Engaging diverse communities through leading and learning for social justice.

333 South Twin Oaks Valley Road, University Hall 468
San Marcos, California 92096-0001
760.750.4300
www.csusm.edu/education

California State University
SAN MARCOS

SCHOOL OF EDUCATION

Course Number	**EDMS 511 (03)**
Course Title	**Elementary Teaching and Learning I**
CRN Number	**42293**
Days	**Wednesdays**
Time	**8:30AM – 3:00PM**
Course Location	**Maie Ellis Elementary, Fallbrook UESD**
Semester / Year	**Fall 2015**
Instructor	**Victor Vega, DTiR**
Phone	**(760) 750-8255**
E-Mail	**vvega@csusm.edu**
Office	**UNV 425**
Hours	**By Appointment**

SCHOOL OF EDUCATION MISSION & VISION STATEMENT
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

TABLE OF CONTENTS

COURSE DESCRIPTION

Focuses on developing a preliminary understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms. (*See catalog for additional details.*)

Course Prerequisites

Admission to the Multiple Subject/CLAD Teacher Credential Program

Course Objectives

The purposes of this course are threefold:
- Expand pre-service candidates knowledge about general learning theories and experiences with a range of pedagogical practices;
- Enhance pre-service candidates' awareness of the multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings;
- Provide a safe environment for pre-service candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

Unique Course Requirements

This course requires participation in public schools and other education-related contexts. This course is designed to:
- Extend pre-service candidates' understandings about numerous philosophies of teaching and learning;
- Inform pre-service candidates about key concepts and procedures as they relate to English Learners and students with special education labels;
- Encourage further infusion of technology into curriculums.

Credit Hour Policy Statement

This course is delivered in a face-to-face instruction. Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

- Ruth Sidney Charney, R. S., (2002) Teaching Children to Care: Classroom Management for Ethical and Academic Growth, K-8, Revised Edition. Turner Falls, MA. Northeast Foundation for Children. ISBN-13: 978-1892989086
- O'Meara, J. (2010) Beyond Differentiated Instruction. Sage: Corwin.ISBN:9781412982030

Course Material Available

Turnbull, A. et. al. (2007) Excptional Lives: Special Education in Today's Schools (7th ed.) Upper Saddle River, NJ: Pearson, Merrill Prentice Hall. ISBN-13: 978-0132821773 available on Library Reserves.

Cougar Courses

edTPA Handbook

TaskStream Account:

You will need to set up an account for your Multiple Subject Credential.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will (be able to):
- Incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum.
- Clearly communicate instructional objectives.
- Plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students.
- Establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement.
- Design academic activities that suit the attention span of young learners.
- Make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.
- Design learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills.
- Support students' taking of intellectual risks such as sharing ideas that may include errors.
- Distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.
- Develop learning strategies to cope with increasingly challenging academic curriculum.
- Develop clear expectations for academic and social behavior.
- write a student discipline plan.
- Allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks.

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. 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 Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

TPE 4:	Making Content Accessible
TPE 5	Student Engagement
TPE 6:	Developmentally Appropriate Practices in K-8 and Special Education
TPE 9:	Instructional Planning
TPE 11:	Social Environment

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Check with your program coordinator to determine which assessment is used for your credential program.

CalTPA

To assist with your successful completion of the CalTPA, 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. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:
http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:
http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

[For courses identified by departments as addressing the Program Student Learning Outcomes (PSLOs) in a major offered by the department which offers the course]
The syllabus must include a list of all PSLOs that the department has determined are addressed in the course. At their own discretion, instructors may choose additionally to indicate how the CLOs are addressed in the course and how students will be expected to achieve them.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

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

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.
Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

Statement on how the All-University Writing Requirement (850 words for a 1-unit course, 1700 words for a 2-unit course, and 2500 words for courses of 3 or more units) is satisfied in the course.

Course Format

[For courses offered in a format other than face-to-face, traditional (FT) instruction]
The Online Instruction Policy lists the following alternatives to face-to-face, traditional (FT) instruction: face-to-face, online (FO); local, online (LO); remote, online (RO); or hybrid (HY).

Necessary Technical Competency Required of Students

Students must be able to navigate cougar courses, especially forums. Forums will be used in class to support lessons. Please bring a laptop or other device to each session.

Contact Information for Technical Support Assistance

For assistance with Cougar Courses please call the or email the CSUSM Help Desk.

Use of Technology

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

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, 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 e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School 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 electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Reading Response and Discussion Forums	15 points
Peer Teaching Demonstration	15 points
Strategy Matrix and Ability Case Study	15 points
Response to Intervention Action Plan	10 points
edTPA Lesson Plan	20 points
Classroom Management Philosophy Essay	15 points
Attendance/Participation	10 points
Total	**100 points**

Classroom Management Philosophy Essay (15 points)

In this activity you will define and describe your classroom management philosophy: ideals and values. This assignment will be completed in 5 parts. Submit each part to the same assignment link in Cougar Courses on the due dates listed in the Calendar portion of this syllabus. The goal is to have a comprehensive personal essay grounded in research based practices and responsive classroom management. Your essay must demonstrate how your beliefs and ideals will translate into practice. In addition, you will write a letter of introduction to your students' parents (parent letter) summarizing your beliefs, explaining the classroom rules and your expectations for all your students for the school year.

Peer Teaching Demonstration (15 points)

Your group will be responsible for teaching your classmates the assigned material in *Teaching Children to Care* for one session of the course. You are required to facilitate a discussion and demonstrate a strategy from the assigned section. You will work in teams to prepare a 20-30 minute presentation synthesizing the information in your section. Your group will condense the information from your assigned section in such a way as to make the content accessible to your classmates. You will also demonstrate one of the responsive teaching strategies or principles from your assigned section. Create a one-page handout to share with your classmates that describes/explains the purpose of the activity, process or strategy and how to implement it.

You may also share additional resources found related to the topics. Submit the peer teaching statement to receive credit for this assignment.

Reading Response and Discussion Forums (15 points)

You will analyze how the O'Meara develops lesson planning over the course of the text Beyond Differentiated Instruction, including how lesson planning emerges and is shaped and refined by specific pedagogical concepts; You will provide an objective summary of the text. You will analyze how the author unfolds an analysis of instructional design, concepts of differentiation, types of knowledge and assessments and their relationship to the learner; including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. You will do this by responding to questions/prompts in discussion forums (within the forum itself) , posting new discussions and replying to other posts. You must reply to two posts to receive full credit. Cite strong and thorough textual evidence to support your analysis of what the text says explicitly as well as inferences drawn from the text. Be prepared to discuss readings on the date they are assigned. Reflections and posts to discussion forums must be timely. Refer to the Discussion Forums Rubric in Cougar Courses for guidelines and expectations.

edTPA Lesson Plan (20 points)

This course is about putting students at the center of learning and preparing you for successful completion of the edTPA's. We will place special emphasis on Task 1: planning for instruction and assessment. as described in the Elementary Education Assessment (edTPA) Handbook.

"The purpose of edTPA Elementary Education, a nationally available performance-based assessment, is to measure novice teachers' readiness to teach both literacy and mathematics in the elementary grades. The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers
- develop knowledge of subject matter, content standards, and subject-specific pedagogy
- develop and apply knowledge of varied students' needs
- consider research and theory about how students learn
- reflect on and analyze evidence of the effects of instruction on student learning

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways." (Elementary Education Assessment Handbook, 2014)

The lesson plan will be completed over the course of eight weeks. During pre-planning you will build (write), revise, edit during two workshop days at the start of the eight sessions. You will also revise and edit your lesson plan throughout the eight weeks of our class as we learn about the different ways to consider instructional delivery and meeting the varied needs of students. Your work will be conducted in small groups of 3-4 students. Each student will be required to submit a completed lesson plan at the end of the eight-week class.

Strategy Matrix Resource and Ability Case Study Analysis (15 points)

This is a two-part assignment. For the Strategy Matrix Resource you will (individually or in groups) create a seven-dimension resource file in the form of a graphic organizer with each of the (13) federally recognized categories of disability. The goal is for you to be able to articulate and demonstrate understanding of learner characteristics, assessment and teaching practices,   adaptations and modifications, and other needed supports for success in general education settings. The Ability Case Study Analysis requires you to take steps to modify your teaching plans to accommodate the varied learning needs you are presented with in the first few days/weeks of school. Please make both short-term (for the day or week) and longer (for the month) plans to address the needs of these students. You will be provided a template on Cougar Courses to complete your work. Completion of this assignment will require you use the ability matrix to create an action plan to address students with special needs.

Response to Intervention Action Plan (10 points)

In this assignment you will revisit the case study analysis as part of learning about Response to Intervention. The RTI process involves carefully documenting the adaptations and modifications we have tried, and the resulting impact or lack of impact on academic achievement of students. You will come up with an action plan documenting what has been tried and how it has worked. It is not enough to plan for varied learning needs, we need to follow up to be sure our interventions have been effective, and if not, try new interventions to ensure each student achieves academically to the best of their ability. You will be provided a format for completing this assignment on the Cougar Courses.

Participation (10 points)

You will be graded on your classroom participation. It is an expectation that you will behave in a professional manner. This will require that you approach your instructor, school personnel, and colleagues in a respectful manner that emphasizes problem solving. Your full attendance means you are not distracted by electronic equipment. As a rule, cell phones should be turned off or to the vibrate mode during class. Laptop computers are essential to the process of our learning; however, it is expected that all students will avoid recreational use of computers during class and that laptops will be put away at the request of the instructor. Of course, participation also includes the extent to which you participate in class discussion, how you interact with colleagues, and that you submit all discussion forums and session reflections on time.

Final Exam Statement

There will be no final exam.

Grading Standards

All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due.

All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to a "B"). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor.

It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment's grade will be negatively affected as a result of this oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.

Grading will also include a component of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:
- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class).

Policy on Late/Missed Work

See "Grading Standards" above.

Student Collaboration Policy

Students may collaborate as indicated in the assignment description or with permission from the instructor.

COURSE OUTLINE/SCHEDULE

Date	Topic	Readings & Assignments Due
1 09//02/15	Introduction/Course Overview **Building a Learning Community:** self-control and community, the first six weeks, the 3 R's, expectations and stages. **edTPA Task I: Planning for Literacy Instruction and Assessment** **Lesson Planning Workshop:** Examine standards and objectives to be taught. Establish the conceptual understanding related to standards. **Overview of Lesson Plan Design.**	**Read:** O'Meara introduction, Ch. 1-2 & Charney Ch. 1-2 **Browse:** edTPA Handbook Task 1 Rubrics. Review Professional Responsibilities in edTPA Handbook p. 49. Examine ELA Standards. **PLC Forum:** Responsive Classroom>>Resources for Educators>>News Articles or Blog Posts. Topics: **Hopes and Dreams, Morning Meetings.** Register for blog and subscribe to newsletter. **Discussion Forum:** Ch. 1 & 2. O'Meara questions. **Due in Class:** Select a content standard and establish the conceptual understandings. Write an objective. **Due Next Class:** Elementary Literacy Context for Learning Information (edTPA Handbook, pp.51-53).
2 09/09/15	**Building a Learning Community, Hopes and Dreams:** Making the rules with children and teaching the rules and The Critical Contract: Setting individual goals for the year. **edTPA Task 2: Instructing and Engaging Students in Literacy Learning** **Lesson Planning Workshop:** Determine the level of fluency needed for mastery of facts and skills. Design independent student activities that address facts and skills and accommodations for students who need support. Define the decision-making process for differentiated instruction. Select an accommodation for process, product and materials and tell why you selected based on your standard and students. Consider and share new or different ways to accommodate students. **Explain Strategy Matrix Assignment.**	**Read**: O'Meara Ch. 3 & Charney Ch. 3-5 **Browse:** edTPA Handbook Task 2 pp. 22-30 Activities and strategies notebook, depth of knowledge charts, differentiation strategies. **Discussion Forum:** Describe the decision-making process for the instruction of facts and skills (O'Meara p. 29). Discuss the idea of degree of fluency needed for mastery of a fact or skill. Share some novel ways to accommodate students. How will you support students in a achieving mastery of facts and skills? How will you provide enrichment for students that have mastery? **PLC Forum:** Comment on a blog-post or news article from Responsive Classroom in Discussion Forum. **Due in Class:** Examples of enrichment opportunities and accommodations for students with special needs for developing fluency and accuracy of facts and skills. **Peer Teaching Demonstration Section I Teaching Children to Care (Group A)** **Submit**: Part I Classroom Management Philosophy **Due next class:** Share any technology or other tools to provide independent practice in your PLC.

Date	Topic	Readings & Assignments Due
3 09/16/15	**Making the Community Work:** Using logical consequences, Time-Out, the five percent and working toget**her t**o support the rules. **Lesson Planning Workshop:** Pre-planning: pre-assessing students' knowledge of facts/skills, conceptual understandings, experiences, attitudes, motivations and ideas. Tools to assess the whole student. **Explain Ability Case Study Assignment.**	**Read**: O'Meara Ch. 4-5 & Charney Ch. 6-9 **Browse**: Assessment Articles: Overview of pre-assessment, formative, and summative assessment strategies. **PLC Forum:** Comment on a blog-post or news article regarding rules, consequences and the use of time-outs from responsiveclassroom.org. **Discussion Forum:** For any given standard, reflect on your personal knowledge and attitudes related to resources, content and students, and O'Meara Ch. 4 & 5 questions. **Peer Teaching Demonstration Section II Teaching Children to Care (Group B)** **Submit**: Part II Classroom Management Philosophy
4 09/23/15	**The** Voic**es** of T**eaching:** Empowering lang**uage**, st**ress t**he deed not the doer, and the voices of authority. **Lesson Planning Workshop:** Instructional decisions for differentiation: Determine strategies for instruction at different levels of cognitive processing. **Writing Workhop:** Bring drafts of Classroom Management Philosophy Essay for feedback, comments and revisions. **Explain RtI Action Plan Assignment.**	**Read**: O'Meara Ch. 6 & Charney Ch. 10-12 **Browse**: Differentiation Resources **PLC Forum:** Responsive Classroom Blog/Article: Empowering Language and clear positives. **Discussion Forum**: Discuss the elements of the unit plan that seem most natural to you and those that are more challenging. **Due in Class:** Unit (learning segment) Planning Tool/Template **Peer Teaching Demonstration Section III Teaching Children to Care (Group C)** **Submit:** Part III Classroom Management Philosophy

Date	Topic	Readings & Assignments Due
5 09/30/15	**Strategies for Difficult Classroom Behaviors:** Problem-solving class meetings, tea**chers as mirrors (social conferences) and individual contracts.** **Lesson Planning Workshop:** Instructional delivery models and determining the flow of classroom activities to include whole group, small group or individualized instruction.	**Read:** O'Meara Ch. 7 & Charney Ch. 13-15 **Browse**: Gradual Release of Responsibility article, and Teaching Channel Videos. **PLC Forum:** What are social conferences? How will you address problem behaviors in your classroom? Cite text or responsiveclassroom.org. **Discussion Forum:** Read Meet Jen's Class (O'Meara p. 83). Describe and analyze the flow of classroom activities. Looking at the model of gradual release of responsibility, are there times when you can go directly form modeling to independent practice? How will you determine your pace and amount of support to provide at each stage of GRR? **Peer Teaching Demonstration Section IV Teaching Children to Care (Group D)** **Due in Class:** GRR (on-level) Lesson Plan: Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs. **Submit:** Part IV Classroom Management Philosophy
6 10/07/15	**Teaching with Conviction:** Teaching by clear positives, individual and group expectations, developing responsibility, communicating our belief in children. **Lesson Planning Workshop:** Formative assessment and continuous progress monitoring and tiered instruction. Elements of Response to Intervention (RtI) teaching strategies for working with students with special needs.	**Read:** O'Meara Ch. 8 & Charney Ch. 16-Conclusion **Browse:** RtI Article and Prezi. **PLC Forum:** Using the depth of complexity chart from Ch. 3, identify new ways you can provide enrichment to a student who already possesses advanced knowledge. **Discussion Forum:** O'Meara Ch. 8 questions on Cougar Courses. **Due in Class:** Tiered instructional planning template to include learning outcome, formative assessment, and on-level activity with supports for struggling learners and adjustments to increase the rigor. (Example of student case study and behavior.) This will be the basis for your RtI action plan. **Peer Teaching Demonstration Section V Teaching Children to Care (Group E)** **Submit:** Part V Classroom Management Philosophy Ability Case Study

Date	Topic	Readings & Assignments Due
7 10/14/15	**Conflict Resolution Protocol for Elementary Classrooms (Appendix B) Common Behavior Challenges by Age (Appendix E)** **Lesson Planning Workshop:** Creating authentic products and student performances. Authentic summative assessments and using rubrics to communicate expectations. **edTPA Task 3: Assessing Students' Literacy Learning**	**Read:** O'Meara Ch. 9 **Browse:** edTPA Handbook Task 3 pp. 31-39. Reflect on a rubric and examine the criteria. Does the top level accurately define the highest expectations? Project-based Learning, Understanding by Design Power Point, Constructivist article. Discussion Forum: O'Meara Ch. 9 questions on Cougar Courses. **PLC Forum:** Reflect on the benefits of collaborating with students in creating a rubric. **Due in Class:** Literacy Assessment Commentary: select an assessment, identify the standard(s) being measured and summarize the learning to take place (e.g. describe the lesson and learning outcomes). **Submit:** Final Classroom Management Philosophy and Parent Letter
8 10/21/15	**Wrap-up and Final Thoughts:** Looking back and looking ahead. RtI and the differentiation process: What's the relationship? **Professional and Ethical behaviors for Clinical Practice**	**Read:** O'Meara Ch. 10 **Browse:** Teacher Candidate Handbook for Clinical Practice. Review Professional Dispositions (PD's). Revisit edTPA professional and ethical behaviors. Compare to SOE PD's. **Discussion Forum:** Which "step" in the planning process do you find to come most naturally? What will you focus on in your teaching? What step is least comfortable for you? What resources might you seek to increase your comfort in this area? **Dialogue Journal:** What questions about differentiated instruction still remain for you? **Due in Class:** Course Evaluations. **Submit Online:** RtI Action Plan, Lesson Plan, Peer Teaching Statement.