroom or videotape a lesson and watch it as a team. Because of the limitations of video - an in class observation is suggested.

The team approach will allow for discussion and analysis with support.  As a team you will record the observations using the observation tool, analyze the data and write up the observation using the format provided. You will need to cover 2 of the lenses: learning climate, classroom management, lesson clarity, instructional variety, task orientation, student engagement, student success, higher thought process (Borich, 2008). The observation report must include: context information, overview of activities, naming of significant event and explanation of why it was chosen, detailed description of the event, analysis of the event, questions, personal outcome, and observation notes. A template for the report and sample report are provided in Syllabus and WebCT.

Here are the suggested steps to follow:

1. Read Observation Instructions.
2. Read Borich  (2008) Chapters 1-4.
3. Watch a video taped lesson called "Fill 'Er Up" by Carol Martin,
    National Board Certified Teacher on the Apple Learning Interchange website
    NBPTS video at
    http://ali.apple.com/ali_sites/deli/exhibits/1000322/The_Lesson.html
    OR at
    http://edcommunity.apple.com/ali/story.php?itemID=482
    The video clips are on the far right side under the heading "Contents."
 4. Read the sample observation report on the "Fill 'Er Up" Lesson.
5. Review with your team the key components of the observation report.
6. Identify a classroom to observe on two different days.
7. Identify two lenses to use to analyze the classroom observation – 1 for each observation:
- learning climate              - classroom management
- lesson clarity                 -  instructional variety
- task orientation             - student engagement
- student success            - higher thought process
8.  Choose Observation Tool for note-taking.
For general observation note taking see
        -  Figure 3.5, 3.6, 3.7 & Instrument 3.1A, 3.1B &4.1
Learning Climate - Instrument 5.5 & 5.6
Classroom Management - Instrument  6.1-5
Lesson Clarity – Figure 7. 4, 7.6 & Instrument 7.1 - 5
Instructional Variety – Figure 8.2-6 & Instrument 8.1-8
Task Orientation – Figure 9.1-13 & Instrument 9.1-5
Student Engagement - Figure 10.1-9 & Instrument 9.1-5
Student Success - Figure 11.1-8, 11.11 & Instrument 11.1-4
Higher Thought Process - Figure 12.1-4 & Instrument 12.1-6

9. Observe Class.
10. Follow Observation Report Format

**Context**
- Day of the Week/Date/Time
- School Name
- Type of classroom (grade/subject/special program)
- Classroom Environment
  (Describe the room set up. See Figure 3.2, 3.3 & 3.4, 4.3, 6.2, 6.3, 6.4)
- Number of teachers and assistants/Number of students
- Describe the demographic characteristics of this school or classroom
  (gender, race/ethnicity, languages, ability…)

**Overview**: Name the Lesson & Outline what you saw chronologically. List the step by step activities that the teacher and students were engaged in. Address such areas as curriculum, instruction, classroom environment, management...

**Significant Event(s):** Name 1-2 significant events and explain why you chose them for analysis.

**Description of Event(s):** Describe the event(s) and what the teacher(s) and students were doing.

**Analysis of Event(s):** Analyze the event and make reference to what you have learned/read in this course. Use APA Style to reference Borich text: (Borich, 2008, p. #)

**Questions:** List any questions you may have.

**Personal Impact:** Articulate how this observation personally impacted your learning about teaching and learning. How will this observation inform your teaching? What strategies will you incorporate in your teaching and why?

**Observation Tool & Notes:** Provide a copy of the observation tool used for note-taking.

You should respect the confidentiality of the students and teachers by using fictitious names for persons in your entries.

**Observation Guide for Lesson Clarity Lens**

The following is a step-by-step guide on how to conduct a classroom observation using the lens of lesson clarity. These instructions provide a video taped lesson on the internet, step-by-step instructions and a sample observation report on the videotape lesson. Use this to guide you as your do your assignment.

1. Read Chapter 7 in Borich (2008, p. 115 -140)
2. Print off a copy of:
   - Classroom Observation Template (Provided in Syllabus and WebCT)
   - Figure 7.6 Check list for Observing Lesson Clarity (Borich, 2008, p. 130)
3. Reading Response Spend time looking at the various instruments for monitoring elements of lesson clarity. Pay special attention to:
   - Figure 7.1 Indicators of Clarity (Borich, 2008, p. 117)
   - Figure 7.2 Student Behaviors Observed at Different Levels of Instruction & Questions from Observing Level of Instruction (Borich, 2008, p.123)
   - Figure 7.6 Check list for Observing Lesson Clarity (Borich, 2008, p. 130)
   - Figure 7.8 Checklist for Observing Lesson Clarity Sample (Borich, 2008, p. 135)

*Write up questions you have about Lesson Clarity.*

In your reading response group see how many questions you can answer from your peer's reading responses.

4. Model Borich's Lesson Clarity Observation Process
   a. Review
   - Classroom Observation Template
   - Figure 7.6 Checklist for Observing Lesson Clarity (Borich, 2008, p. 130)
   - Figure 7.8 Checklist for Observing Lesson Clarity Sample (Borich, 2008, p. 135)
     Please take note of what kind of information you will need to document on the first two forms. Figure 7.8 provides examples for your Figure 7.6.
   b. Watch a video taped lesson called "Fill 'Er Up" by Carol Martin, National Board Certified Teacher on the Apple Learning Interchange website NBPTS video at
     http://ali.apple.com/ali_sites/deli/exhibits/1000322/The_Lesson.html
     OR at
     http://edcommunity.apple.com/ali/story.php?itemID=482
     The video clips are on the far right side under the heading "Contents."
   c. Watch the "1. Introduction" video clip and fill in the context information on the Classroom
     Observation Template. For schools that you will observe you can obtain this information form their website on the School Report Card, district website, school office personnel, teacher or from your observations.
   d. Watch the 8 sequential video clips under the heading "2. Lesson".
     **"Setting the Stage"** Video Clip provides background rationale for the lesson plan
     o There is not a need to document anything from this clip.
     **"Connecting Previous Knowledge"** Video Clip is the "Into" part of the lesson plan that hooks the learners attention.
     o Document the steps of the lesson so far in the "Overview" of the Classroom Observation Template.
     o Read through the checklist, what can you record in the "Observed Area" of the form so far?

- Record on number 2 – How is she providing a graphic organizer to provide learners with the lesson content?
- Record on number 3 – How does she address prior knowledge?
  Note that she reviewing prior knowledge not checking for student knowledge.

**"Collecting Data"** Video Clip is the "Through" part of the Lesson

- Continue to document the steps of the lesson in the "Overview" of the Classroom Observation Template.
- Record on Number 6 - How the teacher is using demonstration to clarify content?
- Record on number 2 - How does the teacher use the graphic organizer (chart paper notes) to provide learners with the lesson content?

**"Filling Cylinders A and B to Compare Volume"** Video Clip is still the "Through" part of the Lesson.

- Continue to document the steps of the lesson in the "Overview" of the Classroom Observation Template.
- Record on number 4 – What evidence do you have that the lesson is above the learners' ability levels? (Were student's fooled? How many?)

**"Visual Proof Concern about Space"** Video Clip is not part of the lesson, but a commentary by the teacher.

- Do not record anything from this video clip.

**"Verifying Conjectures By Calculating the Volume"** Video Clip is still the "Through" part of the Lesson.

- Continue to document the steps of the lesson in the "Overview" of the Classroom Observation Template.
- Record on number 5 – Did the teacher check for understanding? How is the teacher checking for understanding? What evidence do you have?
- What other strategies could the teacher use when the student is mistaken?

**"Formulas, Measurement, Pi, Calculators"** Video Clip is not part of the lesson, but a commentary by the teacher.

- Do not record anything from this video clip.

**"Significant Digits"** Video Clip is the "Closure" for the "Through" part of the Lesson.

- Continue to document the steps of the lesson in the "Overview" of the Classroom Observation Template.
- Record on number 1 & 7 – What kind of summary of the lesson does she provide? How does she reiterate the objective?

5. Practice Writing Up Observation Report

The following is a sample of an observation report for the "Fill 'Er Up" lesson. The words in italics are part of the sample. Tips are provided in regular font in parenthesis.

# Classroom Observation Report (Sample) # 1

(Your Names)

**Context**
*Tuesday, May 22, 2007 2<sup>nd</sup> period 9:11 -10:09 am*
*Lake City High School, North Central Florida*
*10<sup>th</sup> grade Honors Geometry class*
*Classroom Environment: 2-4 students sit at tables facing towards the front*
*demonstration table*
*1 teacher, 25 students*
*Classroom Demographics: 95% white, 56 % female, 44% male, 98% English*
*Only, 100% identified as gifted and talented*

**Overview**
*Fill 'Er Up Lesson*
*Outline of Events*
- *Connecting Previous Knowledge – Teacher reviewed comparison formulas*
- *Collecting Data – Teacher guided student to predict capacity of three cylinders.*
- *Filling Cylinders A and B to Compare Volume – Teacher guided students to test the true capacity of the cylinders.*
- *Verifying Conjectures By Calculating the Volume – Applied their learning to the volume formula.*
- *Significant Digits – Calculated the volumes of three cylinders. Reviewed with students how far out to calculate the volume capacity.*

**Significant Event**
(Choose one item from the observed column that you will write up as your significant event for the Classroom Observation. For example from you Checklist Notes: Number 6. Uses examples, illustrations, or demonstrations to explain or clarify content. Your notes state, "Teacher provides a demonstration of volume using 3-different size paper cylinders and manipulatives.")

*Filling Cylinders A and B to Compare Volume*
*I chose this event for analysis because the teacher used multiple examples and demonstration to explain the concept of volume.*

**Description of Significant Event**
*The teacher guided students to predict volume capacity for three different sized paper cylinders and then had the students fill the three different sized cylinders and determine if their predictions were accurate.*

**Analysis of Significant Event**
*There are three critical benefits for using demonstrations lesson clarity: real life application, hands-on experience, and relate to student experiences.*

*"An important underlying theme among teachers whose lessons routinely exhibit high levels of clarity is that they prepare examples, illustrations or demonstrations to*

*reinforce key aspects of the lesson" (Borich, 2008, p. 134). This event is significant because the teacher demonstrated over and over again for the students the concept of volume. By having the students make predictions and test their predictions the students were testing their knowledge and relearning how to conceptualize the capacity of a determined space. This helped them understand the concepts presented in their textbooks in their real life.*

*Borich (2008) states that, "when effective teachers reorganize content, they often share the pattern they followed with their students" (p. 127). The teacher in this video reorganizes the volume instruction so that the students can have a hands-on experience to understand the concept of volume.*

*By providing opportunities for the students to predict and test their predictions of the 3 different volumes the teacher "increase(d) the clarity of the lesson by repackaging the content and affording students with diverse background or learning styles the opportunity to relate it to their own levels of experience and understanding" (Borich, 2008, p. 127).*

## Questions:
*How can a teacher be clearer about the objectives for the lesson?*
*How can a teacher respond more positively when a student is shares and incorrect answer?*
*How could the teacher provide more access to the learners?*
*How could the students have been more actively engaged in this lesson and not just watch?*

## Personal Impact
*There are three things that I am taking from this lesson to help me as a teacher, clear objectives, hands-on activities, and checking for understanding. I want my students to understand my lesson objectives from the start of the lesson. After watching this lesson I will be more thoughtful about having hands-on activities for students to learn a new concept. I also will make sure that I check each one of my students understanding throughout a lesson.*

## References
*Borich, G. D. (2008). Observation skills for effective teaching, 5th ed. Upper Saddle River, NJ: Prentice-Hall.*

**Observation Report Rubric**                                      **5 points possible**

| Criteria | Approaching | Meets Minimum | Outstanding |
|---|---|---|---|
| **Context: date, school, class, classroom, # of students and teachers, demographics** | Address 4 or less areas | Addressed 5 out of 6 areas | Addressed all areas |
| **Overview** | Brief description of activities | List the step by step activities | List the step by step activities in chronological order |
| **Significant Event** | Name an significant event | … & explain why you chose the event | … & explain how that relates to lesson clarity |
| **Description of Event** | Describe the event beyond the name | … & what the teacher did during the event | … & what the students did during the event |
| **Analysis** | Analyze how the event is evidence of lesson clarity | … & make reference to Borich text | … & use APA citation |
| **Questions** | Include 1 question | Include more than 1 question | … & question(s) is/are related to lesson clarity |
| **Personal Impact** | Articulate how lesson impacts you | … & how it will inform your teaching | … & what strategies you will incorporate |
| **Observation Tool & Notes** | Provided a copy of notes & chose a observation tool that addressed the lens chosen for analysis | & notes were rich with detail | & notes taken are used as evidence for ranalysis and written report |
| **Presentation** | Followed format | … & has been corrected for spelling and grammar | … & is easy to read and engaging |

*Print a copy of this sheet. Self assess your work. Turn this in with your observation report.*

**Differentiation Strategy Matrix**                                                    **5 points**

Working individually or in small groups, teacher candidates will create a master chart that includes information about environmental, curricular, instructional, and assessment adaptations, differentiations and accommodations for students with special education needs. Candidates will learn who qualifies for special education according to the state and federal criteria under any of the thirteen categories. They research differentiation strategies for students that are eligible for special education. The candidates create a master matrix that includes information about the special education category, eligibility criteria, environmental, curricular, instructional, and assessment differentiations strategies.  The matrix can act as a resource for the SST roleplay, TPA Task 1, lesson plan and unit plan.

The matrix will be graded not only on the content, but on the organization. See the following rubrics provided.

**Differentiation Strategy Matrix Rubric**

| Element | Exceeds Expectations | Meets Expectations | Approaching Expectations | Total |
|---|---|---|---|---|
| Identify categories covered under IDEA, Voc Rehab 504, and other differences | All 13 categories covered under IDEA, minimum of 3 differences under Voc Rehab 504 and 10 other differences | All 13 categories covered under IDEA, minimum of 1 differences under Voc Rehab 504 and 1 other differences | All 13 categories covered under IDEA | |
| Description of learning, social and behavioral characteristics for each category | Detailed description of characteristics, incidence, and educational implications | Description of characteristics, incidence, and educational implications | Description of 1-2 of the following three: characteristics, incidence, and educational implications | |
| Assessment to determine presence/degree of each category | Detailed description of formal and informal assessment procedures. | Description of formal and informal assessment procedures. | Description of formal or informal assessment procedures. | |
| Classroom Environment Differentiation for each category | 5 or more modifications in curriculum, materials or goals for each category | 3-4 modifications in classroom environment for each category | 1-2 modifications in classroom environment for each category | |
| Content Differentiation for each category | 5 or more modifications in content (curriculum, materials or goals) for each category | 3-4 modifications in content (curriculum, materials or goals) for each category | 1-2 modifications in content (curriculum, materials or goals) for each category | |
| Process Differentiation for each category | 5 or more modifications in teaching practice/process assessment for each category | 3-4 modifications in teaching practice/process for each category | 1-2 modifications in teaching practice/process for each category | |
| Product Differentiation for each category | 5 or more modifications in product for each category | 3-4 modifications in learning product assessment for each category | 1-2 modifications in learning product assessment for each category | |
| Resources | Provides 2 or more books, 2 or more web resources & 2 or more local organizations | Provides 1 or more books, 1 or more web resources & 1 or more local organizations | Provides a minimum of 3 books, web resources or local organizations | |
| Turned in on time | Not turned in on time. No credit possible. | Not turned in on time. No credit possible. | Turned in on time. | |
| **Total** | | | | |

**Differentiation Strategy Matrix Organization**

Each person will need to follow the format and send information electronically to one person. This person will put the whole document together and confirm that it follows the following format. This one person will earn Extra Credit for a Make Up Assignment Option.

| Element | Exceeds Expectations | Meets Expectations | Approaching Expectations | Total |
|---|---|---|---|---|
| Table of Contents | All 13 categories covered under IDEA, minimum of 3 differences under Voc Rehab 504 and 10 other differences<br><br>IDEA are alphabetized As a subset, 504 are alphabetized as a subset, all other differences are alphabetized as a subset<br><br>Category Pagination & Authorship clearly identified and neat | All 13 categories covered under IDEA, minimum of 3 differences under Voc Rehab 504 and 10 other differences<br><br>Category Pagination & Authorship attempted | All 13 categories covered under IDEA, minimum of 3 differences under Voc Rehab 504 and 10 other differences | |
| Page Lay Out | Each category starts on a new page<br><br>Category label is in all caps and in bold<br><br>Is clearly labeled with name and author | Some categories do not start on a new page and not all categories are labeled by name and authorship | Description of 1-2 of the following three: characteristics, incidence, and educational implications | |
| Format | Each category is in a list format with the subheadings left justified, bold and pertinent info listed below<br><br>Each subsection is separated with a blank line | Each category is in list format | Categories do not follow a consistent format | |
| Font | All font is 10 point "Arial"<br><br>Each subheading is in bold and in correct order according to matrix rubric | Font and headings do not consistently follow rubric guidelines | No consistent font or heading organization | |
| Pagination | Each page has a page number in the bottom right corner in "Arial" font | Each page in numbered | No consistent pagination. | |
| Complete subsections | Each category has all the subsections complete | Each category has most subsections in the correct order | Not all categories are complete or in correct order | |
| APA Format | All references use APA format | Most references uses APA format | Some references use APA format | |
| Turned in on time | Not turned in on time. No credit possible. | Not turned in on time. No credit possible. | Turned in on time. | |
| **Total** | | | | |

**Classroom Management Strategies**                           **5 points**

Teacher candidates will be responsible for creating a journal of classroom management strategies. Teacher candidates will have opportunities during the class to record strategies that will assist them with classroom routines and management. Each candidate will create a system for organizing the strategies for easy reference and review. For example: strategies for grouping, transitions, attention getting, and homework collection.

Candidates will provide their strategy journal for review. Each journal will be graded based on organization, variety of strategies and rich detail provided for reference.

**Student Study Team (SST)**                                 **5 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 as you coordinate roles with group members and develop a written summary to accompany the role-play.   In addition to your summary, you will also write a personal reflection about the SST experience. You will upload your reflection and SST evidence to TPE 6d on TaskStream.

You will need to participate in the activity to earn any credit for the activity. Your grade will be based on what your upload to TaskStream TPE 6d. You may use the TPE Writing PPT for guidance.

**Lesson Plan and Unit Plan**                                        **25 points**

As part of EDSS 511 classes you will learn how to develop lesson plans and a cohesive unit plan. Resources such as a ppt with writing instructions and a rubric for how to develop the plans will be available on WebCT.

Lesson Plans need to include:
> Context
> Student Facts & Differentiation Strategies
> *Standards*
> *Objectives*
> *Summative & Formative Assessments*
> *Steps of Instruction* – Into, Through & Beyond
> Reflection

*Italic items are the essentials for every lesson plan.*
The lesson plan is worth 10 points.

Unit plan needs to include:
> Context
> Student Facts
> Differentiation
> Unit Rationale & Enduring Understandings
> Essential Questions
> Standards
> Objectives
> Summative & Formative Assessments
> Steps of Instruction – Into, Through & Beyond
>> Provide a Calendar of Lessons
> Materials
> Lesson Plans
> Reflection
> Self-Assessment

The Unit Plan is worth 15 points.

Refer to the following rubric to help you assess your assignment as you work.
*Print off a copy of the rubric, self-assess your work and turn in the rubric with your lesson and unit plan.*

**Lesson & Unit Plan Scoring Guide** Name_____ Unit Title_____

*Self-assess and turn in this guide with your final project.*

| A.  Specific Lesson Plan = 10 points | Excellent | Acceptable | Needs Improvement |
|---|---|---|---|
| 1. **Clarity & Alignment** between **student needs**, **objectives** (cognitive, affective, psychomotor & language), **standards** & **assessments** (formative & summative) | | | |
| 2. Quality of "**Through"** Section of Lesson Plan **Specificity** of **lesson steps** (timing, transitions, questions) **Quality** of **learning experiences** overall  (congruence with objectives, instructional variety, higher thought processes, skills and content, etc.) | | | |
| 3. **Quality** of **"Into," "Closure"** & "**Beyond**" experiences | | | |
| 4. **Assessment** – congruence of assessment with objective | | | |
| 5. **Evidence** of differentiation including **SDAIE** strategies & **adaptations** for students with special ed. needs. Differentiate for **content, process, & product** with students' **readiness, interest & learning profile in mind.** | | | |

| B. Students, Rationale & Objectives = 4 points | Excellent | Acceptable | Needs Improvement |
|---|---|---|---|
| 1.  Description of school site, community & students | | | |
| 2. Clarity and sense of purpose in the **rationale (enduring understandings,** and **essential questions).** | | | |
| 3. Range & levels of **standards** &**objectives (**cognitive, affective, psychomotor & language) Use Bloom's Taxonomy. | | | |
| 4. **Congruence** of **student needs, standards and objectives** to the **enduring understandings/essential questions.** | | | |
| **C. Unit Assessments = 3 points** | | | |
| 1. **Relationship** between the **summative assessment(s)** and the **enduring understandings** | | | |
| 2**. Congruence** of **assessments** with the **objectives** | | | |
| 3. **Variety and quality** of **assessment tools** (including a range of strategies for diagnostic, formative, summative assessments and opportunities for student self-assessment) | | | |
| **D. Learning Experiences = 5 points** | | | |
| 1. **Sense of purpose, interest, & background** established in the **"Into"** | | | |
| 2. **Logic** of **sequence/organization** of **into, through matrix & beyond** | | | |
| 3. **Sense of purpose, application, and/or transition** established in the unit's **"Beyond"** | | | |
| 4. **Quality** and **variety** of **learning experiences** overall: reading, writing, listening, speaking, technology | | | |
| 5. Evidence of **differentiated instruction** (content, process & product) related to facts about your learners  (readiness, interests, & learning profile) | | | |
| **E. Materials = 1 point** | | | |
| 1. Imagination/Creativity | | | |
| 2. Range and Variety | | | |
| **F. Unit Reflection = 1 point** | | | |
| Quality and Coverage; addresses the range of questions posed Write the questions you would address for reflection on unit. | | | |
| **G. Presentation of the Plan = 1 point** | | | |
| 1. Professionalism: correct grammar, spelling, syntax | | | |
| 2. Facility with TaskStream application | | | |

| **Overall Lesson and Unit Score** |
|---|
| Self-Assessment = _____ / 25 pts possible        **Instructor-Assessment = _____ / 25 pts** |

# Literature Circle Reading Plan

Group Members: _____

Group Name: _____

Book: _____

| Date | Pages to Focus on for Meeting | Who Does What Role (discussion director, illustrator, literary luminary, connector, & vocabulary enricher) |
|------|-------------------------------|---------------------------------------------------------------------------------------------------------|
|      |                               |                                                                                                         |
|      |                               |                                                                                                         |
|      |                               |                                                                                                         |
|      |                               |                                                                                                         |
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|      |                               |                                                                                                         |
|      |                               |                                                                                                         |
|      |                               |                                                                                                         |
|      |                               |                                                                                                         |
| | Where to end reading: ____ | Identify 3-5 key ideas from the book that you believe should be shared with your colleagues in your presentation.  Bring your presentation ideas to your group meeting. |

# LITERATURE CIRCLE ROLES

Each person will do a different job each time you meet. Whatever your role asks you to do, please write it out on separate paper to be used in class and collected.

1. **Discussion Director**: Your job is to develop a list of **five** questions that your group might want to discuss about this part of the book. Don't worry about small details, your job is to help people discuss big ideas in reading and to share their individual reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as <u>you</u> read the book. *Write out a list of five discussion questions in advance.*

2. **Illustrator**: Your job is to draw some kind of picture related to the reading. It can be a drawing, cartoon, diagram, chart, or scene. Your picture can be of a scene in the book, or it can be of something the book reminded you of. It can show feelings, include quotations like a    one-pager, or it can have labeled parts. You should let your group study your picture quietly and ask them for comments before you explain any part of it to them.

3. **Literary Luminary**: Your job is to locate **five** special sections of the text that your group could like to hear read aloud. The idea is to help people remember some interesting, powerful, funny, puzzling, or important sections of the text. You must decide in advance what sections are to be read and decide *how* they are to be read: you might read them, someone else could read, read silently and discuss, read like a conversation, etc. Have a list of the parts ready for your group--page numbers and location on the page.

4. **Connector**: Your job is to find connections between the book your group is reading and the world outside. This means connecting the reading to your own life, to happenings at school or in the community, to similar events at other times and places, to other people or problems that you are reminded of. You might also see connections between this book and other writing on the same topic, or by another author. There are no right answers to your job--you are using your brain to connect meaningful ideas! Have a list of **five** connections that you have found in this section of reading and explain them. Have the students in your group add their own ideas and connections.

5. **Vocabulary Enricher**: Your job is to be on the lookout for **five** new vocabulary words in the reading before your group meeting. If you find words that are new or puzzling or unfamiliar, mark them with a post-it note or book mark. 1) Copy the sentence with the word in it and *list the page number in the book* 2) Look up the word 3) Find the correct definition 4) You need to figure a way to teach these words to your group, perhaps through a game, context clues, dictionary search.

**Make-up or Extra-Credit Option: Teacher Interview**          **9 points**

Planning Information to Gather from a Teacher in Your Content Area

1.  Contextual information: Ask the teacher the following questions:
    - What is your experience in teaching? Years? Grade levels? Subjects? Locations? …
    - Describe the school and grade level in which you are currently working.
    - What professional education do you have? Degrees? Trainings? Certificates?

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

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

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

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

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

| Cognitive | Language | Affective | Psychomotor |
|---|---|---|---|
| | | | |

To earn credit for a make up or extra credit assignment - write up the report formally.
Not only write up the answers to these questions above, but also analyze what the teacher shares and write a commentary on how what you learned is related to your planning assignment (lesson, unit and TPA Task 1). Use APA style citations from course readings to support your analysis and commentary.
Use the attached rubric as a guide.

**Teacher Interview Rubric** 9 points

| Criteria | Developing | Approaching | Meets |
|---|---|---|---|
| **Context (1 pt)** | Lists some contextual information about students, class/subject matter, school and teacher. | Describes some of the contextual information about students, class/subject matter, school and teacher. | Describes all of the contextual information about students, class/subject matter, school and teacher. |
| **Interview Content (Worth 2 points)** | Partly describes the teacher interview content: big picture goals, units, standards and objectives. | Describes the teacher interview content: big picture goals, units, standards and objectives. | Fully describes the teacher interview content: big picture goals, units, standards and objectives. |
| **Interview Analysis (1 pt)** | Lists what was learned about the teacher. | Describes what was learned about the teacher. | Analyzes what was learned about the teacher. |
| **Commentary (1 pt)** | Lists what was learned about the teacher and relate it to the course and your planning assignments. | Describes what was learned about the teacher and relate it to the course and your planning assignments. | Analyzes what was learned about the teacher and relate it to the course and your planning assignments with one reference. |
| **Writing Conventions (1 pt)** | Paper has minimum spelling and grammar errors. | Paper is well organized, has no spelling and grammar errors, and uses APA style citations with only 1-2 errors. | Paper is well organized, has no spelling and grammar errors and uses APA style citations perfectly. |
| **Provide Drafts and Interview Notes (1 pt)** | No draft or interview notes provided. | 1 draft or interview notes provided. | Both the drafts and the interview notes were provided. |
| **Turned in on time (1 pt)** | Not turned in on time. No credit possible. | Not turned in on time. No credit possible. | Turned in one week from date of absence. Or if no absences occurred – turned in by Session 6. |

*Turn in a copy of rubric with your assignment.*

**Make Up/Extra Credit Assignment - Teachers in the Movies Review    9 points**

Teachers, in the movies, are depicted in many different ways, some of which are accurate, most of which are less than accurate. However, we can certainly learn some lessons from those teachers. In this assignment, you will:

1. Read the two articles provided on WebCT:
   - An Examination of Media Representation in Schools
   - Cinematic Representation of Schools in the Media
2. Identify a minimum of two quotes from articles to use in your written report of videotape review.
3. Watch a film that represents schools or teaching
4. Answer the following questions before, during and after viewing the film.
5, Create a review of the film either as
   - a written report (2-5 page paper)
or as
   - a videotape film review, (2-5 minute video clip) similar to "Ebert and Roeper" Film Review style

You may choose a film you have seen before, but you will likely need to see it again, since you are looking at it through specific "teacher eyes".

*Please provide an electronic file of the film review (word document or dvd).*

Some movies about teachers that you can consider include: Finding Forester, Stand and Deliver, Dead Poet's Society, Mr. Holland's Opus, Kindergarten Cop. Others movies may be used upon approval of instructor.

Response viewing questions:
**Before Viewing:**
1.  Have you seen this movie? What scene do you remember most? Why? If you have not seen this movie, why did you choose it?

**During viewing:**
1.  Who is the primary teacher in the movie? Is s/he a protagonist or antagonist? Choose 3 adjectives to describe him/her.
2.  Describe the students in 3 sentences or less. In your opinion, what do these students need most?
3.  What is the primary conflict in the movie? Who is the source of the conflict?
4.  Describe an effective management strategy a teacher uses. (It may or may not be the primary character.)
5.  Describe an ineffective management strategy a teacher uses. (It may or may not be the primary character.)
6.  Describe an effective teaching strategy a teacher uses.
7.  Describe an ineffective teaching strategy a teacher uses.

**After viewing:**
1.  Write down one quote that makes an important point to you.
2.  Would you want to be in this teacher's classroom? Why/ why not?
3.  In your opinion, is this an accurate depiction of what teaching is really like?
4.  If the media were the primary vehicle by which the general public gets its information, what would their opinion be of teachers as a result of watching this movie? Would it be an accurate opinion? How might it be a dangerous opinion?

**Teacher Movie Review Rubric**

| Criteria | Approaching | Meets Minimum | Outstanding |
|---|---|---|---|
| **Before Viewing Analysis** | Briefly describes choice of film. | Addresses film choice, but very brief. | Describes richly why film was chosen. |
| **During Viewing Analysis** | Addresses a couple of the questions in instructions. | Briefly describes the teacher, students and the management and teaching strategies modeled in movie. | In rich detail describes the teacher, students and the management and teaching strategies modeled in movie. |
| **After Viewing Analysis** | Addresses only 1 or 2 of the questions. | Briefly addresses three or four of the questions. | In rich detail responds to all four prompts. |
| **Article Citation** | Makes reference to 2 articles provided. | Uses two quotes from the provided articles. | Uses 2 quotes and cites them correctly using APA. |
| **Presentation** | Poorly organized and written or videotaped review. | Organized, but could improve with another revision. | Well organized and written or videotaped review. |
| **Provide Drafts** | No draft or film review. | 1 draft of film review provided. | Film review drafts were provided. |
| **Turned in on time** | Not turned in on time. No credit possible. | Not turned in on time. No credit possible. | Turned in one week from date of absence. Or if no absences occurred – turned in by Session 6. |

*Turn in a copy of rubric with your assignment.*

# Assignment Grading Sheet

Print two copies of this and bring to class the first day.

Name     _____     Content Area     _____

e-mail     _____     School Site     _____

phone(s)     _____     _____

**Attendance**

Sessions: #1 _____     #2 _____     #3 _____     #4 _____     #5 _____     #6 _____     #7 _____     #8 _____
           8/28            9/4            9/11            9/18            9/25            10/2            10/9            10/16

**Points**         **Assignment**

_____ / 5         Highly Effective Teacher Attributes

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

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

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

_____ / 5         Observation Report: 1

_____ / 5         Differentiation Strategy Matrix

_____ / 5         Task 1: Scenario 1

_____ / 5         Task 1: Scenario 2

_____ / 5         Task 1: Scenario 3

_____ / 5         Task 1: Scenario 4

_____ / 5         SST: Student Study Team

_____ / 5         Classroom Management Plan

_____ / 5         Observation Report: 2

_____ / 25        Lesson & Unit Plan

_____ / 10        Choice Book Assignment: Meetings, Presentation, and 1 pg. reflection

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

_____ / 9         Make Up – Extra Credit Assignment Options: Movie Review, Teacher Interview,
                  Matrix Organizer or an instructor negotiated assignment.
                  Make up assignment must be turned in 1 week from absence.
                  The extra credit assignment is available for students that have not missed any class
                  sessions and the extra credit assignment is due the third to last class session.

**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.**