

California State University San Marcos  
COLLEGE OF EDUCATION

Fall 2003

EDSS 511 – Teaching and Learning in Secondary Schools (4 units)  
Inland (CRN: 42293) and Coastal (CRN: 42503) Cohorts

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**Class Meets: Monday and Wednesday, 8:00 -11:45 in ACD 404 (inland)  
1:00 - 4:50 in ACD 404 (coastal)**

**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.

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

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

#### Primary Emphasis

TPE 3 - Interpretation and Use of Assessments  
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 13 - Professional Growth

#### Secondary Emphasis

TPE 2 - Monitoring Student Learning During Instruction  
TPE 4 - Making Content Accessible  
TPE 7 - Teaching English Language Learners  
TPE 10 - Instructional Time  
TPE 12 - Professional, Legal, and Ethical Obligation  
TPE 14 - Educational Technology  
TPE 15 - Social Justice and Equity

## AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

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)	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	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

- Borich, Gary D. (1999). *Observation Skills for Effective Teaching*. (3<sup>rd</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. (2000). *Successful Inclusive Teaching*. (3<sup>rd</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)
- Rethinking Schools. (1994). *Rethinking Our Classrooms*, Volume 1. (ROC)
- 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. Gardner, Howard. (2000). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. Basic Books.
2. Gruwell, Erin. (1999). *The Freedom Writers Diary*. Doubleday.
3. Kohn, Alfie. (1996). *Beyond Discipline: From Compliance to Community*. Association for Supervision and Curriculum.
4. Marzano, Robert J. (2000) *Transforming Classroom Grading*. Association for Supervision & Curriculum Development.
5. Pipher, Mary. (1995). *Reviving Ophelia: Saving the Selves of Adolescent Girls*. Ballantine Books.
6. Pollack, William S. and Mary Pipher. (1999) *Real Boys: Rescuing Our Sons from the Myths of Boyhood*. Owl Books.
7. Rose, Mike. (1996). *Possible Lives*. Penguin.
8. Tomlinson, Carol Ann. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. Association for Supervision & Curriculum Development.

### 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 9-10 for a full description. Generally, these attributes have to do with professional and responsible behavior and work habits. (Scored on a 4-point rubric)
- **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 literature discussions with your colleagues who have read the same book. These notes will be checked-off as credit/no credit, not collected. (Scored on a 4-point rubric)
- **Observation Reports:** Two “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 thought processes (chapter 12) and instructional variety (chapter 8). A format for the reports as well as a student sample can be found on WebCT and will be discussed in class. This assignment requires observation time in a classroom. (Each 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, instructional and assessment strategies, timeline, and reflection. This assignment requires consultation with a practicing teacher in your content area who views planning as a serious part of their professional responsibilities—preferably your cooperating teacher. Assignment details and a student sample can be found on WebCT. (Scored on a 4-point rubric)
- **Reflective Writing:** Reflective paper in response to the reading “Courage for the Discouraged.” Assignment details can be found on WebCT. (Scored on a 4-point rubric)
- **SST:** Participation in a group presentation modeling the SST process. Preparation for this assignment will take place in class and through some online work. Assignment details can be found on WebCT. (Scored on a 4-point rubric)
- **Special Education Matrix: The Thirteen Handicapping Conditions:** Students 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 handicapping conditions. Further instructions can be found on WebCT and will be explained in class. (Scored on a 4-point rubric)

## Recap of Assignment Weights and Due Dates

*All the major assignments carry the same weight with the exception of the Special Education Matrix and the Unit Plan; these are each worth double. Each assignment is graded on a 4-point rubric.*

*As per the Summative Assessment Criteria (page 7), to be eligible for a B or an A all major assignments must have been attempted.*

<b>Highly Effective Teacher Attributes</b>	Due: ongoing to end of course
<b>Reading Responses/Participation—including:</b> Assigned reader responses (see calendar) Discussion board postings for CoE Mission Statement (1 & 2 due no later than 10/6; 3 & 4 due no later than 10/27) Literature circle participation and whole class sharing (9/15, 9/24, 10/8, 10/27) Learning theories poster session and synthesis quickwrite (9/17, 9/22, 9/24) Other in-class role plays, reviews, etc.)	Due: see calendar (throughout)
<b>Reflective Writing (“Courage” article)</b>	Due: 9/15
<b>Observation Report #1: Instructional Variety</b>	Due: 10/6
<b>Special Education Matrix</b>	Due: 10/8
<b>SST (Student Study Team)</b>	Due: 10/13
<b>Observation Report #2: Higher Thought Processes</b>	Due: 10/15
<b>Unit and Lesson Plans</b>	Due: 10/27

## 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 (see syllabus).
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 (see syllabus).
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. complete ALL assignments but with limited thoroughness, thoughtfulness, and/or professionalism, receiving 2 – 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 (see syllabus).
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" is predicated on your ability to provide evidence of your assessments and your ability to work conscientiously toward increased accomplishment. Peer input, self-evaluation, and intermediate conferences will assist in formative assessments.

- 4 = **Exceeds expectations:** Student has demonstrated an especially high level of functioning with respect to this attribute (no sub par examples)
- 3 = **Meets expectations:** Student has demonstrated an acceptable level of functioning with respect to this attribute (some qualities may be high while others are more limited; while there is room for continued growth, this student is generally solid; no concerns exist)
- 2 = **Below expectations:** Student has demonstrated inconsistent levels of functioning with respect to this attribute; the student is on his/her way to meeting expectations, but needs time or a conscientious focus on this attribute in order to do so (numerous limitations or examples noted)
- 1 = **Well below expectations:** Student has demonstrated a low level of functioning with respect to this attribute (serious overall limitations noted in this area)

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

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

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

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

**Tentative Calendar (Subject to Change)**

Date	Topic	Reading Assignment Due	Assignment Due
<p>#1 Wed., 9/3</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">www.csusm.edu</a> (go to the CoE under the department directory)</li> <li>◆ If the Villa/Thousand text was not read during EDUC 350, this would be a good time to read it.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Questions you want to ask about the information in the program handbook.</li> </ul>
<p>#2 Mon., 9/8</p> <p>(Mullen and Mauerman)</p>	<p>Purpose, perceptions, and philosophy of teaching</p> <p>CSTP and TPE's</p> <p>Introduction to WebCT for online work</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>◆ ROC: 4-5, 19-22, 30-33 &amp; 35-38, 50-55</li> </ul>	<ul style="list-style-type: none"> <li>◆ Bring any syllabus questions you have to class</li> <li>◆ Reader response: double-entry journal for <b>one</b> of the readings and exercise 1.1 (page 25 in Callahan)</li> <li>◆ Be sure university computer account is activated.</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., 9/10</p> <p>(Mullen and Mauerman)</p>	<p>Professional ethics/legal responsibilities</p> <p>Set up literature circle groups</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>◆ Choate: Ch. 1</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reader response: Create a visual response (symbolic or literal) that demonstrates the four areas of the circle of courage.</li> <li>◆ Make margin notes in Choate, highlighting ideas you especially want to remember.</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> </ul>

<p>#4 Mon., 9/15</p> <p>(Mullen and Mauerman)</p>	<p>Choice book literature circles meet</p> <p>Democratic classrooms and adolescent development (cont.)</p>		<ul style="list-style-type: none"> <li>◆ Reflective writing assignment for “Courage” article—see WebCT (Under “Assignments”) for details. Submit paper to Leslie online via WebCT mail.</li> <li>◆ Finish “Strategy Recap” started in class last Wednesday.</li> <li>◆ Bring choice book to class.</li> </ul>
<p>#5 Wed., 9/17</p> <p>(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., 9/22</p> <p>(Mullen)</p>	<p>Learning and learning theories</p> <p>Model Borich observation report</p>	<ul style="list-style-type: none"> <li>◆ ROC: 126-128, 134-135 and 178-181</li> <li>◆ Borich: Ch. 7: “Looking for Lesson Clarity”</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reader response: Margin notes/annotations (written in book or on post-its) for all articles and Borich</li> <li>◆ Bring both books to class</li> </ul>
<p>#7 Wed., 9/24</p> <p>(Mullen and Mauerman)</p>	<p>Learning &amp; learning theories (cont.)</p> <p>Choice book literature circles meet</p> <p>Learning for the typical “atypical” student: introduction to the handicapping conditions matrix (assign matrix groups)</p>	<ul style="list-style-type: none"> <li>◆ Choate: Ch. 2</li> <li>◆ 1st chunk of choice book</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reader response: Margin notes/annotations. Be prepared to use information from Chapter 2 for an in-class case study activity.</li> <li>◆ Bring choice book to class.</li> </ul>
<p>#8 Mon., 9/29</p>	<p>Planning and instructional strategies: the big</p>	<ul style="list-style-type: none"> <li>◆ Callahan: Mods. 3 and 4 (except “Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reader response: complete the organizer given to you in class or available via WebCT (this is</li> </ul>

(Mullen)	picture down to lesson plans	Integration” pages 123-132 <ul style="list-style-type: none"> <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>	a pre-established organizer) <ul style="list-style-type: none"> <li>◆ Complete exercises 3.7, 3.9, 3.10, and 4.5 (questions 3, 6, 7, 8) as you read Callahan.</li> </ul>
#9 Wed., 10/1  (Mullen)	Planning and instructional strategies	<ul style="list-style-type: none"> <li>◆ Callahan: Mods. 6 and 7 (Mod. 8 is also good to read when you have time)</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 clarity.</li> <li>◆ Complete exercises 6.2, 7.1 (questions 1-8), and 7.2 as you read Callahan.</li> <li>◆ Check WebCT discussion board for matrix assignment encouragement and support.</li> </ul>
#10 Mon., 10/6  (Mullen)	Planning and instructional strategies (cont.)	<ul style="list-style-type: none"> <li>◆ Borich: Ch. 8 “Instructional Variety”</li> </ul>	<ul style="list-style-type: none"> <li>◆ Observation report for instructional variety due.</li> <li>◆ Add to/flesh out your developing unit plan based on what you started in class on Wed. Bring all your planning work to class.</li> <li>◆ Discussion board responses to the CoE mission statement (prompts 1 &amp; 2) due by today (WebCT).</li> </ul>
#11 Wed., 10/8  (Mauerman)	Choice book literature circles meet  Intro. to SST and	<ul style="list-style-type: none"> <li>◆ 2<sup>nd</sup> chunk of choice book</li> <li>◆ Choate: Ch. 3</li> <li>◆ Universal design</li> </ul>	<ul style="list-style-type: none"> <li>◆ Bring choice book</li> <li>◆ Matrix assignment due—bring hard copy to class to turn in.</li> </ul>

	relationship to differentiating instruction	article (handout given in class; return handout today)	
#12 Mon., 10/13  (Mauerman)	SST presentations and “processing”		◆ SST presentation (Consider a Friday, 10/10 group meeting to plan for your SST presentation.)
#13 Wed., 10/15  (Mullen)	Planning and differentiating instruction re-visited  Unit plan feedback	◆ ROC: Choose any two articles from pages 68-124 ◆ Borich: Ch. 12 “Higher Level Thinking”	◆ Reader response: Reflective response to the two articles describing implications for your own teaching—what do these articles offer you or make you consider, and why is that important? ◆ Observation report for higher level thinking due. ◆ Bring in rough draft of unit plan for feedback and work.
#14 Mon., 10/20  (Mullen)	Assessment options and tools  Unit plan feedback	◆ Callahan: Mod. 9	◆ Reader response: using your own unit plan and lesson plans, do the following: 1. Choose two specific objectives from a lesson plan. 2. For each objective, identify a “traditional” means of assessment you might use to measure accomplishment of that objective, and identify an “authentic” means of assessment you might use to measure accomplishment of that objective. ◆ Develop a rough draft 3-column list of criteria that describes what a student would need to do/achieve in order to earn an A, B, or C in your class (think beyond just an accumulation of points; what learning accomplishments would a student need to demonstrate in order to earn an A, B, C? As you develop this list, consider how you identify the difference between the A student and the C student.). Next to the criteria,

			<p>identify how you would know whether a student had met the criteria (what methods would you use to measure the criteria?).</p> <ul style="list-style-type: none"> <li>◆ Bring in rough draft of unit plan for feedback and work.</li> </ul>
<p>#15 Wed., 10/22  (Mullen)</p>	<p>Assessment options and tools</p>	<ul style="list-style-type: none"> <li>◆ ROC: 171-175</li> <li>◆ Visit the state’s assessment website: <a href="http://www.cde.ca.gov/statetests/star/">www.cde.ca.gov/statetests/star/</a> and read and review information about the CAT/6, California Standards Tests, and the CAHSEE.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Review the student assessment samples given in class and make observations, write questions, etc. to prepare for discussion in class.</li> </ul>
<p>#16 Mon., 10/27  (Mullen and Mauerman)</p>	<p>Choice book literature circles and whole class book sharing</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>	<ul style="list-style-type: none"> <li>◆ Finish last chunk of choice book and be ready to discuss with your group.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Using your choice book notes, identify 5-10 key points you think your cohort members should know from your book— what are the major “learnings” you would like to share with the whole class? Bring in your choice book notes and list to be used for discussion and class presentation.</li> <li>◆ Unit plan due</li> <li>◆ Course self-evaluation due</li> <li>◆ Discussion board responses to the CoE mission statement (prompts 3 &amp; 4) due by today (WebCT).</li> <li>◆ Bring EDUC 350 (or equivalent) philosophy of teaching/belief statements to class.</li> </ul>
<p><b>Tues., 10/28</b></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>		