

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

Evening Cohort CRN 41283 Section #1 Thursday 5:00 pm – 9:50 pm UH 273

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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

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

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

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

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

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

Villa, R., and Thousand, J. (2005). *Creating an inclusive school, (2<sup>nd</sup> Ed.)*. Alexandria, VA: Association for Supervision & 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 program courses.]

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

One Choice Book: Books will be assigned the first night of class. See Choice Book List on the next page.

### 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.
- Keddie, Amanda & Mills, Martin. (2007). *Teaching Boys: Developing classroom practices that work*. Crowns Nest, NSW, Australia: Allen & Unwin. ISBN: 978-1-74175-242-7
- 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.
- Picoult, Jodi. (2007). *Nineteen minutes*. New York: Washington Square Press. ISBN: 978-0-7434-9673-5
- Tanenbaum, Leora. (2000). *Slut!: Growing up female with a bad reputation*. Harper Paperbacks. ISBN: 978-0060957407

### Other Texts Worth Reading Early in Your Career

- Borich, Gary D. (2007). *Observation skills for effective teaching*. (5<sup>th</sup> 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* (2<sup>nd</sup> 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, 5<sup>th</sup> 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

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|--|---|
| CAST Universal Design for Learning: Differentiated Instruction   | <a href="http://www.cast.org/publications/ncac/ncac_diffinstruc.html">http://www.cast.org/publications/ncac/ncac_diffinstruc.html</a>   |
| Enhancing Learning with Technology: Differentiating Instruction  | <a href="http://members.shaw.ca/priscillatheroux/differentiating.html">http://members.shaw.ca/priscillatheroux/differentiating.html</a> |
| Technology and Differentiated Instruction Web Resources          | <a href="http://k12.albemarle.org/Technology/DI/">http://k12.albemarle.org/Technology/DI/</a>   |
| OSBI Toolkit 9 Differentiated Instruction Using the Grow Network | <a href="http://sbci.cps.k12.il.us/professional.html">http://sbci.cps.k12.il.us/professional.html</a>                                   |
| Differentiation of Instruction in the Elementary Grades          | <a href="http://www.ericdigests.org/2001-2/elementary.html">http://www.ericdigests.org/2001-2/elementary.html</a>                       |
| What is Differentiated Instruction?                              | <a href="http://www.readingrockets.org/print.php?ID=154">http://www.readingrockets.org/print.php?ID=154</a>                             |
| Rethinking Schools   | <a href="http://www.rethinkingschools.org">http://www.rethinkingschools.org</a>   |
| Teaching Tolerance   | <a href="http://www.tolerance.org">http://www.tolerance.org</a>   |
| Education Weekly   | <a href="http://www.edweek.org">http://www.edweek.org</a>   |

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

### Course Requirements

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

It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Points will be deducted if assignments are submitted late. *Half credit for any late assignments turned in within one week of the original due date. No assignments will be accepted after one week.* An extra credit assignment is available for teacher candidates that have not missed any class sessions and the extra credit assignment is due week 5.

### 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://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

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

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

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

To access the CalTPA Task 1 go to [www.taskstream.com](http://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](http://www.csusm.edu/COE). All of the TPE's are addressed in this course, the bold font TPEs will receive more emphasis. You will submit a reflective 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.

### **CSUSM Furlough**

Due to the devastating effects of current budget crisis in California, I have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, I am required to submit formal certification that I will not work on my furlough days. I am prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on my furlough days. Furlough dates vary by professor; my Fall 2009 Semester furlough dates are September 14 & 21, October 5 & 20, November 5, 12, 24 & 25 & December 4.

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, I will make every effort to support your educational experience at CSUSM. Visit CSUSM Budget Central [<http://www.csusm.edu/budgetcentral/>] to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central.

## Introduction to EDSS 511 Assignments – 100 points possible

### Reading Responses/Participation – 1 point each for a total of 15 points

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

### Lesson Design Plan - 10 points

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

### Cooperating Teacher Interview - 5 points

Communication with your cooperating teacher is essential for success. This interview assignment has 15 questions to get you started. Add 5 questions of your own to make it fit your needs. Make an appointment to meet with your cooperating teacher to discuss expectations in the first 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.

### Draft Unit & Assessment Plan Evaluation - 10 points

To assist the development on your unit plan, you will bring a draft to session 3, evaluate the assessment of the unit objectives and standards, and make necessary changes to strengthen the unit. This assignment will prepare you for TPA Task 1 Case Study 2.

### Differentiation Strategy Matrix - 5 points

You will research differentiation strategies for students that are eligible for special education according to the state and federal criteria (thirteen categories). Based on your research, you will collaboratively create a master matrix that will include information about the special education category, eligibility criteria, environmental, curricular, instructional, and assessment differentiations strategies. See sample matrix and rubric.

### Classroom Management Plan & Strategy List - 10 points

This assignment has 2 parts: a management plan and a list of strategies.

The *management plan* is a written description for preventive, supportive and corrective management. Identify a minimum of 4 actions for each area. Include in the description how your plan reflects your philosophy. Cite the discipline theorists from C.M. Charles' *Building Classroom Discipline* that are informing your strategies. Use APA style for all citations: (Author, date, p. #). Minimum of 2 pages.

In addition you will create a *management strategy list* for easy reference and review. For example: strategies for grouping, transitions, attention getting, roll taking and homework collection. Each plan will be graded based on organization, variety of strategies and rich detail provided for reference. Minimum of 10 strategy lists.

### Student Study Team (SST) - 5 points

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

### Unit Plan - 25 points

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

### Teacher Disposition Self-Evaluation - 5 points

See full description of professional and responsible teacher behavior and work habits on WebCT.

### Choice Book Presentation - 10 points

While reading this book, you will 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.). You will write a reflection on the group process. As a final product, your group will do a poster presentation. Each presentation will include:

- 1 page handout (with APA style book reference, key concepts & book review)
- Presentation Visuals (poster and props).

Literature Circle guide and tools are available on WebCT.

## Evening Cohort Tentative Class Schedule

Session	Topics	Readings & Assignments Due
1 Evening 9/3	Inclusive & Democratic Teaching	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• <i>Syllabus</i> - Prepare for a syllabus quiz.</li> <li>• <i>Single Subject Handbook</i> (Read prior to class.)</li> <li>• <i>Choate</i> Chapter 1 (Read in Class)</li> <li>• <i>Wiggins &amp; McTighe's Understanding by Design</i> Table of Contents, Intro &amp; Chs 1-2 (Read in Class)</li> <li>• <i>Lesson Plan Essential PPT &amp; Where I Come From Lesson</i> (Read online in Class)</li> <li>• <i>Baldwin, Keating and Bachman</i> text Ch. 1 &amp; 2 (Read in Class)</li> </ul> <p>As you work to create an inclusive and democratic classroom - what are the implications of the biological, psychological, social, and ethical development of adolescents (pp.40-47).</p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Reading Response 1(RR1): Syllabus Quiz</li> <li>• Reading Response 2: How will you create a democratic &amp; inclusive class? BKB p. 40-47 Write a paragraph about the implications of the biological, psychological, social, and ethical development of adolescents for you as a teacher?</li> <li>• Purchase Books</li> <li>• Register for Taskstream <a href="http://www.taskstream.com">www.taskstream.com</a></li> <li>• Attend Clinical Practice Seminar <ul style="list-style-type: none"> <li>○ Dress professionally for Clinical Practice Seminar – Sept. 1</li> <li>○ Bring to Clinical Practice Seminar 4 folders with the following items: letter of introduction, 1-page educational resume, transcripts, and photo.</li> </ul> </li> <li>• 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.</li> </ul>
2 Evening 9/10	Instructional Planning & Teaching Responsibilities	<p><b>Read (Before Class)</b></p> <ul style="list-style-type: none"> <li>• <i>Choice Book</i></li> <li>• <i>Literature Circle Instructions</i></li> <li>• <i>Baldwin/Keating/Bachman</i> Chapter 8 (Ed Philosophy)</li> <li>• Revisit Philosophies from <i>Grant &amp; Gillette</i> Text from EDUC 350</li> <li>• <i>Wiggins &amp; McTighe's Understanding by Design</i> Chapters 3-6</li> <li>• <i>Bigelow</i> p. 10-40, 95-96, 158-160, &amp; 173-174 (Social Justice Oriented Readings)</li> <li>• <i>Understanding by Design</i> (UbD) PPT On WebCT</li> <li>• <i>Lesson Plan Essential PPT</i> On WebCT</li> <li>• <i>Lesson Planning Instructions</i> On WebCT</li> <li>• <i>TPA Task 1</i> on <a href="http://www.taskstream.com">www.taskstream.com</a></li> </ul> <p><b>Assignments Due</b></p> <ul style="list-style-type: none"> <li>• Lesson Design (Bring electronic draft, you will have time to make revisions in class.)</li> <li>• Print off and bring Literature Circle Instructions</li> <li>• RR2: Putting it into Practice Respond to the 4 bulleted questions in Baldwin, Keating, &amp; Bachman 8.2 Activity: Putting It into Practice on p. 191</li> <li>• RR3: Fill in Philosophy Chart on WebCT to help you see what actions reflect your philosophy.</li> <li>• RR4: Understanding by Design (Wiggins &amp; McTighe) Define the definition of Enduring Understandings and Essential Questions &amp; identify what the Enduring Understandings and Essential Questions will be for your Lesson Design.</li> <li>• RR5: Teaching Strategies What are some classroom strategies and activities that you will use from the Bigelow articles?</li> </ul>
3 Evening 9/17	Understanding by Design, Multiple Intelligences & True Colors	<p><b>Read (Before Class)</b></p> <ul style="list-style-type: none"> <li>• <i>Wiggins &amp; McTighe's Understanding by Design</i> Chapters 7-13 &amp; Appendix</li> <li>• <i>Baldwin, Keating, &amp; Bachman</i> Ch 3, 4 &amp; 5</li> <li>• "Courage for the Discouraged" article from WebCT</li> <li>• <i>Bigelow</i> p. 41-54 &amp; 165-166 (Discipline)</li> <li>• <i>Lesson Plan Template</i></li> <li>• Read Thoroughly <i>TPA Task 1: Case Study 1 &amp; 2</i></li> </ul> <p><b>Assignments Due</b></p> <ul style="list-style-type: none"> <li>• Cooperating Teacher Interview</li> <li>• Draft Unit Plan with Assessment Plan Evaluation (Bring a paper &amp; electronic draft to class.)</li> <li>• 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.</li> <li>• RR7: In BKB Ch 4 Assessment What is the difference between formative and summative assessment. Provide examples from your lesson and/or unit.</li> <li>• RR8: In BKB Ch 5 &amp; Wiggins &amp; McTighe – Lesson Planning Process Draw a picture of the "planning process" as you understand it.</li> </ul>

		<ul style="list-style-type: none"><li>• Start your Classroom Management Plan: What strategies can you borrow from Bigelow?</li><li>• Bring in your organizational file for review.</li></ul>
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Session	Topics	Readings & Assignments Due
4 Evening 9/24	Differentiation	<p><b>Read (Before Class)</b></p> <ul style="list-style-type: none"> <li>• Choate Part I Ch. 1-3, Preview Part II &amp; III</li> <li>• Tomlinson Part I and Part II (Read your choice of unit.)</li> <li>• Review <i>Villa &amp; Thousand Text</i></li> <li>• Charles (Chapters 1-2, 14-15 &amp; Jigsaw Chapters 3-13 &amp; Handouts)</li> <li>• Turnbull &amp; Turnbull's <i>Exceptional Lives</i> – Assigned Category for Strategy Matrix</li> <li>• <i>Differentiation Strategy Rubric</i></li> <li>• <i>Differentiation Strategy Matrix Sample</i></li> <li>• Read Thoroughly <i>TPA Task 1: Case Studies 3 &amp; 4</i></li> </ul> <p><b>Assignments Due</b></p> <ul style="list-style-type: none"> <li>• Differentiation Strategy Matrix: Create a strategy matrix on one category. Bring e-draft to class.</li> <li>• 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.</li> <li>• RR10: Identify which philosophies from Grant &amp; Gillette fit your discipline approach. Be prepared to teach your discipline and provide examples of implementation (preventive, supportive &amp; corrective).</li> <li>• Draft of Task 1: Case Study 3 ELL Adaptations &amp; Case Study 4 Special Ed Adaptations</li> <li>• SST TPE 6D</li> </ul>
5 Evening 10/1	Classroom Management & Unit Planning Workshop	<p><b>Read (Before Class)</b></p> <ul style="list-style-type: none"> <li>• Baldwin, Keating &amp; Bachman Ch. 6 &amp; 7, Instructional Resource A, p. 269-277 &amp; Instructional Resource D-G, p. 289-326</li> <li>• Bigelow <ul style="list-style-type: none"> <li>○ P. 68-75, 133-140, 146-150 &amp; 200-202 (Assessment)</li> <li>○ Chose 3 articles from 78-144 (Curriculum)</li> <li>○ p. 212- 230</li> </ul> </li> <li>• <i>Unit Plan Instructions &amp; Rubrics</i></li> <li>• <i>Choice Book</i></li> </ul> <p><b>Assignments Due</b></p> <ul style="list-style-type: none"> <li>• Classroom Management Plan &amp; Strategies</li> <li>• Unit Plan (with 1 lesson)</li> <li>• RR11: From BKB Ch 7-8 Unit Planning - Highlight the strategies you want to implement.</li> <li>• RR12: Bigelow Assessment Readings - What assessment strategies will you implement?</li> <li>• RR13: Bigelow Curriculum Ideas &amp; Resources Take notes on curriculum materials and ideas you want to use from Bigelow text.</li> <li>• RR14: Unit Plan Models &amp; 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 interdisciplinary theme and activities into your unit?</li> <li>• Meet with Literature Circle to develop a draft of your presentation</li> </ul>
6 Evening 10/8	TPA Task 1	<p>This class is for you to meet with your peers and work on your TPA and choice book presentation. The computer lab (UH 273) is reserved for our class time, but you can meet in a place of your choice.</p> <ol style="list-style-type: none"> <li>1. Meet with your subject area peers to prepare for TPA Task 1. Read through the task and supports on WebCT. Write a draft of your Task 1 response. With your subject area colleagues see if you can help each other complete the task. Make sure you write your own response. If there are sections of the Task 1, that you are unable to complete, make a list of questions you have to go over next week.</li> <li>2. Meet with your literature circle group. Complete your Literature Circle Assignment and prepare for the poster presentation.</li> <li>3. Review last weeks' ppt, to complete all assignments for next class.</li> </ol>
7 Evening 10/15	Presentation Prep Workshop	<p>This class is designated to work with your group and finish up last minute preparations for your presentation. We will be meeting for the entire class.</p>
8 Evening 10/22	Choice Book & Standard Assessments	<p><b>Read (Before Class)</b></p> <ul style="list-style-type: none"> <li>• Baldwin, Keating &amp; Bachman Ch 10 &amp; 11</li> <li>• <i>Standardized Assessment Review</i>: Jigsaw with your subject area group 4 sections of CA's assessment website @ <a href="http://www.cde.ca.gov/ta">http://www.cde.ca.gov/ta</a> Each person will become an expert &amp; teach: <ul style="list-style-type: none"> <li>○ Standardized Testing Reporting (STAR)</li> <li>○ Academic Performance Index (API)</li> <li>○ Adequate Yearly Progress (AYP)</li> <li>○ California High School Exit Exam (CAHSEE)</li> </ul> </li> </ul> <p><b>Assignment Due</b></p> <ul style="list-style-type: none"> <li>• Choice Book Presentation</li> <li>• Choice Book Rubric &amp; Choice Book Reflection</li> <li>• Self-Evaluation of Teacher Dispositions</li> <li>• RR15: Standardized Assessment Review</li> </ul>

		<ul style="list-style-type: none"> <li>• Create a 1-page handout on your standardized assessment. See guide.</li> </ul>
9 &10 Evening 10/29 & 11/5	TPA Task 2 Prep	<p><b>Read</b> - TPA Task 2</p> <p><b>Assignments Due</b> - Complete TPA Task 2 and submit on taskstream. It is recommended to do Task 2 before clinical practice starts, so that you can focus and be successful with your students.</p>

# Assignment Grading Sheet

Print a copy for your records.

Name \_\_\_\_\_ Content Area \_\_\_\_\_  
e-mail \_\_\_\_\_ School Site \_\_\_\_\_  
phone(s) \_\_\_\_\_

## Attendance

Sessions: #1 \_\_\_\_\_ #2 \_\_\_\_\_ #3 \_\_\_\_\_ #4 \_\_\_\_\_ #5 \_\_\_\_\_ #6 \_\_\_\_\_ #7 \_\_\_\_\_ #8 \_\_\_\_\_ #9 \_\_\_\_\_ #10 \_\_\_\_\_

## Points

## Assignment

\_\_\_\_\_ / 15 Reading Responses (points awarded when all are complete)  
#1 \_\_\_\_\_ #2 \_\_\_\_\_ #3 \_\_\_\_\_ #4 \_\_\_\_\_ #5 \_\_\_\_\_ #6 \_\_\_\_\_ #7 \_\_\_\_\_ #8 \_\_\_\_\_  
#9 \_\_\_\_\_ #10 \_\_\_\_\_ #11 \_\_\_\_\_ #12 \_\_\_\_\_ #13 \_\_\_\_\_ #14 \_\_\_\_\_ #15 \_\_\_\_\_

\_\_\_\_\_ / 10 Lesson Plan (Due Session 2)  
\_\_\_\_\_ / 5 Cooperating Teacher Interview (Due Session 3)  
\_\_\_\_\_ / 10 Draft Unit Plan with Assessment Plan Evaluation (Due Session 3)  
\_\_\_\_\_ / 5 Differentiation Strategy Matrix (Due Session 4)  
\_\_\_\_\_ / 5 TPE 6D from Student Study Team (Due Session 4)  
\_\_\_\_\_ / 10 Classroom Management Plan & Strategies (Due Session 5)  
\_\_\_\_\_ / 25 Task Stream Unit Plan (Due Session 5)  
\_\_\_\_\_ / 5 Disposition Self-Evaluation (Due Session 8)  
\_\_\_\_\_ / 10 Choice Book Assignment (Due Session 8)  
- \_\_\_\_\_ Subtract the Number Hours (or portions of an hour) Absent X 3 points  
\_\_\_\_\_ /10 max Make Up – Extra Credit Assignment Options \_\_\_\_\_

\_\_\_\_\_ / 100 = \_\_\_\_\_ **Total & Grade**

Make up assignments must be turned in 1 week from absence.  
The extra credit assignment is due Week 5.

## 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.**

## Table of Contents

<b>EDSS 511 – Teaching and Learning in Secondary Schools (4 units)</b> .....	<b>1</b>
Mission Statement of the College of Education, CSUSM .....	1
Course Prerequisites .....	1
Course Description and Objectives .....	1
Required Texts and Resources.....	1
One Choice Book: Books will be assigned the first night of class. See Choice Book List on the next page. ....	1
Choice Books (One to be chosen in first class.).....	2
Other Texts Worth Reading Early in Your Career.....	2
Helpful Websites for Educators.....	2
Course Requirements .....	2
Authorization to Teach English Learners.....	3
Teacher Candidate Learning Outcomes .....	3
Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations using Taskstream and complete critical assessment task-specific assignments for this course. It is the teacher candidates responsibility to understand expectations and complete assignments by stated due dates. ....	3
California Teacher Performance Assessment (CalTPA) .....	3
Teacher Performance Expectation (TPE) Competencies .....	3
<i>Primary Emphasis</i> .....	3
<i>Secondary Emphasis</i> .....	3
College of Education Attendance Policy.....	4
Instructor Application of the Policy.....	4
Teacher Candidates with Disabilities Requiring Reasonable Accommodations.....	4
All University Writing Requirement.....	4
CSUSM Academic Honesty Policy.....	4
Plagiarism .....	4
Use of Technology .....	5
WebCT .....	5
Electronic Communication Protocol.....	5
CSUSM Furlough .....	5
<b>Introduction to EDSS 511 Assignments – 100 points possible</b> .....	<b>6</b>
<b>Evening Cohort Tentative Class Schedule</b> .....	<b>7</b>
<b>Assignment Grading Sheet</b> .....	<b>11</b>
<b>Print a copy for your records.</b> .....	<b>11</b>
Attendance .....	11
Grading Scale.....	11