



EDSS 511
Secondary Teaching and Learning
Section 1 CRN #48858
Mondays
9:45 am – 12:15 pm
CSUSM University Hall 271
Fall 2014

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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|------------|-------------------------------|
| Professor: | Anne René Elsbree |
| Phone: | 760.750.4384 |
| E-Mail: | aelsbree@csusm.edu |
| Office: | UH 414 |
| Hours: | After Class or 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
-

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COURSE DESCRIPTION

Focuses on developing a preliminary understanding of learning theory and instructional practice in integrated and inclusive secondary classrooms.

Course Prerequisites

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

Course Objectives

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.

Enduring Understanding:

Teacher candidates will understand the importance to design differentiated instruction that is developmentally appropriate for adolescents.

Essential Questions:

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

1. Electronic readings will be provided on the EDSS 511 cougar course each week. <http://cc.csusm.edu>
2. Single Subject Website <http://csusmsinglesubjectprogram.weebly.com/> and links provided on website.
3. A Literature Circle Book will be provided at the Kellogg Library Reserve Counter, on the 3rd floor.

One of the following books will be assigned in the first class session:

Brackett, Marc & Kremenitzer, Janet. (2011). *Creating Emotionally Literate Classrooms: An introduction to the RULER approach to social and emotional learning*. Port Chester, NY: National Professional Resources, Inc.

ISBN-13: 978-1-934032-18-3

Brendtro, Larry K., Brokenleg, Martin, & Bockern, Steve Van. (2002). *Reclaiming Youth at Risk: Our Hope for the Future*. Bloomington, IN: Solution Tree. ISBN-13: 978-1-879639-86-7

Claassen, R. & Claassen, R. (2008). *Discipline that Restores: Strategies to create respect, cooperation, and responsibility in the classroom*. South Carolina: Booksurge Publishing. ISBN 978-1-4196-9912-2

Kohn, Alfie. (1996). *Beyond Discipline: From compliance to community*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-270-0

Lederach, John Paul. (2003). *The Little Book of Conflict Transformation: Clear articulation of guiding principles by a pioneer in the field*. The Little Books of Justice and Peacebuilding Series. Intercourse, PA: Good Books.
ISBN 978-1-56148-390-7

Olson, Kristen. (2009). *Wounded by School: Recapturing the joy in learning and standing up to old school culture*. New York, NY: Teachers College Press. ISBN-13: 978-0807749555

Pranis, Kay. (2005). *The Little Book of Circle Processes: A new/old approach to peacemaking*. The Little Books of Justice and Peacebuilding Series. Intercourse, PA: Good Books. ISBN-13: 978-1-56148-461-4

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)

STUDENT LEARNING OUTCOMES

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

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 School of Education website. This course will emphasize the following TPEs:

TPE 6c - Developmentally Appropriate Practices in Grades 9 -12

- *Understanding important characteristics of the learners*
- *Designing instructional activities*
- *Providing developmentally appropriate educational experiences*

TPE 6d - Developmentally Appropriate Practices for Special Education

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

TPE 9 - Instructional Planning

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

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, SOE 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 SOE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

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.

School of Education Attendance Policy

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

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 EDSS 511 to qualify as part of the credential requirement. Absences and late arrivals/early departures will affect the final grade.

Teacher candidates may have one absence or portion of a class absence (late arrival or early departure) with no penalty. Each additional absence, late arrival or early departure will result in a decrease of a full letter grade (10%).

No credit will be given for the intermediate assessments for an absent day's work (reading responses, role-plays, presentations...) and no assignments will be accepted late. For example if you miss the SST Role Play or the Social Justice Poster Presentation, you will not earn any points for those assignments, even if you participate in other parts of the assignment. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

Students with Disabilities Requiring Reasonable Accommodations

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 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. 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 requirements for this class will be met as described in the assignments. Every course at the university, including this one must have a writing requirement of at least 2500 words.

CSUSM Academic Honesty Policy

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

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

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

Plagiarism

As an educator, it is expected that each 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

Candidates 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

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 School of Education. It is expected that work will be turned in on time. *No late assignments will be accepted.*

Course Assignment Descriptions & Rubrics

This section contains assignment descriptions, templates and rubrics. See cougar course for additional instructions. There are 100 points possible for this course.

| | |
|---|--------------------------|
| Reading Responses | 5 points |
| Lesson Designs | 20 points |
| Classroom Management Plan | 20 points |
| Unit Calendar & Assessment Plan | 5 points |
| Unit Plan | 20 points |
| Student Success Team (Must participate in Role Play and Reflection to earn any points.) | 10 points |
| Management Book Literature Circle & Infograph | 10 points |
| Dispositions Self-Assessment & Reflection | 10 points |
| Total possible FOR EDSS 511 | 100 POINTS = 100% |

Reading Responses - 5 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. Your readings responses will be posted to the Cougar Course Forum and/or your professional website. Website posts are intended to showcase your work, to use as an electronic portfolio for prospective employers.

Reading Response Instructions

Required reading responses are due at the beginning of the class session on which they are due. The responses will be used to inform class discussions and activities. Discussions will include summaries, descriptions or reactions to topics from the readings that demonstrate understanding of key concepts.

Reading Reflections **must** include:

- A written summary and/or analysis of the assigned topic that reflects understanding of the key concepts, including comments / analysis from the required readings.
- A reflection of the topic including connections that can be made between the topics and teaching adolescents, **with specific examples from teaching experiences, school observations, or other personal experiences in bilingual settings.**

Reading Responses will be graded according to the comprehensiveness of the response, analysis of the response that demonstrates understanding of the issues, insightful connections of the readings to the candidate’s experiences with adolescents.

Reading Response Rubric

| Readings Response Components/Criteria | No Credit | Partial Credit | Full Credit |
|--|--|---|---|
| Comprehensiveness | Response did not reference the required readings | Response referenced some of the required readings | Response referenced all required readings |
| Analysis | Response did not include an analysis of the readings | Response included a partial analysis – of only one aspect and/or partial article / chapter of the assigned readings | Response included an analysis of each aspect and/or each article/chapter of the assigned readings |
| Insightful Connections | No connections were made between the topic(s) and the student’s experiences with adolescents | A connection was made between the topic(s) and the student’s experiences with adolescents that did not demonstrate understanding of the application of the reading topic(s) to practice | Connections were made between the topic(s) and the student’s experiences with adolescents demonstrating application to practice |

2 Lessons - 20 points

The *Single Subject Lesson Template* is for daily lesson planning and will be required by your supervisor for clinical practice (student teaching). Your lesson plans will be complimented with a Class Profile and Lesson Rationale Reflection.

Lesson Template

The lesson template outline the 12 components needed in each daily written lesson: Title of Lesson, Curriculum Area and Grade Level, Date of Lesson and Time Needed, Resources, Content Standards, ELD Standards, Big Ideas/Enduring Understandings, Essential Questions, Objectives, Assessment, Instructional Strategies and Student Activities.

Class Profile

You will document information about each of your students on the Class Profile, e.g. English Proficiency, Special Education Eligibility Category, Readiness, Learning Profile and Interests. The Class Profile will be used to help to design lessons for your specific students.

Lesson Rationale Reflection

The Lesson Rationale Reflection will help you think through the differentiation process for students with special needs and English language learners.

Provide a copy of your lesson plans to your cooperating teacher every Friday, so you can make any necessary changes before Monday. You will submit 2 lessons for evaluation. The lesson template is similar to the format used for the Teaching Performance Assessments. See template, rubric and lesson instructions website for details: <http://www.lessoninstructions.weebly.com>

The lesson assignments prepare you for TPA Task 1 Case Studies 1, 3 & 4.

The lesson assignments address: TPE 6B: Developmentally Appropriate Practices in Grades 4-8, TPE 6C: Developmentally Appropriate Practices in Grades 9-12, TPE 6D: Special Education, TPE 7: Teaching English Learners, TPE 8: Learning about Students, TPE 9: Instructional Planning

AUTHOR'S NAME _____

DATE _____

SINGLE SUBJECT LESSON TEMPLATE

For info on how to complete this form, see <http://lessoninstructions.weebly.com>

- 1. TITLE OF LESSON**
- 2. CURRICULUM AREA & GRADE LEVEL**
- 3. DATE OF LESSON/TIME NEEDED**
- 4. RESOURCES:** *Attach materials needed to implement the lesson - e.g., power point presentation, text, graphic organizer*
- 5. CA CONTENT STANDARD(S):** Address the content area and/or common core standards
- 6. CA ELD STANDARD(S):** *Address how this lesson helps develop language*
- 7. BIG IDEA ADDRESSED/ENDURING UNDERSTANDING:** *Why this material is important to teach; how it fits in with the unit*
- 8. ESSENTIAL QUESTIONS:** *Open-ended, arguable questions that organize the purpose of learning*
- 9. OBJECTIVE(S) OR LEARNING GOAL(S):** *Choose one: Cognitive, Affective, Psychomotor or Language Development*
- 10. ASSESSMENT(S):** *Choose one: Diagnostic - entry level, Formative - progress-monitoring or Summative – evaluative*

11. INSTRUCTIONAL STRATEGIES: *What the teacher does*

1. Anticipatory Set

2. State Objective

3. Input - Modeling

4. Check for Understanding

5. Guided Practice

6. Independent Practice

7. Closure

12. STUDENT ACTIVITIES: *What the students do*

1. Anticipatory Set

2. State Objective

3. Input - Modeling

4. Check for Understanding

5. Guided Practice

6. Independent Practice

7. Closure

SINGLE SUBJECT LESSON RUBRIC

Lesson Instruction Website: <http://www.lessoninstructions.weebly.com>

Name _____ Lesson Title _____ Date _____

| Design Component & Criteria | Approaching | Meets | Exceeds |
|---|---|--|--|
| Title, Curriculum Area & Grade Level 5% | Provides a title that is related to the lesson activity. | Provides a title that is related to the lesson activity & addresses the unit it belongs to and in what curriculum area and grade. | Provides a title that is related to the lesson activity, addresses the unit it belongs to and in what curriculum grade level & describes where it fits within a unit plan, i.e. Third lesson in a 4-week unit on Colonization. |
| Date of Lesson & Time Needed 5% | Provides the date or time. | Provides date the lesson will be taught and the time needed to teach the lesson. | Provides the day and time that the lesson will be taught indicating the period and the time needed, i.e. <i>Sept. 2nd, period 3, 10:00-10:50, 50 minutes</i> |
| Rationale: Big Ideas - Enduring Understanding & Essential Questions 10% | The <i>big ideas - enduring understandings</i> and <i>essential questions</i> area aligned with the standard, objective, and assessment. | The <i>big ideas - enduring understandings</i> provide a rationale that makes sense of the content and makes the content relevant to students' lives. The <i>essential questions</i> are open-ended, arguable and provide purpose for the learning. | The lesson not only describes the <i>big ideas - enduring understandings</i> and <i>essential questions</i> , but goes beyond and rationalizes how the instructional strategies and the student activities are suited to meet the standard, objective and assessment of the lesson. |
| Standards, Objectives & Assessments 30% | The CA Content, Common Core and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria. | The CA Content, Common Core and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria. In addition, each objective is labeled by the type (<i>cognitive, affective, psychomotor or language</i>), the number of the standard it addresses and the type of assessment is labeled (diagnostic, formative or summative). | The CA Content, Common Core 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 (<i>cognitive, affective, psychomotor or language</i>), the number of the standard it addresses and the type of assessment is labeled (diagnostic, formative or summative). In addition, expectations are clearly communicated to students with a rubric, a model or a sample of student work. |

| Design Component & Criteria | Approaching | Meets | Exceeds |
|--|--|---|--|
| Instructional Strategies 30% | Provides a list of instructional strategies the teacher will use in lesson. | Provides an <i>anticipatory set, stated objective, input - modeling, check for understanding, guided practice, independent practice and closure</i> activity for lesson with a <i>written script</i> of what the teacher will say and do including the times needed for each step. | The instructional strategies not only provide a written script for what the teacher will do and say in the <i>anticipatory set, stated objective, input - modeling, check for understanding, guided practice, independent practice and closure</i> , but scaffolds are provided for English Language Learners and students with special needs, i.e. graphic organizers, flipped instruction... |
| Student Activities 10% | Describes what the students will do during the <i>anticipatory set, stated objective, input modeling, check for understanding, guided practice, independent practice and closure</i> activities of the lesson. | Describes what the students will do during the <i>anticipatory set, stated objective, input modeling, check for understanding, guided practice, independent practice and closure</i> activities of the lesson that are student centered with multiple opportunities for the instructor to check for understanding and provides times for each activity. | The student activities not only describe what the students will do during the <i>anticipatory set, stated objective, input modeling, check for understanding, guided practice, independent practice and closure</i> activities, but describes the criteria expectations that the students will have to meet for each activity. |
| Resources 10% | All instructional materials needed to implement the lesson are listed. | All instructional materials that are needed to implement the lesson listed and <i>described</i> . | All materials that are needed for the lesson are listed and provided, such as power point, graphic organizer, sample student work, assignment rubric, quiz... |
| Self-Evaluation 10% will be deducted if not included | Provides a copy of the rubric with the lesson plan. | Provides a copy of the rubric with the lesson plan that highlights or circles the evaluated criteria for each lesson component. | Provides a copy of the rubric with the lesson plan that not only highlights or circles the evaluated criteria for each lesson component, but provides written explanation for each area. |

Name _____ School _____ Semester _____

CLASS PROFILE

Name: For confidentiality reasons only include *first name*

EL Proficiency Level: Identify the students CELDT score

Special Education Category: Identify the IDEA category that qualifies the student for Sp Ed

Readiness Level: Prior Experiences, Background Knowledge, Linguistic Background - Home Language, Academic Language Abilities, Content Knowledge & Skills, Strengths & Needs

Learning Profile: Culture, Health Conditions, Physical, Social & Emotional Development, Multiple Intelligence Preferences, Personality Profile

Interests: Academic Interests, Personal Interests & Aspirations

| # | NAME | EL PROF LEVEL | SPEC ED CATEGORY | READINESS LEVEL | LEARNING PROFILE | INTERESTS |
|----|------|---------------|------------------|-----------------|------------------|-----------|
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Based on the profiles above what trends do you need to keep in mind for instruction?

NAME _____ LESSON TITLE _____

DATE OF LESSON _____

SINGLE SUBJECT LESSON RATIONALE REFLECTION FORMAT

For guidance see <http://secondarydifferentiation.weebly.com/>

The prompts in this reflection are designed to “train your brain” to think about all of the decisions that a teacher makes when planning, teaching, assessing and reflecting on a particular lesson or learning experience. The overarching goal is, of course, to make you a better teacher. The underlying goal is to help you develop the complex thinking patterns that occur in the teaching and learning process. Eventually, this complex thinking becomes second nature.

Answer the prompts after teaching the lesson and turn in with the lesson and the class profile. Each item is worth 10%

WHOLE CLASS RATIONALE

1. REASON FOR INSTRUCTIONAL STRATEGIES: Describe how instruction meets objectives based on the class profile.

2. REASON FOR STUDENT ACTIVITIES: Describe how activities meet the objectives based on the class profile.

EQUITABLE INSTRUCTION RATIONALE - ENGLISH LANGUAGE LEARNERS (ELL)

3. CONTENT DIFFERENTIATION FOR ELL BASED ON PROFICIENCY LEVELS

- a. **Information** about Student: Identify ELL’s **proficiency level(s)**, **learning profile and interests**;
- b. **Strategy** Alignment: Align **content** materials to ELL’s **proficiency level(s)** and learning profile and/or interests;
- c. **Explanation:** Provide an **rationale** of why the content materials are appropriate for ELLs at the identified level(s);
 - 1.) Describe how & why you **accommodated or modified the objectives** to meet ELL’s needs (i + 1);
 - 2.) Describe how you **communicated objectives** to ELL;
 - 3.) Describe how & why you **accommodated or modified the materials** to meet the ELL’s needs;
 - 4.) Describe how & why you teach **vocabulary** based on the ELL’s proficiency level, learning profile &/or interests;
 - 5.) Describe how & why you use **multisensory materials** to meet ELL’s needs;
 - 6.) Describe how & why you provide ELL **choices** when it comes to content materials;
- d. **Assessment** Criteria: Describes the **criteria** for assessing the ELLs’ success with the content based on their proficiency level;
- e. **Monitor:** Describe how you **monitored and adapted** content differentiation strategies to support ELLs’ progress;

4. PROCESS DIFFERENTIATION FOR ELL BASED ON PROFICIENCY LEVELS, LEARNING PROFILES & INTERESTS

- a. **Information** about Student: Identify English language learners’ proficiency level(s), learning profile(s) and interests;
- b. **Strategy** Alignment: Align **student activities** to English language learner(s)’ proficiency level(s), learning profile(s) and/or interests;
- c. **Explanation:** Provide a **rationale** of why the activities are appropriate for ELLs at the identified level(s), learning profile(s) and/or interests;
 - 1.) Describe how & why you use this student activity to support the class/ELLs to learn this **objective**;
 - 2.) Describe how & why you use **flexible grouping** to meet ELL’s needs;
 - 3.) Describe how & why you **accommodated or modified** student activities to meet the ELL’s needs;

- 4.) Describe how & why you use **multisensory activities** to meet ELL's needs;
- 5.) Describe how & why you use a **graphic organizer** to meet ELL's needs;
- 6.) Describe how & why you provide ELL **choices** when it comes to student activities;
- d. **Assessment** Criteria: Describe the **criteria** for assessing the ELL's progress based on proficiency level(s), learning profile(s) and/or interests;
- e. **Monitor**: Describe how you **monitored and adapted** process differentiation strategies to support ELL's progress;

5. PRODUCT DIFFERENTIATION FOR ELL BASED ON PROFICIENCY LEVELS, LEARNING PROFILES & INTERESTS

- a. **Information** about Student: Identify English language learners' proficiency level(s), learning profile(s) and interests;
- b. **Strategy** Alignment: Align **product (assessment)** to English language learner(s)' proficiency level(s), learning profile(s) and/or interests;
- c. **Explanation**: Provide a **rationale** of why the assessment is appropriate for ELLs' proficiency level(s), learning profile(s) and/or interests;
 - 1.) Describe how & why you use the assessment strategy to support the class/ELL to learn this **objective**;
 - 2.) Describe how & why you **accommodate (process) or modify (content) assessment** to meet the ELL's needs;
 - 3.) Describe how the **grading criteria is modified** (rubric) to meet the ELL's needs;
 - 4.) Describe how & why you have students use **multisensory products** to meet ELL's needs;
 - 5.) Describe how & why you provide ELL **choices** when it comes to assessments;
- d. **Assessment** Criteria: Describe the **criteria** for assessing the ELL' success with the assessment based on proficiency level(s), learning profile(s) and/or interests;
- e. **Monitor**: Describe how you **monitored and adapted** process differentiation strategies to support ELL's progress;

EQUITABLE INSTRUCTION RATIONALE - STUDENTS WITH SPECIAL NEEDS (SwSN)

6. CONTENT DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS (SwSN) BASED ON READINESS LEVELS

- a. **Information** about Student: Identify SwSN's **readiness level(s), learning profile and interests**;
- b. **Strategy** Alignment: Align *content materials* to SwSN's **readiness level(s)** and learning profile and/or interests;
- c. **Explanation**: Provide a **rationale** of why the content materials are appropriate for SwSN's readiness level(s), learning profile &/or interests;
 - 1.) Describe how & why you **accommodated or modified the objectives** to meet SwSN's needs (i + 1);
 - 2.) Describe how you **communicated objectives** to class/ SwSN's;
 - 3.) Describe how & why you **accommodated or modified the materials** to meet the SwSN's needs;
 - 4.) Describe how & why you **teach vocabulary** based on the SwSN's readiness level, learning profile &/or interests;
 - 5.) Describe how & why you use **multisensory materials** to meet SwSN's needs;
 - 6.) Describe how & why you provide SwSN's **choices** when it comes to content materials;
- d. **Assessment** Criteria: Describes the criteria for assessing the SwSN's success with the content based on their readiness levels, learning profile &/or interests;
- e. **Monitor**: Describe how you **monitored and adapted** content differentiation strategies to support student progress;

7. PROCESS DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS (SwSN) BASED ON READINESS LEVELS, LEARNING PROFILES & INTERESTS

- a. **Information** about Student: Identify SwSN's **readiness level(s), learning profile(s) and interests**;

- b. **Strategy** Alignment: Align **student activities** to SwSN's readiness level(s), learning profile(s) and/or interests;
- c. **Explanation**: Provide an **rationale** of why the activities are appropriate for SwSN's at the identified *readiness level(s)* and learning profile(s) and/or interests;
 - 1.) Describe how & why you use this student activity to support the class/ SwSN's to learn this **objective**;
 - 2.) Describe how & why you use **flexible grouping** to meet SwSN's needs;
 - 3.) Describe how & why you **accommodated or modified student activities** to meet the SwSN's needs;
 - 4.) Describe how & why you use **multisensory activities** to meet SwSN's needs;
 - 5.) Describe how & why you use a **graphic organizer** to meet SwSN's needs;
 - 6.) Describe how & why you provide SwSN's **choices** when it comes to student activities;
- d. **Assessment** Criteria: Describe the **criteria** for assessing the SwSN's progress based on their readiness level(s), learning profile(s) and/or interests;
- e. **Monitor**: Describe how you **monitored and adapted** process differentiation strategies to support student progress;

8. PRODUCT DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS (SwSN) BASED ON READINESS LEVELS, LEARNING PROFILES & INTERESTS

- a. **Information** about Student: Identify SwSN's **readiness level(s), learning profile(s) and interests**;
- b. **Strategy** Alignment: Align **product (assessment)** to SwSN's readiness level(s), learning profile(s) and/or interests;
- c. **Explanation**: Provide an **rationale** of why the assessment is appropriate for SwSN's readiness level(s), learning profile(s) and/or interests;
 - 1.) Describe how & why you use the assessment strategy to support the class/SWSN's to learn this objective;
 - 2.) Describe how & why you **accommodate (process) or modify (content) assessment** to meet the SWSN's needs;
 - 3.) Describe how the **grading criteria** is modified (rubric) to meet the SWSN's needs;
 - 4.) Describe how & why you have students create **multisensory products** to meet SWSN's needs;
 - 5.) Describe how & why you provide SWSN **choices** when it comes to assessments;
- d. **Assessment** Criteria: Describe the **criteria** for assessing the SwSN's success with the assessment based on their readiness level(s), learning profile(s) and/or interests;
- e. **Monitor**: Describe how you **monitored and adapted** process differentiation strategies to support student progress;

9. EVALUATION

- a. **What went well? Why?**
- b. **What evidence do I have that shows the extent to which the lesson was effective?**
- c. **What problems do students still have?**
- d. **How will I deal with the students whose understanding of the material is weak?**
- e. **How will I remediate?**
- f. **What changes will I make to enhance learning the next time I teach this lesson? Why?**

10. ATTACH CLASS PROFILE & LESSON

Classroom Management Instructions & Rubric – 20 points

Secondary Classroom Management Plan Website <http://www.secondarymanagementplan.weebly.com>

The *classroom management plan* describes how your philosophical beliefs will inform your teaching actions. Your classroom management plan will be based on the Self-Discipline Pyramid described in Villa, Thousand & Nevin's (2010) *Collaborating with Students in Instruction and Decision Making* (p.171-188).

A successful *Secondary Classroom Management Plan* helps students develop self-discipline and involves:

1. Creating a Caring Community: Building relationships, designing engaging lessons, and teaching students expectations
2. Recovery: Monitoring students and helping students recover when they do not meet expectations
3. Life Skills: Teaching social skills, emotional literacy, and problem solving,
4. Somewhere Else Plan: Facilitating a plan when students struggle and need to relocate to gain control
5. Wraparound Supports: Developing wraparound supports such as Positive Behavior Interventions and Supports (PBIS) and Response to Intervention (RtI)

Your classroom management plan may be one of the following formats:

1. Written Essay
2. Two or Three Dimensional Self-Discipline Pyramid
3. Website
4. YouTube Video
5. Screen Cast

You will upload your classroom management plan to your professional website. Design your plan with your students, colleagues and prospective employers as your audience.

Your Classroom Management Plan must include:

- a. 5-10 strategies that you will use at the *Creating a Community Level* of the Self-Discipline Pyramid (1 point)
- b. 5-10 strategies that you will use at the *Recovery Level* of the Self-Discipline Pyramid (1 point)
- c. 5-10 strategies that you will use at the *Life Skills-Long Term Support Level* of the Self-Discipline Pyramid (1 point)
- d. 3-5 strategies that you will use at the *Somewhere Else Plan Level* of the Self-Discipline Pyramid (1 point)
- e. 3-5 strategies that you will use at the *Wraparound Support Level* of the Self-Discipline Pyramid (1 point)
- f. Describe how your philosophy (perennialism, essentialism, experimentalism, existentialism social reconstructionism, postmodernism...) influences each level of the Self-Discipline Pyramid (5 points)
- g. Written evidence of how you communicated expectations to students (5 points)
- h. Provide 3-5 citations for the management strategies at each pyramid level using APA style (5 points)
 - i.e. In the first month of school, to help create community I will teach students the 4 Concepts from the Circle of Courage: belonging, generosity, mastery, and independence (Brendtro, Brokenleg, & Bockern, 2002). Attached is the graphic organizer for the Circle of Courage Vocabulary activity.

Review the Secondary Classroom Management Plan Website:

<http://www.secondarymanagementplan.weebly.com>

Feel free to use other classroom management or discipline resources as well.

This assignment can address the following TPEs: TPE 5: Student Engagement, TPE 6B: Developmentally Appropriate Practices in Grades 4-8, TPE 6C: Developmentally Appropriate Practices in Grades 9-12, TPE 6D: Special Education, TPE 7: Teaching English Learners, TPE 8: Learning about Students

Classroom Management Plan Rubric**20 points possible**

| Criteria | Approaching | Meets | Exceeds |
|---|---|---|--|
| Creating Community Level 1 point | Articulate 1-4 strategies to create community for learning | Articulate 5-10 strategies to create community for learning | Articulate 11 or more strategies to create community for learning |
| Recovery Level 1 point | Articulate 1-4 strategies to recover student engagement | Articulate 5-10 strategies to recover student engagement | Articulate 11 or more strategies to recover student engagement |
| Life Skills Level 1 point | Articulate 1-4 strategies to teach life skills | Articulate 5-10 strategies to teach life skills | Articulate 11 or more strategies to teach life skills |
| Somewhere Else Plan Level 1 point | Articulate 1-2 strategies to support students' planning | Articulate 3-5 strategies to support students' planning | Articulate 6 or more strategies to support students' planning |
| Wraparound Support Level 1 point | Articulate 1-2 strategies to provide wraparound supports | Articulate 3-5 strategies to provide wraparound supports | Articulate 6 or more strategies to provide wraparound supports |
| Philosophical Grounding 5 points | Describe how your philosophy influences 1-4 levels of the Self-Discipline Pyramid | Describe how your philosophy influences each of the 5 levels of the Self-Discipline Pyramid | Cite philosophical educators on how each of the 5 pyramid levels are influenced by your philosophy |
| Citations APA Style Format 5 points | Provide 1-2 citations for the management strategies at each pyramid level using APA style | Provide 3-5 citations for the management strategies at each pyramid level using APA style | Provide 6 or more citations for the management strategies at each pyramid level using APA style |
| Expectation Communication 5 points | 1-3 written artifacts that are evidence of how you communicate expectations to students | 5-10 written artifacts that are evidence of how you communicate expectations to students | 10 or more written artifacts that are evidence of how you communicate expectations to students |

Management Book Literature Circle & Management Infograph – 10 points

To help you learn about management approaches, you will become an expert on one management plan by reading a management book as a group using Harvey Daniels' (1994) Literature Circle process. As a way to process the concepts and apply them to your clinical practice experiences, your group members will take turns fulfilling the different literature circle roles: Discussion Director, Illustrator, Literary Luminary, Connector and Vocabulary Enricher. Each week your group will post the literature role assignments to the online forum.

To demonstrate your learning, your group will create an infograph (information graphic).

Week 11 - Draft Infograph & Peer Review

Week 12 – Revised Infograph

Week 13 – Present Infograph at the *School of Education Social Justice Poster Session, Nov. 20th 5-6:30 pm.*

Your entire team must attend the Poster Session to earn full points. Mark your calendar now.

Management books will be assigned the 1st week of class.

The Management Books are available for checkout at the Kellogg Library Reserve Desk.

More details for the literature circle assignment are provided online:

<http://secondaryclassroommanagementplan.weebly.com/literature-circles.html>

Unit Calendar & Unit Assessment Evaluation - 5 points

To assist the development on your unit plan, you will draft a unit calendar complete with assessments, evaluate the assessment of the unit objectives and standards, and make necessary changes to strengthen the unit.

The following pages include a Unit Calendar Template Formats and Unit Assessment Evaluation Guide.

Unit Calendar Template

Provide a unit calendar outlining what is addressed each day in the unit (objectives, standards, student activity and assessment). For each assessment, identify the type, purpose, implementation process, and feedback procedures. A scrolling list and table format are provided as templates for your unit calendar. You are free to choose the format that works best for you.

The Unit Assessment Evaluation Guide

This guide provides you a list of prompts to help you evaluate and improve your unit assessments. The first part of the guide helps you describe in detail the different assessments included in your unit. The second part helps you identify the strengths and weaknesses of your unit assessments. The third part of the guide helps you design an additional assessment to strengthen the assessment plan. The fourth part of the guide provides prompts to rationalize how the additional assessment provides more information, clarifies what students know and understand, and helps monitor student progress more effectively.

This assignment prepares you for TPA Task 1 Case Study 2.

The unit plan addresses TPEs: TPE 6B: Developmentally Appropriate Practices in Grades 4-8, TPE 6C: Developmentally Appropriate Practices in Grades 9-12, TPE 6D: Special Education, TPE 7: Teaching English Learners, TPE 8: Learning about Students, TPE 9: Instructional Planning

Unit Calendar Template Formats

Choose one of the template formats to describe the assessment plan for a unit of instruction.
For each assessment, identify the type, purpose, implementation process, and feedback procedures.

DAY 1

Standard:
Objective:
Student Activity:
Assessment:

DAY 2

Standard:
Objective:
Student Activity:
Assessment:

DAY 3

Standard:
Objective:
Student Activity:
Assessment:

DAY 4

Standard:
Objective:
Student Activity:
Assessment:

DAY 5

Standard:
Objective:
Student Activity:
Assessment:

| DAY | Standard | Objective | Student Activity | Assessment |
|------------|-----------------|------------------|-------------------------|-------------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

Unit Assessment Evaluation Guide

1a) List all of your assessments in the unit and label each assessment strategy for the following:

Objective & Standard: *What objective and standard does this assessment address?*

Type: *Formal or Informal*

Diagnostic, Formative or Summative,

Multiple Choice, Fill in Blank, Essay, Drawing, Performance, Other _____

Purpose: *Assess skills or Assess knowledge/concepts*

Implementation: *Paper & Pencil, Verbal, or Performance*

Feedback strategies: *Who will provide feedback? Teacher, Student or Peer*

How will the feedback be provided: Verbal, Written, or Performance

Identify how assessment informs instruction: *Determine what needs to be reviewed or who has learned material*

1b) To help you answer #2, please evaluate your assessment plan using these ten prompts:

1. Are your assessments addressing all standards, objectives and goals? How are the assessments inherent to the learning goals/objectives?
2. How many assessments do you have? One for each day? More than one for each objective?
3. What variety are you providing for the assessments? (formality, purpose, implementation method, communication of expectations, evaluation criteria, feedback strategies, self-assessment ...)
4. How will you know if your assessments are valid & reliable? Using multiple assessments to monitor student progress?
5. How are the student's development needs (readiness levels, interests and learning profiles) integrated into the assessments? How many different multiple intelligences are incorporated in the unit assessments? How do students have choices in their assessments?
6. How are the criteria for the assessments communicated, modeled and supported?
7. How will you guide students to self-assess as they complete their assignments? Have you provided an assessment rubric for the unit? Will students use it for a formal self-assessment? When?
8. How will you have assessment data inform your instruction? Not just at the end of the unit but along the way?
9. What levels of problems solving and critical thinking are implemented in the assessments?
10. Do you need more information about what the students really know and understand? Will these assessments help you identify your students' misconceptions? Will these assessments help you identify if your students are achieving the learning goals?

2a) Identify one strength in your unit assessment plan and explain why it is a strength in relation to the learning goals/objectives of this unit. (See 1b for ideas.)

2b) Identify one weakness in the assessment plan and explain why it is a weakness in relation to the learning goals/objectives of this unit. (See 1b for ideas.)

3a) Include an additional assessment to address your weakness in the assessment plan. Think about how the additional assessment could improve your assessment plan.
Describe the additional assessment:

Explain how it might be used to improve the plan by answering the following questions:

3b) When in the plan would you use this assessment? (Day of unit)

3c) What goals/objectives would be assessed by this assessment?

3d) What type of assessment would it be? Circle each type:

Formal or Informal

Diagnostic, Formative or Summative

Multiple Choice, Fill in the Blank, Essay, Drawing, Performance, Other _____

3d) What would be the purpose of the assessment?

Assess skills or Assess knowledge/concepts

3e) How would you implement the assessment?

Individual or Group Assessment

Paper & Pencil, Verbal, or Performance

3f) What feedback strategies would you use?

Who will correct and provide feedback? Teacher, Student or Peer

How will the feedback be provided: Verbal, Written, or Performance

3g) How would the results of the assessment inform instruction?

Determine what material needs to be reviewed or who has learned material

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

Unit Plan - 20 points

You will develop a thematic unit plan which will include: *class and unit context, facts about learners (class profile, individual student information and differentiation strategies), unit rationale, enduring understandings, essential questions, summative assessment, unit objectives, unit assessments (diagnostic/formative/summative and include a rubric), standards (content, common core & ELD), unit anticipatory set, unit calendar, unit closure, materials/resources, lesson plans, self-reflection of process and rubric with self assessment.*

The intention of this assignment is for you to design a unit you need for the later part of your Clinical Practice I. It is recommended that in the first few weeks of the semester you consult with your co-teacher to identify what content you will need to take the lead on planning and the lead on teaching.

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.

The focus on this assignment is the comprehensive nature of curriculum design and assessment, as well as differentiation strategies in long term planning.

This assignment prepares you for TPA Task 1 Case Study 2.

The unit plan addresses TPEs: TPE 6B: Developmentally Appropriate Practices in Grades 4-8, TPE 6C: Developmentally Appropriate Practices in Grades 9-12, TPE 6D: Special Education, TPE 7: Teaching English Learners, TPE 8: Learning about Students, TPE 9: Instructional Planning

UNIT PLAN TEMPLATE with Prompts

(Save all the bold headings, but replace the regular font prompts with your unit information.)

UNIT AUTHOR:

UNIT TOPIC: Title or brief description of unit theme

1. UNIT CONTEXT

Subject/Content Area

Course

Grade Level

Length of Unit: Number of days/weeks this unit will cover (Must be for a minimum of a week.)

Number of class periods and length of periods

2. FACTS ABOUT THE LEARNERS

Class Profile Provide your detailed class profile.

Individual Student Information and Differentiation Strategies

Consult the Lesson Rational Reflection and the <http://www.secondarydifferentiation.weebly.com>

#1 Student - Student with Special Education Need

a. Name: What is the students' first name?

b. Eligibility: What eligibility category does the student qualify for special education services (IDEA or 504)?

c. Identity: Describe student's grade level, culture, language, SES, family, affect ...

d. Goals: What are the student's individual education goals (reading, writing &/or subject levels)?

e. Readiness: Describe the student's readiness level.

f. Interest: Describe the student's interests.

g. Learning Profile: Describe the student's learning profile (personality, learning style preferences ...).

h. Differentiation: How does this unit differentiate instruction for this student based on above info?

- Content (curriculum materials)
- Process (student activities)
- Product (assessment)
- Affect (proactive management strategies - student activities, feedback strategies...)
- Learning Environment (classroom space, seating, grouping ...)

i. Assessment: What formative assessments are in this unit to make sure your student is making progress? Provide a rationale for your assessment choice.

#2 Student - English Language Learner

a. Name: What is the students' first name?

b. ELL Level: What is the level of your English Learner?

c. Identity: Describe student's grade level, culture, language, SES, family, affect ...

d. Goals: What are the student's individual education goals (reading, writing, speaking &/or subject levels)?

e. Readiness: Describe the student's readiness level.

f. Interest: Describe the student's interests.

g. Learning Profile: Describe the student's learning profile (personality, learning style preferences ...).

h. Differentiation: How does this unit differentiate instruction for this student based on above info?

- Content (curriculum materials)
- Process (student activities)
- Product (assessment)
- Affect (proactive management strategies - student activities, feedback strategies...)
- Learning Environment (classroom space, seating, grouping ...)

i. Assessment: What formative assessments are in this unit to make sure your student is making progress? Provide a rationale for your assessment choice.

#3 Student – Low Level Student

a. Name: What is the students' first name?

b. Need: What support does this student need to be successful?

c. Identity: Describe student's grade level, culture, language, SES, family, affect ...

d. Goals: What are the student's individual education goals (reading, writing &/or subject levels)?

e. Readiness: Describe the student's readiness level.

f. Interest: Describe the student's interests.

g. Learning Profile: Describe the student's learning profile (personality, learning style preferences ...).

h. Differentiation: How does this unit differentiate instruction for this student based on above info?

- Content (curriculum materials)
- Process (student activities)
- Product (assessment)
- Affect (proactive management strategies - student activities, feedback strategies...)
- Learning Environment (classroom space, seating, grouping ...)

i. Assessment: What formative assessments are in this unit to make sure your student is making progress? Provide a rationale for your assessment choice.

#4 Student – Average Level Student

a. Name: What is the students' first name?

b. Need: What support does this student need to be successful?

c. Identity: Describe student's grade level, culture, language, SES, family, affect ...

d. Goals: What are the student's individual education goals (reading, writing, speaking &/or subject levels)?

e. Readiness: Describe the student's readiness level.

f. Interest: Describe the student's interests.

g. Learning Profile: Describe the student's learning profile (personality, learning style preferences ...).

h. Differentiation: How does this unit differentiate instruction for this student based on above info?

- Content (curriculum materials)
- Process (student activities)
- Product (assessment)
- Affect (proactive management strategies - student activities, feedback strategies...)
- Learning Environment (classroom space, seating, grouping ...)

i. Assessment: What formative assessments are in this unit to make sure your student is making progress? Provide a rationale for your assessment choice.

#5 Student – High Level Student

a. Name: What is the students' first name?

b. Need: What support does this student need to be successful?

c. Identity: Describe student's grade level, culture, language, SES, family, affect ...

d. Goals: What are the student's individual education goals (reading, writing, speaking &/or subject levels)?

e. Readiness: Describe the student's readiness level.

f. Interest: Describe the student's interests.

g. Learning Profile: Describe the student's learning profile (personality, learning style preferences ...).

h. Differentiation: How does this unit differentiate instruction for this student based on above info?

- Content (curriculum materials)
- Process (student activities)
- Product (assessment)
- Affect (proactive management strategies - student activities, feedback strategies...)
- Learning Environment (classroom space, seating, grouping ...)

i. Assessment: What formative assessments are in this unit to make sure your student is making progress? Provide a rationale for your assessment choice.

2. Unit Rationale: Enduring Understandings & Essential Questions

What is important about unit? Why does unit matter? How does unit fit into your course?

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? Write up EU using this format, "*Students will understand THAT ...*"

Essential Questions

What questions will frame the unit?

Essential Questions Guidelines:

- 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 (Wiggins & McTighe):

- 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)

3. STANDARDS

Content & Common Core Standards

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

ELD Standards

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

4. UNIT OBJECTIVES

Write an objective(s) that directly addresses your standard/framework.

What skills and knowledge does the lesson/unit address?

Include a condition, verb, criteria, type and standards addressed

- Condition: Under what conditions will the students meet objective? –What will you provide and what will the student do prior to performing the objective.
- Verb: What will the student do? “students will be able to ...”
- 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 #

5. 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:

- **Name of 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 ... (Optional)
- **Evaluation Criteria:** Provide one rubric for the unit.
- Feedback Strategies
- **Student Self-Assessments:** Provide one rubric for the unit.

Assessment Checklist

Use these questions to refine your assessments. You do not need to write answers to these questions.

- Are your assessments addressing all standards, objectives and goals? How are the assessments inherent to the learning goals/objectives? How many assessments do you have? One for each day? More than one for each objective?
- What variety are you providing for the assessments? (formality, purpose, implementation method, communication of expectations, evaluation criteria, feedback strategies, self-assessment ...)
- How will you know if your assessments are valid & reliable? Using multiple assessments to monitor student progress?
- How are the student’s developmental needs (readiness levels, interests and learning profiles) integrated into the assessments? How many different multiple intelligences are incorporated in the unit assessments? How do students have choices in their assessments?
- How are the criteria for the assessments communicated, modeled and supported?
- How will you guide students to self-assess as they complete their assignments? Have you provided an assessment rubric for the unit (1 minimum)? Will students use it for a formal self-assessment? When?
- How will you have assessment data inform your instruction? Not just at the end of the unit but along the way?
- What levels of problems solving and critical thinking are implemented in the assessments?

6. STEPS OF INSTRUCTION (See “WHERE TO” in Understanding by Design PPT.)

CALENDAR

Provide a copy of your unit calendar with a standard, objective, student activity and assessment.

ANTICIPATORY SET

Describe what you will do at the beginning of the unit to get students ready to learn.

How will you create a hook? How will you motivate and focus students?

CLOSURE

Describe the closure, transfer and transition for the end of the unit.

Closure: 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?

Transfer: How will you students continue to practice and transfer learning from this unit?

Transition: How will you prepare students for the next unit?

WEEK OF LESSON PLANS

Provide a minimum of week’s worth of lesson plans. Have the lesson plans match the schedule for the school you are assigned for clinical practice. For example, if your school follows a traditional schedule of 5 – 50 minute classes – you need to provide 5 lesson plans.

7. MATERIALS/RESOURCES

Identify and provide all tangible resources you will need to teach unit: Reading Materials, Videos, Websites, Graphic Organizers, PPTS, Rubrics ...

8. REFLECTION

- In what ways have you differentiated instruction to meet the varying needs of your students?
- 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?
- 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?

9. RUBRIC WITH SELF-ASSESSMENT

- Highlight or circle the criteria on the unit plan rubric that describes your unit plan.
- Turn in your self-assessed (highlighted/circled) rubric 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.

UNIT RUBRIC

20 points

| Design Component & Criteria | Approaching | Meets (Include criteria for Approaching & Meets) | Exceeds (Include criteria for Approaching, Meets & Exceeds) |
|--|--|--|--|
| Unit Context 1 point | Describes the subject/content area, course, grade level & ... | & describes the length of unit, number of class periods and lengths of periods. | & describe where it fits within the year plan. |
| Student Facts 2 points | Provide a complete Class Profile | & describe 5 individual students (ELL, Special Ed, Low Level, Average Level, High Level). Include the student's name, label, grade level, culture, language, SES, family, affect, individual education goals, readiness (reading, writing and subject area level), interests, & learning profile ... | & include information about students' affects and needs for their learning environment. |
| Differentiation 3 points | Describe the differentiation strategy(ies) for the 5 individual students... | & label the strategy (<i>lesson content, process or product</i>) and the way it addresses the students identity and developmental needs (<i>readiness, interest or learning profile</i>)... | & provide 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 <i>enduring understandings</i> - what student's will know and be able to do at the end of the unit ... | & articulate what <i>essential questions</i> you will use to frame the unit ... | & label the questions based on the <i>Six Facets of Understanding</i> . |
| Standards and Objectives 1 point | Both CA Content, Common Core 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 (<i>cognitive, affective, psychomotor or language</i>) and number of the standard it addresses... | & identify which of the six facets of understanding it is designed to address. |
| Assessment 2 points | Provide an assessment for each objective and articulates ... | & identify the formality, purpose, implementation method and evaluation criteria. | & provide description of how you will communicate expectations (rubric), self-assessment process and provide a sample of student work. |
| Anticipatory Set 1 point | Provide an <i>anticipatory set</i> activity for unit ... | & describe in detail the steps the teacher will take to implement the anticipatory set for the unit and any needed materials (i.e. graphic organizer, ppt, model, rubric)... | & provide script for teacher and times for each activity. |

| Design Component & Criteria | Approaching | Meets (Include criteria for Approaching & Meets) | Exceeds (Include criteria for Approaching, Meets & Exceeds) |
|---|---|---|---|
| Calendar 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 unit calendar online for students. |
| Closure 1 point | Provide a <i>closure</i> activity for unit ... | & describe in detail the steps the teacher will take to implement the closure activities and any needed materials (i.e. graphic organizer, ppt, model, rubric)... | & provide script for teacher and times for each activity. |
| Lesson Plans 4 points | 3-5 lesson plans are provided for one week of the unit ... | & each lesson meets all the requirements specified in their perspective rubrics including all the instructional materials ... | & A full scripted Lesson is provided for each day of the week. |
| Materials & Resources 1 point | Describe all the materials needed to implement the lesson/unit... | & the materials address a range of student needs and variety of interests and learning profiles... | & provide students multiple choices for the content, process and products of the unit. |
| Reflection 1 point | Address all the reflection prompts about differentiation, strengths and limits of the unit, & effectiveness of unit ... | & describe what you learned about yourself and your students... | & identify what you would keep in mind for the next lesson. |
| Self-Evaluation 5 points will be deducted if not included | Provide a copy of the rubric with the unit plan... | & highlight or circle the criteria for each component... | & provide hand written evidence for each criteria marked and identify what page the component is addressed in the unit. |

Student Success (Study) Team aka SST - 10 points

You will participate in a group role-play modeling an effective SST meeting. Preparation for this assignment will take place in and outside of class. There are two parts of this assignment: Video of SST Meeting Role-Play and Written Reflection of what you learned about SST Process. Each part is worth 5 points. Your group will videotape the role-play, post the video to YouTube and make the video assessable to your peers on the Cougar Course SST Forum. You will post a reflective response to articulate what you learned, provide evidence of your learning and identify what you still need to learn about SST meetings. *You must be in class for the role-play sessions to earn credit for this assignment. This addresses TPE 6D: Special Education.*

Dispositions Self-Assessment, Reflection & Action Plan - 10 points

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.

There are two parts of the professional disposition evaluation for EDSS 511: Initial Self-Assessment and Reflection/Action Plan. Each part is worth 5 points, for a total of 10 points.

Bring a draft of your Initial Self-Assessment to Week 4 class to go over the requirements. By Week 5 post your Initial Self-Assessment using the disposition rubric. Your self-assessment will describe the evidence you have to justify your evaluation for each category. Coursework faculty will review your self-assessment and provide their evaluation/feedback in regards to your coursework performance. In addition you will receive feedback from your supervisor(s) about your clinical practice performance.

For the Week 13 Reflection & Action Plan, you will provide a revised self-assessed rubric, reflection and action plan. The self-assessed rubric must include evidence for each category evaluated. A written reflection will be provided that describes your growth and development in the six areas. Based on your disposition assessment you will develop an action plan to identify how you will continue your growth and development in all areas. (Please note the timeline may look different for co-teaching single subject candidates, because your course work is for the full semester verses the 8-week Multiple Subject Program.)

Dispositions and Disposition Rubric for the School of Education California State San Marcos

Background Information:

Assessing a candidate's dispositions within a professional preparation program is validation of a core value of the CSUSM SOE: that teaching and working with learners of all ages require not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. In 2007, the School of Education (SOE) adopted six dispositions. In recognition of the need to determine levels of competence required for initial and advanced credentials and degrees, a 2011-12 SOE task force convened to develop a rubric which enables determination of skill levels of candidates

and refines the process for assessing dispositions of candidates obtaining both initial and advanced credentials and degrees.

The Rubric:

The rubric delineates the six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. Descriptors are provided for each of the six dispositional elements. For each dispositional element, there are three levels of performance - unacceptable, initial target, and advanced target. The description for the three levels of performance offers measurable behaviors and examples, but does not list every possible behavior. Candidates need not demonstrate all behaviors in a level in order to be rated at that level.

Implementation Procedures:

- 1. Initial Credentials (Multiple Subject, Concurrent Multiple Subject and Education Specialist, Middle Level, Single Subject, Speech Language Pathology):**
 - a. The purpose of initial credential programs is for candidates to meet the *initial target* level of the rubric for all six dispositional elements. The ratings are intended to be used for candidates to self-reflect and receive input from cooperating teachers, university supervisors, and instructing faculty to attain at least the *initial target* (i.e., a Likert score of at least 3 on a 5-point scale) rating on the rubric.
 - b. Dispositions and rubrics are presented and explained in designated courses in each program as well as in clinical practice. Candidates self-assess using the rubric after the first week of coursework. By the 5th week of the semester, the instructor of the designated course collaborates with the other instructors of the cohort to complete a faculty assessment of each candidate. By at least the fourth week of full-time clinical practice, at least one university supervisor and one cooperating teacher use the Disposition Rubric to assess each candidate. By at least the 16th week of the semester, based upon the assessment information, candidates compose a reflection and action plan that becomes part of the candidate's TPE Portfolio. University Supervisors are responsible for ensuring that the reflection and action plan are composed and submitted. Designated courses for the post-baccalaureate credential are EDMS/EDMI/EDMX 511 and EDMS/EDMI/EDMX 512, for Multiple Subject, Middle Level and Concurrent candidates and EDSS 511 and EDSS 531 for Single Subject candidates. For Speech Language Pathology candidates, the designated courses are EDMX 631 and EDSL 652. The Director of the School of Education and the respective program coordinators will ensure that all dispositions of all candidates are assessed and acted on.
 - c. Baccalaureate Integrated Credential Program (ICP) candidates self-assess using the rubric after the first week of coursework in EDMS 512 and EDMS 544. By the 5th week of the semester, the instructor of the designated course collaborates with the other instructors of the cohort to complete a faculty assessment of each candidate. By at least the fourth week of Clinical Practice I the University Supervisor will have the candidate self-assess in the first week. Additionally, at least one university supervisor and one cooperating teacher will use the Disposition Rubric to assess each candidate. By at least the 16th week of the semester, based upon the assessment information, candidates compose a reflection and action plan that becomes part of the candidate's TPE Portfolio. University Supervisors are responsible for ensuring that the reflection and action plan are composed and submitted. Candidates will be assessed by their instructors in EDMS 512 and EDMS 544 in conjunction with the cooperating teacher of their Practicum I and II. The Director of Education and the program coordinator will ensure that all dispositions of all candidates are assessed.
 - d. The SOE Statement of Concern process will be activated for candidates who receive an *unacceptable* rating for one or more dispositions. See the Statement of Concern Guidelines on the School of Education webpage at <http://www.csusm.edu/education/ClinicalPractice/index.html>.
- 2. Advanced Credential Programs (Education Specialist, Literacy, Educational Administration):**
 - a. The focus in advanced programs is on moving from the *initial target* to the *advanced target* level. A minimum expectation is that advanced candidates receive at least the *approaching target* (i.e., a Likert score of at least 2 on a 3-point scale) rating on the rubric by the end of the program. An advanced program may modify the rubric to more specifically address the context of the program.

- b. Dispositions and rubrics are presented and explained in at least one designated course in each program as well as in the clinical practice or field experience, as appropriate. For Add On and Concurrent Education Specialist candidates, the designated courses are EDMX 631 and EDMX 575. For the Literacy programs, the designated course is EDUC 627. For the Educational Administration program, the designated course is EDAD 620. The Director of Education and the respective program coordinators will ensure that all dispositions of all candidates are assessed.
- c. For Education Specialist candidates, in the EDMX 631 and EDMX 575 courses, candidates self assess using the rubric after the first week of coursework. By the 8th week of semester, the instructor of the designated course collaborates with the other instructors of the cohort to complete a faculty assessment of each candidate. In EDMX 575, by week 12 of the semester, the course instructor prompts each candidate's university supervisor and cooperating teacher/support provider to assess the candidate using the Disposition Rubric. By the end of the semester, based upon the assessment information, candidates compose a graded (e.g., 5-point) reflection and action plan that becomes part of the grade for the designated course and, for EDMX 575, the Individual Development Transition Plan.

For the Educational Administration credential program, in EDAD 620, candidates develop a comprehensive digital portfolio, which is evaluated by the program coordinators using a scoring rubric that includes the dispositions. The program coordinator(s) provide feedback to the candidate based upon the evaluation. The Director of Education and the respective program coordinators will ensure that all dispositions of all candidates are assessed.

- d. The SOE Statement of Concern process will be activated for candidates who receive an *unacceptable* rating for one or more dispositions. See the Statement of Concern Guidelines on the School of Education webpage at <http://www.csusm.edu/education/ClinicalPractice/index.html>.

PROFESSIONAL DISPOSITIONS RUBRIC

The School of Education of California State University San Marcos fosters the development of the following professional dispositions among our candidates. Candidates increasingly reflect these dispositions in their work with students, families, and communities.

| Dispositional Element | Unacceptable 1 | Approaching Target 2 | Meets Target 3 |
|---|---|---|--|
| <p><u>1. Social Justice and Equity</u></p> <p>Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.</p> | <p>Behaves in a manner that is discriminatory, intolerant, or close- minded. Resists working with some groups or individuals, makes derogatory remarks, or rejects views based on factors such as gender, exceptionalities, race, culture, religion, or socioeconomic background. Selects materials, designs activities, or interacts in ways that promotes stereotypes or demeans others. Does not take appropriate initiative to understand and identify student needs and/or provide learning experiences that meet the needs of all students. Fails to provide extra assistance or alternative learning experiences when needed. Repeatedly excludes some students from learning experiences.</p> | <p>Consistently models respect for all learners. Behaves in ways that reflect concern and equitable effort on behalf of all. Written work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds/settings in learning experiences and provides opportunities for students to hear, consider, discuss different viewpoints). Interacts with students in ways that consider individual differences and life experiences. Takes care to provide appropriate experiences for all students. Consistently advocates for inclusion and consideration of diverse perspectives.</p> | <p>Consistently models respect for all learners. Behaves in ways that reflect concern and equitable effort on behalf of all. Written work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds/settings in learning experiences and provides opportunities for students to hear, consider, discuss different viewpoints). Interacts in ways that consider individual differences and life experiences. Takes care to provide appropriate experiences for all students.</p> <p><i>Works to influence others' provision of services for those beyond those in his/her immediate setting. Seeks forums or leads efforts to advocate for inclusion and consideration of diverse perspectives.</i></p> |

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| | Gives preferential treatment to some students. | | |
| <p><u>2. Collaboration</u></p> <p>Candidates practice the skills of collaboration in their professional interactions with students, colleagues, parents/guardians/caregivers and those in the wider community.</p> | <p>Interacts with others (students, parents, colleagues) in ways that does not communicate respect. For example, uses destructive criticism, derogatory remarks, threats, physical coercion, or other inappropriate language or behavior. Does not reasonably allow others to express ideas. Discourages or undermines the work of others.</p> | <p>Consistently interacts with others (students, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating consistency and impartiality, and providing opportunities for others to express or demonstrate their needs and viewpoints. Values and builds relationships. Encourages and supports participation and success for all.</p> | <p>Consistently interacts with others (students, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating consistency and impartiality, and providing opportunities for others to express or demonstrate their needs and viewpoints. Values and builds relationships. Encourages and supports participation and success for all.</p> <p><i>Advocates for the expression of diverse perspectives. Seeks forums and leads efforts to assist others in developing understanding and skills in being supportive of others (e.g., students, parents, colleagues).</i></p> |

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| <p><u>3. Critical Thinking</u></p> <p>Candidates analyze various professional contexts, resulting in more informed decision-making about professional practice.</p> | <p>Does not gather, analyze or use data to make informed decisions. Behaves in ways that reflect a belief that others should provide what is needed. Does not ask appropriate questions or take initiative to work toward achieving goals or solving dilemmas.</p> | <p>Analyzes professional contexts, by a) seeking information from a variety of sources to analyze student needs and b) planning and implementing appropriate decisions about professional practice. Seeks a variety of perspectives in exploring issues. Asks questions and takes action to achieve goals or solve dilemmas. Anticipates needs and assists others in obtaining or managing resources.</p> | <p>Analyzes professional contexts, by a) seeking information from a variety of sources to analyze student needs and b) planning and implementing appropriate decisions about professional practice. Seeks a variety of perspectives in exploring issues. Asks questions and takes action to achieve goals or solve dilemmas. Anticipates needs and assists others in obtaining or managing resources.</p> <p><i>Provides leadership in solving dilemmas involving the procurement or distribution of resources. Actively seeks or leads opportunities to select or create appropriate new forums to advocate for students or the profession.</i></p> |
| <p><u>4. Professional Ethics</u></p> <p>Candidates make and act on well-reasoned, principled judgments.</p> | <p>Fails to consistently honor the needs and best interests of students, the work setting (school, district, university) or profession. Demonstrates a pattern of unprofessional behavior such as absence, tardiness, failure to complete tasks, inappropriate dress or personal behavior, violation of confidentiality, academic dishonesty (e.g., plagiarism, cheating), or imposition of personal religious or political views upon others.</p> | <p>Consistently honors the needs and best interests of students, the work setting (school, district, university), and the profession. Makes well-reasoned, principled judgments regarding professional behaviors such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains.</p> | <p>Consistently honors the needs and best interests of students, the work setting (school, district, university), and the profession. Makes well-reasoned, principled judgments regarding professional behaviors such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains.</p> <p><i>Actively seeks or leads forums to advocate for professional conditions and resources that will improve learning outcomes for students or the profession.</i></p> |
| <p><u>5. Reflective Teaching and Learning</u></p> <p>Candidates</p> | <p>Does not critically evaluate own professional practice or performance (e.g., interactions, written work,</p> | <p>Demonstrates understanding of the relevant teaching/learning standards. Consistently evaluates own professional</p> | <p>Demonstrates understanding of the relevant teaching/learning standards. Consistently evaluates own professional</p> |

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| <p>critically review their professional practice and the impact it has on student success.</p> | <p>formal and informal assessments) and the impact on student success. Fails to see the need for positive change. Does not provide substantive suggestions for positive self-improvement. Rejects suggestions from others directly or by failing to act. Offers excuses and/or assigns blame for negative results to students, parents, colleagues, supervisors, or others.</p> | <p>practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success. Generates ideas for potential improvements or revisions and applies them to future professional practice and performance. Is open-minded and positive when receiving feedback from others, and acts upon suggestions.</p> | <p>practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success. Generates ideas for potential improvements or revisions and applies them to future professional practice and performance. Is open-minded and positive when receiving feedback from others, and acts upon suggestions.</p> <p><i>Actively seeks further information and perspectives from others to evaluate own performance and demonstrates in depth analysis and synthesis of viewpoints. Applies relevant teaching/learning standards in their work.</i></p> |
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| <p><u>6.Life-Long Learning</u></p> <p>Candidates recognize the need for and are committed to actively seeking new knowledge, skills and experiences.</p> | <p>Does not consistently demonstrate intellectual engagement with material or others (e.g., peers, instructors, students). Verbal and written contributions do not demonstrate familiarity with required material. Fails to ask questions or make thoughtful references to concepts of study. Fails to meet professional standards in written work and participation. Argues point of view in terms of personal experience or hearsay rather than understanding of theory, research, or data-based evidence.</p> | <p>Demonstrates intellectual engagement with material and others (e.g., peers, instructors, students). Seeks and takes advantage of learning opportunities to stay professionally current, acquire new knowledge, skills, and experiences. Is familiar with relevant professional organizations, current research, and interdisciplinary practices. Makes connections between concepts, experiences, and content. Seeks and uses contemporary theory, research, and data-based evidence to inform instruction.</p> | <p>Demonstrates intellectual engagement with material and others (e.g., peers, instructors, students). Seeks and takes advantage of learning opportunities to stay professionally current, acquire new knowledge, skills, and experiences. Is familiar with relevant professional organizations, current research, and interdisciplinary practices. Makes connections between concepts, experiences, and content. Seeks and uses contemporary theory, research, and data-based evidence to inform instruction.</p> <p><i>Seeks further information and engages others in intellectual discussions. Creates learning opportunities for self and others. Is actively involved in professional groups and associations, or other professional decision-making bodies. Analyzes, synthesizes and evaluates material in order to provide professional development for others.</i></p> |
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GRADING STANDARDS

EDSS 511 Course Assignments

| | |
|---|--------------------------|
| Reading Responses | 5 points |
| Lesson Designs | 20 points |
| Classroom Management Plan | 20 points |
| Unit Calendar & Assessment Plan | 5 points |
| Unit Plan | 20 points |
| Student Success Team (Must participate in Role Play and Reflection to earn any points.) | 10 points |
| Management Book Literature Circle & Infograph | 10 points |
| Dispositions Self-Assessment & Reflection | 10 points |
| Total possible FOR EDSS 511 | 100 POINTS = 100% |

Grading Scale

| | | | | |
|-----------|------------|------------|-----------|----------------|
| | A = 93-100 | A- = 90-92 | | |
| B+= 87-89 | B = 83-86 | B- = 80-82 | | |
| C+= 77-79 | C = 73-76 | C- = 70-72 | D = 60-69 | F=59 or lower. |

You must repeat the course if you do not earn a C+ or higher.

SCHEDULE/COURSE OUTLINE

EDSS 511 Course Calendar Guide (SEE COUGAR COURSE FOR READING AND ASSIGNMENT DETAILS)

| Session # | Date | Topic & Assignments Due: Some assignment need to be posted online prior to class & some need to be brought to class. |
|-----------|---------------------------------|---|
| 1 | Aug 25 | Understanding Yourself as Student/Teacher Post Reading Response on your website & bring Class Profile to Class |
| 2 | <i>Sept 1 Labor Day</i> | <i>Differentiation - Online Class</i> Post Lesson Draft on Forum by Friday, August 29th Review 2 or more lessons by Monday, Sept. 1 Post revised lesson by Wednesday, Sept. 3 & bring copy Week 3 |
| 3 | Sept 8 | Differentiation, Management Strategies & Literature Circles Bring in Revised Differentiated Lesson |
| 4 | Sept 15 | Brain Based Learning & Management Literature Circles Talk Like a Pirate Day Brain Based Lesson ***Special Schedule 10 am – 8 pm with Stephen Krashen Arts 240 6 pm |
| 5 | Sept 22 | Classroom Management & Literature Circles Classroom Management Plan |
| 6 | Sept 29 | Joint Session on Assessment Unit Plan Assessment Calendar |
| 7 | Oct 6 | Differentiation (TPA Task 1) Workshop Lesson Reflection |
| 8 | Oct 13 TPA 1 Due | Unit Workshop |
| 9 | Oct 20 | Classroom Management & Literature Circles Unit Plan |
| 10 | Oct 27 | Student Success Team (SST) Meeting Attend a SST Meeting & SST Role Play |
| 11 | Nov 4 | Literature Circle Infograph Peer Review Infograph Draft & SST Reflection |
| 12 | <i>Nov 10</i> | <i>Finalize Management Infograph - Online Class</i> Post Management Infograph |
| 13 | Nov 17 | Invisible Student Supports Attend Social Justice Poster Session - November 20th 5:00-6:30 pm Professional Disposition |
| 14 | <i>Nov 24 TPA 2 Due</i> | <i>Happy Thanksgiving - Online Class</i> |
| 15 | Dec 2 Last Class | Semester Reflection – F2F |

(Note: Italic green font sessions are online.)