California State University
SAN MARCOS

School of Education

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EDSS 511 (Section 1 and Section 2)
Secondary Teaching and Learning
Section 1CRN #45848 and Section 2 CRN #45849
Mondays
7:00 am – 5:00 pm
CSUSM University Hall 444 and 273
Fall 2013

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

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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. Teacher Performance Expectation 6c - Developmentally Appropriate Practices in Gr 9-12
- *Understanding important characteristics of the learners*
- *Designing instructional activities*
- *Providing developmentally appropriate educational experiences*

2. Teacher Performance Expectation 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*

3. Teacher Performance Expectation 9 - Instructional Planning
- *Establishing academic learning goals*
- *Connecting academic content to the students backgrounds, needs, and abilities*
- *Selecting strategies/activities/materials/resources*

This course is intended to begin the preparation of secondary teachers. Teacher candidates will be exposed to and have experiences with the research, theory, and practice which form the foundation of the profession. The course will focus on facilitating teacher candidates to improve knowledge and develop skills in six fundamental areas of the teaching profession:

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

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

Required Texts
Purchase a $9,95 Online Student Access Subscription to Rethinking Schools Magazine
http://www.rethinkingschools.org/ProdDetails.asp?ID=STOLACCESS
Or purchase a 3-years for $34.95 http://www.rethinkingschools.org/ProdDetails.asp?ID=RTSSUB

Electronic Readings will be provided on cougar course.

Website Resources
Cougar Course Website   http://cc.csusm.edu/course/view.php?id=2311#section-0
Single Subject Website   https://sites.google.com/site/csusmss2013/
CSUSM School of Education Website   http://www.csusm.edu/education/

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. 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.*

Reading Response Instructions and Rubric

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.

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

Nuptial Conversation Guide: Themes & Prompts for Co -Teaching

Time for Planning
- How much time do we need?
- Where will we find the time that we need?
- How will we use our time together?
- What records can we keep to facilitate our planning?

Instruction
- What content will we include?
- Who plans for what content?
- How will we share teaching responsibility?
- Who adapts the curriculum and instructional and assessment procedures for select students?
- What are our strengths in the area of instruction and assessment?
- How will the content be presented -- will one person teach and the other(s) arrange and facilitate follow-up activities, or will all members share in the teaching of the lesson?
- How will we arrange to share our expertise? How can we arrange to observe one another and practice peer coaching?
- Do we rotate responsibilities?
- How will we assess the effectiveness of our instruction?

Student Behavior
- If we could each have only three class rules, what would those be?
- Who decides on the disciplinary procedures?
- Who carries out the disciplinary procedures and delivers the consequences?
- How will we be consistent in dealing with behavior?
- How will we proactively addressing behavior?

Communication
- What types and frequency of communication do we each like to have with parents?
- How will we explain this collaborative teaching arrangement to the parents?
- Who will communicate with parents? Will there be shared responsibility for communication with parents of students with identified special education and other specialized needs, or will particular members of co-teaching team have this responsibility?
- What types and frequency of communication do we each like to have with students?
- Who will communicate with students?
- How will we ensure regular communication with each other?
- Who communicates with administrators?

Evaluation
- How will we monitor students' progress?
- How will we assess and grade student performance?
- Who evaluates which group of students -- do team members collaborate in evaluating all students' performances, or is each team member primarily responsible for evaluating a subset of students?

Logistics
- How will we explain our co-teaching arrangement to the students and convey that we are equals in the classroom?
- How will we refer to each other in front of the students?
- How will teacher space be shared?
- How will the room be arranged?
- Who completes the paperwork for students identified as eligible for special education?
- How is the decision made to expand or contract team membership?
- How will a balance of decision-making power be maintained among co-teachers?

Materials adapted by Dr. E. Garza from: Villa, Thousand, & Nevin (2008) *A guide to co-teaching: Practical tips for facilitating student learning (2nd ed.).* Thousand Oaks, CA: Corwin Press.

Nuptial Conversation Rubric

Criteria	Approaching	Meets	Exceeds
Response to Questions or Prompts	Provide answers to most of the prompt topic themes.	Provide answers to all prompt topic themes.	Provide rich detail for the 6 prompt topic themes.
Added Questions or Prompts	Provide a list of the prompts and brief responses for each topic theme.	Respond to all the prompts provided in detail.	Respond in detail to all the prompts provided and an additional 3 prompts/theme.
Induction Plan - Clinical Practice Timeline of Activities	Make reference to the induction plan – the transition to the teacher candidate to take over the lead planning & teaching.	Provide evidence of how you and your teacher will provide a variety of supports for the different stages of the induction process.	Articulate how you and your teacher will assess your team needs in the different stages of the induction process.
Evidence of Developing a Collaboration	Articulate the foundation you are creating as a team.	Articulate any strategies that will be used for a successful collaboration (communication, planning, management…).	Articulate multiple strategies that will be used to support collaboration and cite how your co-teaching approaches are grounded in your philosophies.
Organization	Each question is recognized with a different font (italic, bold, colored…).	Interview is organized so the questions/prompts are easy to identify not only by font, but also in the context of the writing.	Visual representations are provided to communicate the foundation of the collaboration of your team.
Self-Evaluation (1 point will be deducted if not included)	Provides a copy of the rubric …	& highlights the criteria for each component…	& provides evidence for each criteria marked.

SINGLE SUBJECT DAILY LESSON DESIGN FORMAT

FOR RESOURCES ON HOW TO COMPLETE THIS FORM, SEE **https://sites.google.com/site/lessondesignresources/home**

TITLE OF LESSON	CURRICULUM AREA & GRADE LEVEL	DATE OF LESSON

CA CONTENT STANDARD(S) ADDRESSED	CA ELD STANDARD(S) ADDRESSED

BIG IDEA ADDRESSED (Enduring Understanding: WHY this material is important; how it fits in with the unit or theme)	ESSENTIAL QUESTIONS ADDRESSED

OBJECTIVE(S) OR LEARNING GOAL(S)—*choose type(s) as appropriate*	ASSESSMENT(S)—*choose type(s) as appropriate*
• Cognitive • Affective • Psychomotor • Language Development	• Diagnostic (entry level) • Formative (progress-monitoring) • Summative (evaluative)

PREDICTION OF LIKELY DIFFICULTIES STUDENTS MAY ENCOUNTER WITH THIS MATERIAL
(possible misconceptions or assumptions)

INSTRUCTIONAL STRATEGIES: *What the teacher does to help students cope with the difficulties in order to succeed*

STEPS (Fill in each box with specific information)	LEARNING STYLE(S) ADDRESSED	REASONS-RATIONALES
Anticipatory Set ("Into")		
Instruction ("Through")		
Guided Practice ("Through")		
Independent Practice ("Through")		
Closure *(summarize; make meaning of the lesson)*		
Transfer ("Beyond") *(opportunities to apply the learning)*		

STUDENT ACTIVITIES: *What the students do – as opposed to what the teacher does*

STEPS (Fill in each box with specific information)	LEARNING STYLE(S) ADDRESSED	REASONS-RATIONALES
Anticipatory Set ("Into")		
Instruction ("Through")		
Guided Practice ("Through")		
Independent Practice ("Through")		
Closure *(summarize; make meaning of the lesson)*		
Transfer ("Beyond") *(opportunities to apply the learning)*		

INFO ABOUT ENGLISH LANGUAGE LEARNERS: *Consider students individually & as a group* • Readiness level • Learning profile: strengths and challenges • Interests—academic and/or personal	INFO ABOUT STUDENTS W/ SPECIAL NEEDS (include gifted students): *Consider individually & as a group* • Readiness level • Learning profile: strengths and challenges • Interests—academic and/or personal
DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS—*choose area(s) as necessary based on information above* • Content (**what** material—including key vocabulary—is learned) • Process (**how** the material is learned) • Product (how the learning is **demonstrated**)	DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS— *choose area(s) as necessary based on information above* • Content (**what** material—including key vocabulary—is learned) • Process (**how** the material is learned) • Product (how the learning is **demonstrated**)
RESOURCES (*Attach materials needed to implement the lesson—e.g., power point presentation, text, graphic organizer*)	**REFLECTION (***Questions to consider after the lesson:* **What went well? Why? What evidence do I have that shows the extent to which the lesson was effective? What problems do students still have? How will I deal with the students whose understanding of the material is weak? How will I remediate? What changes will I make to enhance learning the next time I teach this lesson? Why?)**

Single Subject Lesson Design Rubric

Name _____ Lesson Title _____ Date _____

See Lesson Design Resources Website for more details: https://sites.google.com/site/lessondesignresources/

Design Component & Criteria	Approaching	Meets (includes the criteria for Approaching)	Exceeds (includes the criteria for Approaching & Meets)
Title, Curriculum Area & Grade Level 5%	Provides a title that is related to the lesson activity	& addresses the unit it belongs to and in what curriculum area and grade	& describes where it fits within a unit plan, i.e. Third lesson in a 4-week unit on Colonization.
Rationale: Big Ideas & Essential Questions 10%	Describes the rationale for teaching this lesson (*big ideas, enduring understandings, essential questions*) …	& addresses how the instructional strategies and the student activities are suited to meet the standard and objective of the lesson…	& explains how the assessment is a valid (authentic) and reliable (consistent) way to assess student learning.
Standards, Objectives & Assessments 25%	Both CA Content and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria and is assessed	& each objective is labeled by the type (*cognitive, affective, psychomotor or language*), the number of the standard it addresses and the type of assessment is labeled (diagnostic, formative or summative)	& expectations are clearly communicated to students (rubric, model or sample student work)
Prediction of Likely Difficulties 5%	Possible misconceptions or assumptions are identified	& the misconception or assumptions are identified as being in the content, process or product of the lesson	& the instructional strategies, student activities &/or the differentiation strategies work to avoid these misconceptions or assumptions.
Instructional Strategies 15%	Provides an *into*, *through* and a *beyond* activity for lesson…	& describes in detail the steps the teacher will take to implement the lesson and instructional materials (i.e. graphic organizer, ppt, model, rubric)…	& provides a written script for teacher and times for each activity.
Student Activities 10%	Describes what the students will do during the *into*, *through* and *beyond* activity of the lesson…	& each activity is student centered with multiple opportunities for the instructor to check for understanding…	& provides times for each activity.
Student Information 10%	Identify the names of the students that need differentiation (both ELL & Students w/ Sp Ed needs)	& describe each of the students readiness level, learning profile and interests	& includes prior successful differentiation strategies for each student.
Differentiation 10%	Describes the differentiation strategy for the ELL and the students with special education needs …	& labels the strategy (*content, process or product*) and the way it addresses the students identity and developmental needs (*readiness, interest or learning profile*)…	& provides how the strategy will be assessed for effectiveness and altered if needed.
Resources 5%	All instructional materials needed to implement the lesson are listed.	All instructional materials that are needed to implement the lesson listed and described.	& all materials listed for the unit are listed and provided, such as power point, graphic organizer, sample student work, assignment rubric, quiz…
Reflection 5%	Reflection is provided on the strengths, limitations, assessment and differentiation plan.	The reflection addresses all prompts and identifies what would be done next based on this reflection.	Reflection is complete and a new lesson is provided to address the concerns in the reflection.
Self-Evaluation (10% will be deducted if not included)	Provides a copy of the rubric with the lesson plan…	& highlights or circles the evaluated criteria for each lesson component…	& provides evidence for each criteria marked.

Classroom Management Instructions, Template and Rubric

The classroom *management plan* is a written essay describing how your philosophical beliefs will inform your teaching and classroom management approaches: Preparation/Prevention, Support and Intervention/Corrective. In essay format you will identify your educational philosophy (perennialism, essentialism, experimentalism, existentialism social reconstructionism, postmodernism, …) and describe how it informs your management plan. You will describe three different management approaches: preventive, supportive and corrective management actions. The *preventive approach* includes curriculum, classroom rules, classroom environment, teacher interactions with students, sharing expectations with students, teaching students learning strategies and positive behaviors. The *supportive approach* includes how you connect and show interest in students, communication with students (verbal, non-verbal communication, physical proximity), and differentiating content, process and products to meet student's individual needs. The *corrective approach* includes how you intervene when students are not meeting expectations; Corrections can include interventions, consequences, consistency strategies, as well as how you keep your composure and not let students push your buttons. For each approach you will describe a minimum of 4 different examples that represent your beliefs. You will be required to cite the educational theorists using APA style for all citations: (Author, date, p. #). Electronic readings from C.M. Charles' *Building Classroom Discipline* can assist you with the citations, but feel free to use other work as well. Use the template and rubric below to develop your plan. When using the template, under each heading describe your management plan and omit the instructions in parenthesis.

Classroom Management Plan Template

Introduction
(Preview the main approaches you use in your management approach. Describe how these approaches are grounded in your educational philosophy – what you believe about the nature of the learner, the subject matter, and the learning process.)

Preventive Approach
(Describe the preventive management approaches you use in your classroom. Describe 4-5 specific preventive strategies and how they are grounded in your philosophy. Make sure you cite the authors of the management approaches using APA Style format.)

Supportive Approach
(Describe the supportive management approaches you use in your classroom. Describe 4-5 specific supportive strategies and how they are grounded in your philosophy. Make sure you cite the authors of the management approaches using APA Style format.)

Corrective Approach
(Describe the corrective management approaches you use in your classroom. Describe 4-5 specific corrective strategies and how they are grounded in your philosophy. Make sure you cite the authors of the management approaches using APA Style format.)

Conclusion
(Summarize your management plan and how it is informed by your educational beliefs and philosophy.)

Classroom Management Plan Rubric

20 points possible

Criteria	Approaching	Meets	Exceeds
Preventive Approach	Articulate 1-3 strategies to prevent negative student behavior.	Articulate 4 strategies to prevent negative student behavior.	Articulate 5 or more strategies to prevent negative student behavior.
Supportive Approach	Articulate 1-3 strategies to support positive behavior.	Articulate 4 strategies to support positive behavior.	Articulate 5 or more strategies to support positive behavior.
Corrective Approach	Articulate 1-3 strategies to correct student behavior.	Articulate 4 strategies to correct student behavior.	Articulate 5 or more strategies to correct student behavior.
Philosophical Grounding	Describe how each area is grounded in a philosophical perspective.	Cite how your management approach is grounded in your philosophy.	Cite each of the three areas on how your approaches are grounded in your philosophy.
Citations APA Style Format	Cite 1 discipline theorist for preventive, supportive & corrective approach.	Cite 2 discipline theorists for each area (preventive, supportive and corrective).	Cite 3 discipline theorists for each area (preventive, supportive and corrective)..

Unit Calendar Templates

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

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.

<p align="center">**UNIT PLAN** TEMPLATE with Prompts</p>
(Save all the bold headings, but replace the regular font prompts with your unit.)

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
Whole Class Information
- **Number of students in class**
- **Demographic Information:** Ethnicity, Gender, Free and reduced lunch, ELL, Bilingual, IEP, 504, Gifted
- **Developmental Needs:** Readiness, Interests, Learning Profiles (learning styles/dispositions), Affective-Management Strategies & Classroom Learning Environment

Individual Student Information and Differentiation Strategies
Provide the following information for 5 specific students
- 2 English Language Learners (Elena and an ELL of your choice)
- 2 Students with Special Education Needs (Alex and student of your choice with IEP/504)
- 1 Student of your choice

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

2. Unit Rationale: Enduring Understandings & Essential Questions
What is important about unit? Why does unit matter? How does unit fit into the overall scheme of your course and your "*big picture*" goals for the students? This is an introduction to the Enduring Understanding and Essential Questions.

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

Essential Questions

What questions will frame the teaching and learning, point students toward key issues and ideas, and suggest meaningful and provocative inquiry into the content? Remember these guides about Essential Questions:

- o   Have no one obvious right answer
- o   Raise other important questions
- o   Address the philosophical or conceptual foundations of a discipline
- o   Recur naturally
- o   Are framed to provoke and sustain student interest - Make you say "Hmm!"

Write the question based on the Six Facets of Understanding

(See Wiggins & McTighe's *Understanding by Design* for prompts):

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

3. STANDARDS
Content 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

- Using the standard/framework you chose, write an objective(s) that directly addresses your standard or framework. What skills and knowledge does the lesson/unit address?
- Include a condition, verb, criteria, type and standards addressed
    - Condition: Under what conditions will the students meet objective? –What will your provide ad what will the student do prior to performing the objective.
    - Verb: What will the student do?
    - Criteria: How will you evaluate the student performance?
    - Type: Identify if the objective(s) are *cognitive, affective, psychomotor or language.*

Use the Bloom's Taxonomy of Objectives Graphic Organizers to assist you.

    - Standard: Cross-reference with the standards - Example: Objective, Type & Standard #

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.

Checklist for your overall assessment plan:
- 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.)
Provide the - *into, through and closure/beyond* for the unit as well as the *lesson designs* for each day with all needed *materials* (ppts, graphic organizers, rubrics…).

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

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

Beyond: Label Unit Closure, Transfer and Transition Activities
Write up the objective of the beyond, standard, student activity & assessment
In addition to the calendar information Obj., Stand, Activity, Assess.) address the following:

- Closure: How will you have students summarize and make meaning of their learning?
- Closure: What kind of "product" will students produce as a culminating demonstration of their learning?
- Transfer: How will you structure opportunities for students to continue practice and transfer learning from this unit?
- Transition: How will you prepare students for the next unit?

WEEK OF LESSON PLANS
Provide a 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. Refer back to the rubric for the lesson design to make sure you meet all requirements for the lessons.

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

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 (Including the criteria for Approaching & Meets)	Exceeds (Including the criteria for Approaching, Meets & Exceeds)
Unit Context 1 point	Describes the subject/content area, curse, 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 information the whole class (demographics, readiness, interests, learning profile) …	& describe 5 individual students (2 ELL, 2 Special Ed and another student of your choice). Include the student's name, label, grade level, culture, language, SES, family, affect, individual ed goals, readiness (reading, writing and subject area level), interests, & learning profile …	& include information about students' affects and needs for their learning environment.
Different-iation 3 points	Describe the differentiation strategy(ies) for the 5 individual students…	& label the strategy (*lesson content, process or product*) and the way it addresses the students identity and developmental needs (*readiness, interest or learning profile*)…	& 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 *enduring understandings* - what student's will know and be able to do at the end of the unit …	& articulate what *essential questions* you will use to frame the unit …	& label the questions based on the *Six Facets of Understanding.*
Standards and Objectives 1 point	Both CA Content and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria …	& each objective is labeled by the type (*cognitive, affective, psychomotor or language*) and number of the standard it addresses…	& 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 of expectations, self-assessment process and provide a sample of student work.
Into 1 point	Provide an *into*, activity for unit …	& describe in detail the steps the teacher will take to implement the into lesson and any needed materials (i.e. graphic organizer, ppt, model, rubric)…	& provide script for teacher and times for each activity.
Through 2 points	Provide a unit calendar outlining what is addressed each day (objectives, standards, student activity and assessment) …	& each activity is student centered with multiple opportunities for the instructor to check for understanding…	& provide instructional materials for each lesson plan.
Beyond 1 point	Provide a *beyond* activity for unit …	& describe in detail the steps the teacher will take to implement the beyond 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 …	& 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…	& the materials display the candidates imagination and creativity.
Reflection 1 point	Address all the reflection prompts about differentiation, strengths and limits of the lesson, & effectiveness of lesson …	& 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 the criteria for each component…	& provide hand written evidence for each criteria marked and identify what page for each item.

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.

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 requires 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 EDAD 620 course. 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
1. Social Justice and Equity Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.	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. Gives preferential treatment to some students.	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.	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. *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.*
2. Collaboration Candidates practice the skills of collaboration in their professional interactions with students, colleagues, parents/guardians/caregivers and those in the wider community.	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.	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.	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. *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).*

3. Critical Thinking Candidates analyze various professional contexts, resulting in more informed decision-making about professional practice.	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.	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.	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. *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.*
4. Professional Ethics Candidates make and act on well-reasoned, principled judgments.	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.	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.	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. *Actively seeks or leads forums to advocate for professional conditions and resources that will improve learning outcomes for students or the profession.*
5.Reflective Teaching and Learning Candidates critically review their professional practice and the impact it has on student success.	Does not critically evaluate own professional practice or performance (e.g., interactions, written work, 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.	Demonstrates understanding of the relevant teaching/learning standards. Consistently evaluates own professional 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.	Demonstrates understanding of the relevant teaching/learning standards. Consistently evaluates own professional 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. *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.*

6.Life-Long Learning Candidates recognize the need for and are committed to actively seeking new knowledge, skills and experiences.	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.	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.	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. *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.*

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

Reading Response & Blog Posts	5 points
Cooperative Teacher Nuptial Conversation	5 points
Lesson Designs	20 points
Classroom Management Plan	20 points
Unit Calendar & Assessment Plan	10 points
Unit Plan	20 points
Student Success Team	10 points
Dispositions Self-Assessment & Reflection	10 points
Total possible FOR EDSS 511	**100 POINTS = 100%**

Reading Responses & Blog Posts - 1 point each for a total of 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. Blog posts are intended to showcase your work, use this as an electronic portfolio for prospective employers.

Cooperating Teacher Nuptial Conversation - 5 points
Communication with your cooperating teacher is essential for success. We have provided a list of Nuptial Theme Topics and Prompts/Questions for Conversations. It is recommended to have the Nuptial Conversation with your cooperating teacher in the first few weeks of the semester to make sure you understand expectations. Consider giving a copy of the topics and prompts to your cooperating teacher ahead, so he/she has time to prepare. In addition, review the *Clinical Practice Teacher Candidate Timeline Of Activities* - Induction Process, transition to lead teaching) as a basis for the conversation (See Handbook). You will turn in a report of your conversation for credit. The detail of the themes, prompts and responses covered will determine the number of points you earn. See rubric for details.

2 Lesson Designs - 10 points each for 20% of course grade
The *Single Subject Lesson Design Format* is for daily lesson planning and will be required by your supervisor for clinical practice (student teaching). Provide a copy of your lesson plans to your cooperating teacher every Friday, so you can make any necessary changes before Monday. Bring a copy of the week's lesson plans to class every Monday. You will submit 2 lessons for evaluation. This lesson design format is similar to the format used for the Teaching Performance Assessments. See template, rubric and lesson design website for details. This assignment prepares you for TPA Task 1 Case Studies 1, 3 & 4. *This addresses TPE 6C, 6D & 9.*

Classroom Management Plan - 20 points

The classroom *management plan* is a written essay describing how your philosophical beliefs will inform your teaching actions. In essay format you will identify your educational philosophy (perennialism, essentialism, experimentalism, existentialism social reconstructionism, postmodernism…) and describe how it informs your management plan. You will describe three different management approaches: preventive, supportive and corrective management actions. The *preventive approach* includes curriculum, classroom rules, classroom environment, teacher interactions with students, sharing expectations with students, teaching students learning strategies and positive behaviors. The *supportive approach* includes how you connect and show interest in students, communication with students (verbal, non-verbal communication, physical proximity), and differentiating content, process and products to meet student's individual needs. The *corrective approach* includes how you intervene when students are not meeting expectations; Corrections can include interventions, consequences, consistency strategies, as well as how you keep your composure and not let students push your buttons. For each approach you will describe a minimum of 4 different examples that represent your beliefs. You will be required to cite the educational theorists using APA style for all citations: (Author, date, p. #). Please review the Classroom Management Resource Website and the electronic readings from C.M. Charles' (2005) *Building Classroom Discipline* to help you create a foundation of disciplinary plans and to help you locate quotes for your paper. Feel free to use other classroom management or discipline resources as well.

Unit Calendar & Unit Assessment Plan Evaluation - 10 points

To assist the development on your unit plan, you will bring a draft of your unit calendar to class, evaluate the assessment of the unit objectives and standards, and make necessary changes to strengthen the unit. This assignment will assist you to prepare for TPA Task 1 Case Study 2. *This addresses TPE 6C, 6D & 9.*

Unit Plan - 20 points

You will develop a thematic unit plan which will include: *class and unit context, facts about learners (whole class information, individual student information and differentiation strategies), unit rationale, enduring understandings, essential questions, summative assessment, unit objectives, complete plan for unit assessments (diagnostic/formative/summative and include a rubric), standards (content & ELD), into, through (Unit Calendar), beyond, materials/resources, lesson plans, self-reflection of process and rubric with self assessment.* It is suggested to consult with a practicing teacher in your content area—preferably one who views planning as a serious part of his/her professional responsibilities. A unit plan will also be due in other courses - you are welcome to use the same unit for all courses, as long as you meet the criteria for each course. The focus on this assignment is the comprehensive nature of curriculum design as well as differentiation strategies in long term planning. *This addresses TPE 6C, 6D & 9.* This assignment prepares you for TPA Task 1 Case Study 2.

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 on Taskstream 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 to earn credit for this assignment. This addresses TPE 6D.*

Dispositions Self-Assessment, Reflection & Action Plan: Due Week 5 & 14 for 10 points

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. See the Assessment of Professional Dispositions for guidance.

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 evaluation for EDSS 511: Initial Self-Assessment posted to Taskstream by Week 5 and Reflection & Action Plan posted on Taskstream by Week 14. Each part is worth 5 points, for a total of 10 points. For the Week 5 Initial Self-Assessment you will self-assess 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 14 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.)

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
1	Aug 26	Course Introduction – Face-to-Face Class (F2F)
2	*Sept 2* *Labor Day*	*Differentiation - Online Class* *Complete Tasks for Session 2 by Sept 3rd*
3	Sept 9	Effective Teaching Strategies – F2F
4	Sept 16	Understanding Yourself – F2F Talk Like a Pirate Day
5	Sept 23	Classroom Management: Circle of Courage – F2F
6	Sept 30	Unit Plan Assessment – F2F
7	Oct 7	Differentiated Lesson Design – F2F
8	Oct 14 TPA 1 Due	Formative Assessment: Monitoring Progress
9	Oct 21	Classroom Management: Summer Heights High – F2F
10	Oct 28 & Nov 2 - CUE	Brain-Based Learning – F2F CSUSM CUE: Computer Using Educators Conference
11	Nov 4	Student Success Team (SST) Meeting – F2F
12	*Nov 11* *Veterans Day*	*SST Role-Play Posting & Reflection – Online Session*
13	Nov 18 TPA 2 Due	Invisible Student Supports – F2F MA Poster Session TBA
14	*Nov 25* *Thanksgiving*	*Online Class*
15	Dec 2 Last Class	Semester Reflection – F2F

(Note: Italic green font sessions are online.)

In addition to the regular Monday sessions, candidates will be required to attend the
- Saturday, Nov 2nd CUE Conference
  &
- MA Poster Session (Date & Location TBA).