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

Evening Cohort   CRN   40286   Section #1   Thursday 5 – 10 pm   UH 273 (10 weeks)
Day Cohort   CRN   41851   Section #4   Tuesday   7:30 am – 4:10 pm UH 273 (8 weeks)

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Mission Statement of the College of Education, CSUSM

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

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

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

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

Required Texts and Resources
These texts will be shared with EDSS 541 in the spring.

Baldwin, Mark., Keating, Joeseph. & Bachman, Katherine. (2005). *Teaching in secondary schools: Meeting the challenges of today's adolescents.* Upper Saddle River, NJ: Prentice Hall. ISBN: 0130422231.

Bigelow, Bill, et. al., Eds. (2007). *Rethinking our classrooms, Volume 1 (2nd ed.).* Milwaukee, WI.: Rethinking Schools. ISBN: 0942961358. [This is the LIGHT BLUE book.]

Charles, Carol. M. (2004). *Building Classroom Discipline, (8th Ed.).* Boston: Allyn and Bacon. ISBN: 0205412572

Choate, J.S. (2004). *Successful inclusive teaching*. (4th Ed.). Needham Heights, MA: Allyn and Bacon. ISBN: 0205388477.

Task Stream Registration   *www.taskstream.com*   Web page electronic portfolio system for assessment and reflection of TPEs & TPAs. Subscription required each semester.

Tomlinson, Carol Ann & Strickland, Cindy. (2005). *Differentiation in practice: A resource guide for differentiating curriculum grades 9-12.* Alexandria, VA: Association for Supervision & Curriculum Development. ISBN: 1416600507.

Villa, Richard, & Thousand, Jacquelyn. (2005). *Creating an inclusive school, (2nd Ed.).* Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 1416600493. [This text is required reading for EDUC 350. If you didn't take this class at CSUSM, you'll need to read the book on your own. Reference will be made to it in several courses throughout the year.]

Wiggins, Grant & McTighe, Jay. (2001 or 2005). *Understanding By Design (1st or 2nd ed.).* Upper Saddle River, NJ: Prentice Hall. ISBN: 013093058X. or 9781416600350.

Choice Books (One to be chosen in first class.)

Cusman, (2005). *Fires in the bathroom: Advice for teachers from high school students.* What Kids Can Do, Inc, New York: New Press. ISBN: 1565849965 or 1565849969.

Gardner, Howard. (2007). Multiple Intelligences: New Horizons in Theory and Practice. New York: Basic Books. ISBN: 0465047688.

Graves, Donald (2001). *The energy to teach. Portsmouth, NH:* Heinemann. ISBN: 0325003262.

Gruwell, Erin. (1999). *The freedom writers diary.* New York: Doubleday. ISBN: 38549422X.

Kohn, Alfie. (2006). *Beyond discipline: From compliance to community.* Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 1416604723.

Marzano, Robert J. (2000). *Transforming classroom grading.* Alexandria, VA: Association for Supervision and Curriculum. ISBN: 0871203839.

McCormick, Patricia. (2001). *Cut,* New York: Push. ISBN: 0439324599.

Pascoe, C.J. (2007). Dude You're a Fag: Masculinity and Sexuality in High School. Berkeley, CA: UC Press. ISBN: 978-0-520-25230-1.

Pipher, Mary. (1995). *Reviving ophelia: Saving the selves of adolescent girls.* New York: Ballantine Books. ISBN: 1594481881.

Pollack, William S. & Mary Pipher. (1999) *Real boys: Rescuing our sons from the myths of boyhood.* New York: Owl Books. ISBN: 0805061835.

Other Texts Worth Reading Early in Your Career

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

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.

Turnbull A., Turnbull, 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 & Instruction Resources

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

Teaching Tolerance   http://www.tolerance.org

Current Events in Education

Education Weekly   http://www.edweek.org

More website resources are provided in the lesson and unit planning instruction.

Authorization to Teach English Learners

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

Teacher Candidate Learning Outcomes

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations 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.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully   complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided: http://lynx.csusm.edu/coe/CalTPA/CalTPAdocuments.asp

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

Task 1: Principles of Context-Specific and Developmentally Appropriate Pedagogy
- 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.

To access the CalTPA Task 1 go to www.taskstream.com. Click on *My Programs*, then look for *CA-Teaching Performance Assessment*, click on *Work Area/DRF*, then click on *Task 1*, then find your *Subject Area Worksheet.* This worksheet has all the information needed to do Task 1.

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. You wil submit a response to TPE 6D

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 teacher candidates are expected to attend all classes and participate actively. **At a minimum, teacher candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor.** Individual instructors may adopt more stringent attendance requirements. Should the teacher candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997.)*

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

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

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

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

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

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

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

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

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

WebCT
This course will have an online component using WebCT6. We will go over use in class the first week.

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

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

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

SB 2042 - Authorization to Teach English Learners Competencies

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

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

It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Points will be deducted if assignments are submitted late. *Half credit for any late assignments turned in within one week of the original due date. No assignments will be accepted after one week.*

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

Introduction to EDSS 511 Assignments
Further instruction for each assignment will be provided on WebCT and at the end of the syllabus (p. 10+).

Teacher Disposition Self-Evaluation   **5 points**   **Due Session 8**
See full description of professional and responsible teacher behavior and work habits in syllabus.

Reading Responses/Participation   **15 points**   **Due Weekly**
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 for more detail.

Basic Lesson Design Plan   **10 points**   **Due Session 2**
The *Single Subject Basic Lesson Design Format* is for daily lesson planning and will be required by your supervisor for clinical practice (student teaching). This basic lesson design format includes: *title, curriculum area, grade level, content and ELD standards, learning goals/objectives, assessments, instructional strategies, student activities, differentiation strategies, and rationale.* This basic lesson design format will be similar to the format used for the Teaching Performance Assessments. A template is in this syllabus. This assignment will assist you to prepare for TPA Task 1 Scenario 1.

Cooperating Teacher Interview   **5 points**   **Due Session 3**
Communication with your cooperating teacher is essential for success. This interview assignment has 15 questions to get you started. Add 5 questions of your own to make it fit your needs. Make an appointment to meet with your cooperating teacher to discuss expectations in the first two weeks of semester. Consider giving a copy of the questions to your cooperating teacher ahead, so he/she has time to prepare. In addition use the induction plan as a basis for the conversation. The detail of your responses will determine the number of points you earn.

Basic Unit & Assessment Plan Evaluation   **10 points**   **Due Session 3**
This is the foundation for your Task Stream Unit Plan. The basic format includes: *unit context (unit topic, subject, course, grade, length of unit, number and length of class periods), student facts (demographic info, learning styles, dispositions, student needs - Special or ELL), unit rationale, enduring understandings, essential questions, lesson objectives, standards, unit calendar (through), assessment plan (diagnostic, formative and summative) and an assessment plan evaluation.* The difference between this and the Task Stream Unit include: differentiation accommodations, lesson designs (plans), into, beyond, materials/resources, reflection and self-evaluation. The focus of this assignment is on the assessment of the unit objectives and standards. This assignment will assist you to prepare for TPA Task 1 Scenario 2.

Differentiation Strategy Matrix   **5 points**   **Due Session 4**
You will research differentiation strategies for students that are eligible for special education. Based on your research you will collaboratively create a master matrix that includes information about environmental, curricular, instructional, and assessment differentiation accommodations for students who qualify for special education according to the state and federal criteria under any of the thirteen categories. The master matrix will include information about the special education category, eligibility criteria, environmental, curricular, instructional, and assessment differentiations strategies. A sample matrix and rubric will be provided.

Classroom Management Journal   **5 points**   **Due Session 5**
You will be responsible for creating a journal of classroom management, to assist you in recording strategies for classroom routines and developing a positive learning environment. Each journal will have a system for organizing the strategies for easy reference and review. For example: strategies for grouping, transitions, attention getting, and homework collection. Each journal will be graded based on organization, variety of strategies and rich detail provided for reference. This is a two-part assignment. One part is due this semester and the next is due in the spring in EDSS 541.

Classroom Management Plan   **5 points**   **Due Session 5**
Describe your classroom management plan by addressing preventive, supportive and corrective management strategies. Identify a minimum of 4 strategies for each area. Include in the description how your plan reflects your philosophy. Cite the discipline theorists from C.M. Charles' (2004) Building Classroom Discipline that are informing your strategies. Use APA style for all citations: (Author, date, p. #).

Student Study Team (SST)   **5 points**   **Due Session 5**
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 write a TPE 6D reflective response sharing what you learned and what you still need to learn about SST meetings. You will upload your reflective response and SST evidence to TPE 6d on TaskStream.

Task Stream Lesson Plan   **10 points**   **Due Session 6**

You will develop your basic lesson plan into a more detailed lesson plan using Task Stream's Lesson Builder. The lesson will include: *lesson context, student facts (whole class information, individual student information and differentiation strategies), lesson objectives, standards, assessment, steps of instruction (into, through & beyond), materials and reflection.* A major focus of this lesson design is the differentiation strategies for the students with special education needs and the English Learners. You must address content, process and product differentiation strategies for 5 different students. This assignment will assist you to prepare for TPA Task 1 Scenario 3 & 4.

Task Stream Unit Plan   **15 points**   **Due Session 6**

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

Choice Book Presentation   **10 points**   **Due Session 7 & 8**

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 include a schedule, grade sheet and more detailed information about each assignment.

Tentative Class Schedule

Session	Topics	Readings & Assignments Due

1
 	
Day 8/26
 	
&
 	
Evening 8/28
	Inclusive & Democratic Teaching	**Read**
		• *Syllabus* - Prepare for a syllabus quiz. (Read before 1 pm.)
		• *Single Subject Handbook (Read prior to class.)*
		• *Choate Chapter 1 (Read in Class)*
		• *Wiggins & McTighe's Understanding by Design Table of Contents, Introduction & Chapters 1-2 (Read in Class)*
		• *Lesson Plan Essential PPT & Where I Come From Lesson (Read in Class)*
		• *Baldwin, Keating and Bachman text Ch. 1 & 2* (Read in Class)
		Focus on pages 40-47 and prepare to answer the following question: As you work to create an inclusive and democratic classroom - what are the implications of the biological, psychological, social, and ethical development of adolescents
		Assignments
		• *Reading Response 1(RR1): Syllabus Quiz* after lunch (Pages 1-10)
		• *Reading Response 2: How will you create a democratic & inclusive class?* Focus on Sections 3 & 4 (p. 40-47) that describes how to create an inclusive and democratic classroom. Write a paragraph about the implications of the biological, psychological, social, and ethical development of adolescents for you as a teacher?
		• *Purchase Books*
		• *Register for Taskstream* www.taskstream.com
		• *Attend Clinical Practice Seminar – Tuesday August 26th 5-6 pm.*
		   o Dress professionally for Clinical Practice Seminar
		   o Bring to Clinical Practice Seminar 4 folders with the following items: letter of introduction, 1-page educational resume, transcripts, and photo.
		• *Prep for Lesson Plan Writing.* Chose one standard to write a lesson plan. Come to class with an idea for the objective, student activity and assessment.

2
 	
Day 9/2
 	
&
 	
Evening 9/4
	Instructional Planning & Teaching Responsibilities	**Read** (Before Class)
		• *Choice Book*
		• *Literature Circle Instructions from Syllabus*
		• *Baldwin/Keating/Bachman Chapter 8* (Ed Philosophy)
		• *Revisit Philosophies from Grant & Gillette - EDUC 350 Text (Read in Class)*
		• *Wiggins & McTighe's Understanding by Design Chapters 3-6*
		• *Bigelow p. 10-40, 95-96, 158-160, & 173-174 (Social Justice Oriented Readings)*
		• *Understanding by Design (UbD) ppt* (On WebCT)
		• *Lesson Plan Essential PPT* (On WebCT)
		• *Lesson Planning Instructions*
		• *TPA Task 1 on www.taskstream.com*
		Assignments Due
		• Basic Lesson Design (You will have time to make revisions in class.)
		• *Print off and bring Literature Circle*
		• *RR3: Putting it into Practice*
		      Respond to the 4 bulleted questions in Baldwin, Keating, & Bachman
		      8.2 Activity: Putting It into Practice on p. 191
		• *RR4: Understanding by Design (Wiggins & McTighe)*
		Define the definition of Enduring Understandings ad Essential Questions & identify what the Enduring Understandings and Essential Questions will be for your Basic Lesson Design.
		• *RR5: Teaching Strategies*
		      What are some classroom strategies and activities that you will use from the Bigelow articles?

3
 	
Day 9/9
 	
&
 	
Evening 9/18
	Understanding by Design & Assessment	**Read** (Before Class)
		• *Wiggins & McTighe's Understanding by Design Chapters 7-13 & Appendix*
		• *Baldwin, Keating, & Bachman Ch 3, 4 & 5*
		• *"Courage for the Discouraged"* article from WebCT
		• *Bigelow p. 41-54 & 165-166* (Discipline)
		• *Turnbull & Turnbull's Exceptional Lives – Assigned Category for Strategy Matrix*
		• *Differentiation Strategy Matrix and Rubric*
		• *Task Stream Lesson Plan Template*
		• *Read Thoroughly TPA Task 1: Scenario 1 & 2*
		Assignments Due
		• Cooperating Teacher Interview
		• Basic Unit Plan with Assessment Plan Evaluation (Bring a complete draft to class.)
		• *RR6: Instructional Strategies*
		Before you read BKB Ch 4 - create KWL Chart (Figure 4.7). Make 3 columns: K = know, W = want to learn, L = learned. Before you begin the reading fill in the K and W columns - K - what you know about instructional strategies and W - what you want to know about instructional strategies. Read the chapter and make notes in the L column about what you have learned. Make sure you address the items you identified in the middle column, what you want to know.
		• *RR7: In BKB Ch 4 Assessment*
		      What is the difference between formative and summative assessment.
		      Provide examples from your lesson and/or unit.
		• *RR8: In BKB Ch 5 & Wiggins & McTighe – Lesson Planning Process*
		      Draw a picture of the "planning process" as you understand it.
		• *Start your Classroom Management Strategy Journal:* What strategies can you borrow from Bigelow? *Bring in your organizational file for review.*

4 *Day* *9/16* *&* *Evening* *9/25*	*Differentiation*	**Read** (Before Class) • *Choate Part I Ch. 1-3, Preview Part II & III* • *Tomlinson Part I and Part II* (Read your choice of unit.) • *Review Villa & Thousand text* • *Charles (Chapters 1-2, 14-15 & Jigsaw Chapters 3-13 & Handouts)* • *Read Thoroughly TPA Task 1: Scenario 3 & 4* **Assignments Due** • *Differentiation Strategy Matrix (Individual sections due to peer – complete matrix due Friday.)* • *RR 9: Supporting Students with Special Education Needs* What are your fears or concerns regarding teaching any of the student populations described in the Choate and Villa/Thousand readings? Be prepared to discuss and brainstorm strategies. • RR10: Identify which philosophies from Grant & Gillette fit your discipline approach. Be prepared to teach your discipline and provide examples of implementation (preventive, supportive & corrective). • *Task 1: Scenario 3 ELL Adaptations & Scenario 4 Special Ed Adaptations* Make notes on how you would do both.
5 *Day* *9/23* *&* *Evening* *10/2*	*Student Study Teams & Classroom Management*	**Read** (Before Class) • Baldwin, Keating & Bachman Ch. 6 & 7 • Bigelow p. 68-75, 133-140, 146-150 & 200-202 (Assessment) • *Lesson Plan Instructions & Rubrics* **Assignments Due** • *Classroom Management Strategies Journal* • *Classroom Management Plan* • *SST – TPE 6d* • *RR11: From BKB Ch 7 & 8 Unit Planning* Highlight the strategies you want to implement. • *RR12: Bigelow Assessment Readings* What assessment strategies will you want to implement from Bigelow?
6 *Day* *9/30* *&* *Evening* *10/16*	*Lesson & Unit Workshop*	**Read** (Before Class) • *Choice Book* • *Baldwin, Keating & Bachman Instructional Resource A*, p. 269-277 • *Keating, Baldwin, Bachman Instructional Resources (IR) D-G, p. 289-326* • *Unit Plan Instructions & Rubric* • *Bigelow (Curriculum)* ○ Chose 3 articles between 78-144 ○ p. 212-230 **Assignments Due** • *Task Stream Lesson Plan* • *Task Stream Unit Plan* • *RR13: Bigelow Curriculum Ideas & Resources* Take notes on curriculum materials and ideas you want to use form Bigelow text. • *RR14: Unit Plan Models & Interdisciplinary Thematic Unit Plan Model* In BKB IR D-F, how can the sample units assist you with your lesson and unit plan? In BKB IR G, how could you incorporate some interdisciplinary theme and activities into your unit? • *Meet with Literature Circle to develop a draft of your presentation.*
7 *Day* *10/7* *&* *Evening* *10/23*	*Choice Book & Standard Assessments*	**Read** (Before Class) • *Choice Book* • *Baldwin, Keating & Bachman Ch 10 & 11* • *Standardized Assessment Review* Jigsaw with your subject area group 4 sections of CA's assessment website @ http://www.cde.ca.gov/ta Each person will become an expert & teach: 1. Standardized Testing Reporting (STAR) 2. Academic Performance Index (API) 3. Adequate Yearly Progress (AYP) *4.* California High School Exit Exam (CAHSEE) **Assignment Due** • *Choice Book Presentation Draft & all presentation preparation materials* • *RR15: Standardized Assessment Review* Create a 1-page handout on your standardized assessment. See guide.
8 *Day* *10/14* *&* *Evening* *10/30*	*Choice Books & Dispositions*	**Read** (Before Class) • *Choice Book* **Assignments Due** • *Choice Book Presentation* • *Self-Evaluation of Teacher Dispositions*

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 _____
          (See Calendar for Specific Dates)

Points   Assignment

_____ / 5   Disposition Self-Evaluation (Due Session 8)

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

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

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

_____ / 10   Basic Lesson Plan (Due Session 2)

_____ / 5   Cooperating Teacher Interview (Due Session 3)

_____ / 10   Basic Unit Plan with Assessment Plan Evaluation (Due Session 3)

_____ / 5   Differentiation Strategy Matrix (Due Session 4)

_____ / 5   SST: Student Study Team (Due Session 5)

_____ / 5   Classroom Management Journal (Due Session 5)

_____ / 5   Classroom Management Plan (Due Session 5)

_____ / 10   Task Stream Lesson Plan (Due Session 6)

_____ / 15   Task Stream Unit Plan   (Due Session 6)

_____ / 10   Choice Book Assignment (Due Session 7 & 8)

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

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

          Make up assignments must be turned in 1 week from absence.
          The extra credit assignment is available for teacher candidates that have not missed any class
          sessions and the extra credit assignment is due Session 6.

Grading Scale

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

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

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.

Disposition 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 eight 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. **Commitment to ensuring social justice and equity for all students:** is being able to identify issues of social justice and equity in the classroom; possesses and continually develops pluralistic and divergent perspectives on educating students; holds high expectations for all learners; applies appropriate instructional strategies to ensure equal outcomes for diverse students; is willing and eager to collaborate with others, especially curriculum specialists, community leaders, and parents on preparing relevant and appropriate instructional activities, curricular units, and school structures that would provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds.

8. **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.

Score each of the disposition areas 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 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).

PROFESSIONAL TEACHER DISPOSITIONS - SINGLE SUBJECT PROGRAM

Name:_____ Date:_____ Due Session 8 _____ / 5 points possible

Download the dispositions and type your evidence and rationale for your self-rating.
Now that you have been teaching and have gained experience as a member of a school community, think about how these dispositions were/are evidenced in relation to professionalism in teaching as well as in your university classes and how you might use this as a tool in your own classroom.

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

RATING: Mid Semester: _____
EVIDENCE and RATIONALE:

2. Attention to classroom and workplace discussion protocols:
a. Respects time limitations
b. Recognizes and respects the perspectives of colleagues
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: _____
EVIDENCE and RATIONALE:

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 communication (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: _____
EVIDENCE and RATIONALE:

4. Attention to assignments and workplace paperwork requirements:
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: _____
EVIDENCE and RATIONALE:

5. General classroom and workplace demeanor:
a. Is professional, creative, kind, sensitive, respectful, has a sense of humor
b. Is supportive of colleagues, instructors, supervisors and cooperating teachers.
c. Does not conduct personal business during class time.
d. Computer is closed during discussions so that eye contact can be maintained.
e. Recognizes others' perspectives as valid and works to include all "voices" in the classroom
f. Is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom
g. Does not conduct personal business during class or school time
h. 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: _____
EVIDENCE and RATIONALE:

6. Flexibility:
a. Is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena)
b. Can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking
c. "Bounces" back easily
d. Can work calmly under stress

RATING: Mid Semester: _____
EVIDENCE and RATIONALE:

7. Commitment to ensuring social justice and equity for all students:
a. Is able to identify issues of social justice and equity in the classroom
b. Possesses and continually develops pluralistic and divergent perspectives on educating students
c. Holds high expectations for all learners
d. Applies appropriate instructional strategies to ensure equal outcomes for diverse students
e. Is willing and eager to collaborate with others, especially curriculum specialists, community leaders, and parents on preparing relevant and appropriate instructional activities, curricular units, and school structures that would provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds.

RATING: Mid Semester: _____
EVIDENCE and RATIONALE:

8. Openness to and enthusiasm for learning:
a. Can engage with a variety of educational ideas with an open mind and a sense of exploration
b. Demonstrates passion for and metacognition of learning across the curriculum and within discipline areas
c. Takes advantage of learning opportunities and seeks additional opportunities for learning

RATING: Mid Semester: _____
EVIDENCE and RATIONALE:

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 reading 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. 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.

LESSON PLANNING FORMATS

Within your teaching career you will become familiar with multiple lesson and unit planning formats. For the purpose of our program, we have provided you with two basic lesson plan formats (*Single Subject Basic Lesson Design Format* and *Single Subject Task Stream Lesson Plan)* and two unit plan formats, the *Basic Unit Plan* and the *Task Stream Unit Plan.*

Basic Single Subject Lesson Design

For this course you will first develop the *Single Subject Basic Lesson Design* (Due Session 2) and then you will expand on the foundation of the Basic Lesson Design for the more detailed *Single Subject Task Stream Lesson Plan* (Due Session 6). Although these are connected assignments you will earn a separate grade for each.

The *Single Subject Basic Lesson Design Format* is for daily lesson planning and will be required by your supervisor for clinical practice (student teaching). This basic format includes: *title, curriculum area, grade level, content and ELD standards, learning goals, objectives, assessment, instructional strategies, student activities, differentiation strategies (For Alex and Elena from TPA), and rationale.* The focus of this assignment is the steps of instruction (instructional strategies and student activities). Your supervisors will want these steps of instruction spelled out for each clinical practice observation.

This basic format will be similar to the format used for the Teaching Performance Assessments. A template for the *Single Subject Basic Lesson Design Format is* in this Syllabus and on EDSS 511 WebCT. The *Single Subject Basic Lesson Design* assignment will assist you to prepare for TPA Task 1 Scenario 1.

Single Subject Task Stream Lesson Plan

The *Single Subject Task Stream Lesson Plan* is a detailed lesson plan to guide you on how to think about teaching and learning. Although writing up this detailed of a lesson is not likely to be part of your daily preparation, we want you to understand all that needs to be considered when preparing your curriculum and instruction. By writing this comprehensive lesson plan you will create a habit and train your brain.

The *Single Subject Task Stream Lesson Plan* Template is available in this syllabus as well as on www.TaskStream.com. You must register for a year on Task Stream to gain access. You can access the format on the Lesson Builder Tool. Once you click on the Lesson Builder button in the left column, you scroll down to the "CSU San Marcos Single Subject Lesson." Once in the format you can respond to the tab for each section of the lesson plan. This will be the format you can use for the detailed lesson plan assignments for EDSS 511, 521 & 555. Feel free to adapt this lesson plan assignment in EDSS 511 for other classes in the program.

The *Single Subject Task Stream Lesson Plan* will include: *lesson context, student facts, lesson objectives, standards, assessment, steps of instruction (into/through/beyond), materials and reflection.* A major focus of this lesson plan is the differentiation strategies for the students with special education needs and the English Learners. You must address content, process and product differentiation strategies for 5 different students. The 5 different students will include: 2 students with special education needs (include Alex from TPA) & 2 English Learners (include Elena from TPA), and the 5th student can be a student of your choice. You will provide detailed descriptions of the 5 different students. The *Single Subject Task Stream Lesson Plan* assignment will assist you to prepare for TPA Task 1 Scenario 3 & 4.

Basic Unit Plan & Assessment Plan Evaluation

This is the foundation for a unit plan, a rough draft for your *Task Stream Unit Plan.* The focus of this assignment is on the assessment of the unit objectives and standards and your evaluation of the assessment plan. This assignment will assist you to prepare for TPA Task 1 Scenario 2.

Task Stream Unit Plan

Students improve learning with curriculum that is organized thematically. The *Task Stream Unit Plan* provides a structure to develop a thematic unit plan. The *Task Stream Unit Plan* assignment can be for a period of a week or more. The *Task Stream Unit Plan* will include: *class and unit context, facts about learners, unit rationale, enduring understandings, essential questions, summative assessment, unit objectives, complete plan for unit assessments (diagnostic, formative and summative), standards (content & ELD), into, through (unit calendar), and beyond, materials/resources, 5 lesson plans (1 Task Stream Lesson Plan and 4 Basic Lesson Designs), self-reflection of process and rubric with self assessment.* The *Task Stream Unit Plan* template is available in this syllabus as well as in the Unit Builder on Task Stream.

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 courses as long as you meet the criteria for each course. Resources and rubric for lessons and unit plan are available in this syllabus.

The focus of this assignment is on Wiggins and McTighe's Understanding By Design, using backward design - where teachers start with classroom outcomes and then plan the curriculum, choosing activities and materials that help determine student ability and foster student learning. The *Task Stream Unit Plan* assignment will assist you to prepare for TPA Task 1 Scenario 2.

Lesson Plan Resources

Good teachers are resourceful and learn to access lesson plans from multiple sources. I have provided some excellent websites to assist you in your subject area.

Awesome Library   http://www.awesomelibrary.org
The Awesome Library organizes the Web with 30,000 carefully reviewed resources, including the top 5 percent in education. Links not just to lesson plans and curriculum building ideas but also background resources for reading and images.

Ben's Guide to U.S. Government for Kids   http://bensguide.gpo.gov
This site provides learning tools for K-12 students, parents, and teachers. The resources teach how our government works, the use of the primary source materials of GPO Access, and how one can use GPO Access to carry out their civic responsibilities. Ben's Guide also provides a locator service to U.S. Government web sites developed for kids. The site is in some disrepair, with dead links and poorly maintained pages, but the materials provided can be useful.

CyberBee   http://www.cyberbee.com
CyberBee is Linda Joseph's cartoon character adopted to guide teachers on Internet adventures. A busy little bumblebee zooming around the Internet scouting out curriculum treasures. Many excellent suggestions for web based classroom activities available here.

Education Place   http://www.eduplace.com
Education Place from Houghton Mifflin has a great deal of information to assist teachers. Look under Activity Search for lesson plans and similar materials by subject and level. Good graphic organizers.

Education World   http://www.education-world.com
Education World's Lesson Planning Center   http://www.education-world.com/a_lesson
This is an inclusive site, it tries to list everything. It also includes reviews of some sites as a way to provide information about quality. Even though it is huge, the organization is transparent and navigation to various spots of interest is straightforward. The advertising is a bit aggressive.

Educator's Reference Desk Lesson Plans   http://www.eduref.org/Virtual/Lessons/index.shtml
A no-frills but exceptionally well organized database of ready to use lesson plans, most submitted by teachers. Listings include subject and grade level. Plans are reviewed and selected, but there are still some typos and uninspired plans.

Gateway to 21st Century Skills   http://www.thegateway.org
GEM is a 700 member Consortium effort to provide educators with quick and easy access to thousands of educational resources found on various federal, state, university, non-profit, and commercial Internet sites. Principal sponsor NEA (National Education Association).

Gay, Lesbian and Straight Education Network   http://www.glsen.org
This website provides educational resources to create schools safe from homophobia. There are free lesson plans as well as a *Book Link* with information about books for all grade levels. This organization supports the Gay Straight Alliances on middle and high school campuses.

Internet Projects Registry   http://www.gsn.org/GSH/pr/index.cfm
A clearinghouse for collaborative projects from across the globe - projects hosted by site sponsor Global SchoolNet Foundation, other reputable organizations, and partner projects conducted by teachers worldwide.

Kathy Schrock's Guide for Educators   http://discoveryschool.com/schrockguide
Kathy Schrock's Guide for Educators, sponsored by Discovery School, is a categorized list of sites useful for enhancing curriculum and professional growth. It is updated often to include the best sites for teaching and learning.

Learners Online   http://www.learnersonline.com/weekly/index.htm
Learners Online features links to curriculum aids for K-12 educators. Arrangement is by subject only, with suggested grade levels as part of each description. Although there are plans listed in most subject areas, the strength of this site is the emphasis on current events. There is also a tie-in to the Newspapers in Education program.

Lesson Plans Library   http://school.discovery.com/lessonplans
Part of the DiscoverySchool.com site, a wholly owned subsidiary of Discovery Communications. The Lesson Plans Library offers hundreds of original lesson plans, all written by teachers for teachers. Use the pull-down menus to browse by subject or grade.

Merlot   http://www.merlot.org/merlot/index.htm
A searchable collection of peer reviewed, higher education, online learning materials created by registered members. It also offers way to interact with an online community of higher education peers.

Online Instructional Resources   http://fod.msu.edu/OIR
These diverse teaching and learning resources were reviewed, organized, and annotated

PBS Teachers   http://www.pbs.org/teachers
Offers more than 1,300 lesson plans, teacher guides and online student activities. Many do not require use of PBS programming. Some are little more than suggestions but the site also contains many pages of detailed plans, arranged by subject and grade level.

Rethinking Schools   http:///www.rethinkingschols.org
Rethinking Schools is a quarterly magazine that offers social justice oriented curriculum and instructional ideas for educators. In addition Rethinking Schools offers a number of publications on critical topics in school reform. Their web resources section offers a selection of links to useful, interesting and important web sites for educators and activists.

The Solution Site   http://www.thesolutionsite.com
Offers K-12 teacher generated lesson plans that emphasize active learning. Consistently high quality lesson plans, organized for efficient retrieval, over a wide range of topics.

Teachable Moment   http://www.teachablemoment.org
Topical Activities for the K-12 classroom from Educators for Social Responsibility. Offers "timely teaching ideas, lesson plans, essays for discussion, and suggestions for guiding young people as they deal with social conflict in the world" (Choice, Feb. 2005 p. 1074).

Teaching Tolerance   http:///www.tolerance.org
Founded in 1991 by the Southern Poverty Law Center, Teaching Tolerance is dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences for al children. They provide free educational materials to teachers and other school practitioners in the U.S. and abroad. Our self-titled magazine is sent to 400,000 educators twice annually, in September and January, and tens of thousands of educators use our free curricular kits. Web-exclusive offerings include downloadable curricula, other classroom activities and materials for youth and parents/guardians.

Verizon Thinkfinity   http://www.marcopolo-education.org/home.aspx
Thinkfinity contains more than 55,000 authoritative educational and literacy resources for teachers, students and community programs including standards-based K-12 lesson plans, student materials, interactive tools and web sites. Thinkfinity also includes best-in-class evidence-based literacy resources such as the Life Span Literacy Matrix from the Verizon Literacy Network.

Yale-New Haven Teachers Institute Curriculum Units http://www.cis.yale.edu/ynhti/curriculum/indexes
Since 1978, Institute participants have created 143 volumes containing teaching units for English, history, social studies, language, art, math, and science. Units are available for all levels of elementary, middle, and high school.

Single Subject Basic Lesson Design Format 2008

Title of the Lesson	Curriculum Area & Grade Level
CA Content Standard(s)	**CA ELD Standard(s)**
Learning Goal(s) - Objective(s) (Cognitive, Affective, Psychomotor, Language)	**Assessment(s)** (Entry Level, Formative-Progress Monitoring, Summative)
Instructional Strategies (Into/Through/Closure/Beyond)	**Student Activities**

Differentiation Strategies for ELL and/or Sp Ed Students
(Content – Process – Product)

Rationale (Explain why you chose these strategies, grouping, etc.)

Single Subject Basic Lesson Design Rubric   **10 points possible**   **Due Session 2**

Design Component & Criteria	Approaching	Meets (includes the criteria for Approaching)	Exceeds (includes the criteria for Approaching & Meets)
Title 0.5 points	Provides a title that is related to the lesson activity …	& addresses the unit it belongs to …	& describes where it fits within a unit plan.
Standards and Objectives 2 points	Both CA Content and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria …	& each objective is labeled by the type (*cognitive, affective, psychomotor or language*) and number of the standard it addresses…	& identifies which of the six facets of understanding it is designed to address.
Assessment 2 points	Provides an assessment for each objective and articulates if it is *diagnostic, entry-level, formative or summative* assessment…	& clearly communicates to students about the expectations (rubric) …	& provides a sample of student work.
Instructional Strategies 1.5 points	Provides an *into*, *through* and a *beyond* activity for lesson…	& describes in detail the steps the teacher will take to implement the lesson and any need materials (i.e. graphic organizer, ppt, model, rubric)…	& provides script for teacher and times for each activity.
Student Activities 1.5 points	Describes what the students will do during the *into*, *through* and *beyond* activity of the lesson…	& each activity is student centered with multiple opportunities for the instructor to check for understanding…	& provides times for each activity.
Differentiation 1.5 points	Describes the differentiation strategy for the 5 individual students…	& labels the strategy (*lesson content, process or product*) and the way it addresses the students identity and developmental needs (*readiness, interest or learning profile*)…	& provides how the strategy will be assessed for effectiveness and altered if needed.
Rationale 1 point	Describes the rationale for teaching this lesson (*big ideas, enduring understandings, essential questions*) …	& addresses how the instructional strategies and the student activities are suited to meet the standard and objective of the lesson…	& explains how the assessment is a valid and reliable way to assess student learning.
Self-Evaluation (1 point will be deducted if not included)	Provides a copy of the rubric with the lesson plan…	& highlights the criteria for each lesson component…	& provides evidence for each criteria marked.

Task Stream Lesson Design Plan   **10 points**   **Due Session 6**

You will develop your basic lesson plan into a more detailed lesson plan using Task Stream's Lesson Builder. A major focus of this lesson design is the differentiation strategies for the students with special education needs and the English Learners. You must address content, process and product differentiation strategies for 5 different students. This assignment will assist you to prepare for TPA Task 1 Scenario 3 & 4.

Task Stream Lesson Plan Template
Lesson Context

- Lesson topic
- Subject
- Course
- Grade
- Length of lesson
- Place within the unit
- Rationale

What is important about lesson? Why does lesson matter? How does lesson fit into the overall scheme of your unit, course and your "*big picture*" goals for the students?

- Enduring Understandings

What do you want students to be left with at the end of the lesson? What do you want students to know and be able to do? Goal is to have students answer the following: Why does it (topic) work? Why does it matter? How will you apply new learning? Write up EU using this format, "*Students will understand THAT …*"

- Essential Questions

What questions will frame the teaching and learning, point students toward key issues and ideas, and suggest meaningful and provocative inquiry into the content? Remember these guides about Essential Questions:
- Have no one obvious right answer.
- Raise other important questions.
- Address the philosophical or conceptual foundations of a discipline.
- Recur naturally.
- Are framed to provoke and sustain student interest. Make you say "Hmm!"

Write the question based on the Six Facets of Understanding:
- Interpretation (critique, illustrate, judge, translate, provide metaphors)
- Explanation (describe, express, justify, predict, synthesize)
- Application (build, create, design, perform, solve.
- Empathy (assume role of, consider, imagine, relate, role-play)
- Self-Knowledge (be aware of, realize, recognize, reflect, self-assess)
- Perspective (analyze, argue, compare, contrast, infer)

Student Facts

- Whole Class Information
  - Demographics: Ethnicity, Gender, Free/Reduced Lunch, ELL, Bilingual, IEP/504/Gifted
  - Developmental Needs: Readiness, Interests, Learning Profiles (learning styles/dispositions/personality…)

- Individual Student Information and Differentiation Strategies
  Provide the following information for 5 specific students
  - 2 English Language Learners (Elena and an ELL of your choice)
  - 2 Students with Special Education Needs (Alex and student of your choice with IEP/504)
  - 1 Student of your choice
  Address the following for each student:
  - What is the students' name?
  - What is the level of your English Learner?
    - Or - What category does the student qualify for special education services? (IDEA or 504)

- Describe student's grade level, culture, language, SES, family, affect …
- What are the student's individual ed goals? Reading, writing & subject levels?
- Describe developmental needs (readiness, interest, & learning profile) for each student.
- What can you do to differentiate each student's
  - Content (curriculum materials)
  - Process (student activities)
  - Product (assessment)
  - Affect ((proactive management strategies - student activities, feedback strategies…)
  - Learning Environment (classroom space, grouping …)
  Based on their *developmental needs (readiness, interests and learning profile)*?
- What progress monitoring assessment would you choose to obtain evidence of the student's progress toward a learning goal/objective? Use a rationale for your assessment choice.
- What would be your next steps to facilitate this student's learning? Consider the student's facts - demographics and developmental needs (readiness, interests, learning profile).

Standards
Provide brief description and number(s) for both CA Content and ELD Standards. Choose 1-3 standards or frameworks that your unit will address. Go to www.cde.ca.gov

Lesson Objectives
- Include: condition, verb, criteria, type, standard #
- Using the standard/framework you chose, write an objective(s) that directly addresses your standard or framework. What skills and knowledge does the lesson/unit address?
- Condition: Under what conditions will the students meet objective? –What will your provide ad what will the student do prior to performing the objective.
- Verb: What will the student do?
- Criteria: How will you evaluate the student performance?
- Type: Identify if the objective(s) are *cognitive, affective, psychomotor or language.*
  Use the Bloom's Taxonomy of Objectives Graphic Organizers to assist you.
- Standard: Cross-reference with the standards - Example: Objective, Type & Standard #

Assessment
Have an assessment for every objective and standard in unit. Cross-reference the objective and standard for each assessment. Example: Assessment (Objective/Standard)

Include the following information about each assessment:
- Formality: formal or informal
- Purpose: diagnostic, entry level, formative and summative
- Implementation Method: written *(multiple choice, t/f, open ended essay, academic test preparation)*, verbal, performance …
- Communication of Expectations (modeling, supports, samples …)
- Evaluation Criteria (rubrics)
- Feedback Strategies
- Student Self-Assessments

Checklist for your overall assessment plan:
- Do you have an assessment for each objective and standard in the unit?
- Did you cross reference the assessment with the standard and objective?
- How will you assess prior knowledge and skills?
- What variety are you providing for the assessments?
  - Formality: formal or informal
  - Purpose: diagnostic, entry level, formative and summative
  - Implementation Method: written, verbal, performance …
  - Communication of Expectations (modeling, supports, samples …)
  - Evaluation Criteria (rubrics)

    ○ Feedback Strategies
    ○ *Student Self-Assessments*
- How will you know if your assessments are valid & reliable?
- What *criteria* will you use to judge students' success?
- How will you communicate to students the expectations?
- How will you provide *feedback* for the students?
- How will the assessments *inform your instruction*?
- Have you included a minimum of 1 rubric?

STEPS OF INSTRUCTION (See *"WHERE TO"* in UbD ppt)

Into: Introduction of the Lesson
 Describe the "Into" activity. Include in the following format:
- Hook - How will you create a hook? How will you motivate and focus students?
- What will you do to draw on previous experience, motivating students to want to learn what's in this lesson? How will you access prior knowledge? What activities will you use to tap into prior learning and knowledge and engage ALL students?
- What are the steps to begin the activity?
- How will you access prior knowledge? What activities will you use to tap into prior learning and knowledge and engage ALL students?
- What are the steps to begin the activity?
- How will you handle the room arrangement?
- How will you handle student grouping?
- How will you handle transitions and misbehavior?
- What questions will you ask to prompt learning?
- Lesson Preview - What will you preview of the whole lesson?
- How will your connect the different activities? Transitions?

Through: Main Part of Lesson with Student Activities
- Daily Objectives (condition, verb, & criteria)
- Standards (Content & ELD)
- Student Activities
- Assessment (formality, purpose, implementation method, & criteria)

Beyond: Lesson Closure and Unit Transition Activities
- How will you have students summarize and make meaning of their learning?
- What kind of "product" will students produce as a culminating demonstration of their learning?
- Write up: Objective of the closure, Standard, Student activity, Assessment

Materials/Resources: Identify all tangible resources you will need to teach lesson.

Reflection
- In what ways have you differentiated instruction to meet the varying needs of your students including your high achievers?
- What strengths and possible limitations do you see in your plan?
- What forms of data- evidence might you collect from this lesson to measure its effectiveness - gauged by actual student learning?
- What have you learned about yourself, students, your plan topic, and/or planning in general as a result of designing this plan?
- What do you know now that you didn't know at the start of this lesson or program?

Rubric With Self-Assessment
- Highlight the criteria on the lesson plan rubric that you believe best describes your lesson plan.
- Turn in your highlighted scoring guide as an attachment to your lesson plan.

- If you did this lesson plan with a partner, you should each score yourselves individually. You should also include at the bottom of the scoring guide an evaluation of how you and your partner worked together.

Single Subject Task Stream Lesson Plan Rubric   **10 points possible**   **Due Session 6**

Design Component & Criteria	Approaching	Meets (includes the criteria for Approaching)	Exceeds (includes the criteria for Approaching & Meets)
Lesson Context 0.5 points	Describes the rationale for teaching this lesson (*big ideas, enduring understandings, essential questions*) …	& addresses the unit it belongs to …	& describes where it fits within a unit plan.
Student Facts 1 point	Provide information the whole class (demographics, readiness, interests, learning profile) …	& describe 5 individual students (2 ELL, 2 Special Ed and another student of your choice). Include the student's name, label, grade level, culture, language, SES, family, affect, individual ed goals, readiness (reading, writing and subject area level), interests, & learning profile …	& include information about students' affects and needs for their learning environment.
Differentiation 1 points	Describes the differentiation strategy for the 5 individual students…	& labels the strategy (*lesson content, process or product*) and the way it addresses the students identity (*readiness, interest or learning profile*)…	& provides how the strategy will be assessed for effectiveness and altered if needed.
Standards and Objectives 1 point	Both CA Content and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria …	& each objective is labeled by the type (*cognitive, affective, psychomotor or language*) and number of the standard it addresses…	& identifies which of the six facets of understanding it is designed to address.
Assessment 1 point	Provides an assessment for each objective and articulates if it is *diagnostic, entry-level, formative or summative* assessment…	& clearly communicates to students about the expectations (rubric) …	& provides a sample of student work.
Instructional Strategies 1.5 points	Provides an *into*, *through* and a *beyond* activity for lesson…	& describes in detail the steps the teacher will take to implement the lesson and any need materials (i.e. graphic organizer, ppt, model, rubric)…	& provides script for teacher and times for each activity.
Student Activities 1.5 points	Describes what the students will do during the *into*, *through* and *beyond* activity of the lesson…	& each activity is student centered with multiple opportunities for the instructor to check for understanding…	& provides times for each activity.
Materials & Resources 0.5 points	Describe all the materials needed to implement the lesson…	& the materials address a range of student needs and variety of interests and learning profiles…	& the materials display the candidates imagination and creativity.
Reflection 1 point	Addresses all the reflection prompts about differentiation, strengths and limits of the lesson, &effectiveness of lesson …	& describes what you learned about yourself and your students…	& identify what you would keep in mind for the next lesson.
Self-Evaluation 1 point	Provides a copy of the rubric with the lesson plan…	& highlights the criteria for each lesson component…	& provides evidence for each criteria marked.

Basic Unit & Assessment Plan Evaluation   **10 points**   **Due Session 3**

This is the foundation for your unit plan assignment, a rough draft. Once you receive feedback on this assignment you can add more detail for your Task Stream Unit Plan. The focus of this assignment is on the assessment of the unit objectives and standards. This assignment will assist you to prepare for TPA Task 1 Scenario 2. Scenario 2 requires you to evaluate the assessments for a unit plan in your subject area.

The Basic Unit Plan Template

Unit Context
- Unit topic
- Subject
- Course
- Grade
- Length of unit**:** number of days/weeks this unit will cover
- Number and length of class periods

Student Facts
- Whole Class Information
  - Demographics: Ethnicity, Gender, Free/Reduced Lunch, ELL, Bilingual, IEP/504/Gifted
  - Developmental Needs: Readiness, Interests, Learning Profiles (learning styles/dispositions/personality…)

- Students with Special Needs (Special Ed or ELL) – include names, labels & levels

Unit Rationale
- Rationale

What is important about unit? Why does unit matter? How does unit fit into the overall scheme of your course and your "*big picture*" goals for the students?

- Enduring Understandings

What do you want students to be left with at the end of the unit? What do you want students to know and be able to do? Goal is to have students answer the following: Why does it (topic) work? Why does it matter? How will you apply new learning? Write up EU using this format, "*Students will understand THAT …*"

- Essential Questions

What questions will frame the teaching and learning, point students toward key issues and ideas, and suggest meaningful and provocative inquiry into the content? Remember these guides about Essential Questions:
  - Have no one obvious right answer.
  - Raise other important questions.
  - Address the philosophical or conceptual foundations of a discipline.
  - Recur naturally.
  - Are framed to provoke and sustain student interest. Make you say "Hmm!"

Write the question based on the Six Facets of Understanding:
  - Interpretation (critique, illustrate, judge, translate, provide metaphors)
  - Explanation (describe, express, justify, predict, synthesize)
  - Application (build, create, design, perform, solve.
  - Empathy (assume role of, consider, imagine, relate, role-play)
  - Self-Knowledge (be aware of, realize, recognize, reflect, self-assess)
  - Perspective (analyze, argue, compare, contrast, infer)

Standards
Provide brief description and number(s) for both CA Content and ELD Standards. Choose 1-3 standards or frameworks that your unit will address. Go to www.cde.ca.gov

Unit Objectives
- Include: condition, verb, criteria, type, standard #
- Using the standard/framework you chose, write an objective(s) that directly addresses your standard or framework. What skills and knowledge does the lesson/unit address?
- Condition: Under what conditions will the students meet objective? –What will your provide ad what will the student do prior to performing the objective.
- Verb: What will the student do?
- Criteria: How will you evaluate the student performance?
- Type: Identify if the objective(s) are *cognitive, affective, psychomotor or language.*
  Use the Bloom's Taxonomy of Objectives Graphic Organizers to assist you.
- Standard: Cross-reference with the standards - Example: Objective, Type & Standard #

Unit Calendar (Through)
- Daily Objective (condition, verb, & criteria)
- Daily Standard
- Daily Student Activity or Activities
- Daily Assessment (formality, purpose, implementation method, & criteria)

Assessment Plan
Have an assessment for every objective and standard in unit. Cross-reference the objective and standard for each assessment. Example: Assessment (Objective/Standard)

Include the following information about each assessment:
- Formality: formal or informal
- Purpose: diagnostic, entry level, formative and summative
- Implementation Method: written *(multiple choice, t/f, open ended essay, academic test preparation)*, verbal, performance …
- Communication of Expectations (modeling, supports, samples …)
- Evaluation Criteria (rubrics)
- Feedback Strategies
- Student Self-Assessments

Checklist for your overall assessment plan:
- Do you have an assessment for each objective and standard in the unit?
- Did you cross reference the assessment with the standard and objective?
- How will you assess prior knowledge and skills?
- What variety are you providing for the assessments?
  - Formality: formal or informal
  - Purpose: diagnostic, entry level, formative and summative
  - Implementation Method: written, verbal, performance …
  - Communication of Expectations (modeling, supports, samples …)
  - Evaluation Criteria (rubrics)
  - Feedback Strategies
  - *Student Self-Assessments*
- How will you know if your assessments are valid & reliable?
- What *criteria* will you use to judge students' success?
- How will you communicate to students the expectations?
- How will you provide *feedback* for the students?
- How will the assessments *inform your instruction*?
- Have you included a minimum of 1 rubric?

Assessment Plan Evaluation

- 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.
- Develop an additional assessment that could improve the assessment plan. Provide a copy of the instructions, supports and rubric.
- Explain how 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?
    - How does this provide more information about what the students really know and understand
    - How does this assessment minimize students' misconceptions?
    - How does this assessment assist the students to progress toward achieving their learning goals/objectives of the unit?

Basic Unit & Assessment Plan Evaluation Rubric   **10 points Due Session 3**

Design Component & Criteria	Approaching	Meets (includes the criteria for Approaching)	Exceeds (includes the criteria for Approaching & Meets)
Unit Context 0.5 points	Describes the subject/content area, curse, grade level & …	& describes the length of unit, number of class periods and lengths of periods.	& describes where it fits within the year plan.
Student Facts 1 point	Provide information the whole class (demographics, readiness, interests, learning profile) …	& describe 5 individual students (2 ELL, 2 Special Ed and another student of your choice). Include the student's name, label, grade level, culture, language, SES, family, affect, individual ed goals, readiness (reading, writing and subject area level), interests, & learning profile …	& include information about students' affects and needs for their learning environment.
Unit Rationale 1 point	Explain the importance of unit in the student's big picture of learning & describes the *enduring understandings* - what student's will know and be able to do at the end of the unit …	& articulate what *essential questions* you will use to frame the unit …	& label the questions based on the *Six Facets of Understanding.*
Standards and Objectives 1 point	Both CA Content and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria …	& each objective is labeled by the type (*cognitive, affective, psychomotor or language*) and number of the standard it addresses…	& identifies which of the six facets of understanding it is designed to address.
Assessment 1 point	Provides an assessment for each objective and articulates …	& identifies the formality, purpose, implementation method, communication of expectations, evaluation criteria, and self-assessment process …	& provides a sample of student work.
Through 2 points	Provide a unit calendar outlining what is addressed each day (objectives, standards, student activity and assessment) …	& each activity is student centered with multiple opportunities for the instructor to check for understanding…	& provide instructional materials for each lesson plan.
Assessment Plan Evaluation 3.5 points	Identify one strength and weakness in the assessment plan in relation to the learning goals of this unit & develop and additional assessment to address the weakness …	& address how additional assessment improves the assessment plan and address it's formality, purpose, implementation method, communication of expectations, evaluation criteria, feedback strategies as well as student assessment opportunities & address all prompts from template …	& identify how your assessment plan informed your instructional plan.
Self-Evaluation (1 point will be deducted if not included)	Provides a copy of the rubric with the unit plan…	& highlights the criteria for each component…	& provides evidence for each criteria marked.

UNIT TOPIC: Title or brief description of unit theme

UNIT CONTEXT
Subject/Content Area
Course
Grade Level
Length of Unit: Number of days/weeks this unit will cover
Number of class periods and length of periods

FACTS ABOUT THE LEARNERS
Whole Class Information
- Number of students in class
- Demographic Information: Ethnicity, Gender, Free and reduced lunch, ELL, Bilingual, IEP, 504, Gifted
- Developmental Needs: Readiness, Interests, Learning Profiles (learning styles/dispositions)

Individual Student Information and Differentiation Strategies
Provide the following information for 5 specific students
- 2 English Language Learners (Elena and an ELL of your choice)
- 2 Students with Special Education Needs (Alex and student of your choice with IEP/504)
- 1 Student of your choice
Address the following for each student:
- What is the students' name?
- What is the level of your English Learner?
  Or
- What category does the student qualify for special education services?
  (13 IDEA categories or 504)
- Describe student's grade level, culture, language, SES, family, affect …
- What are the student's individual ed goals? Reading, writing & subject levels?
- Describe developmental needs (readiness, interest, & learning profile) for each student.
- What can you do to differentiate each student's
  - Content (curriculum materials)
  - Process (student activities)
  - Product (assessment)
  - Affect ((proactive management strategies - student activities, feedback strategies…)
  - Learning Environment (classroom space, grouping …)
  Based on their developmental needs (*readiness, interests and learning profile)*?
- What progress monitoring assessment would you choose to obtain evidence of the student's progress toward a learning goal/objective? Use a rationale for your assessment choice.
- What would be your next steps to facilitate this student's learning? Consider the student's facts - demographics and developmental needs (readiness, interests, learning profile).

Unit Rationale
What is important about unit? Why does unit matter? How does unit fit into the overall scheme of your course and your "*big picture*" goals for the students?

Enduring Understandings (EU)
What do you want students to be left with at the end of the unit? What do you want students to know and be able to do? Goal is to have students answer the following: Why does it (topic) work? Why does it matter? How will you apply new learning? Write up EU using this format, "*Students will understand THAT …*"

Essential Questions
What questions will frame the teaching and learning, point students toward key issues and ideas, and suggest meaningful and provocative inquiry into the content? Remember these guides about Essential Questions:
- o Have no one obvious right answer.
- o Raise other important questions.
- o Address the philosophical or conceptual foundations of a discipline.
- o Recur naturally.
- o Are framed to provoke and sustain student interest. Make you say "Hmm!"

Write the question based on the Six Facets of Understanding:
- o Interpretation (critique, illustrate, judge, translate, provide metaphors)
- o Explanation (describe, express, justify, predict, synthesize)
- o Application (build, create, design, perform, solve.
- o Empathy (assume role of, consider, imagine, relate, role-play)
- o Self-Knowledge (be aware of, realize, recognize, reflect, self-assess)
- o Perspective (analyze, argue, compare, contrast, infer)

STANDARDS
CA Content Standards
Choose 1-3 standards or frameworks that your unit will address. Go to www.cde.ca.gov

CA ELD Standards
Choose 1-3 standards or frameworks that your unit will address. Go to www.cde.ca.gov

UNIT OBJECTIVES
- Include: condition, verb, criteria, type, standard #
- Using the standard/framework you chose, write an objective(s) that directly addresses your standard or framework. What skills and knowledge does the lesson/unit address?
- Condition: Under what conditions will the students meet objective? –What will your provide ad what will the student do prior to performing the objective.
- Verb: What will the student do?
- Criteria: How will you evaluate the student performance?
- Type: Identify if the objective(s) are *cognitive, affective, psychomotor or language.*
  Use the Bloom's Taxonomy of Objectives Graphic Organizers to assist you.
- Standard: Cross-reference with the standards - Example: Objective, Type & Standard #

ASSESSMENT PLAN
Have an assessment for every objective and standard in unit. Cross-reference the objective and standard for each assessment. Example: Assessment (Objective/Standard)

Include the following information about each assessment:
- Formality: formal or informal
- Purpose: diagnostic, entry level, formative and summative
- Implementation Method: written *(multiple choice, t/f, open ended essay, academic test preparation)*, verbal, performance …
- Communication of Expectations (modeling, supports, samples …)
- Evaluation Criteria (rubrics)
- Feedback Strategies
- Student Self-Assessments

Checklist for your overall assessment plan:
- Do you have an assessment for each objective and standard in the unit?
- Did you cross reference the assessment with the standard and objective?
- How will you assess prior knowledge and skills?
- What variety are you providing for the assessments?

- o Formality: formal or informal
- o Purpose: diagnostic, entry level, formative and summative
- o Implementation Method: written, verbal, performance …
- o Communication of Expectations (modeling, supports, samples …)
- o Evaluation Criteria (rubrics)
- o Feedback Strategies
- o *Student Self-Assessments*
- How will you know if your assessments are valid & reliable?
- What *criteria* will you use to judge students' success?
- How will you communicate to students the expectations?
- How will you provide *feedback* for the students?
- How will the assessments *inform your instruction*?
- Have you included a minimum of 1 rubric?

STEPS OF INSTRUCTION (See *"WHERE TO"* in UbD ppt)

Into (Objectives/Standards, Student Activity & Assessment)
Objectives/Standards
What is the purpose of the *into* activity of the unit?
Student Activity
- Describe overview of "Into" lesson for the unit. Include in the following format:
- Hook - How will you create a hook? How will you motivate and focus students?
- What will you do to draw on previous experience, motivating students to want to learn what's in this unit? How will you access prior knowledge? What activities will you use to tap into prior learning and knowledge and engage ALL students?
- What are the steps to begin the activity?
- How will you access prior knowledge? What activities will you use to tap into prior learning and knowledge and engage ALL students?
- What are the steps to begin the activity?
- How will you handle the room arrangement?
- How will you handle student grouping?
- How will you handle transitions and misbehavior?
- What questions will you ask to prompt learning?
- Unit Preview - What will you preview of the whole unit?
- How will your connect the different activities? Transitions?
Assessment - what will you do to assess the students' learning about the content from the "Into"
- Formality: formal or informal
- Purpose: diagnostic, entry level, formative and summative
- Implementation Method: written, verbal, performance …
- Communication of Expectations (modeling, supports, samples …)
- Evaluation Criteria (rubrics)
- Feedback Strategies

Through: Unit Calendar
- Daily Objectives (condition, verb, & criteria)
- Standards (Content & ELD)
- Student Activities
- Assessment (formality, purpose, implementation method, & criteria)

Beyond: Unit Closure and Unit Transition Activities
- How will you have students summarize and make meaning of their learning?
- What kind of "product" will students produce as a culminating demonstration of their learning?
- Write up: Objective of the closure, Standard, Student activity, Assessment

MATERIALS/RESOURCES
Identify all tangible resources you will need to teach unit.

FIVE LESSON PLANS
- 1 Single Subject Task Stream Lesson Plan
- 4 Single Subject Basic Lesson Plans
(See requirements for each in syllabus.)

REFLECTION
- In what ways have you differentiated instruction to meet the varying needs of your students including your high achievers?
- What strengths and possible limitations do you see in your plan?
- What forms of data - evidence might you collect from this unit to measure its effectiveness - gauged by actual student learning?
- What have you learned about yourself, students, your unit plan topic, and/or planning in general as a result of designing this unit plan?
- What do you know now that you didn't know at the start of this unit or program?

RUBRIC WITH SELF-ASSESSMENT
- Highlight the criteria on the unit plan rubric that you believe best describes your unit plan.
- Turn in your highlighted scoring guide as an attachment to your unit plan.
- If you did this unit plan with a partner, you should each score yourselves individually. You should also include at the bottom of the scoring guide an evaluation of how you and your partner worked together.

TASK STREAM UNIT RUBRIC 15 points Due Session 6

Design Component & Criteria	Approaching	Meets (includes the criteria for Approaching)	Exceeds (includes the criteria for Approaching & Meets)
Unit Context 0.5 points	Describes the subject/content area, curse, grade level & …	& describes the length of unit, number of class periods and lengths of periods.	& describes where it fits within the year plan.
Student Facts 1 point	Provide information the whole class (demographics, readiness, interests, learning profile) …	& describe 5 individual students (2 ELL, 2 Special Ed and another student of your choice). Include the student's name, label, grade level, culture, language, SES, family, affect, individual ed goals, readiness (reading, writing and subject area level), interests, & learning profile …	& include information about students' affects and needs for their learning environment.
Different-iation 2 point	Describes the differentiation strategy for the 5 individual students…	& labels the strategy (*lesson content, process or product*) and the way it addresses the students identity and developmental needs (*readiness, interest or learning profile*)…	& provides how the strategy will be assessed for effectiveness and altered if needed.
Unit Rationale 1 point	Explain the importance of unit in the student's big picture of learning & describes the *enduring understandings* - what student's will know and be able to do at the end of the unit …	& articulate what *essential questions* you will use to frame the unit …	& label the questions based on the *Six Facets of Understanding.*
Standards and Objectives 1 point	Both CA Content and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria …	& each objective is labeled by the type (*cognitive, affective, psychomotor or language*) and number of the standard it addresses…	& identifies which of the six facets of understanding it is designed to address.
Assessment 1 point	Provides an assessment for each objective and articulates …	& identifies the formality, purpose, implementation method, communication of expectations, evaluation criteria, and self-assessment process …	& provides a sample of student work.
Into 1 point	Provides an *into*, activity for unit …	& describes in detail the steps the teacher will take to implement the into lesson and any need materials (i.e. graphic organizer, ppt, model, rubric)…	& provides script for teacher and times for each activity.
Through 2 points	Provide a unit calendar outlining what is addressed each day (objectives, standards, student activity and assessment) …	& each activity is student centered with multiple opportunities for the instructor to check for understanding…	& provide instructional materials for each lesson plan.
Beyond 1 point	Provides a *beyond* activity for unit …	& describes in detail the steps the teacher will take to implement the beyond activities and any need materials (i.e. graphic organizer, ppt, model, rubric)…	& provides script for teacher and times for each activity.
Lesson Plans 2 points	5 lesson plans are provided (1 Task Stream Lessons and 4 Basic Lesson Designs) …	& each lesson meets all the requirements specified in their perspective rubrics including all the instructional materials …	& A full Task Stream Lesson is provided for each of the 5 days.
Materials & Resources 0.5 points	Describe all the materials needed to implement the lesson…	& the materials address a range of student needs and variety of interests and learning profiles…	& the materials display the candidates imagination and creativity.
Reflection 1 point	Addresses all the reflection prompts about differentiation, strengths and limits of the lesson, &effectiveness of lesson …	& describes what you learned about yourself and your students…	& identify what you would keep in mind for the next lesson.
Self-Evaluation 1 point	Provides a copy of the rubric with the unit plan…	& highlights the criteria for each component…	& provides evidence for each criteria marked.

Cooperating Teacher Interview   **5 points**   **Due Session 3**

Communication with your cooperating teacher is essential for success. This interview assignment has 15 questions to get you started. Add 5 questions of your own to make it fit your needs. Make an appointment to meet with your cooperating teacher to discuss expectations in the first two weeks of semester. Consider giving a copy of the questions to your cooperating teacher ahead, so he/she has time to prepare. In addition use the student teaching induction plan as a basis for the conversation (from the orientation). The detail of your responses will determine the number of points you earn.

Cooperating Teacher Interview Rubric

Criteria	Approaching	Meets	Exceeds
15 Questions	Provide answers to 10 of the questions.	Provide answers to all 15 questions.	Provide rich detail for the 15 answers.
5 Added Questions	Provide a list of the 5 additional questions.	Provide the questions and answers to the additional 5 questions.	Organize the 5 additional questions and answers with the themes of the 15 set questions.
Induction Plan	Make reference to the induction plan.	Provide evidence of how you and your teacher will provide a variety of supports for the different stages of the induction process.	Articulate how you and your teacher will access the needs of you as a team in the different stages of the induction process.
Evidence of Developing a Collaboration	Articulate the foundation you are creating as a team.	Articulate any strategies that will be used for a successful collaboration (communication, planning, management…).	Cite each of the three areas on how your approaches are grounded in your philosophy.
Organization	Each question is recognized with a different font (italic, bold, colored…).	Interview is organized so the questions are easy to identify not only by font, but also in the context of the writing.	Visual representations are provided to communicate the foundation of the collaboration of your team.
Self-Evaluation (1 point will be deducted if not included)	Provides a copy of the rubric …	& highlights the criteria for each component…	& provides evidence for each criteria marked.

Differentiation Strategy Matrix   **5 points**   **Due Session 4**

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 Tasks, Lesson Design and Unit Plan.

The matrix will be graded on the content and the organization. See the following rubrics provided.

Differentiation Strategy Matrix Rubric   **5 points**   **Due Session 4**

Element	Approaching Expectations	Meets Expectations	Exceeds Expectations
Identify categories covered under IDEA, Voc Rehab 504, and other differences	All 13 categories covered under IDEA	All 13 categories covered under IDEA, minimum of 1 differences under Voc Rehab 504 and 1 other differences	All 13 categories covered under IDEA, minimum of 3 differences under Voc Rehab 504 and 10 other differences
Description of learning, social and behavioral characteristics for each category	Description of 1-2 of the following three: characteristics, incidence, and educational implications	Description of characteristics, incidence, and educational implications	Detailed description of characteristics, incidence, and educational implications
Assessment to determine presence/degree of each category	Description of formal or informal assessment procedures.	Description of formal and informal assessment procedures.	Detailed description of formal and informal assessment procedures.
Classroom Environment Differentiation for each category	1-2 modifications in classroom environment for each category	3-4 modifications in classroom environment for each category	5 or more modifications in curriculum, materials or goals for each category
Content Differentiation for each category	1-2 modifications in content (curriculum, materials or goals) for each category	3-4 modifications in content (curriculum, materials or goals) for each category	5 or more modifications in content (curriculum, materials or goals) for each category
Process Differentiation for each category	1-2 modifications in teaching practice/process for each category	3-4 modifications in teaching practice/process for each category	5 or more modifications in teaching practice/process assessment for each category
Product Differentiation for each category	1-2 modifications in learning product assessment for each category	3-4 modifications in learning product assessment for each category	5 or more modifications in product for each category
Resources	Provides a minimum of 3 books, web resources or local organizations	Provides 1 or more books, 1 or more web resources & 1 or more local organizations	Provides 2 or more books, 2 or more web resources & 2 or more 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.
Self-Evaluation (1 point will be deducted if not included)	Provides a copy of the rubric with the assignment…	& highlights the criteria for each rubric component…	& provides evidence for each criteria marked.

Differentiation Strategy Matrix Organization   7 extra credit points possible   Due Session 4

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
Table of Contents	All 13 categories covered under IDEA, minimum of 3 differences under Voc Rehab 504 and 10 other differences IDEA are alphabetized As a subset, 504 are alphabetized as a subset, all other differences are alphabetized as a subset 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 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 Category label is in all caps and in bold 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 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" 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.
Self-Evaluation (1 point will be deducted if not included)	Provides a copy of the rubric …	& highlights the criteria for each component…	& provides evidence for each criteria marked.

Classroom Management Journal   **5 points   Due Session 5**

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. This is a two-part assignment. One part is due this semester and the next is due in the spring in EDSS 541.

Classroom Management Journal Rubric   5 points   Due Session 5

Criteria	Approaching	Meets	Exceeds
Variety of Management Strategies	Articulate 1-10 types of strategy areas.	Articulate 11-19 types of strategy areas.	Articulate 20 or more types of strategy areas.
Detail of Specific Strategies	Name each specific strategy within the areas.	Provide a name and a rich description of each strategy.	Describe how each area is grounded in a philosophical perspective.
Number of Strategies	Articulate 1-3 strategies within each area.	Articulate 4-9 strategies within each area.	Articulate 10 or more strategies within each area.
Organization	Each strategy area has a separate label.	Each label is easy to read and is in an accessible and logical order for quick reference.	Each strategy area has organization within it for quick reference.
Opportunities for Additions	The journal has space for new additions.	The journal is organized in a fashion that it can endure years of additions.	Topics for future additions are included.
Self-Evaluation (1 point will be deducted if not included)	Provides a copy of the rubric …	& highlights the criteria for each component…	& provides evidence for each criteria marked.

Classroom Management Plan   **5 points**   **Due Session 5**
To describe your classroom management plan address preventive, supportive and corrective management strategies. Identify a minimum of 4 strategies for each area. Include in the description how this reflects your philosophy. See suggested topics for each area are listed below. Cite the discipline theorists from C.M. Charles' (2004) Building Classroom Discipline that are informing your strategies. Use APA style for all citations: (Author, date, p. #).

Management Areas
Preventive
      Curriculum
      Classroom Environment
      Teacher Interactions with Students
      Shared Understandings of Expectations
      Teaching students positive behaviors
      Teaching strategies to meet students' needs while not disrupting others.
Supportive
      Show interest in students
      Nonverbal communication with students
      Physical Proximity
      Prompting
      Supportive Challenges
      Adapting Assignments to meet student needs
Corrective
      Interventions
      Talking with students
      Applying consequences
      Keep your composure – Not let students push your buttons
      Consistency

Classroom Management Plan Rubric

Criteria	Approaching	Meets	Exceeds
Preventive Approach	Articulate 1-3 strategies to prevent negative student behavior.	Articulate 4 strategies to prevent negative student behavior.	Articulate 5 or more strategies to prevent negative student behavior.
Supportive Approach	Articulate 1-3 strategies to support positive behavior.	Articulate 4 strategies to support positive behavior.	Articulate 5 or more strategies to support positive behavior.
Corrective Approach	Articulate 1-3 strategies to correct student behavior.	Articulate 4 strategies to correct student behavior.	Articulate 5 or more strategies to correct student behavior.
Philosophical Grounding	Describe how each area is grounded in a philosophical perspective.	Cite how your management approach is grounded in your philosophy.	Cite each of the three areas on how your approaches are grounded in your philosophy.
Citations	Cite 1 discipline theorist for each area	Cite 2 discipline theorists for each area.	Cite 3 discipline theorists for each area.
Self-Evaluation (1 point will be deducted if not included)	Provides a copy of the rubric …	& highlights the criteria for each component…	& provides evidence for each criteria marked.

Student Study Team (SST)   5 points   Due Session 5

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 the role-play. You can use the following items to assist you: SST Best Practice List, SST Meeting Summary, Differentiation Strategy Matrix, Student Fact Sheet, Differentiation Strategies, Descriptions of the SST Member Responsibilities.

As a product you will write a response to TPE 6d on TaskStream.   See TPE 6D below.

Note you will need to participate in the in class role-play to earn any credit for the assignment. Your grade will be based on what you upload to TaskStream TPE 6d. You may use the TPE 6D Template, TPE Checklist and the TPE Writing PPT for guidance.

TPE 6D: Developmentally Appropriate Teaching Practices for Special Education: Teaching the Special Education Population in the General Education Environment

Candidates for a Teaching Credential know and use principles of universal design to differentiate instruction and develop accommodations and modifications in curriculum, assessment, and instruction in order to ensure that special populations including students with identified disabilities, students with behavior intervention plans, and students considered gifted and talented have access to and actively participate in the general education core curriculum. They can articulate the rationale for inclusive educational opportunities for all students. They are familiar with major disability characteristics and strategies for accommodating those differences in the classroom. They know the eligibility criteria for special services (e.g., special education, gifted and talented services). They are familiar with their legal and ethical responsibility to participate in the Individual Education Program (IEP) process and implement students' IEPs with integrity. They use pre-referral processes such as the Student Study Team and consultation with general and special education colleagues to minimize referral of students to special education or other exceptional services. They collaborate with special educators and other specialized support personnel to plan, teach, and assess students with special characteristics for whom they are responsible. They use natural peer supports (e.g., partner learning, peer tutoring, classroom meetings), collaborative teaching and learning methods, and other appropriate materials and technologies (including assistive technologies) to a) create a caring classroom community in which students value one another's differences, b) develop the social competence of and relationships among class members, and c) meet the educational and social/emotional needs of individual students.

TPE 6D At A Glance:
- Articulates rationale for inclusive education for all students
- Understands and applies principles of universal design to differentiate instruction
- Develops modifications and adaptations in curriculum assessment and instruction for students with special needs
- Understands roles and responsibilities as members of SST & IEP Teams
- Collaborates with others to plan, teach and assess students with special characteristics

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TPE 6D TEMPLATE
Write 3 paragraphs for TPE 6D Response. Use the following format for your first person narrative.

Description
1. Identify the part of the TPE you will address.
2. Use the language from the TPE in your introductory paragraph.
    Example: Understand roles and responsibilities as members of SST & IEP Teams
3. Identify the evidence that you will use to illustrate how you address TPE 6D. Make sure the name you use to refer to the evidence match the name of the attachment.
    Examples: SST Meeting Summary, Differentiation Strategy Matrix, Student Fact Sheet, Differentiation Strategies, Descriptions of the SST Member Responsibilities, SST Best Practices

Evidence Analysis
For each piece of evidence write a paragraph describing the evidence and analyzing how it addresses the specific part of the TPE you are focusing on.
1. Piece of Evidence #1
    a. Describe the piece of evidence you have attached. Make sure the name you use to refer to the piece of evidence matches the name you gave the attachment. Chose a name that is descriptive, but also easy to refer to within this paragraph. You do not want the reference to be clumsy or difficult for your reader to understand.

   b. Analyze how this piece of evidence is a good example of how you address the specific part of the TPE. Use the language from the TPE like you used in the description paragraph for consistency and clarity. Break the analysis down so that the reader can see how you connect the evidence to the TPE. Use APA citations to honor authors of work you are building upon.

 2. Piece of Evidence #2
   If you use more than one piece of evidence follow instructions above.

Reflection
 1. Reflect on how developing these pieces of evidence or using these pieces of evidence in your teaching have helped you grow and pursue your quest to become an accomplished teacher.
 2. Describe how the different pieces of evidence are connected and how they work together to address the focus area of this TPE.
 3. Identify what you still need to learn in regards to this TPE.
 4. Make sure your refer back to the language from the TPE.

File Attachments
 1. Evidence #1 Name: Write 1-2 sentence describing what that piece of evidence is.
 2. Evidence #2 Name: Write 1-2 sentence describing what that piece of evidence is. (If applicable.)
   Example: SST Best Practice: This is a list of practices educators can use to ensure a successful SST Meeting. These strategies can assist the student to be successful at school.

See Checklist to confirm that you met all the requirements.

TaskStream TPE Response Checklist

Your TPE response should include the following DESCRIPTION, ANALYSIS, and REFLECTION sequence and contain a minimum of one artifact as evidence of your learning. Include artifacts from both your coursework and/or your clinical practice.

Description Paragraph (DESCRIBE your learning relative to the TPE)
- Did you identify what part of the TPE you are addressing using language   _____
  from the TPE?
- Did you give an overview of your learning related to the elements of the   _____
  TPE you identified above?
- Did you name the artifact(s) you will be explaining in your following   _____
  paragraphs as evidence of your learning?
- Did you capitalize the name of your artifact attachments like a title?   _____
- Are you consistent about what you call your evidence?   _____
- Did you spell out acronym and then introduce acronym in a parenthesis?   _____
- Did you use first person language?   _____

Evidence Paragraph (ANALYZE an artifact to demonstrate your learning)
- Did you identify the artifact you are analyzing?   _____
- Did you explain how this piece of evidence addresses elements of the   _____
  TPE you outlined in your opening paragraph?
- Is this artifact a good representation of the elements of this TPE—is it   _____
  an effective representation of your learning related to this TPE?
- Did you use first person language?   _____
- Did you attach your artifact to your response in TaskStream?   _____
- Does your attachment have an appropriate title and short descriptor?   _____

Reflection Paragraph (REFLECT on your learning and next steps)
- Did you reflect upon and summarize the significance of your learning   _____
  overall (connected to the TPE)
- Did you explain what you still need to learn related to this TPE?   _____
- Did you use first person language?   _____

Choice Book Presentation   **10 points**   **Due Week 7 & 8**

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)
- 5-minute Skit (either directly from book or created by group to illustrate a main idea)
- Presentation Visuals (poster, PPT, overhead, and/or props).
- 1-page individual reflection on individual effort and group process

Literature Circle guide and tools are available in syllabus.

Choice Book Presentation Rubric

Criteria	Approaching	Meets	Exceeds
Handout	1 page handout.	1-page handout includes: names of presenters, APA style book reference, key concepts & book review.	1-page handout is visually engaging with use of images, fonts and creative use of space.
Skit	Skit is under 5 minutes.	Skit illustrates the main ideas of the book. Cannot earn full credit if skit is over 5 minutes.	Skit is well acted and engaging.
Visual	A visual representation is provided during the presentation (poster, PPT, overhead, and/or props).	The visual chosen make sense for representing the book.	The visual can be referenced in future.
Reflections	Each participant provides a 1-page reflection on the literature circle process.	Each reflection addresses the individual contribution and evaluation as well as an evaluation of the group work.	It is clear that the participants are honest and forthright about the process, but always professional and seeking a positive goal.
Professionalism	Presentation is evident of practice and preparation.	Presentation meets the time limits with ease.	Presentation is entertaining and engaging.
Self-Evaluation (1 point will be deducted if not included)	Provides a copy of the rubric …	& highlights the criteria for each component…	& provides evidence for each criteria marked.

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)
	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   5 points   Due Session 6

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.

Make-up or Extra Credit Option: Teacher Interview Rubric   **5 points**   **Due Session 6**

Criteria	Developing	Approaching	Meets
Context (1 point)	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 (1 point)	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 (If no drafts are provided – subtract 1 point from whole score.)	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	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.
Self-Evaluation (1 point will be deducted if not included)	Provides a copy of the rubric …	& highlights the criteria for each component…	& provides evidence for each criteria marked.

Turn in a copy of rubric with your assignment.

Make Up/Extra Credit Assignment - Teachers in the Movies Review   5 points   Due Session 6

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?

Make-up or Extra Credit Option: Teacher Movie Review Rubric   **5 points**   **Due Session 6**

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. (Subtract a point from overall score)	1 draft of film review provided.	More than one film review draft was 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.
Self-Evaluation (1 point will be deducted if not included)	Provides a copy of the rubric …	& highlights the criteria for each component…	& provides evidence for each criteria marked.

Turn in a copy of rubric with your assignment.

You will use the strategies and observation tools in Borich (2008) to observe a high school classroom, analyze your findings and write up an observation report.

   You will record the observations using the observation tool, analyze the data and write up the observation using the format provided. You can use any 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 on 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.
7. Identify lens to use to analyze the classroom observation:
- learning climate   - classroom management
- lesson clarity   - instructional variety
- task orientation   - student engagement
- student success   - higher thought process
9. 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

10. Observe Class.
11. 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 Name)

Context
Tuesday, May 22, 2007 2nd period 9:11 -10:09 am
Lake City High School, North Central Florida
10th 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.

Extra Credit/Make Up Assignment: Observation Report   5 points   Due Session 6

Criteria	Approaching	Meets Minimum	Outstanding
Context: date, school, class, classroom, # of students and teachers, demographics (0.5 points)	Address 4 or less areas	Addressed 5 out of 6 areas	Addressed all areas
Overview (0.5 points)	Brief description of activities	List the step by step activities	List the step by step activities in chronological order
Significant Event (0.5 points)	Name an significant event	… & explain why you chose the event	… & explain how that relates to lesson clarity
Description of Event (1 point)	Describe the event beyond the name	… & what the teacher did during the event	… & what the students did during the event
Analysis (1 point)	Analyze how the event is evidence of lesson clarity	… & make reference to Borich text	… & use APA citation
Questions (0.5 points)	Include 1 question	Include more than 1 question	… & question(s) is/are related to lesson clarity
Personal Impact (1 point)	Articulate how lesson impacts you	… & how it will inform your teaching	… & what strategies you will incorporate
Observation Tool & Notes (1 point will be subtracted from total score if notes not provided.)	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 (1 point will be subtracted if it is not well presented.)	Followed format	… & has been corrected for spelling and grammar	… & is easy to read and engaging
Self-Evaluation (1 point will be deducted if not included)	Provides a copy of the rubric …	& highlights the criteria for each component…	& provides evidence for each criteria marked.

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