

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION

EDSS 511 SECONDARY TEACHING AND LEARNING FALL 2011
CRN 41456 – DAY COHORT CRN 41256 - EVENING COHORT

Day 7:30am – 2:15pm Evening 5:30 – 9:45 pm
UH 273

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SCHOOL OF EDUCATION MISSION STATEMENT

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

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2. SINGLE SUBJECT COURSE WORK INFORMATION & REQUIREMENTS

Course Prerequisites

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

Authorization to Teach English Learners

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

Teacher Candidate Learning Outcomes

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

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short. To assist your successful completion of the TPA a series of informational seminars are offered online through Moodle Cougar Courses. TPA related questions and logistical concerns are to be addressed during the seminars. Your attention 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 seminars, and other TPA support materials can be found on the SOE website.

School of Education Attendance Policy

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

Teacher Candidates with Disabilities Requiring Reasonable Accommodations

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

All University Writing Requirement

The writing 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.

Teacher candidates are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class,

please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

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

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact instructor or other teacher candidates, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that electronic correspondences are a very specific form of communication, with their own form of nuances, meanings, and etiquette. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicates more than the sender originally intended. With that said, please be mindful of all electronic messages you send, to your colleagues, to faculty members in the 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 e-mail specifically says?
- How could this e-mail be misconstrued?
- Does this e-mail represent my highest self?
- Am I sending this e-mail to avoid a face-to-face conversation?

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

3. EDSS 511 COURSE INFORMATION & REQUIREMENTS

Course Description

EDSS 511: Secondary Teaching and Learning focuses on developing a preliminary understanding of learning theory and instructional practice in integrated and inclusive secondary classrooms.

Objectives

1. Teacher Performance Expectation 6c - Developmentally Appropriate Practices in Grades 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: Available at CSUSM Bookstore.

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

Bigelow, Bill, et. al., Eds. (2007). *Rethinking our classrooms, Volume 1 (2nd ed.)*. Milwaukee, WI.: Rethinking Schools. ISBN: 0942961358 or 9780942961355. [This is the LIGHT BLUE book, not the first edition that is dark blue.]

Electronic Readings: Read selected chapters from the following books.

Charles, Carol. M. (2004). *Building Classroom Discipline, (10th Ed.)*. Boston: Allyn and Bacon. ISBN: 9780137034055

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

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

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. Please discuss individual issues with the instructor. Points will be deducted if assignments are submitted late. *Half credit for any late assignments turned in within one week of the original due date. No assignments will be accepted after one week.* An extra credit assignment is available for teacher candidates that have not missed any class sessions and the *extra credit assignment is due week 6.*

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*

Instructor Application of the Attendance Policy

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

The following individual penalties will be assessed for absences:

- Three (3) points will be deducted for each hour absence or portion of an hour absence; this includes tardiness and early departures.
- Half credit for any late assignments turned in within one week of the original due date.
- No assignments will be accepted after one week.
- No credit for the intermediate assessment for that day’s work (reading responses, role-plays, presentations...)
- 1 make up assignment will be accepted for a three-hour (or portion of 3 hours) absence – assignment is due 1 week after absence. Make Up Assignment must be negotiated with instructor. Make up assignments are due within one week of absence.
- The extra credit assignment is available for teacher candidates that have not missed any class sessions and the extra credit assignment is due the third to last class session (Session 6). Extra Credit/Make-Up Assignment Options are provided online.

4. EDSS 511 COURSE ASSIGNMENT DESCRIPTIONS & RUBRICS

This section contains assignment descriptions, templates and rubrics. See online for additional resources.

Reading Response	15 points
Lesson Design	10 points
Classroom Management Plan	10 points
Student Success Team	10 points
Unit Calendar	5 points
Assessment Plan Evaluation	5 points
Unit Plan	25 points
Instructional Strategies	10 points
Cooperating Teacher Interview	10 points
TOTAL POSSIBLE FOR EDSS 511	100 POINTS

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

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

Lesson Design (Plan) - 10 points

The *Single Subject Lesson Design Format* is for daily lesson planning and will be required by your supervisor for clinical practice (student teaching). This lesson design format includes: *title, curriculum area, grade level, materials, content and ELD standards, learning goals/objectives, assessment, steps of instruction (both instructional strategies & student activities – into, through & beyond), differentiation (whole class/individual student info and differentiation strategies) and rationale*. This lesson design format is similar to the format used for the Teaching Performance Assessments. See template provided. This assignment prepares you for TPA Task 1 Case Studies 1, 3 & 4. *This addresses TPE 6C, 6D & 9.*

Classroom Management Plan - 10 points

The classroom *management plan* is a written essay describing how your beliefs will inform your teaching actions. In essay format you will identify your educational philosophy (perennialism, essentialism, experimentalism, existentialism social reconstructionism, or 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.

Student Success (Study) Team aka SST - 10 points

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

Unit Calendar & Unit Assessment Plan Evaluation - 10 points (5 points each)

To assist the development on your unit plan, you will bring a draft of your unit calendar to session 5, 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 - 25 points

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

Instructional Strategy Lists - 10 points

As a class we will create a master list of instructional strategies that you can reference in your clinical practice experience. Each candidate will create a list of 10-20 instructional strategies under a specific topic. For example: strategies for grouping, transitions, attention getting, roll taking and homework collection, classroom arrangement. Strategies will need a title and a rich description outlining the steps a teacher will need to take to implement the strategy. You will present your strategies on the last day of class. Each strategy list will be graded based on organization, variety of strategies, rich detail provided, and references/resources. *This addresses TPE 6C & 9.*

Cooperating Teacher Interview - 10 points

Communication with your cooperating teacher is essential for success. This interview assignment has 15 questions to get you started. Add 5 questions of your own to make it fit your needs. Make an appointment to meet with your cooperating teacher to discuss expectations in the first few weeks of semester. Consider giving a copy of the questions to your cooperating teacher ahead, so he/she has time to prepare. In addition use the *Clinical Practice Teacher Candidate Timeline Of Activities* (Induction Process) as a basis for the conversation (See Handbook). The detail of your responses will determine the number of points you earn.

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

Single Subject Lesson Design - Scroll Format

1. TITLE OF LESSON

2. CURRICULUM AREA & GRADE LEVEL

3. STUDENT INFORMATION

A. English Language Learners
1.) Readiness Level

2.) Learning Profile

3.) Interest

B. Students with Special Education Needs

1.) Readiness Level

2.) Learning Profile

3.) Interest

4. RATIONALE

A. Enduring Understanding

B. Essential Questions

C. Reason For Instructional Strategies & Student Activities

5. CONTENT STANDARD(S)

6. ELD STANDARD(S)

7. LEARNING GOAL(S) - OBJECTIVES

A. Cognitive

B. Affective

C. Psychomotor

D. Language Development

8. ASSESSMENT(S)

A. Diagnostic/Entry Level

B. Formative – Progress Monitoring

C. Summative

9. EXPLANATION OF DIFFERENTIATION FOR ELL & STS W/ SP ED NEEDS

A. English Language Learners

1.) Content/Based on Readiness, Learning Profile or Interest

2.) Process/Based on Readiness, Learning Profile or Interest

3.) Product/Based on Readiness, Learning Profile or Interest

A. Students with Special Education Needs

1.) Content/Based on Readiness, Learning Profile or Interest

2.) Process/Based on Readiness, Learning Profile or Interest

3.) Product/Based on Readiness, Learning Profile or Interest

10. INSTRUCTIONAL STRATEGIES

(Describe what the teacher does. Include differentiation strategies.)

A. Anticipatory Set/Intro

B. Instruction/Through

C. Guided Practice/Through

D. Independent Practice/Through

E. Closure

F. Beyond

11. STUDENT ACTIVITIES

(Describe what the students do. Include differentiation activities.)

A. Anticipatory Set/Intro

B. Instruction/Through

C. Guided Practice/Through

D. Independent Practice/Through

E. Closure

F. Beyond

12. RESOURCES (Attach any materials needed to implement the lesson, such as a power point presentation, graphic organizer, reading...)

1. TITLE OF THE LESSON	2. CURRICULUM AREA & GRADE LEVEL
3A. STUDENT INFORMATION: English Language Learners 1.) Readiness Level 2.) Learning Profile 3.) Interest	3B. STUDENT INFORMATION: Students w/ Special Needs 1.) Readiness Level 2.) Learning Profile 3.) Interest
4. RATIONALE A. Enduring Understanding B. Essential Questions C. Reason for Instructional Strategies and Student Activities	
5. CONTENT STANDARD(S)	6. ELD STANDARD(S)
7. LEARNING GOAL(S) - OBJECTIVE(S) A. Cognitive B. Affective C. Psychomotor D. Language Development	8. ASSESSMENT(S) A. Diagnostic/Entry Level B. Formative-Progress Monitoring C. Summative
9A. EXPLANATION OF DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS 1.) Content/Based on Readiness, Learning Profile or Interest 2.) Process/Based on Readiness, Learning Profile or Interest 3.) Product/Based on Readiness, Learning Profile or Interest	9B. EXPLANATION OF DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS 1.) Content/Based on Readiness, Learning Profile or Interest 2.) Process/Based on Readiness, Learning Profile or Interest 3.) Product/Based on Readiness, Learning Profile or Interest
10. INSTRUCTIONAL STRATEGIES (Describe what the teacher does. Include differentiation strategies.) A. Anticipatory Set/Into B. Instruction/Through C. Guided Practice/Through D. Independent Practice/Through E. Closure F. Beyond	11. STUDENT ACTIVITIES (Describe what the students does. Include differentiation activities.) A. Anticipatory Set/Into B. Instruction/Through C. Guided Practice/Through D. Independent Practice/Through E. Closure F. Beyond
12. RESOURCES (Attach any materials needed to implement the lesson, such as a power point presentation, graphic organizer, reading...)	

Single Subject Lesson Design Rubric

10 points possible

Design Component & Criteria	Approaching	Meets (includes the criteria for Approaching)	Exceeds (includes the criteria for Approaching & Meets)
Title, Curriculum Area & Grade Level 0.5 points	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.
Student Information 1 point	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.
Rationale 1 point	Describes the rationale for teaching this lesson (<i>big ideas, enduring understandings, essential questions</i>) ...	& addresses how the instructional strategies and the student activities are suited to meet the standard and objective of the lesson...	& explains how the assessment is a valid and reliable way to assess student learning.
Standards and Objectives 2 points	Both CA Content and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria	& each objective is labeled by the type (<i>cognitive, affective, psychomotor or language</i>) and the number of the standard it addresses	& identifies which of the six facets of understanding it is designed to address.
Assessment 1 point	Provides an assessment for each objective and articulates if it is <i>diagnostic, entry-level, formative or summative</i> assessment	& clearly communicates to students about the expectations (rubric)	& provides a sample of student work.
Differentiation 1 point	Describes the students differentiation strategy for the individual students...	& labels 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>)...	& provides how the strategy will be assessed for effectiveness and altered if needed.
Instructional Strategies 1.5 points	Provides an <i>into, through</i> and a <i>beyond</i> activity for lesson...	& describes in detail the steps the teacher will take to implement the lesson and any need materials (i.e. graphic organizer, ppt, model, rubric)...	& provides script for teacher and times for each activity.
Student Activities 1.5 points	Describes what the students will do during the <i>into, through</i> and <i>beyond</i> activity of the lesson...	& each activity is student centered with multiple opportunities for the instructor to check for understanding...	& provides times for each activity.
Resources 0.5 points	All instructional materials needed to implement the lesson are listed/described.	All instructional materials that are needed to implement the lesson are provided, such as power point, graphic organizer, sample student work, assignment rubric, quiz...	& all materials listed for the unit are listed and/or provided.
Self-Evaluation (1 point 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 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**10 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 each area.	Cite 2 discipline theorists for each area.	Cite 3 discipline theorists for each area.

Unit Calendar Templates

Choose one of the template formats to describe the assessment plan for one week of instruction.

DAY 1

Objective:
Standard:
Student Activity:
Assessment:

DAY 2

Objective:
Standard:
Student Activity:
Assessment:

DAY 3

Objective:
Standard:
Student Activity:
Assessment:

DAY 4

Objective:
Standard:
Student Activity:
Assessment:

DAY 5

Objective:
Standard:
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.

UNIT PLAN TEMPLATE with Prompts **25 points**
(Save all the bold headings, but replace the prompts in regular font with the information for 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
 - Content (curriculum materials)
 - Process (student activities)
 - Product (assessment)
 - Affect (proactive management strategies - student activities, feedback strategies...)
 - 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:

- 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

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

- 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 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.

4. UNIT OBJECTIVES

- Include: condition, verb, criteria, type, standard #
- Using the standard/framework you chose, write an objective(s) that directly addresses your standard or framework. What skills and knowledge does the lesson/unit address?
- Condition: Under what conditions will the students meet objective? –What will you provide and 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)

Closure/Beyond: Label Unit Closure and Unit Transition Activities

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?

- Beyond: How will you structure opportunities for students to continue practice and transfer learning from this unit?
- Beyond: How will you prepare students for the next unit?
- Write up: Objective of the closure, Standard, Student Activity, Assessment

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

UNIT RUBRIC

25 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, 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 3 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.
Differentiation 5 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 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 of expectations, self-assessment process and provide a sample of student work.
Into 1 point	Provide an <i>into</i> , activity for unit ...	& describe in detail the steps the teacher will take to implement the into lesson and any need 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 <i>beyond</i> activity for unit ...	& describe in detail the steps the teacher will take to implement the beyond activities and any need materials (i.e. graphic organizer, ppt, model, rubric)...	& provide script for teacher and times for each activity.
Lesson Plans 5 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 1 point	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.

Instructional Strategy Lists Rubric - 10 points

Design Component & Criteria	Approaching	Meets (Including the criteria for Approaching & Meets)	Exceeds (Including the criteria for Approaching, Meets & Exceeds)
Topic Title 1 point	Describes the strategies with a topic title Ex: Grouping	& make sure the title includes if the strategies fit under the preventive, supportive or corrective approaches for instruction. Ex: Grouping (Preventive)	& a description of how the strategies fit under the said approach. Ex: Grouping (Preventive) By proactively planning student work groups the teacher can make sure that students are placed in groups that meet their needs and as a result will help prevent problems and maximize student learning.
# of Strategies 3 points	1-9 Strategies are provided.	10-20 strategies are provided.	21 + Strategies are provided
Strategy Descriptions 3 points	A brief description is provided for most of the strategies.	A rich description is for all strategies and references are provided when appropriate.	A rich description is provided for all strategies and supportive materials are provided to model the strategy. Ex: Popsicle sticks with student names
Organization 1 point	Strategy List is somewhat organized, but could be more polished.	Strategy List is well organized and easy to comprehend.	Strategy list is organized in a way that is could be published for sale.
Strategy Variety 1 point	There is some variety in the strategies presented.	There is rich variety in the strategies presented.	There are more that 20 strategies categorized in subsets to emphasize the variety.
Self-Evaluation 1 point	Provides a copy of the rubric ...	& highlights the criteria for each component...	& provides evidence for each criteria marked.

Some Questions You May Want To Ask Your Cooperating Teacher

Make an appointment to meet with your cooperating teacher to discuss expectations in the first two weeks. Write up the answers to these questions along with adding 5 questions of your own. I suggest you give a copy of the questions you plan to ask to your cooperating teacher ahead, so they have time to prepare an answer. The detail of your responses will determine the number of points you earn.

1. How many times per week will you want to meet for planning?
When, where, and for how long will we meet?
2. What are your requirements for written lesson plans?
(Note: Even if your cooperating teacher does not require a written plan from you, you are still responsible for generating them during clinical practice. At the very least, the on-site liaison and university supervisor will want a copy of your lesson plans.)
3. What are your most important goals for this semester?
What role can I play in helping you to achieve these goals?
4. What grading procedures do you use?
5. Do you group students during any assignments? How? According to their ability level? Learning Profiles? Interests? Other criteria?
6. Are there any English Learners in the classes? Where can I get information about each of them?
Are there any students who have special needs I should be aware of? Where can I get students' IEP's or 504's to read?
7. Will you please explain your philosophy concerning classroom discipline?
What behaviors do you discourage and encourage?
8. What kinds of bulletin boards or other displays do you prefer to have in your classroom?
Which ones would you like me to plan for while I'm doing my clinical practice?
9. How did you arrive at this particular room arrangement?
May I rearrange for special activities?
10. What is your field trip policy?
Would you like me to plan a field trip for this semester?
11. How do you maintain active communications with parents?
12. What techniques do you use to motivate students?
13. What are the special challenges of teaching this subject or grade level?
14. How would you describe your school's community relations?
15. How important are standardized test scores to your school?
- 16 – 20. What other 5 questions might you want to ask your teacher?

COOPERATING TEACHER INTERVIEW**10 POINTS**

Communication with your cooperating teacher is essential for success. This interview assignment has 15 questions to get you started. Add 5 questions of your own to make it fit your needs. Make an appointment to meet with your cooperating teacher to discuss expectations in the first two weeks of semester. Consider giving a copy of the questions to your cooperating teacher ahead, so he/she has time to prepare. In addition use the *Clinical Practice Teacher Candidate Timeline Of Activities* (Induction Process) as a basis for the conversation (See Handbook). The detail of your responses will determine the number of points you earn.

Cooperating Teacher Interview Rubric

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

5. EDSS 511 COURSE CALENDAR

Read and complete assignments by the date indicated.

Session/Date	Topic & Objectives	Readings Due	Assignments Due
1 Aug 29 - Sept 1	Intro to Teaching and Learning - Learn cohort member names - Predict text content - Identify key info from syllabus - Define education language - Learn key parts of a lesson	1. Syllabus 2. Single Subject Handbook 3. Wiggins & McTighe's <i>Understanding By Design</i> Ch 1 & 2	RR1: Syllabus Quiz Be prepared to take a quiz on the key information from the syllabus.
2 Sept 5 - 9	Understanding By Design - Differentiate objectives - Recognize philosophy - Define EU & EQ - Complete lesson - Share SJT strategies	1. Baldwin, Keating & Bachman Ch 8 2. Grant & Gillette Ch 8 3. Wiggins & McTighe's UBD PPT 4. Bigelow p. 10-40, 95-96, 158-160, & 173-174 5. Lesson Plan Essential PPT 6. Lesson Plan Instructions 7. TPA Task 1 & Models	RR2: p. 191 8.2 Activity RR3: Philosophy Chart RR4: Define Enduring Understanding (EU) & Essential Questions (EQ). Identify the EU and EQ for your lesson. RR5: What instructional strategies will you use from Bigelow? Lesson Design
3 Sept 12 - 16	Classroom Management - Create circle of courage strategy poster - Learn your MI & True Colors - Add instructional strategies to your list	1. Baldwin, Keating & Bachman Ch 4 2. Circle of Courage Article 3. Discipline Readings & Handouts 4. - Watch 30 min of The Class & Summer Heights High Films	RR6: KWL Chart RR7: Circle of Courage Chart RR8: Classroom Management Chart Classroom Management Plan
4 Sept 19 - 23	Student Success Team - Prepare student info for an SST Meeting - List of SST Best Practices - Demonstrate roles at an SST meeting	1. Review Villa & Thousand Text 2. Choate Part I Ch. 1-3, Preview Part II & III 3. Tomlinson Part I and Part II (read your subject area unit) 4. Response to Intervention PPT & Determining Specific Learning Disability Eligibility Using Response to Instruction & Intervention	RR9: What are your fears or concerns regarding teaching students with disabilities. Describe strategies to relieve your fears. RR10: What is your role in the RTI process as a general educator? SST Role Play and Reflection
5 Sept 26 - 30	Unit Planning Identify mandated reporting requirements - Locate NEA Ethic Code - Visualize unit planning strategies (video). - Identify the difference between diagnostic, formative and summative assessment. - Identify strategies to support Homeless & LGBTQ students. - Evaluate Assessment Plan for Your Unit - Work on Unit Plan	1. Baldwin, Keating & Bachman Ch 3 2. Baldwin, Keating & Bachman Ch 5 3. Wiggins & McTighe Readings 4. Sample Units	RR11: What is the difference between formative and summative assessment? Provide examples. RR12: Draw a picture of the planning process as you understand it. Unit Calendar & Unit Assessment Evaluation
6 Oct 3 - 7	Brain Compatible Teaching - Explain how the brain learns/grows connections - Map the memory system process - Differentiate short and long-term memory. - Identify the brain compatible teaching strategies - Identify brain compatible assessments	1. Bigelow (Curriculum) Chose 3 articles between p. 78-144 &/or p. 212-230 2. Baldwin, Keating & Bachman Instructional Resources A, p. 269-277 Instructional Resources D-G, p. 289-326	RR13: Take notes on curriculum materials you want to use from Bigelow text. RR14: How can you use the sample units to guide your lesson and unit plans? How can you incorporate interdisciplinary and thematic approaches into your unit plan? Extra Credit
7 Oct 10 - 14	Unit Plan Completion - design a week long unit with all instructional materials - differentiate unit for 5 students	Independent Work Time	TPA Task 1 - Due Mon Oct 10th Unit Plan Hard copy only.
8 Oct 17 - 21	Assessment - Celebrate TPA Task 1 completion & successes - Identify the key purpose of formal standardized assessments - Identify strategies to succeed in clinical practice.	1. Learn about the standardized assessments used in CA: AYP, API, STAR & CAHSEE at http://www.cde.ca.gov/ta	RR15: Design a handout for each team member on the standardized assessments. Cooperating Teacher Interview Instructional Strategies List
9 Oct 24 - 28	Clinical Practice Week 1 Speaker - Thur Oct 27 5:30 pm	NA	Clinical Practice Starts full time. Attend Speaker Presentation Thur Oct. 27th 5:30 pm
10 Oct 31 - Nov 4	Clinical Practice Week 2	NA	TPA Task 2 - Due October 31st

6. EDSS 511 ASSIGNMENT GRADING SHEET

Paste a picture of yourself to this sheet and put in your class folder.

Name _____ Content Area _____

e-mail _____ School Site _____

phone(s) _____

Session	Attendance	Reading Responses	Assignments
1 Intro to Teaching & Learning		RR1 _____	Reading Responses 1-15 _____ / 15
2 Understanding By Design Planning		RR2 _____ RR3 _____ RR4 _____ RR5 _____	Lesson Design _____ / 10
3 Classroom Management		RR6 _____ RR7 _____ RR8 _____	Classroom Management Plan _____ / 10
4 Student Success Team Meetings		RR9 _____ RR10 _____	SST Role Play & Reflection _____ / 10
5 Unit Planning Workshop		RR11 _____ RR12 _____	Unit Calendar & Assessment Evaluation _____ / 10
6 Brain Compatible Teaching		RR13 _____ RR14 _____	Extra Credit or Make Up _____ / 10
7 Unit Polishing	Independent Work Time Attend 10/27 Guest Speaker Presentation		Unit Plan _____ / 25
8 Assessment		RR15 _____	Cooperative Teacher Interview _____ / 10
			Instructional Strategy List _____ / 10
Absences 3 X Each Hour Missed			- _____
			Total _____ / 100
			Grade

Make up assignments must be turned in 1 week from absence. Extra credit is due Week 6.

GRADING SCALE

A= 93-100

B+=86-89

C+= 77-79

A-=90-92

B=83-86

C= 73-76

D=60-69

F=59 or lower.

B-=80-82

C- =70-72

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