

**California State University San Marcos**  
**COLLEGE OF EDUCATION**

**EDSS 511 – Teaching and Learning in Secondary Schools (4 units) CRN 42044**  
**Fall 2005: Coastal Cohort**

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**Office: University Hall 422B**

**Office Hours: After class; During lunch; Thursdays 10:00–12:00**

**Class meets: Tuesday 8:00-4:30**  
**until 10/18/05 (see calendar)**

**College of Education Mission Statement**

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.

*(adopted by COE Governance Community October, 1997)*

**Infused Competencies**

**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. Students successfully completing this program receive a credential with authorization to teach English learners. See “Authorization to Teach English Learners Competencies.”

*(approved by CCTC in SB 2042 Program Standards, August 02)*

**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. It is assumed that students entering this course will have technology proficiency at least at the level practiced in the prerequisite course EDUC 422.

**Students with Disabilities Requiring Reasonable Accommodations**

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

## Course Description and Essential Questions

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 and refine their own philosophy of teaching grounded in theory, research, and practice.
2. **REFLECTIVE PRACTITIONERS:** Student teachers will become active learners who continuously research, assess, apply and refine knowledge throughout their careers.
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.
4. **STUDENT FOCUS:** Student teachers 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:** Student teachers will exhibit appreciation and practice of the principles, ethics and responsibilities of the profession.
6. **COLLABORATIVE RELATIONSHIPS:** Student teachers 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 four essential questions throughout the course of the semester:

1. What might an inclusive and democratic classroom look like, and how does it increase adolescents' sense of mastery, generosity, belonging, and independence?
2. How do you/your students construct knowledge?
3. What broad academic and life goals do you hold for your students?
4. When you consider your beliefs about teaching and learning, what teaching approaches accomplish your goals?

## Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Single Subject Credential 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 his/her 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 CoE webpage: [www.csusm.edu/COE](http://www.csusm.edu/COE)). The following TPE's are addressed in this course and the ones with \*'s next to them will be evaluated via your TaskStream responses (see assignment description):

### Primary Emphasis

TPE 3 - Interpretation and Use of Assessments

TPE 4 - Making Content Accessible

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

TPE 6d - Developmentally Appropriate Practices for Special Education\*

TPE 8 - Learning about Students

TPE 9 - Instructional Planning\*

TPE 11 - Social Environment

TPE 12 - Professional, Legal, and Ethical Obligation

TPE 15 – Social Justice and Equity

Secondary Emphasis:

TPE 1B – Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

TPE 5 – Student Engagement

TPE 7 - Teaching English Language Learners

TPE 10 - Instructional Time

TPE 13 - Professional Growth

TPE 14 - Educational Technology

## AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

Red print indicates the areas covered in this course.

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English--SDAIE)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	C. How teachers can use what they learn about their students (culturally- responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	<b>III. Cultural Contact</b>
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

### Required Texts and Resources

Baldwin, M. and Keating, J. (2005). *Teaching in secondary schools: Meeting the challenges of today's adolescents*. [Shared with EDSS 530]

Bigelow, Bill, et. al., Eds. (1994). *Rethinking our classrooms*, Volume 1. WI.: Rethinking Schools. (This is the BLUE book.)

Borich, Gary D. (2003). *Observation skills for effective teaching*. (4<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall. [shared with EDSS 530, Professor Keating]

Choate, J.S. (2004). *Successful inclusive teaching*. (4<sup>th</sup> 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 in EDSS 511.)

[www.taskstream.com](http://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, Carol Ann and Caroline Cunningham Eidson. (2005). *Differentiation in practice: A resource guide for differentiating curriculum grades 9-12*. Alexandria, VA.: Association for Supervision & Curriculum Development.

Villa, R., and Thousand, J. (1995). *Creating an inclusive school*. 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.]

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

1. Cusman, (2003). *Fires in the bathroom: advice for teachers from high school students*. What Kids Can Do, Inc.
2. Gardner, Howard. (2000). *Intelligence reframed: multiple intelligences for the 21st century*. Basic Books.
3. Graves, Donald (2001). *The energy to teach*. Heinemann
4. Gruwell, Erin. (1999). *The freedom writers diary*. Doubleday.
5. Kohn, Alfie. (1996). *Beyond discipline: from compliance to community*. Association for Supervision and Curriculum.
6. Marzano, Robert J. (2000). *Transforming classroom grading*. VA: Association for Supervision and Curriculum.
7. Pipher, Mary. (1995). *Reviving ophelia: saving the selves of adolescent girls*. Ballantine Books.
8. Pollack, William S. and Mary Pipher. (1999) *Real boys: rescuing our sons from the myths of boyhood*. Owl Books.

### Other Texts Worth Reading Early in Your Career

Fried, Robert L. (1995). *The Passionate Teacher*. Boston, MA: Beacon Press.

Nelson, J., Lott, L., & Glenn, H.S. (1997). *Positive Discipline in the Classroom*. (2<sup>nd</sup> ed.). Rocklin, CA: Prima Publishing.

Palmer, Parker. *The Courage to Teach*

## Assignments

- **Highly Effective Teacher Attributes:** See page 12-13 for a full description. Generally, these attributes have to do with professional and responsible behavior and work habits.
- **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. The goal of all reading 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.
- **“Choice Book” Literature Circles and Book Presentation:** While reading this book, you should keep a series of notes (margin notes/annotations, post-it notes in the book, separate paper notes, etc.) that you can use for later discussion, both on-line and face-to-face, with your colleagues who have read the same book. When meeting face-to-face, you will complete one specified literature circle “role” for each assigned section of reading (ex: summarizer, connector, etc.). This assignment includes: on-line and literature circle participation, a one-page reflection about the literature circle process, e.g. what worked, what didn’t work and why, how this would work with high school students, and how this “fits” or “doesn’t fit” with your own preferred learning style. Finally, your group will do a 15 minute presentation that includes a “skit” either directly from the book or created by your group to illustrate one of the main ideas and a poster, PowerPoint, overhead, or other brief visual to “teach” the important concepts from the book.
- **Observation Reports:** Two observation reports will be generated which focus on two specific elements of classroom life and student behavior. The focus of each observation is described in the Borich text: higher level thinking and instructional variety. A format for the reports and past student samples can be found on WebCT and will be discussed in class. This assignment requires observation time in a classroom.
- **Unit and Lesson Plan:** You will develop a unit plan and one lesson plan relevant to your content area. The unit plan will include student/class background, objectives and standards, essential questions, instructional and assessment strategies, evidence of differentiation, timeline, and reflection. More details of this assignment and student samples can be found on WebCT and will be discussed in class. Templates for planning will be used via TaskStream. This assignment requires consultation with a practicing teacher in your content area—preferably one who views planning as a serious part of his/her professional responsibilities.
- **Student Study Team (SST):** Working in teacher teams, you will create a SST summary for a student on your actual high school campus. Using what you learn about the SST process, you will complete an in-class SST exercise that requires you to develop a partial summary and to role play an SST meeting for a mock student (you will do this “cold,” meaning no research and no outside resources other than your special education matrix). In addition to your summary, you will also write a personal reflection about the SST experience. Further instructions will be provided in class and through WebCT.

- **Special Education Matrix: The Thirteen Disabling Conditions:** Working in small groups/partners, you will create a master chart that includes information about environmental, curricular, instructional, and assessment adaptations and accommodations for students who qualify for special education according to the state and federal criteria under any of the 13 disabling conditions. Further instructions will be provided in class and through WebCT.
- **Responses to TPE’s 6c, 6d, and 9:** It is important to recognize that the TPEs are threaded throughout the credential program, as a whole, and are addressed multiple times in each course. Even though we are referencing and seeking to understand many TPEs in this course, you are specifically responsible for writing a response for TPE 6c, 6d, and 9 in the Task Stream Electronic Portfolio.

Each assigned response will relate to course assignments, discussions, and/or readings that provide a deeper understanding of the specified TPE. As you write, the goal is to describe your learning as it relates to the TPE, to analyze artifacts (assignments) and explain how they are evidence of your learning, and to reflect on the significance of your learning (the “so what”) and where you need to go next related to the TPE. A four paragraph structure will help you develop your response:

- 1<sup>st</sup> paragraph: Introduction to your response that uses the words of the TPE. DO NOT restate the TPE; instead, introduce your reader to the focus of your response as it relates to the TPE. This is basically an extended thesis statement related to the TPE.
- 2<sup>nd</sup> paragraph: Explain how one attached artifact is evidence of your learning related to the TPE. The key here is “evidence.” How does this artifact prove that you have learned something specific related to this TPE?
- 3<sup>rd</sup> paragraph: Explain how another attached artifact is evidence of your learning related to the TPE.
- 4<sup>th</sup> paragraph: Reflect upon and summarize the significance of your learning overall (connected to the TPE) and explain what you still need to learn related to this TPE. This addresses the “so what?” of your learning.

Please be succinct in your writing; more is NOT better. State your ideas clearly and keep them grounded in the evidence of your learning as represented by your artifacts. When you submit each TPE response, you will receive feedback from the instructor that asks for revision or says that you are done. You will not get full credit for this assignment if you are asked to revise and you do not. Please continue to check your TaskStream portfolio until the instructor says you are done with each TPE response for the course. More details about using TaskStream will be given in class and can be found on WebCT.

## Recap of Assignment Weights and Due Dates

<b>Major Assignment</b>	<b>Points</b>	<b>Due</b>
Highly Effective Teacher Attributes	5	Ongoing to end of course
Reading Responses/Participation	10	See calendar (throughout)
Special Education Matrix	10	9/18 posted online
Observation Report #1: Instructional Variety	10	9/27
SST (Student Study Team)	20	10/4
Observation Report #2: Higher Thought Processes	10	10/11
Choice Book Presentation/reflection	5	10/11 & 10/18
TPE responses (6c, 6d, 9)	10	6d 10/11; 6c & 9 10/18
Unit and Lesson Plan	20	10/18



## Reader Response Traits

- ✓+ =
  - \* Goes beyond the obvious when exploring or summarizing ideas
  - \* Considers implications
  - \* Gets at "so what?"
  - \* Thinks on the page, trying to figure things out
  - \* Speculates about answers to questions posed in the response
  - \* Shows high quality work that is complete and reflects time, effort, and thought
  
- ✓ =
  - \* Thinks about why text or idea is important and attempts to write 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
  - \* Shows quality work that is complete and thoughtful
  
- ✓- =
  - \* Restates the author
  - \* Doesn't develop own line of thinking
  - \* May have difficulty staying focused on the ideas in the text
  - \* Work is generally incomplete and/or lacks thought

## Summative Assessment Criteria for EDSS 511

### “A” students:

1. demonstrate serious commitment to their learning, making full use of the learning opportunities available to them and searching out the implications of their learning for future use.
2. complete ALL major assignments thoroughly, thoughtfully, and professionally, receiving 90-100% of all possible points.
3. make insightful connections between all assignments and their developing overall understanding of teaching and learning; they continually question and examine assumptions in a genuine spirit of inquiry.
4. show high level achievement of or progress toward course goals and TPEs.
5. always collaborate with their colleagues in professional and productive ways, working with integrity to enhance each participant’s learning .
6. consistently complete all class preparation work and are ready to engage in thoughtful and informed discourse.
7. demonstrate responsibility to meeting attendance requirements (see syllabus).

### “B” students:

1. comply with the course requirements and expectations.
2. complete ALL major assignments, usually thoroughly, thoughtfully, and professionally, receiving 80-89% of all possible points.
3. usually connect assignments to their developing overall understanding of teaching and learning; may be satisfied with “accepting” their learning as it’s “received” without examining, very deeply, their and others’ assumptions or seeking a deeper understanding of the implications.
4. show reasonable achievement of or progress toward course goals and TPEs.
5. generally collaborate with their colleagues in professional and productive ways, enhancing each participant’s learning.
6. complete most class preparation work and are usually ready to engage in thoughtful and informed discourse
7. demonstrate responsibility to meeting the attendance requirements (see syllabus).

### “C” students:

1. demonstrate an inconsistent level of compliance to course requirements and expectations.
2. attempt all assignments but with limited thoroughness, thoughtfulness, and/or professionalism, receiving 1.5 – 2.5 average on all assignments, OR fail to complete one major assignment. Total points are 70-79%.
3. make limited connections between assignments and their developing overall understanding of teaching and learning; may not be open to examining assumptions or implications.
4. attempt but show limited progress in achieving course goals and TPEs.
5. collaborate with their colleagues in ways that are not always professional or productive; participant’s may be distracted from learning.
6. complete some class preparation work and are generally under-prepared to engage in thoughtful or informed discourse.
7. meet the minimum attendance requirements (see syllabus).

“D” or “F” students fail to meet the minimum requirements of a “C.” The specific grade will be determined based on rate of assignment completion, attendance, etc.

## GRADING NOTES

- Students falling in between grade levels will earn a + or – at the instructor’s discretion, depending on where they meet the criteria most fully.

- In order to receive a California State Teaching Credential, you must maintain a B average in your College of Education classes and receive no lower than a C+ in any one course. A grade lower than a C+ indicates serious concern about a student's readiness for a teaching credential—significant concerns exist about his/her quality of learning, quality of work, etc. If you are concerned about meeting this requirement at any time, you should talk with your instructor immediately.

**Note:** Teacher education is a professional preparation program. Students will be expected to adhere to standards of dependability, academic honesty and integrity, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, colleagues, parents, and administrators, writing that is original, clear and error-free is a priority in the College of Education.

All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

### **Attendance**

**COE Policy:** Due to the dynamic and interactive nature of courses in the CoE, all students are expected to attend all classes and participate actively. At a minimum, students 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.

**Instructor Application of the Policy:** If two class sessions are missed, or if the student is late (or leaves early) more than three sessions, s/he cannot receive a grade of "A". If three class sessions are missed, the highest possible grade that can be earned is a "C+". **NOTE: Each block class meeting is equivalent to two class sessions.** If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements.

## ***The Maintenance and Development of Positive Teacher Behaviors in the College of Education Courses***

(These are the AFFECTIVE objectives for our single subject courses.)

### **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).

### **Scoring Criteria**

Each of these seven attributes will be scored on a 4-point scale 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 teacher candidates (and 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" (at the end of the course) is predicated on your ability to provide **evidence** of your assessments and your ability to **work conscientiously toward increased accomplishment**. This is what reflective practitioners do: monitor and self-evaluate their own performances as well as that of their students. Peer input, self-evaluation, and intermediate conferences during your EDSS courses will assist in formative assessments.

**Exceeds expectations (4):** Teacher candidate demonstrates an especially high level of functioning with respect to this attribute (no sub par examples).

**Meets expectations (3):** Teacher candidate demonstrates 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 candidate is generally solid; no concerns exist).

**Below expectations (2):** Teacher candidate demonstrates inconsistent levels of functioning with respect to this attribute; the candidate 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).

**Well below expectations (1):** Teacher candidate demonstrates 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 to assess the level of attainment (and progress) in demonstrating these attributes.

- 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.

## 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:**

**Tentative Calendar (Subject to Change)**

Session & Date	Topics	Readings Due (on date listed)	Assignments Due (on date listed)
Prior to Class		<ul style="list-style-type: none"> <li>◆ If you didn't read the Villa/Thousand text during EDUC 350, you should read it to provide context for our discussion about inclusive education.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Be sure university computer account is activated.</li> </ul>
#1 & 2 Tues., 8/30	<p>Purpose, perceptions, and philosophy of teaching</p> <p>Syllabus review &amp; choice book talks &amp; selection</p> <p>Literature circles meet and plan</p> <p>Democratic and inclusive classrooms: building an environment to nurture the circle of courage and respect adolescent development</p> <p><i>Computer lab:</i> Professional ethics/legal responsibilities</p> <p>Overview of WebCT and TaskStream</p>	<ul style="list-style-type: none"> <li>◆ Course syllabus downloaded, read, and printed (from COE webpage or WebCT)</li> <li>◆ Baldwin/Keating: Ch 1, section 3 (16-24)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Bring any syllabus questions you have to class.</li> <li>◆ Bring all course texts to class (except choice books).</li> <li>◆ Download, print, and bring to class the article "Courage for the Discouraged" on WebCT under "Class Notes."</li> <li>◆ Note: find your previously written philosophy of teaching or belief statements from EDUC 350 or equivalent. Keep in your notebook until later in course.</li> </ul>
#3 & 4 Tues., 9/6	<p>Choice book literature circles meet</p> <p>Democratic classrooms and adolescent development (cont.)</p>	<ul style="list-style-type: none"> <li>◆ Choice book reading (per group's reading plan)</li> <li>◆ Baldwin/Keating: Ch 8</li> <li>◆ Baldwin/Keating: Ch 2, sections 3 &amp; 4 (40-47)</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Reader response #1: Choice book</b> literature circle role (per group's reading plan)</li> <li>◆ <b>Reader response #2: Baldwin/Keating Ch 8:</b> Respond to the four bulleted questions in "Putting It Into</li> </ul>



	<p>Model Borich observation report</p> <p>Introduce learning and learning theories</p>	<ul style="list-style-type: none"> <li>◆ Borich: Ch. 7: “Looking for Lesson Clarity”</li> <li>◆ Download, print, read, and bring in the Observation Report assignment from WebCT.</li> </ul>	<p>Practice: Activity 8.2” on page 191.</p> <ul style="list-style-type: none"> <li>◆ <b>Reader response #3: Baldwin/Keating Ch 2, sections 3 &amp; 4:</b> As you work to create an inclusive, democratic classroom, what are the implications of the biological, psychological, social, and ethical development of adolescents for you as a teacher?</li> <li>◆ <b>For Borich reading:</b> Identify questions you want to ask about the chapter. Spend time looking at the various instruments for monitoring elements of lesson clarity; you will be asked to use one in class during a practice observation.</li> </ul>
<p>#5 &amp; 6 Tues., 9/13</p>	<p>Choice book literature circles meet</p> <p>Learning and learning theories (cont.)</p> <p><i>Computer Lab:</i> Learning for the typical “atypical” student</p> <p>Special education matrix: the 13 disabling conditions</p>	<ul style="list-style-type: none"> <li>◆ Choice book reading (per group’s reading plan)</li> <li>◆ Baldwin/Keating: Ch 2, sections 1 &amp; 2</li> <li>◆ Bigelow: 126-128, 134-135 and 178-181</li> <li>◆ Choate: Ch. 2</li> <li>◆ Villa/Thousand: Ch.1 and 3, including the “Voices” sections</li> <li>◆ Download, print, read, and bring in the Special Education Matrix assignment description from WebCT.</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Reader response #4: Choice book</b> literature circle role (per group’s reading plan)</li> <li>◆ <b>For Baldwin/Keating reading:</b> add to your ideas already generated in class as you read sections 1 &amp; 2</li> <li>◆ <b>For Bigelow reading:</b> Make margin notes/annotations (written in book or on post-its) for all articles.</li> <li>◆ <b>Reader response #5:</b> Respond to this prompt: What are your fears and concerns regarding teaching any of the student populations described in the <b>Choate and Villa/Thousand</b> readings? Be prepared to discuss and brainstorm strategies.</li> <li>◆ Start Instructional Variety Observation (from Borich, ch. 8)—due 9/27</li> </ul>
<p><b>By Sunday, 9/18</b></p>	<ul style="list-style-type: none"> <li>◆ Complete your section of the special education matrix and post it to the appropriate discussion board (as an attachment) on WebCT. Your colleagues will be depending on you to have your section posted on time so they can complete their resource binder/folder.</li> </ul>		

<p>#7 &amp; 8 Tues., 9/20</p>	<p>Matrix revisited</p> <p>Introduce SSTs</p> <p>Planning for instruction: the big picture</p>	<ul style="list-style-type: none"> <li>◆ Download, print, read, and bring in the SST assignment description from WebCT.</li> <li>◆ Download, review, and bring your content area’s frameworks or standards—grades 6-12 (available at <a href="http://www.cde.ca.gov">www.cde.ca.gov</a>)</li> <li>◆ Baldwin/Keating: ch. 3</li> <li>◆ Download, read, and bring in the unit plan assignment from WebCT</li> </ul>	<ul style="list-style-type: none"> <li>◆ Bring in your complete hard copy of the full special education matrix in a binder/folder. To do this, you will have to download and print each of your colleagues’ sections of the matrix from the WebCT discussion board.</li> <li>◆ <b>For your content standards:</b> choose one grade level or concept strand. As you review that section of the standards, highlight those areas you think are most essential for students to learn (this is a prioritizing task). Be ready to discuss with your other content-area colleagues.</li> <li>◆ <b>Reader Response #6:</b> Use figure 5.3 in <b>Baldwin/Keating</b> (page 125) to gather information from your CT (or other teacher in your content area) about course goals, sequence of units for the year, and unit objectives for one unit.</li> <li>◆ Develop a “profile” of your student teaching class. Consider whole class strengths, challenges, range of learning modalities and intelligences as well as individuals’ needs, strengths, etc. Find out if any of the students have IEPs or 504 plans. If so, identify the accommodations specified for the general education class. You can get this information through your observations and through conversation with your CT. *This can be a simple bulleted list; it is not a narrative accounting.</li> </ul>
<p>#9 &amp; 10 Tues., 9/27</p>	<p>Choice book literature circles meet</p> <p>Planning and</p>	<ul style="list-style-type: none"> <li>◆ Choice book reading (per group’s reading plan)</li> <li>◆ Borich: Ch. 8 “Instructional Variety”</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Reader response #7: Choice book</b> literature circle role (per group’s reading plan)</li> <li>◆ Observation report for instructional variety due.</li> </ul>

	<p>instructional strategies <i>Computer Lab:</i> Planning workshop</p> <p>Introduction to differentiating instruction</p>	<p>(should have read this much earlier in order to complete your observation report)</p> <ul style="list-style-type: none"> <li>◆ Baldwin/Keating Ch 4 and 5</li> <li>◆ Choate Ch 3</li> <li>◆ Search for resources for your thematic unit. Use textbooks, internet sites, WebQuest, teachers, and other resources.</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Reader response #8: Baldwin/Keating 4:</b> Create a two-column graphic organizer 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 and include a 3-6 word description of each strategy to help you remember what it is. Put a star next to those strategies 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. <b>AT THE END OF YOUR ORGANIZER/LIST WRITE: In your own words, a summary of what it means to “differentiate instruction” (based on Choate Ch 3).</b></li> <li>◆ Prior to coming to class, go into the TaskStream unit builder (CSUSM single subject format) and type in the information you’ve already generated from class (unit topic, length, student facts, etc.). <b>BE SURE TO <u>SAVE</u> YOUR UNIT PLAN ON TASKSTREAM!</b> You will be adding to this unit while in today’s class. Bring all your unit materials to class.</li> <li>◆ Work on SST summary with teacher team—due 10/4.</li> <li>◆ Start Borich observation ch. 12 (Higher Thinking)—due 10/11.</li> </ul>
<p>#11 &amp; 12 Tues., 10/4</p>	<p>SST discussion &amp; role plays</p> <p>Planning and differentiating instruction (cont.)</p>	<ul style="list-style-type: none"> <li>◆ Bigelow: Choose any two articles from pages 68-124</li> <li>◆ Tomlinson: Introduction, Part I, Part II, and one chapter (1-6) related to your</li> </ul>	<ul style="list-style-type: none"> <li>◆ SST teacher team summary due with self and group evaluation.</li> <li>◆ Bring Special Education Matrix folder to use as resource in class.</li> <li>◆ <b>Reader Response #9: Bigelow:</b> Reflective response to the two</li> </ul>

	<i>Computer Lab:</i> Planning Workshop	content area ◆ Search for resources for your thematic unit. Use textbooks, internet sites, WebQuest, teachers, and other resources.	articles describing implications for your own teaching—what do these articles offer you or make you consider, and why is that important? (1-2 paragraphs) ◆ <b>Reader response #10:</b> <b>Tomlinson:</b> Respond to this prompt: As you are reviewing how to differentiate instruction, what are the implications for your developing unit plan? How will it affect your plan? (1-2 paragraphs) ◆ Using TaskStream, continue adding information to your unit plan as ideas come to you.
<b>By Sunday, 10/9</b>	Send your SST reflection to me via WebCT e-mail (put the reflection in the body of the e-mail; DO NOT send as an attachment). Reflection questions are on the SST assignment sheet.		
<b>Online work between 9/27 and 10/10</b>	As you finish reading your choice book according to your reading plan, use your book group’s discussion board to share ideas about the key points you want to present to your colleagues about your book. Discuss your presentation plan: skit, visual support, staying within the 15 minute time limit, etc. EVERYONE in your group must contribute to the online sharing and discussion. Come to class on 10/11 ready to practice together and put finishing touches on your presentation (about 20-30 minutes). Also, bring your individual literature circle reflection. NOTE: About half the groups will be randomly chosen to present on 10/11; the other half will go on 10/18.		
#13 & 14 Tues., 10/11 <b>LATE START: 10:00 am</b>	State assessments and implications for planning  Clarifying achievement in class  Start choice book presentations  TPE 6d and unit plan feedback  <i>COMPUTER LAB:</i> Unit plan and TPE 6d revision	◆ Finish choice book (per group’s reading plan) ◆ Borich: Ch. 12 “Higher Level Thinking” (should have read this much earlier in order to complete your observation report) ◆ Bigelow: 171-175 ◆ Visit the state’s assessment website ( <a href="http://www.cde.ca.gov">www.cde.ca.gov</a> ) and browse through information about these topics: STAR Program (Standardized Testing and Reporting); API (Academic Performance Index); AYP (Adequate Yearly	◆ Choice Book Presentations: 15 min. skit and teaching of important concepts and one page reflection on literature circle process due. ◆ Observation report for higher level thinking due. ◆ Rough draft for TPE 6d due for peer feedback and revision. Bring a hard copy of the draft AND an electronic version (on disk, e-mail to yourself, or save on CSUSM computer network) so you have access to it on computer. See WebCT for details of assignment (under “Assignments” on the home page). <b>REVISION DUE BY MIDNIGHT TODAY</b> (after getting feedback).

		Progress); CAHSEE (CA. High School Exit Exam). As you explore, you can also find links to sample test questions, study guides, etc. See what you discover!	<ul style="list-style-type: none"> <li>◆ Bring a hard copy of your unit plan to class (in its rough form) so you can receive feedback and revision ideas from your colleagues.</li> </ul>
#15 & 16 Tues., 10/18	<p>Finish choice book presentations</p> <p>Revisit essential questions</p> <p>Course Evaluation</p> <p><i>Computer Lab:</i> Feedback and revision on drafts of TPE 6c and 9</p> <p>Philosophy/belief statements wrap-up (set- up for spring semester revision)</p> <p>Making the transition to student teaching</p>	<ul style="list-style-type: none"> <li>◆ Review Baldwin/Keating Ch 1, section 2 (page 8-15) (philosophies)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Final unit plan and LP due on TaskStream. If you want to share plans with colleagues, bring some hard copies.</li> <li>◆ Bring choice book presentation materials if presenting.</li> <li>◆ Rough drafts for TPE 6c and 9 due for peer feedback and revision. Bring a hard copy of each draft AND an electronic version of each (on disk, e-mail to yourself, or save on CSUSM computer network) so you have access to them on computer. REVISIONS DUE BY MIDNIGHT TODAY (after getting feedback)</li> <li>◆ Self-evaluation of Effective Teacher Attributes due.</li> <li>◆ Bring EDUC 350 (or equivalent) philosophy of teaching/belief statements to class.</li> </ul>
Tues., 10/25	<p><b>First day of full-time beginning student teaching. You will work at your school sites every day (a full teacher day) until the high school's winter break. You MUST have written lesson plans for every day of teaching, and these plans must be pre-approved by your cooperating teacher prior to implementation. See the induction calendar as a reminder.</b></p>		

## Assignment Tracking Sheet

Name \_\_\_\_\_ Content Area Focus \_\_\_\_\_

e-mail \_\_\_\_\_ phone \_\_\_\_\_

<i>Score Earned</i>	<i>Assignment</i>	<i>Score Possible</i>
_____	Highly Effective Teacher Attributes	5
	Mid semester eval. _____ End semester eval. _____	
_____	Reading Responses (total score earned when all are complete)	10
	#1 _____ #2 _____ #3 _____ #4 _____ #5 _____	
	#6 _____ #7 _____ #8 _____ #9 _____ #10 _____	
_____	Special Education Matrix	10
_____	SST (Student Study Team)	20
_____	Observation Report #1: Instructional Variety	10
_____	Observation Report #2: Higher Thought Processes	10
_____	Unit and Lesson Plan	20
_____	Choice Book Participation, Presentation, and Reflection	5
	Meetings: 8/30 _____ 9/6 _____ 9/13 _____	
	9/27 _____ Oct. online _____	
_____	TPE Responses (total score earned when all are complete)	10
	TPE 6c _____ TPE 6d _____ TPE 9 _____	
_____	<b>TOTAL</b>	<b>100</b>

# 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)
Tues., 9/6		
Tues., 9/13		
Tues., 9/27		

<p><b>Online between 9/27-10/10</b></p>	<p><b>Where to end reading: _____</b></p>	<p><b>Use your group's online discussion board to share and discuss each of your opinions on the key points to present to your colleagues.</b></p> <p><b>Plan your presentation skit and visual. See syllabus for more information.</b></p>
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### 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.