

California State University San Marcos  
COLLEGE OF EDUCATION

EDSS 511 – Teaching and Learning in Secondary Schools (4 units)  
Fall 2004: Coastal Cohort

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*Class Meets: Monday and Wednesday 12:00-4:00 until 10/20/04 (See calendar.)*  
*Meeting Room: Mission Hills High School Room 635*

**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 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 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.

### Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate must be able to demonstrate their understanding and ability to apply each of the TPE's, that is, merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Failure to meet a minimum competence in any of the TPE's by the completion of the program will prevent the acquisition of the Single Subject Credential (A full-text version of the TPE descriptions can be downloaded from the 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 reflections (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

#### 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

TPE 15 - Social Justice and Equity

# 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

Bigelow, Bill, et. al., Eds. (1994). *Rethinking Our Classrooms*, Volume 1. WI.: Rethinking Schools.

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]

Callahan, Joseph F., Leonard H. Clark, and Richard D. Kellough. (1998). *Teaching in the Middle and Secondary Schools*. (7<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill.

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. (2003). *Differentiation in Practice: A Resource Guide for Differentiating Curriculum Grades 5-9*. 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. Gruwell, Erin. (1999). *The Freedom Writers Diary*. Doubleday.
4. Kohn, Alfie. (1996). *Beyond Discipline: From Compliance to Community*. Association for Supervision and Curriculum.
5. Marzano, Robert J. (2000). *Transforming Classroom Grading*. VA: Association for Supervision and Curriculum.
6. Pipher, Mary. (1995). *Reviving Ophelia: Saving the Selves of Adolescent Girls*. Ballantine Books.
7. 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 10-11 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. Because you will be reading your “Choice book” over the course of the eight weeks, your reading responses will be on-going. For 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 with your colleagues who have read the same book, and you will also complete one specified literature circle “role” for each assigned section of reading (ex: summarizer, connector, etc.). This major assignment includes: assigned reader responses (see calendar), literature circle participation and whole class sharing, learning theories poster session and synthesis quickwrite, in-class discussions, and other in-class role plays, reviews, etc. (Scored on a 4-point rubric based on quantity and quality of responses and participation.)
- **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. (Scored on a 4-point rubric)
- **Unit and Lesson Plans:** Students will develop a unit plan and two lesson plans relevant to their 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 their professional responsibilities. (Scored on a 4-point rubric)
- **Student Study Team (SST):** Students will participate in a group presentation modeling the SST process. Preparation for this assignment will take place in and outside of class as you coordinate roles with group members. (Scored on a 4-point rubric)
- **Special Education Matrix: The Thirteen Handicapping Conditions:** Students will work in small groups to 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

handicapping conditions. Further instructions will be provided in class and through WebCT. (Scored on a 4-point rubric)

- **Reflections on 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, as indicated in the TPE matrix for this course. Even though we are referencing and seeking to understand several TPEs in this course, you are specifically responsible for writing a reflective statement for TPE 6c, 6d, and 9 in the Task Stream Electronic Portfolio. Each assigned reflection will follow a pertinent assignment, discussion, and/or reading, which provides a deeper understanding of the specified TPE. The reflection should be approximately 250-350 words (the goal is to be succinct not to count words) and focus on a description, analysis, reflection sequence. You must attach one or more artifacts to support your ideas in the reflection. One artifact will be the pertinent assignment accompanying the specific TPE. You may attach other artifacts, such as assignments from other classes, which also support your ideas. The same artifact may appear in multiple TPE reflections. When you submit each TPE reflection, you will receive feedback from me. When the reflection is finalized, it will become a permanent record in your Task Stream Portfolio. You may return to the TPE at another point in your program and make modifications as your understanding deepens. (Scored on a 4-point rubric)

*All the major assignments are graded on a 4-point rubric and weighted (see below for weights). The major assignments are averaged at the end of the course. You should keep track of your grades (and on-going average) on your own grade record sheet. This will help you make a self-assessment at the end of the course.*

*As per the Summative Assessment Criteria (page 8), to be eligible for a B or an A all major assignments must have been attempted.*

#### Recap of Assignment Weights and Due Dates

<u>Major Assignment</u>	<u>Weight</u>	<u>Due</u>
Highly Effective Teacher Attributes	4 x 1	Ongoing to end of course
Reading Responses/Participation	4 x 2	See calendar (throughout)
Special Education Matrix	4 x 3	10/6
SST (Student Study Team)	4 x 2	10/13
Reflection on TPE 6d	4 x 1	10/16
Observation Report #1: Instructional Variety	4 x 2	10/4
Observation Report #2: Higher Thought Processes	4 x 2	10/18
Unit and Lesson Plans	4 x 3	10/24
Reflection on TPE 6c	4 x 1	10/24
Reflection on TPE 9	4 x 1	10/24

## 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 3.5 – 4 average on all assignments.
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 2.5 –3.5 on assignments.
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.
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 must meet the attendance and average assignment score requirements to be eligible for the grade described. They are “prerequisites” for being eligible for a particular grade.

- 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+”. 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 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" (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**. We will not "average" your scores on the attributes or in some other way try to quantify them for an overall grade. Peer input, self-evaluation, and intermediate conferences during your EDSS courses 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 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.

**Tentative Calendar (Subject to Change)**

Date	Topic	Reading Assignment Due	Assignment Due
<p>#1 Mon., 8/30</p> <p>(Single Subject Team)</p>	<p>Orientation/team-building (combined w/EDSS 530)</p>	<ul style="list-style-type: none"> <li>◆ Download and review the <i>Single Subject Credential Handbook</i> (full-time) from the CoE webpage: <a href="http://www.csusm.edu/coe">www.csusm.edu/coe</a></li> <li>◆ If you didn't read the Villa/Thousand text during EDUC 350, this would be a good time to read it.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Handbook study guide and questions you want to ask about the information in the program handbook.</li> </ul>
<p>#2 Wed., 9/1</p> <p>(Mullen and Mauerman)</p>	<p>Purpose, perceptions, and philosophy of teaching</p> <p>Professional ethics/legal responsibilities</p> <p>Book talks about optional books</p>	<ul style="list-style-type: none"> <li>◆ Course syllabus downloaded, read, and printed (from COE webpage or WebCT)</li> <li>◆ Callahan: Mod. 1</li> <li>◆ Choate: Ch. 1</li> </ul>	<ul style="list-style-type: none"> <li>◆ Bring any syllabus questions you have to class</li> <li>◆ Make margin notes in Choate and Callahan, highlighting ideas you especially want to remember. Jot down questions/issues you want to discuss with others.</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>
<p>#3 Wed., 9/8</p> <p>(Mullen and Mauerman)</p>	<p>Introduction to WebCT for online work</p> <p>Set up literature circle groups and plans</p> <p>Democratic and inclusive classrooms: building an environment to nurture the circle of courage and respect adolescent development</p>	<ul style="list-style-type: none"> <li>◆ "Courage for the Discouraged" article (Available on WebCT)</li> <li>◆ Bigelow: 4-5, 19-22, 30-33 &amp; 35-38, 50-55</li> </ul>	<ul style="list-style-type: none"> <li>◆ Be sure university computer account is activated.</li> <li>◆ Identify your 1<sup>st</sup>, 2<sup>nd</sup>, &amp; 3<sup>rd</sup> choice of books from the "Choice" list to read. Bring your choices to class (not the book yet).</li> <li>◆ Reader response: Reflective writing assignment for "Courage" article—explained via WebCT (under "assignments").</li> <li>◆ Complete "Synthesizing Key Ideas" graphic organizer.</li> <li>◆ Bring Choate, Callahan, Bigelow, and Borich books to class.</li> </ul>

<p>#4 Mon., 9/13  (Mullen)</p>	<p>Choice book literature circles meet</p> <p>Democratic classrooms and adolescent development (cont.)</p> <p>Model Borich observation report</p>	<ul style="list-style-type: none"> <li>◆ Choice book reading (per group’s reading plan)</li> <li>◆ Borich: Ch. 7: “Looking for Lesson Clarity”</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reader response: <b>Choice book</b> literature circle role (per group’s reading plan)</li> <li>◆ Reader response: <b>Borich:</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 Wed., 9/15  (Mullen)</p>	<p>Learning and learning theories</p>	<ul style="list-style-type: none"> <li>◆ Callahan: Mod. 2</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reader response: Download the free trial version of Inspiration software from <a href="http://www.inspiration.com">www.inspiration.com</a> (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 module 2. Print the organizer to bring to class. If you do not have a computer at home, make arrangements to complete this assignment with a partner who does have a computer or come to school and use the computer lab.</li> </ul>
<p>#6 Mon., 9/20  (Mullen)</p>	<p>Choice book literature circles meet</p> <p>Learning and learning theories</p>	<ul style="list-style-type: none"> <li>◆ Choice book reading (per group’s reading plan)</li> <li>◆ Bigelow: 126-128, 134-135 and 178-181</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reader response: <b>Choice book</b> literature circle role (per group’s reading plan)</li> <li>◆ Reader response: <b>Bigelow:</b> Margin notes/annotations (written in book or on post-its) for all articles</li> </ul>
<p>#7 Wed., 9/22  (Mauerman)</p>	<p>Learning for the typical “atypical” student</p> <p>Special education matrix: the 13 handicapping conditions</p>	<ul style="list-style-type: none"> <li>◆ Choate: Ch. 2</li> <li>◆ Villa/Thousand: Ch.1 and 3, including the “Voices” sections</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reader response: Respond to this prompt: What are your fears and concerns regarding teaching any of the student populations described in the Choate reading? Be prepared to discuss and brainstorm strategies.</li> </ul>

<p>#8 Mon., 9/27  (Mullen)</p>	<p>Planning and instructional strategies: the big picture down to lesson plans</p>	<ul style="list-style-type: none"> <li>◆ Callahan: Mods. 3 and 4 (except “Curriculum Integration” pages 123-132)</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> </ul>	<ul style="list-style-type: none"> <li>◆ Reader response: complete the graphic organizer labeled “Callahan 3 and 4 Organizer” (WebCT under “assignments” in the unit plan section)</li> <li>◆ Complete exercises 3.7, 3.9, 3.10, and 4.5 (questions 3, 6, 7, 8) as you read Callahan.</li> <li>◆ At your school site, gather the following information from a content area teacher in your field: <ol style="list-style-type: none"> <li>1. Sequence of units throughout a semester or year and some objectives from one of those units (see “Planning Information to Gather from a Teacher...” organizer on WebCT under “assignments” in the unit plan section).</li> <li>2. Download and print a blank lesson plan template from TaskStream (the “CSUSM” format). While observing a teacher, keep track of the things they do over the course of the lesson by filling in the template in the appropriate spots. You will have to make inferences in order to fill in some places (such as facts about learners).</li> </ol> </li> </ul>
<p>#9 Wed., 9/29  (Mullen)</p>	<p>Planning and instructional strategies</p>	<ul style="list-style-type: none"> <li>◆ Callahan: Mods. 6 and 7 (Mod. 8 is also good to read when you have time)</li> <li>◆ Download and read the unit plan assignment on WebCT</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reader response: 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</li> </ul>

			<p>clarity.</p> <ul style="list-style-type: none"> <li>◆ Complete exercises 6.2, 7.1 (questions 1-8), and 7.2 as you read Callahan.</li> <li>◆ Remember that you should be working on your special education matrix due 10/6.</li> </ul>
<p>#10 Mon., 10/4  (Mullen)</p>	<p>Planning and instructional strategies (cont.)</p> <p>MEET AT COMPUTER LAB CSUSM</p> <p>ROOM: _____</p>	<ul style="list-style-type: none"> <li>◆ Borich: Ch. 8 “Instructional Variety” (should have read this much earlier in order to complete your observation report)</li> <li>◆ Callahan: Mod. 9</li> </ul>	<ul style="list-style-type: none"> <li>◆ Observation report for instructional variety due.</li> <li>◆ Reader response: <b>Callahan:</b> Choose one objective from your developing unit plan, and identify one “traditional” form of assessment and one “authentic” or “performance-based” form of assessment that you might use to assess the objective. Identify the limits and/or the benefits of each assessment option.</li> <li>◆ Prior to coming to class, go into the TaskStream unit builder (CSUSM 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> </ul>
<p>#11 Wed., 10/6  (Mauerman)</p>	<p>Choice book literature circles meet</p> <p>Intro. to SST and relationship to differentiating instruction</p>	<ul style="list-style-type: none"> <li>◆ Choice book reading (per group’s reading plan)</li> <li>◆ Choate: Ch. 3</li> <li>◆ Universal design article (handout given in class; return handout today)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reader response: <b>Choice book</b> literature circle role (per group’s reading plan)</li> <li>◆ Matrix assignment due—have a group member collect each section of the matrix from the other group members electronically and compile ONE document that can then be sent back to the group. Each person should bring a hard copy of their COMPLETE matrix (all 13 conditions) to class.</li> </ul>
<p>#12 Mon., 10/11</p>	<p>Planning and differentiating</p>	<ul style="list-style-type: none"> <li>◆ Bigelow: Choose any two articles from pages</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reader response: <b>Bigelow:</b> Reflective response to the two</li> </ul>

(Mullen)	<p>instruction re-visited</p> <p>MEET AT COMPUTER LAB CSUSM</p> <p>ROOM: _____</p>	<p>68-124</p> <ul style="list-style-type: none"> <li>◆ Tomlinson: Introduction, Part I, Part II, and one chapter (1-6) related to your content area</li> </ul>	<p>articles describing implications for your own teaching—what do these articles offer you or make you consider, and why is that important?</p> <ul style="list-style-type: none"> <li>◆ Reader response: <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?</li> <li>◆ Using TaskStream, continue adding information to your unit plan as ideas come to you.</li> </ul>
#13 Wed., 10/13  (Mauerman)	<p>SST presentations and “processing”</p>		<ul style="list-style-type: none"> <li>◆ SST presentation TODAY! (Consider a Friday, 10/8 group meeting to plan for your SST presentation.) Bring props as needed. (Written portion due by 10/20.)</li> <li>◆ TaskStream RESPONSE TO TPE # 6D due by Saturday, 10/16. See WebCT for details of assignment (under “Assignments” in the TPE reflection section.)</li> </ul>
#14 Mon., 10/18  (Mullen)	<p>Unit plan feedback</p> <p>Classroom and state assessments</p>	<ul style="list-style-type: none"> <li>◆ Borich: Ch. 12 “Higher Level Thinking” (should have read this much earlier in order to complete your observation report)</li> <li>◆ Bigelow: 171-175</li> <li>◆ Visit the state’s assessment website and read and review information about: <ol style="list-style-type: none"> <li>1. the STAR (Standardized Testing and Reporting) program.</li> </ol> </li> </ul> <p>The parent packet is at <a href="http://www.cde.ca.gov/ta/tg/sr/documents/star04infopkt.pdf">www.cde.ca.gov/ta/tg/sr/documents/star04infopkt.pdf</a> It is an Adobe</p>	<ul style="list-style-type: none"> <li>◆ Observation report for higher level thinking due.</li> <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> <li>◆ 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? As you develop this list, consider how you identify the difference</li> </ul>

		<p>Acrobat document. The sample student report is at <a href="http://www.cde.ca.gov/nr/re/ht/documents/newstarreport.pdf">www.cde.ca.gov/nr/re/ht/documents/newstarreport.pdf</a> It is also an Adobe Acrobat document. <b>Print the student report and bring to class.</b></p> <p>2. the CAHSEE (CA. High School Exit Exam. An overview is at: <a href="http://www.cde.ca.gov/ta/">www.cde.ca.gov/ta/</a> Read the “Program Overview” and skim the other links to find other interesting information such as sample questions, results, etc.</p>	<p>between the A student and the C student.</p>
<p>#15 Wed., 10/20 (Mullen and Mauerman)</p>	<p>Choice book literature circles and whole class book sharing</p> <p>Classroom and state assessments (cont.)</p> <p>Philosophy/belief statements wrap-up (set- up for spring semester revision)</p> <p>Making the transition to student teaching</p> <p>Course evaluation</p>	<p>◆ Finish choice book (per group’s reading plan)</p>	<p>◆ Using your choice book notes, identify 5-8 key points you think your cohort members should know from your book— what major “learnings” would you like to share with the whole class? Be ready to discuss in your group and to then share with the class for about 10 minutes.</p> <p>◆ Deadline to submit written portion of SST on WebCT discussion board (“main” section)--by midnight.</p> <p>◆ Course self-evaluation due</p> <p>◆ Bring EDUC 350 (or equivalent) philosophy of teaching/belief statements to class.</p>
<p>Sun., 10/24</p>	<p>◆ <b>Unit plan and TPE reflections 6c and 9 due via Task Stream (by midnight). Make sure all the appropriate artifacts are attached to the unit plan and the TPE reflections.</b></p>		
<p>Mon., 10/25</p>	<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.</b></p>		