

**Education/Single Subject (EDSS) 511
Secondary Teaching and Learning I (4 units)**

CRN # 41263 M 8:00 AM - 4:30 PM

Mission Statement of the College of Education, CSUSM

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

Infused Competencies

Authorization to Teach English Learners Senate Bill (SB) 2042

This 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 addressed by SB 2042. The competencies needed to teach these students are met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework.

Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

Instructor	Office	Office Hours	Phone	E-mail Address
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Course Description and Goals

This course is intended to begin the preparation of secondary teachers. Students 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 students to improve knowledge and develop skills in six fundamental areas of the teaching profession. These are:

1. **PURPOSE FOR TEACHING:** Student teachers will develop a unique sense of who they want to be as teachers and how their past experiences shape their current philosophy and purpose for teaching. (TPE 13)
2. **REFLECTIVE PRACTITIONERS:** Student teachers will become active learners who continuously research, assess, apply and refine knowledge throughout their careers. (TPE 12 & 13)
3. **PROFESSIONAL KNOWLEDGE:** Student 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. (TPE 3, 6c, 6d, 9, 2, 4, 7, 10, 14)
4. **STUDENT FOCUS:** Student teachers will work equitably and effectively with all students by respecting the diversity of ethnicity, race, gender, language, and distinctive characteristics of each individual and by creating environments suitable for academic and social achievement. (TPE 8, 11, 2, 15)
5. **TEACHING AS A PROFESSION:** Student teachers will exhibit appreciation and practice of the principles, ethics and responsibilities of the profession. (TPE 12 & 13)
6. **COLLABORATIVE RELATIONSHIPS:** Student teachers will collaborate and create partnerships with colleagues, students, parents, businesses and community agencies. (8, 11, 12, 13)

Teacher Performance Expectations (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 effective programs for students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are primarily addressed in this course (a full version of the TPE descriptions can be downloaded from the CoE webpage: www.csusm.edu--link to the College of Education via the Department Directory):

TPE 6c - Developmentally appropriate practices in grades 9-12

TPE 6d – Engaging and supporting all learners (Student Study Team Assignment)

TPE 9 – Instructional Planning

Required Text

- Borich, G. (1999). *Observation Skills for Effective Teaching*. (3rd ed.). Upper Saddle River, NJ: Prentice-Hall. [shared with EDSS 530, Professor Keating]
- Baldwin, M., Keating, J., Bachman K. (2006). *Teaching in Secondary Schools*. Upper Saddle River, NJ: Merrill.
- Choate, J.S. (2000). *Successful Inclusive Teaching*. (3rd ed.). Needham Heights, MA: Allyn and Bacon. [shared with all courses in the program]
- Course Website: <http://courses.csusm.edu> (WebCT used for online coursework and communications)
- Bigelow, B. et. al., Eds. (1994). *Rethinking Our Classrooms*, Volume 1. WI.: Rethinking Schools. (ROC)
- Villa, R., and Thousand, J. (2005). *Creating an Inclusive School*. (2nd ed.) Alexandria, VA: Association for Supervision and Curriculum Development. [This text is required reading for EDUC 350. If you didn't take this prerequisite class at CSUSM, you'll need to buy and read the book on your own. Reference will be made to it in several courses throughout the year.]
- www.taskstream.com (2004) Web page access for assessment/reflection of TPE's and for unit and lesson planning. Subscription required each semester. Will be used by most courses in the program.
- Tomlinson, C. and Eidson, C.. (2005). *Differentiation in Practice: A Resource Guide for Differentiating Curriculum Grades 9-12*. Alexandria, VA.: Association for Supervision & Curriculum Development.

Choice Books (choose ONE to read after attending first class)

- Gardner, H. (2000). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. Basic Books.
- Gruwell, E. (1999). *The Freedom Writers Diary*. Doubleday.
- Kohn, A. (1996). *Beyond Discipline: From Compliance to Community*. Association for Supervision and Curriculum.
- Marzano, R. (2000) *Transforming Classroom Grading*. Association for Supervision & Curriculum Development.
- Pipher, M. (1995). *Reviving Ophelia: Saving the Selves of Adolescent Girls*. Ballantine Books.
- Pollack, W. and Pipher, M. (1999) *Real Boys: Rescuing Our Sons from the Myths of Boyhood*. Owl Books.

Other Texts Worth Reading Early in Your Career

- Fried, R. (1995). *The Passionate Teacher*. Boston, MA: Beacon Press.
- Nelson, J., Lott, L., & Glenn, H.S. (1997). *Positive Discipline in the Classroom*..(2nd ed.). Rocklin, CA: Prima Publishing.
- Palmer, P. *The Courage to Teach*
- Cushman, (2003). *Fires in the Bathroom: Advice for Teachers from High School Students*. What Kids Can Do, Inc.

Accommodation for Disabilities

Please discuss your needs with the instructor within the first week of the semester & contact Disabled Student Services, 5025A Craven Hall, (760) 750-4905 or (760) 750-4909 (TDD).

Plagiarism

All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 5th edition. Failure to do so may result in failure of the course.

Grading Policy

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

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

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

Grading will also include a component of “professional demeanor.” Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

Course Assignments

Student Study Team	10 points
Special Education Matrix	10 points
Observation #1 Instructional Variety	10 points
Observation #2 Higher thought Processes	10 points
Unit and Lesson Plan	15 points
Electronic Portfolio/Reflections – TPE’s	10 points
Reading Responses	10 points
Literature Circles	5 points
Hot Topics	5 points
Highly Effective Teacher Attributes	5 points
Attendance/Participation	10 points
Total	100 points

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		

Please note assignments are due whether or not you are present in class that day.

While this syllabus is carefully planned, it may be modified at any time in response to the needs and interests of the class.

Course Outline
 (Timeline Subject to Change pending “Teachable” Moments)

Date	Topic	Reading / Assignment Due
Session 1 8/29/05	<p>Course Overview Purpose, perceptions, and philosophy of teaching CSTP/TPE Video- Freedom Writers Hot Topics Intro to WebCT Directors Presentation sign up Set up Literature circle groups</p> <p>Reminder: NCPDF Meeting – Class ends at 2pm</p>	<p>Reading Assignment: Syllabus Baldwin: Ch. 1 ROC: 4-5, 19-22, 30-33, 35-38, & 50-55</p> <p>To do: Identify your 1st, 2nd, & 3rd choice of books from the "Choice" list to read</p> <p>WebCT Entry: Reader Response 1: Double-entry journal for one of the readings</p> <p>Activity: 1.3 (pg 8 in Baldwin)</p>
Session 2 Online 9/5/05	<p>Professional ethics/legal responsibilities Democratic and inclusive classrooms Democratic classrooms and adolescents</p>	<p>Reading Assignment: Choate: Chapter 1 "Courage for the Discourage" article on WebCT and pg 16-18 in Baldwin</p> <p>To do: Make margin notes in Choate, highlighting ideas you especially want to remember</p> <p>Create visual response (symbolic or literal) that demonstrates the four areas of the circle. Bring to next class session to discuss and share with peers</p> <p>WebCT Entry: Reader Response 2: Reflective writing assignment for “Courage” article (Under “Assignments”) Submit paper online via WebCT discussion board. Create your document in Word, then cut and paste it into the body of the e-mail (no attachments, please)</p> <p>Activity: Learning for the typical 'atypical' student: Begin Disability Matrix, be prepared to show and discuss draft in next class session</p>

<p>Session 3 9/12/05</p>	<p>Learning and Learning Theories Hot Topic Video - First Day of School Literature circles meet Model Borich observation report Electronic Portfolio - TPE introduction (in class writing activity) Disability Matrix peer review Circle of Courage activity</p>	<p>Reading Assignment: Baldwin: Ch. 2 ROC: 126-128, 134-135, &178-181 Borich: Chapter 7</p> <p>To do: Literature circle - 1st chunk Make margin notes/annotations (written in book or on post-its) for ALL articles and Borich</p> <p>WebCT Entry: Reader Response 3: Download the free trial version of Inspiration software from www.inspiration.com (do NOT wait until the last minute to do this!) Using this software, create a graphic organizer that helps you to organize the major ideas from Baldwin chapter 2. Upload graphic organizer to discussion board as an attachment and discuss pros and cons to Inspiration in text.</p>
<p>Session 4 9/19/05</p>	<p>Learning and Learning Theories Hot Topic Literature circles meet Attributes evaluation Strategies: The big picture down to lesson plans Baldwin activity Intro to SST assignment</p>	<p>Reading Assignment: Choate: Chapter 2 Baldwin: Ch. 5</p> <p>To do: Literature circle - 2nd chunk Margin notes/annotations. Be prepared to use for an in-class case study activity</p> <p>Download, review, and bring your content area's frameworks or standards—grades 6-12 (available at www.cde.ca.gov)</p> <p>WebCT Entry: Reader Response 4: Complete Mission Statement prompt 1 on WebCT discussion board</p> <p>Activity: 5.2 (pg 130 in Baldwin) Bring to class to use for in class activity</p> <p>Assignment Due: First draft of TPE submission</p>

<p>Session 5 9/26/05</p>	<p>Planning and Instructional Strategies Hot Topic Classroom Management “Chauncy High” activity Discussion on teacher/student centered activities Unit Plan Development</p>	<p>Reading Assignment: Baldwin: Ch. 4 Borich: Chapter 8</p> <p>To do: Create a two-column list with one column labeled “Student-centered activities” and the other labeled “Teacher-centered activities.” While you read, make a list of strategies in each column. Put a star next to those you particularly want to use in your planning because they are especially effective in your discipline. Put a ? next to those strategies you want to discuss with someone else for greater clarity. Bring to class.</p> <p>Bring all your planning work to class for your unit plan</p> <p>WebCT Entry: Reader Response 5: Complete Mission Statement prompt 2 on WebCT discussion board</p> <p>Assignments Due: Observation report #1</p>
<p>Session 6 10/3/05</p>	<p>Planning and Differentiating instruction Hot Topic Literature Circles meet Assign Assessment groups</p>	<p>Reading Assignment: Choate: Chapter 3 Villa Thousand: Ch. 6 ROC: Choose any two articles from pages 68-124 Borich: Chapter 12</p> <p>To do: Literature circle – 3rd chunk</p> <p>WebCT Entry: Reader Response 6: Reflective response to the two articles describing implications for your own teaching—what do these articles offer you or make you consider, and why is that important?</p> <p>Assignments Due: Observation report #2 Disability Matrix</p>

<p>Session 7 10/10/05</p>	<p>Processing Assessment options and tools Hot Topic Assessment Activity Unit Plan feedback</p>	<p>Reading Assignment: ROC: 171-175 Baldwin: Ch. 3</p> <p>To do: 1) Visit the state’s assessment website: www.cde.ca.gov/statetests/star/ and read and review information about the STAR 2) The parent packet is at www.cde.ca.gov/ta/tq/sr/documents/star04infopkt.pdf It is an Adobe Acrobat document. 3)The sample student report is at www.cde.ca.gov/nr/re/ht/documents/newstarreport.pdf It is also an Adobe Acrobat document. Print the student report and bring to class. 4)The CAHSEE overview is at: www.cde.ca.gov/ta/ Read the “Program Overview” and skim the other links to find other interesting information such as sample questions, results, etc.</p> <p>Bring in rough draft of unit plan for feedback and work.</p> <p>WebCT Entry: Reader Response 7: Complete Mission Statement prompt 3 on WebCT discussion board</p> <p>Activity: using your own unit plan and lesson plans, do the following: 1. Choose two specific objectives from a lesson plan. 2. For each objective, identify a “traditional” means of assessment you might use to measure accomplishment of that objective, and identify an “authentic” means of assessment you might use to measure accomplishment of that objective. Develop a rough draft 3-column list of criteria that describes what a student would need to do/achieve in order to earn an A, B, or C in your class (think beyond just an accumulation of points; what learning accomplishments would a student need to demonstrate in order to earn an A, B, C?)</p>
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<p>Session 8 10/17/05</p>	<p>Literature circles and presentations Philosophy/belief statement wrap up Making the transition to student teaching SST presentation</p>	<p>To do: Bring EDUC 350 (or equivalent) philosophy of teaching/belief statements to class.</p> <p>Literature circle: Last chunk</p> <p>Literature Circle Presentation: Using your choice book notes, identify 5-10 key points you think your cohort members should know from your book—what are the major “learnings” you would like to share with the whole class? Bring in your choice book notes and list to be used for discussion and class presentation.</p> <p>WebCT Entry: Reader Response 8: Complete Mission Statement prompt 3 on WebCT discussion board</p> <p>Assignments Due: SST presentation Unit plan TPE Submissions Course self-evaluation</p>
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Student Study Team

10 points

Learner Objectives: Knowledge of the general education pre-referral process, which is a responsibility of the classroom teacher, and which serves as a method for addressing children's special learning needs PRIOR to referral for special education services.

Assessment: Students apply their knowledge of the Student Study team process by planning and performing a mock SST that includes the roles of specified SST members; by reviewing and addressing options for meeting the needs of students with special learning needs; and by examining and reflecting on the use of pre-referral strategies to resolve problems prior to formal referrals for special education services.

Resource(s):	Title and necessary information:
Textbook/pages	Choate, J.S. (2000) <u>Successful inclusive teaching: Proven ways to detect and correct special needs</u> (3 rd ed.) Boston: Allyn & Bacon. (ISBN 0-205-30621-7) Chapter 1 & 16
Supplemental Print Material	SST Lecturette by Jacqueline Thousand, Professor, CSUSM, College of Education
Video/segment	Video Segment # 1 "Promoting Success for All Students" <u>The Inclusion Series</u> (1998) Weland Prods/KCET and Allyn & Bacon. (ISBN 0-205-29111-2) Video Segment # 3 "Working Together – The Collaborative Process" <u>The Inclusion Series</u> (1998) Weland Prods/KCET and Allyn & Bacon. (ISBN 0-205-29111-2)

TASK AND GUIDELINES

Context

The Student Study Team (SST) process is a general education function and general education teacher responsibility. It is a state-mandated prevention and intervention process and structure that must exist at every California school. The SST process is designed to address students' learning needs PRIOR to even thinking about referral for special education assessment. Some disabilities are more obvious and present themselves prior to school entry. Other high incident disabilities such as learning disabilities (e.g., language, mathematics, written expression) often develop in response to academic demands. Further, there are a great many children without disabilities who struggle in school because English is not their first language or because the instructional approaches used by their teachers do not match their learning styles (i.e., preferred areas of Multiple Intelligences). Most students respond positively when their classroom teachers seeks ideas and support from professional peers through the SST process.

Objectives

The objectives of having you participate in a mock SST meeting are to give you the opportunity to:

- demonstrate effective use of the SST model
- demonstrate the various roles of the SST members
- examine support options for students based upon their unique individual characteristics
- demonstrate the use of pre-referral strategies as the preferred response (over formal special education referral) to resolve problems
- clarify the initial procedures involved in identifying students for special education support

Preparation

- Read the SST Lecturette and Chapter 16 of Choate.
- Visit a Web site that you find
- Watch the video segments #1 and #3 of the Inclusion Series that models the SST process and the elements of effective collaborative teaming.

Assignment Description

Each class member will be assigned to an SST team of 5 members. Each member of the group will fulfill one of the following roles and the corresponding assigned tasks. Each member will participate in a SST role play. Each student will write up a reflection on their group experience.

Roles
PREVIOUS TEACHER
PARENT
CURRENT TEACHER
RESOURCE SPECIALIST
ADMINISTRATOR

Tasks
DATA SHEET/SUMMARY SHEET
DATA SHEET/SUMMARY SHEET
DATA SHEET/SUMMARY SHEET
DATA SHEET/SUMMARY SHEET
DATA SHEET/SUMMARY SHEET

The Tasks:

- Complete a data sheet of observed characteristics of the student's behavior and learning or behavioral challenges, how the child's characteristics affect school performance, and possible strategies for supporting the student.
- Complete the SST Summary Sheet with each column filled out in items that will be covered in the of SST role play
- On your own, find two annotated bibliographies per team member of articles and/or web sites that provide information about the challenging student characteristic and strategies for supporting the student. Each annotation is to include a starting paragraph the briefly summarizes the article. A second paragraph will summarize your reaction (e.g., interesting new information, conflicting perspectives, challenging point) to the article. Use APA format in referencing the article or web site.
- After completing the in class SST role play and discussion, go to your electronic portfolio and write a response to these prompts:
 - Articulate the rationale for inclusive educational opportunities for all students.
 - What were the strengths and needs of the student you had an SST meeting for?
 - What principles of universal design guided the groups decision for differentiating instruction?
 - What strategies were identified to support the student? Provide examples of natural peer supports (e.g., partner learning, peer tutoring, classroom meetings), collaborative teaching and learning methods, and other appropriate materials and technologies (including assistive technologies) to a) create a caring classroom community in which students value one another's differences, b) develop the social competence of and relationships among class members, and c) meet the educational and social/emotional needs of the student.
 - Describe what your role will be at future SST meetings?
 - How will you prepare for SST meetings?
 - What was useful about this experience?
 - How will this experience inform your teaching?

For further reading:

Kluth, P., Villa, R., & Thousand, J. (Dec. 2001/Jan 2002) 'Our school doesn't offer inclusion' and other legal blunders. Educational Leadership, 59 (4), 24 – 27.

SST Summary Form

Date of Meeting _____

Teacher _____ **School** _____

Team _____

Student _____

Primary Language _____ **Grade** _____ **DOB** _____ **Parents** _____ **M** _____ **F** _____

STRENGTHS	CONCERNS	KNOWN INFORMATION	KNOWN MODIFICATIONS (+/-)	QUESTIONS	STRATEGIES/ BRAIN STORM	ACTIONS	WHO/ WHEN
							Follow Up Date

RUBRIC FOR SST ASSIGNMENT

Dimension	1	2	3	4
Quality of SST Demonstration	<p>Demonstration reflects lack of preparation, evidence of collaboration, and an is inaccurate depiction of the SST model</p> <p>No evidence of use of resources</p>	<p>Demonstration reflects marginal preparation, and includes some inaccuracies</p> <p>Poor documentation of use of resources</p>	<p>Demonstration reflects some collaboration and role-playing is relatively accurate. There may or may not be accuracies include</p> <p>Uses some recent resources</p>	<p>Demonstration reflects high level of collaboration, and the details included in the SST presentation are fully accurate, relevant</p> <p>Uses recent and diverse resources</p>
Disability Data Sheet	<p>Does not include all required components; some components are incomplete or inaccurate.</p>	<p>Missing some of the required components; some components are incomplete or inaccurate.</p>	<p>All components are included. Most data are complete, well organized, and accurate.</p>	<p>All components are complete, well organized, and accurate.</p>

Disability Matrix

10 Points

Learner Objectives: Knowledge of U.S. special education disability categories, accompanying learner characteristics, and needed supports for success in general education

Assessment: Students apply their knowledge of nondiscriminatory assessment, processes for making a child eligible for special education, and the teacher's role in developing IEPs by creating a matrix of disabilities. Written products and class discussions evidencing assessment above

Resource(s):	Title and necessary information:
Textbook Chapters 2 & 15	Choate, J.S. (2000) <i>Successful inclusive teaching: Proven ways to detect and correct special needs (3rd ed.)</i> Boston: Allyn & Bacon. (ISBN 0-205-30621-7)
Supplemental Lecture	"The Categories of Disability" –Instructor, CSUSM, College of Education
Online Course Supplement	WebCT Disability Data Resources

Task Guidelines for the Disability matrix

Students will work in small groups to apply their knowledge of the categories of disability recognized by the Individuals with Disabilities Education Act (IDEA) by:

creating a table, graphic organizer, or other visual representation of the thirteen (13) special education disability categories presented in this course. Your table must take the form of a word-processed table or an Excel chart, or any other organizational scheme that clearly illustrates each of the following seven dimensions:

1. The name of the handicapping condition
2. A brief description of the learning and/or social behaviors associated with the disability
3. One assessment appropriate to use to determine the presence or degree of the disability
4. One typical adaptation/modification in **curriculum, materials, goals (content)**
5. One typical adaptation/modification in **classroom environment (process)**
6. One typical adaptation/modification in **teaching practices (process)**
7. One typical adaptation/modification in **assessments** required of the student (**product**)

Suggestion: Consider using the landscape paper layout (File>Paper Size>Orientation: click Landscape), and having only 3 or 4 categories listed per page. This will give you adequate space to include all of the dimensions listed above.

Disability Characteristics Matrix Expectations

Element	Expectations
Description of disability categories under IDEA	Detailed description of characteristics, incidence, and educational implications for each of the 13 categories
Assessment	Detailed description of formal and informal assessment procedures used to determine presence/degree of disability.
Curriculum Modification	Modification in content (curriculum, materials or goals) for each disability named
Classroom Environment Modification	Modification in classroom environment for each disability named
Process Modification	Modification in teaching practice/process assessment for each disability named
Assessment Modification	Modification in learning product assessment for each disability named

Observation #1 and #2

10 points each

Learner Outcomes: Teacher candidates will apply their knowledge of professional observation skills, including identification of major characteristics of the learning and social behaviors of typical and atypical students to:

- Teacher candidates will be able to observe and analyze teaching situations, looking for specific traits of effective instruction.
- Teacher candidates will be able to write descriptively and analytically about what they observe, developing a deeper understanding of the complexities of teaching and how to replicate effective strategies.
- Teacher candidates will experience how to conduct the kind of focused observation that an administrator might make when observing them in their future teaching.

Assessment: Teacher candidates will apply their knowledge of professional observation skills and curriculum and instructional strategies

- 1) to observe a student
- 2) take objective notes on the student's behavior, and
- 3) write up a report summarizing the observation and make educational recommendations for the student.

Resources	Title and necessary information:
Textbook/chapters	Choate, J. S. (2004) <u>Successful inclusive teaching</u> (4 th ed.) Needham, MA: Allyn & Bacon. Chapters 1-3 Borich, G. (1999). <i>Observation Skills for Effective Teaching</i> . (3 rd ed.). Upper Saddle River, NJ: Prentice-Hall. [shared with EDSS 530, Professor Keating]
Internet Resources	Tomlinson, Carol Ann. (1999). <u>The Differentiated Classroom: Responding to the needs of all learners</u> . Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available free through CSUSM ebooks library.)

Task Guidelines

1. Read the assigned Borich chapters (Ch 8 and 12) and determine and prepare the tools you will use to monitor the teaching during your observation.
2. Observe a class for at least 45 minutes, taking notes and using your chosen tools to record the details of your observation.
3. Write up your observation as close to the time it happened as possible (so the experience is fresh in your mind). Include all of the information outlined in 4-7 below and refer to the assignment rubric and the sample observation report as guides.
4. Identify the teaching **CONTEXT**: school, date, period, observation times, class name (subject), grade level, number of students and breakdown by gender, observation focus (lesson clarity, instructional variety, higher order thinking).
5. Give a succinct **OVERVIEW** of the observation in a bulleted list. List what you see the teacher and students doing during your observation time (in chronological order).
6. Identify 1-2 **SIGNIFICANT "EVENTS"** from your overview that coincide with the observation focus (lesson clarity, higher order thinking, or instructional variety).
 - Explain why you chose this/these event(s).
 - Describe the event(s) in detail by explaining what the teacher and students did, said, etc. You will NOT analyze the event(s) in this section; you will simply describe in greater depth what you observed, using the observation tools from the Borich book.

- Please choose your event(s) wisely—more is not better.
7. **ANALYZE** your significant event(s) by breaking down and discussing the event(s) in terms of the Borich text and considering the “so what” factor.
 - Make connections to and cite the Borich text as a reference.
 - Interpret the event(s) and its/their significance—what do they mean?
 - Make inferences about student learning or the effectiveness of the teaching based on your close observation and using evidence from your description above (#3) and the Borich text.
 - Pose questions that are raised for you as a result of the observation.
 - Identify what you learned from the event(s) and what you might do similarly or differently as a teacher.
 8. Using the assignment rubric, circle the descriptors that you believe describe your work (self-evaluation). Attach the rubric to the observation report and submit.

Grading Rubric for Observation Reports

Name: _____ Observation Focus: _____

5 Exceeds Expectations	4 Meets Expectations	3 Developing	2 Beginning
<p>This paper meets all of the requirements of a 4, but the work stands out as exemplary in some of the following ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes a clear distinction between describing the significant event(s) and analyzing the event(s) <input type="checkbox"/> Develops an especially insightful analysis that demonstrates the teacher candidate's ability to discern and make sense of the details in the observation with respect to the elements outlined in the Borich text. <input type="checkbox"/> Demonstrates a clear understanding of the observation focus and its significance with respect to future teaching. <input type="checkbox"/> Writing is exceptional in its quality (wording, organization, development). 	<p style="text-align: center;">Context and Overview of Events</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes the context by including all requested information: school, date, times of observation, period, grade level, subject, # of students, and observation focus (Borich) <input type="checkbox"/> Includes a succinct listing of events (in chronological order) for the time period observed <hr/> <p style="text-align: center;">Description of Significant Event(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes 1 or 2 significant events with an explanation of why each event was selected. <input type="checkbox"/> Includes detailed description of event(s): what happened, what was spoken, reactions, etc., focusing on the relevant details associated with the observation focus. <hr/> <p style="text-align: center;">Analysis of Significant Event(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes an analysis for each event that interprets, makes inferences, poses questions, and demonstrates personal learning. <input type="checkbox"/> Makes a clear connection to the Borich text (citing references) and shows an understanding of the observation focus. <hr/> <p style="text-align: center;">Professionalism</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing is clear, organized, and easy to follow. Few grammatical/spelling errors and those that do exist do not hinder meaning. <input type="checkbox"/> Typed in standard format (12 pt. font; double spaced). <input type="checkbox"/> Submitted on time. 	<p>This paper contains most of the elements but each is not sufficiently developed.</p> <p>It is generally characterized by some of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Blurs the distinctions between description and analysis. <input type="checkbox"/> Develops a limited analysis that shows an ability to look closely at the event(s) but lacks sufficient interpretation, inference, questioning, and connection to personal learning. <input type="checkbox"/> Suggests a superficial understanding of the observation focus that may come from an incomplete reading or a misreading of the Borich text. <input type="checkbox"/> Writing is sometimes challenging to follow because of wording, organization, or frequent errors. 	<p>This paper is significantly underdeveloped in many areas of the assignment. The work does not offer enough information to gauge the teacher candidate's understanding of close observation and effective instruction.</p>

Total Overall Score: _____

Note: As you evaluate your observation report, circle the descriptors above that best describe the attached assignment. Attach the rubric to your observation report before you submit it. **Total Overall Score Breakdown**

- | | |
|-------------------------------|-------------------------------|
| 5 = Exceeds expectations | 3 = Developing |
| 4.5 = On its way to being a 5 | 2.5 = On its way to being a 3 |
| 4 = Meets expectations | 2 = Beginning |

Unit Lesson Plan**15 points**

Learner Objectives: Teacher candidates will be able to design a lesson that differentiates content, process and product to maximize learning for students with diverse needs.

Assessment: Teacher candidates will write a lesson plan that differentiates content, process, and product for students learning English, students that are accelerated learners, and students with special needs.

Preparation: Before beginning assignment teacher candidates read the following resources and demonstrate the ability to complete the prerequisite skills.

Resources	Title and necessary information:
Textbook/chapters	Choate, J. S. (2000) <u>Successful inclusive teaching (3rd ed.)</u> . Needham, MA: Allyn & Bacon. Chapters 16 Pierangelo, Roger, & Giuliani, George A. (2001). <u>What Every Teacher Should Know about Students with Special Needs: Promoting Success in the classroom</u> . Champaign, IL: Research press. Villa, Richard, & Thousand, Jacquelyn. (1995). <u>Creating and inclusive school</u> . Alexandria, VA: ASCD. Chapters 6 & 7
Internet Site(s)	Tomlinson, Carol Ann. (1999). <u>The Differentiated Classroom: Responding to the needs of all learners</u> . Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available free through CSUSM ebooks library.) ELD Standards - http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf COE Lesson Format form CSUSM website

Prerequisite skills:

- Teacher candidates are able to write a lesson plan using the COE lesson format.
- Teacher candidates are able to differentiate curriculum and instruction based on content, process, and product as defined by Carol Ann Tomlinson (2005).
- Teacher candidates are able to use information about students' readiness range (skills, reading, thinking & information), learning profiles, interests, talents, and culture to differentiate curriculum and instruction (Tomlinson, 2005).
- Teacher candidates are able to identify strategies to meet the needs of
 - Students learning English (including differentiation for Beginning, Intermediate, and Advanced levels)
 - Students that are accelerated learners as referred to by Pierangelo & Giuliani (2001)
 - Students that need special education support under IDEA &/or ADA as referred to by Choate (2000), Pierangelo & Giuliani (2001), and Villa & Thousand (1995)

Task Guidelines

You will design a sample unit plan (a **minimum** of 2 weeks long for classes that meet every day) to demonstrate your understanding of planning, meeting diverse students' needs, varying and balancing instructional strategies, moving kids to high levels of thinking, making purposeful use of instructional time, and using assessment to guide your instruction. This corresponds to TPE #3, 4, 6, 9, 10 listed on your syllabus. To the extent possible, design your unit plan with particular students in mind (from your observations or your student teaching classroom). You should also design a unit that corresponds with district or state expectations (in terms of topics, themes, goals). The goal is for you to have a unit that you might actually use (wholly or in parts) when you do your student teaching.

The following components should be present in your unit plan (you could use this as a checklist):

1. Setting the context: the grade level(s), content area/class, and unit topic and length (For example: the unit will last 13 classes, each class will be 60 minutes.).
2. What key facts about your students are you taking into consideration as you plan? What are your students' learning needs, styles, dispositions, etc.? (Universal Design: Facts about the learner)
3. What is your rationale for this topic/unit? In other words, what is important about it? Why does it matter? How does it fit into the overall scheme of this course and your "big picture" goals for the students? Think about it this way: If I were a parent of one of your students, what would you tell me when I ask why my student needs to study this unit and what she will get out of it? (Universal Design: Content)
4. What are the specific objectives for THIS unit? What unit questions are you working to answer? What will you be working to accomplish with just this unit (what do you expect the students to know, do, and be like long after this unit is over)? These should obviously be connected with the rationale you identified above and your state/district standards, as they represent the "stepping stones" to obtaining the "big picture" you have for the course. This is best written as a numbered list of objectives. (Universal Design: Content)
5. What assessment strategies will you and the students use to demonstrate achievement of EACH unit objective? How will you assess at the beginning to determine what students already know and can do (diagnostic assessment)? What evidence will you have that students have met each unit objective at the end of the unit; how will they have demonstrated it? Will these assessments be valued by the students for relevance and authenticity? You should include a range of assessment types that are formative (happen during the unit) and summative (happen at the end of the unit), including self-assessment by the student. Be sure it's clear that each objective has at least one method of assessment (you might list the objective numbers by the assessments as a cross-reference. For example: Assessment: Quickwrite (objectives 1, & 3). (Universal Design: Products)

As you complete the next parts, be sure to demonstrate your ability to use reading, writing, speaking, listening, and technology as part of your content-area instruction. You should also establish points of differentiation given the needs of your students identified above.

What teaching and learning experiences will equip students to demonstrate the targeted objectives in #4? Organize these by thinking about the instructional strategies and content you'll use to get your students:

6. **INTO** the unit? What will you do to hook your students and to draw on previous experience, etc. Describe in writing—this will actually be an overview of your introductory lesson plan(s).
7. **THROUGH** the unit? Create a calendar (the sequence of the way you'll do things) of the unit. You will not provide all the details of each lesson plan, only an outline or a "snapshot" of what you'd like to cover, major activities, assignments, etc. You need to have a calendar "block" for EACH lesson of the unit. So...13 lessons, 13 calendar "blocks." This is where you'll be able to see the "flow" of your unit, avoiding fragmentation and developing cohesiveness.
8. **BEYOND** the unit? How will you create closure for this unit and transition to the next? It's also about helping students to make the "global" connection--those things beyond the classroom. Think of culminating, synthesizing experiences. Describe in writing—this will be an overview of your final lesson plan(s) in the unit. (Universal Design: Process)
9. Identify the materials and resources, books, films, speakers, realia, field trips, etc., you and the students will use over the course of the unit. (Universal Design: Content)
10. Carefully develop the first two lesson plans of your unit. Each lesson plan should include the following: specific needs of students (already outlined in your unit, but you might identify particular student needs given this specific lesson); state standards being addressed in the lesson; lesson objectives; assessments for each objective; instructional strategies/steps and the timing of each; questions to be used; methods of transition (For example: moving into small groups—identify how you'll do that); materials needed. Both lessons should reflect the appropriate use of SDAIE techniques and literacy building strategies. Your lesson objectives should represent both the cognitive and affective domains (and may include the psychomotor domain if appropriate). (Universal Design: Content/Process/Products)

11. Reflection: in light of your developed unit plan, frame responses to the following questions and include this writing with your plan.
 - 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? If you were to actually teach this unit, how would you evaluate yourself after the fact? How would you decide how to change the unit in the future? What might you do to include students in the process of planning, implementing, and/or assessing this unit?
 - What have you learned about yourself, students, your unit plan topic, and/or planning in general as a result of designing this unit plan? Think about what you know now that you didn't know in August.
12. On your unit plan rubric, highlight the criteria that you believe best describes your unit plan.
13. Your unit plan should be typed and presented in a professional manner. Feel free to use a variety of communication modes. If diagrams or other types of visuals help to clarify your ideas, please use them. This plan should serve as a key addition to your professional portfolio (developed in the spring), demonstrating your ability to handle a fundamental task of teaching.
14. **A rough draft of your unit plan is due 10/3 and 10/17. At both classes you'll be sharing your plans with colleagues, getting feedback, and trading ideas. Your final plan (with a highlighted rubric showing your self-assessment) is due 10/17 (submitted in hard copy form).**

Outline of Unit Plan Elements

- I. Context
 - Name:
 - Course:
 - Grade level:
 - Unit topic:
 - Length of unit:
 - Number of class periods and length of periods:
- II. Facts about the learners:
- III. Unit rationale:
- IV. Unit objectives and state standards addressed:
 - 1.
 - 2.
 - etc.
- V. Unit assessments (covering all of the objectives listed above):
- VI. Overview of INTO instructional strategies and content:
- VII. Calendar showing the flow of the whole unit and representing the THROUGH instructional strategies and content:
- VIII. Overview of BEYOND instructional strategies and content:

NOTE: (Your INTO, THROUGH, BEYOND instructional strategies should include opportunities for students to read, write, speak, listen, and use technology. They should also show your ability to use a range of instructional strategies and to differentiate your instruction based on student needs identified above.)
- IX. Materials/resources:
- X. Lesson plan #1 in detail (see #8 or your lesson plan format handout for a reminder of what is included in a lesson plan):
Lesson plan #2 in detail: (see #8 or your lesson plan format handout for a reminder of what is included in a lesson plan):
- XI. Reflection:
- XII. Rubric with self-assessment

Student Observation Rubric

Elements	Beginning to Meet Expectations 0.5 points	Approaching Expectations 1 point	Meets Expectations 2 points	Total Points
Student Background Information	Less than 100% of areas are covered	100% of information covered but not covered in detail	Cover all areas with rich detail	
Student Placement	Less than 100% of areas are covered	100% of information covered but not covered in detail	Cover all areas with rich detail	
Student Performance	Less than 100% of areas are covered	100% of information covered but not covered in detail	Cover all areas with rich detail	
Observation Summary	Most areas are covered	All areas are covered	All areas are covered and data is used to support summary	
Educational Recommendations	General recommendations are provided for most areas.	General recommendations are provided for all areas	Specific recommendations are provided for all 4 areas.	
Total Points				/10

Electronic Portfolio - TaskStream

10 points

Learner Objectives: Knowledge and skill in creating an electronic portfolio.

Assessment: Teacher candidates apply what they have learned from the required assignments to the TPE's designated in a cogent, first person reflection in TaskStream.

Teacher candidates will include all necessary components in their final submission of the electronic portfolio.

Resource(s):	Title and necessary information:
Internet Site(s)	http://lynx.csusm.edu/coe/eportfolio/index.asp This will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements. http://www.taskstream.com This is the TaskStream home page where you will register for Taskstream and return to when working on your electronic portfolio.

Task Guidelines for Taskstream

The purpose of the portfolio is to assess how well you meet the TPEs. Although all the artifacts you place (more than 1 per TPE) in your portfolio have been assessed/graded by your professors, it is not clear if you have a thorough understanding of the TPEs and can make the connection between the assignments completed in class with the teaching you have experienced and the TPEs. Your task to write a cogent reflective essay for each TPE on how the artifacts you have chosen provide evidence that shows you have demonstrated meeting each TPE. Each narrative must include a: a) description b) analysis and c) reflection.

Highly Effective Teacher Attributes

5 points

Learner Objectives: Maintenance and Development of Positive Teacher Behaviors in the College of Education Courses

Assessment: Teacher candidates will self assess themselves using the Highly Effective Teachers Attributes handout; as well as receive feedback from a peer

Resource(s):	Title and necessary information:
Internet Site(s)	Course Website: http://courses.csusm.edu

Task Guidelines for Highly effective Teacher Attributes

Purpose/Rationale

A variety of practitioner and university research suggests the importance of linking affective objectives (feelings, attitudes, values, and social behaviors) to all cognitive objectives (mental operations, content knowledge) in all subject areas (Roberts and Kellough, 2000). Krathwohl, Bloom and Masia (1964) developed a useful taxonomy for teachers to use in defining and implementing affective objectives. These student behaviors are hierarchical from least internalized to most internalized: 1) receiving; 2) responding; 3) valuing; 4) organizing; 5) internalizing and acting. There is a correlation between students' academic success and the degree to which teachers incorporate these affective objectives (Roberts and Kellough, 2000; Baldwin, Keating and Bachman, 2003).

In order for teachers to facilitate and integrate these affective expectations into their own teaching, it is essential that they demonstrate corresponding personal attributes (characteristics, qualities) in their own learning. In light of this, it is critical for pre-service teachers to be given an overall dispositional model (a range of these personal attributes) that can be used by them, as future teachers, and that illustrates the importance of and encourages the practice of these attributes. This dispositional model generally reflects the high expectations of quality teaching such as enthusiasm, positive attitudes, positive interactions and supportive interpersonal relationships within the teaching environment. In summary, there is a general consensus within the educational community that these attributes are considered highly desirable professional qualities in teachers (with an obvious range of individual manifestations) that will assist in promoting successful teaching and learning outcomes (Stone, 2002; McEwan, 2002; Dewey, 1910).

Steps:

1. Print this instruction sheet, effective teacher attributes record, and course rubric.
2. Review the "Evidence of Effective Teacher Attributes" handout and assess yourself accordingly. This process will occur twice in this class (mid-semester and final evaluation). **You must offer support for your assessment.** **NOTE:** You may use this same evaluation sheet for all classes requiring a self-assessment of teacher attributes—just make copies of the completed sheet.
3. Review your current grade records on WebCT (it's probably best to do this Sunday for the most updated information), and your reader response record from the instructor (if needed).
4. Consider where you think your ungraded work will fall on the grading rubric (unit plan and possibly an observation).
5. Use all of this information (1-4) as well as class attendance to look at the course rubric.
6. Circle/highlight the descriptors on the course rubric that best fit your work for **EDSS 511** this semester. **Remember that to be eligible for a specific grade you MUST meet the "pre-requisites" (for example, you must have a 3.5-4 average on all major assignments and meet the attendance requirements to be eligible for an "A." See the grading notes at the end of the course rubric).** **NOTE: Offer evidence in support of circled areas that are not readily obvious.**
7. Turn in this self-assessment sheet, circled/highlighted course rubric, and the teacher attributes handout to instructor in class.

Evidence of Effective Teacher Attributes

Student: _____ Fall 2005

1) **General classroom attendance, promptness, and participation:**

- is on time, respects time boundaries (breaks, etc.), regularly attends class
- actively participates

RATING: Beg. Semester: _____ **Mid Semester:** _____ **End Semester:** _____
COURSE EVIDENCE:

2) **Attention to classroom discussion protocols:**

- respects time limitations
- recognizes and respects the perspectives of fellow classmates
- gives wait time
- listens actively
- uses non-interruptive skills
- mediates disagreements by working to understand others' perspectives and finding common ground
- genuinely encourages all to participate.

RATING: Beg. Semester: _____ **Mid Semester:** _____ **End Semester:** _____
COURSE EVIDENCE:

3) **Social and cooperative skills (as illustrated in cooperative projects):**

- assumes responsibility of one's roles
- is open to consensus and mediation
- effectively communicates ideas
- attends group meetings
- is dependable
- respects others' ideas
- expects quality work from self and colleagues
- manages time effectively
- uses organizational skills and leadership skills
- is assertive but not aggressive
- uses reflection as a means of evaluation
- motivates and offers positive reinforcement to others

RATING: Beg. Semester: _____ **Mid Semester:** _____ **End Semester:** _____
COURSE EVIDENCE:

4) **Attention to assignments:**

- meets time deadlines,
- produces quality products
- responds cooperatively to constructive criticism
- uses rubrics or other stipulated criteria to shape an assignment
- prioritizes tasks and performs/supervises several tasks at once.

RATING: Beg. Semester: _____ **Mid Semester:** _____ **End Semester:** _____
COURSE EVIDENCE:

5) **General classroom demeanor:**

- is professional, creative, kind, sensitive, respectful, has a sense of humor
- is supportive of fellow classmates and instructors
- recognizes others' perspectives as valid and works to include all "voices" in the classroom
- is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom

RATING: Beg. Semester: _____ **Mid Semester:** _____ **End Semester:** _____
COURSE EVIDENCE:

6) **Flexibility:**

- is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena)
- can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking
- “bounces” back easily
- can work calmly under stress

RATING: Beg. Semester: _____ **Mid Semester:** _____ **End Semester:** _____
COURSE EVIDENCE:

7) **Openness to and enthusiasm for learning:**

- can engage with a variety of educational ideas with an open mind and a sense of exploration
- demonstrates passion for and metacognition of learning across the curriculum and within discipline areas
- takes advantage of learning opportunities and seeks out additional opportunities for learning

RATING: Beg. Semester: _____ **Mid Semester:** _____ **End Semester:** _____
COURSE EVIDENCE:

Overall Score: _____

Other comments (student/partner/instructor): _____

Scoring Criteria

Each of these seven attributes will be scored on a 4-point rubric in terms of level of accomplishment. Reflective and “supported” assessment is the goal; you will be asked for evidence in support of your scores. “Perfection” (all 4’s) is NOT the goal. While these attributes define professional and collegial behavior to which we expect all students to aspire, it is recognized that individuals will have areas in need of improvement (we are, after all, human!). Earning full credit for this “assignment” is predicated on your ability to provide evidence of your assessments and your ability to work conscientiously toward increased accomplishment. Peer input, self-evaluation, and intermediate conferences will assist in formative assessments.

4 = **Exceeds expectations:** Student has demonstrated an especially high level of functioning with respect to this attribute (no sub par examples)

3 = **Meets expectations:** Student has demonstrated an acceptable level of functioning with respect to this attribute (some qualities may be high while others are more limited; while there is room for continued growth, this student is generally solid; no concerns exist)

2 = **Below expectations:** Student has demonstrated inconsistent levels of functioning with respect to this attribute; the student is on his/her way to meeting expectations, but needs time or a conscientious focus on this attribute in order to do so (numerous limitations or examples noted)

1 = **Well below expectations:** Student has demonstrated a low level of functioning with respect to this attribute (serious overall limitations noted in this area)

Generally Accepted Attributes of Highly Effective Teachers
(as seen in pre-service programs)

(Roberts and Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin, Keating and Bachman, 2003; Johnson and Johnson, 1994; COE Mission Statement, 1997)

The following will be used as a guideline for defining each attribute:

1. **General classroom attendance, promptness, and participation:** is on time, respects time boundaries (breaks, etc.), regularly attends class, and actively participates.
2. **Attention to classroom discussion protocols** (per Epstein's Five Stage Rocket): respects time limitations, recognizes and respects the perspectives of fellow classmates, gives wait time, listens actively, uses non-interruptive skills, mediates disagreements by working to understand others' perspectives and finding common ground, genuinely encourages all to participate.
3. **Social and cooperative skills (as illustrated in cooperative projects):** assumes responsibility of one's roles, is open to consensus and mediation, effectively communicates ideas, attends group meetings, is dependable, respects others' ideas, expects quality work from self and colleagues, manages time effectively, uses organizational skills and leadership skills, is assertive but not aggressive, uses reflection as a means of evaluation, motivates and offers positive reinforcement to others.
4. **Attention to assignments:** meets time deadlines, produces quality products, responds cooperatively to constructive criticism, uses rubrics or other stipulated criteria to shape an assignment, prioritizes tasks and performs/supervises several tasks at once.
5. **General classroom demeanor:** is professional, creative, kind, sensitive, respectful, has a sense of humor, is supportive of fellow classmates and instructors; recognizes others' perspectives as valid and works to include all "voices" in the classroom; is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom.
6. **Flexibility:** is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; "bounces" back easily; can work calmly under stress.
7. **Openness to and enthusiasm for learning:** can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and metacognition of learning across the curriculum and within discipline areas; takes advantage of learning opportunities and seeks out additional opportunities for learning.

Literature Circles

5 points

Learner Objectives: Develop strategies to engage students in reading literature

Assessment: Teacher candidates will participate in discussions and maintain a reading plan that journals their literature circle interactions

Resource(s):	Title and necessary information:
Internet Site(s)	Course Website: http://courses.csusm.edu

Task Guidelines for Literature Circles

Literature Circle Roles

Each person will do a different job each time you meet. Whatever your role asks you to do, please write it out on separate paper to be used in class and collected.

1. **Discussion Director:** Your job is to develop a list of **five** questions that your group might want to discuss about this part of the book. Don't worry about small details, your job is to help people discuss big ideas in reading and to share their individual reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read the book. *Write out a list of five discussion questions in advance.*
2. **Illustrator:** Your job is to draw some kind of picture related to the reading. It can be a drawing, cartoon, diagram, chart, or scene. Your picture can be of a scene in the book, or it can be of something the book reminded you of. It can show feelings, include quotations like a one-pager, or it can have labeled parts. You should let your group study your picture quietly and ask them for comments before you explain any part of it to them.
3. **Literary Luminary:** Your job is to locate **five** special sections of the text that your group could like to hear read aloud. The idea is to help people remember some interesting, powerful, funny, puzzling, or important sections of the text. You must decide in advance what sections are to be read and decide *how* they are to be read: you might read them, someone else could read, read silently and discuss, read like a conversation, etc. Have a list of the parts ready for your group--page numbers and location on the page.
4. **Connector:** Your job is to find connections between the book your group is reading and the world outside. This means connecting the reading to your own life, to happenings at school or in the community, to similar events at other times and places, to other people or problems that you are reminded of. You might also see connections between this book and other writing on the same topic, or by another author. There are no right answers to your job--you are using your brain to connect meaningful ideas! Have a list of **five** connections that you have found in this section of reading and explain them. Have the students in your group add their own ideas and connections.
5. **Vocabulary Enricher:** Your job is to be on the lookout for **five** new vocabulary words in the reading before your group meeting. If you find words that are new or puzzling or unfamiliar, mark them with a post-it note or book mark. 1) Copy the sentence with the word in it and *list the page number in the book* 2) Look up the word 3) Find the correct definition 4) You need to figure a way to teach these words to your group, perhaps through a game, context clues, dictionary search.

Literature Circle Reading Plan

Group Members: _____
 Group Name: _____
 Book: _____

Date	Pages to Focus on for Meeting	Who Does What Role (discussion director, illustrator, literary luminary, connector, vocabulary enricher)
Mon., 9/12		
Mon., 9/19		
Mon., 10/3		
Mon., 10/17	Book should be finished.	Identify your 5-8 key points for the book:

Reading Responses / Discussion Board

10 points

Learner Objectives: Help students better contemplate, organize, and understand readings and to be better prepared for thoughtful discussion

Assessment: Student candidates will evaluate each other based on the rubric

Resource(s):	Title and necessary information:
Internet Site(s)	Course Website: http://courses.csusm.edu

Task Guidelines for reading responses:

Reading Responses/Participation:

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. Response methods will be introduced and explained in class. 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. Students will submit reading logs and activities to the WebCT discussion board forum. Each student is responsible for **one** main post and **two** sub-post each week at a minimum. Students should try to respond to readings that were different than the one they presented. Discussions must do one of three things: add to what was presented, expand what was presented, or take a new position from what was presented. Once you have responded to the posting, students **MUST** grade the submission using the rubric provided.

Reader Response and Participation Traits

√ + = Goes beyond the obvious when reflecting, summarizing, discussing, etc.

- Considers implications
- Gets at “so what?”
- Thinks on the page or aloud, trying to figure things out
- Speculates about answers to questions posed in the response or discussion
- Shows high quality work that is complete and reflects time, effort, and thought
- In discussion or group activities, elicits information from other members, listens carefully, doesn’t dominate the group, manages time well, is enthusiastic about learning, etc.
- Contributes enormously to the group effort.

√ = Thinks about why text or idea is important and attempts to write or talk about it

- May summarize more than really explore implications, but there’s some sense of attempting to
- make some kind of personal or professional connection
- Responds to the ideas in the text or of others in discussion
- Shows quality work that is complete and thoughtful
- In discussion or group activities, works well with others and is productive and positive

√ - = Restates the author or others in discussion

- Doesn’t develop own line of thinking
- May have difficulty staying focused on the ideas in the text or of others
- Work is generally incomplete and/or lacks thought
- In discussion or group activities, lets others carry the load of the work, doesn’t take work seriously, little effort to learn from the endeavor

Hot Topics in Education

5 Points

Students will form small groups which will be responsible to report briefly to the class a current event related to assigned reading. The articles can cover any subject area or grade level as long as it is applicable to the EDSS 511

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reading. Each member of the group will provide one artifact to be reported to the group. You can obtain your articles from educational journals, magazines, local newspapers, and the Internet. You do not have to write a report for this assignment. Please provide the professor with a copy of your article with your name printed or typed on it for purposes of grading.