

## EDSS 541: Interdisciplinary Secondary Methods Spring 2008 (2 credits)

Coastal Cohort	CRN Section # 21957
Inland Cohort	CRN Section # 22044
Evening Cohort	CRN Section # 21303

### Mission Statement of the College of Education, CSUSM

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

(Adopted by COE Governance Community, October, 1997)

Anne René Elsbree, Ph.D.  
(760) 750-4384

[aelsbree@csusm.edu](mailto:aelsbree@csusm.edu)  
University Hall 414

Office Hours: before and after class and by appt.

**Coastal Day Program Class Meets 8 weeks: Tuesday 1:00 – 4:50 pm in U Hall 441**  
**Inland Day Program Class Meets 8 weeks: Tuesday 8:00 – 11:50 am in U Hall 441**  
**Evening Program Class Meets 8 weeks: Thursday 5:00 – 9:00 pm in U Hall 373**

### Course Prerequisites

Admission to the Single Subject Program, EDUC 350, EDUC 364, & EDUC 422, permission from the Single Subject Coordinator(s).

### Course Description & Objectives:

This course will prepare credential candidates to design interdisciplinary and integrated curriculum. Credential Candidates will work in interdisciplinary teams to create an Interdisciplinary Thematic Unit (ITU). The ITU student teams will be organized by actual school sites (full time) and adapted according to the expertise of the team and culture of the school site. Each team will integrate a common theme and at the same time incorporate individual subject matter, content standards and pedagogical knowledge. In addition, the design of the ITU will take into consideration needs specific to their assigned school site.

This course will build on knowledge in basic lesson planning (Universal Lesson Plan Design) and incorporate differentiation to meet individual student needs (students learning English, students with special education needs as well as students that are gifted or talented). In order to facilitate the production of an ITU three major concepts/skills will be developed:

- 1) a personal (private) and philosophical/theoretical (public) perspective on curriculum development;
- 2) a structured, process approach for designing interdisciplinary thematic units;
- 3) application of appropriate logistics to accomplish and implement an ITU in a school setting.

In addition to the process of developing an ITU, students will have the opportunity to practice and model the elements of effective collaborative, cooperative practices studied previously.

### EDSS 541 Required Text

- NEA. (2007). *Culture Abilities Resilient Effort: Strategies for Closing the Achievement Gaps*, National Educators Association.  
<http://www.nea.org/teachexperience/images/CAREedition3.pdf>
- Kaye, Cathryn Berger. (2004). *The complete guide to service learning: Proven, practical ways to engage students in civic responsibility, academic curriculum, and social action*. Minneapolis, MN: Free Spirit Publishing.
- Baldwin, Mark, Keating, Joseph & Bachman, Kathryn. (2005). *Teaching in secondary schools: Meeting the challenges of today's adolescents*. Pearson/Prentice Hall.  
(Note: Same as used in EDSS 530 & 531– You have this book from the fall.)
- Choate, J.S. (2004). *Successful inclusive teaching*. (4<sup>th</sup> ed.). Needham Heights, MA: Allyn and Bacon.

**Note: Print Attachments #1-6 for use in class.**

(Note: Shared with all courses – You have this book from the fall.)

- Tomlinson, Carol Ann & Eidson, Caroline Cunningham. (2005). *Differentiation in practice: A resource guide for differentiating curriculum grades 9-12*. Alexandria, VA.: Association for Supervision & Curriculum Development.

(Note: You have this book from the fall.)

- Villa, Richard, & Thousand, Jacquelyn. (1995). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development.

(Note: 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.)

**EDSS 541 Recommended Text** (Read one of these as a make up or extra credit assignment.)

- Adams, Maurianne, Bell, Lee Anne & Griffin, Pat (Eds.) (1997). *Teaching for diversity and social justice: A sourcebook*. New York: Routledge.
- Kugler, Eileen Gale. (2002). *Debunking the middle-class myth: Why diverse schools are good for all kids*. Lanham, MD: Scarecrow Press, Inc.
- Kumashiro, Kevin K. & Ngo, Bic (Eds.). (2007). *Six lenses for anti-oppressive education: Partial Stories, Improbable Conversations*. NY: Peter Lang.
- Ladson-Billings, Gloria. (1994). *The dreamkeepers: Successful teachers of African American Children*. Indianapolis, IN: Jossey-Bass.
- Palmer, P. (1998). *The Courage to Teach*. SF: Jossey-Bass.
- Rodriguez, Nelson M. & Pinar, William F. (Ed.) (2007). *Queering Straight Teachers: Discourse and Identity in Education*. NY: Peter Lang.
- Roberts, P. & Kellough, R. (2004). *A Guide for Developing an Interdisciplinary Thematic Unit, 3<sup>rd</sup> Edition*. Upper Saddle River, NJ: Merrill Prentice.
- Rodriguez, Nelson M. & Pinar, William F. (Ed.) (2007). *Queering Straight Teachers: Discourse and Identity in Education*. NY: Peter Lang.
- Thousand, Jacqueline S., Villa, Richard A., & Nevin, Ann. I. (2007). *Differentiating Instruction: Collaborative planning and teaching for universally designed learning*. Thousand Oaks, CA: Corwin Press.

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

**Student Learning Outcomes**

Teacher Candidates will be required to complete critical assessment tasks including:

- Course assignments (Weekly Reading Responses, Integrated Thematic Unit, Individual Education Plan Meeting Role Play, Individual Education Plan Meeting Reflection)
- Teacher Performance Assessment
- Teacher Performance Expectations using Taskstream.

It is the teacher candidates responsibility to understand expectations and complete assignments by stated due dates.

## **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. The following TPE's are addressed in this course and applied to the development of the ITU and IEP Meetings.

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).

All of the TPE's are addressed in this course as well as in other professional education courses. In this course, some will receive more emphasis than others and the ones with \*'s next to them will be evaluated via your TaskStream TPE responses (see assignment description):

### Primary Emphasis

#### **TPE 2 - Monitoring Student Learning During Instruction\***

- ***Determining student progress toward achieving the state-adopted academic content standards (formative/summative assessment)***
- ***Using instructional strategies and techniques to support students' learning***

TPE 3 - Interpretation and Use of Assessments

TPE 4 - Making Content Accessible

#### **TPE 5 - Student Engagement\***

- ***Understanding of academic learning goals***
- ***Ensuring active and equitable participation***
- ***Monitoring student progress and extending student thinking***

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

- ***Understanding important characteristics of the learners***
- ***Designing instructional activities***
- ***Providing developmentally appropriate educational experiences***

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

- ***Articulating rationale for inclusive education for all students***
- ***Understanding and applying principles of universal design to differentiate instruction***
- ***Developing modifications and adaptations in curriculum assessment and instruction for students with special needs***
- ***Understanding of roles and responsibilities as members of SST & IEP Teams***
- ***Collaborating with others to plan, teach and assess students with special characteristics***

TPE 8 - Learning about Students

#### **TPE 9 - Instructional Planning\***

- ***Establishing academic learning goals***
- ***Connecting academic content to the students backgrounds, needs, and abilities***
- ***Selecting strategies/activities/materials/resources***

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 7 - Teaching English Language Learners

TPE 10 - Instructional Time

TPE 13 - Professional Growth

TPE 14 - Educational Technology

**College of Education Attendance Policy** Due to the dynamic and interactive nature of courses in the College of Education, 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.** Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997.)*

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

The following individual penalties will be assessed for absences:

- Half credit for any late assignments turned in within one week of the original due date.
- No assignments will be accepted after one week.
- No credit for the intermediate assessment for that days work (reading responses, role-plays, presentations...)
- 3 points will be deducted for each hour absence or portion of an hour absence; this includes tardiness and early departures.
- 1 make up assignment will be accepted for a three-hour (or portion of 3 hours) absence. The maximum points that can be made up is 9 points, 3 points for each of the three hours. Make up assignments are due within one week of absence.
- The extra credit assignment is available for students that have not missed any class sessions and the extra credit assignment is due the third to last class session (Session 5). Nine (9) points are the maximum points that can be earned for extra credit.

**Students with Disabilities Requiring Reasonable Accommodations** Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 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 Requirements** Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education.

It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Points will be deducted if assignments are submitted late. *Half credit for any late assignments turned in within one week of the original due date. No assignments will be accepted after one week.*

A make up assignment/extra credit assignment is available. The make up assignment is due one week after absence. The extra credit assignment is available for students that have not missed any class sessions and the extra credit assignment is due the third to last class session (Session 5). No assignments past the deadline will be accepted. Please see assignment description for more details.

## **EDSS 541 Assignment Overview**

Assignments include Weekly Reading Responses, Integrated Thematic Unit (Tasks 1-15), and Individual Education Plan Role Play and Reflection.

### **Weekly Reading Responses**

Each session you will be required to write a reading response focused on the weekly reading. The Reading Response is designed to help you focus your reading. Each reading response is worth 2 points. Instructions for each Reading Response are provided in the syllabus attachment section.

### **Integrated Thematic Unit**

There are 15 separate tasks for the ITU worth 5 points each, for a total of 75 points. Each task will have a specified due date. Below is an overview of the tasks. Detailed descriptions are provided in the syllabus attachment section.

Task 1: Theme for Interdisciplinary Thematic Unit & Cover Sheet – Session 1

Task 2: Context Information (Community, School & Student Population) – Session 2

Task 3: Unit Overview (Rationale, Enduring Understandings, Essential Questions & Overview of Unit Activities) – Session 2

Task 4: Unit Objectives, Standards & Assessments – Session 2

Task 5: Unit Calendar – Session 3

Task 6: Technology Applications – Session 3

Task 7: Social Justice & Equity – Session 3

Task 8: Service Learning – Session 3

Task 9: Student Descriptions & Unit Differentiation Strategies – Session 2 & 3

Task 10: Universal Lesson Plans – Session 4

Task 11: Lesson Plan Differentiation Strategies – Session 4

Task 12: ITU Final Exam – Session 6

Task 13: Self-Evaluation – Session 6

Task 14: Peer-Evaluation – Session 6

Task 15: Final Poster Presentations – Session 7

### **Individual Education Plan Meeting Role Play and Reflection**

Each student will complete an online tutorial as well as participate in an IEP Meeting Role Play. At the conclusion of the role play you will complete the TPE 6D Reflection on Taskstream. More details are provided in the attachment section of the syllabus.

*Full assignment descriptions are provided in the attachment section of the syllabus.*

**Grading Standards** Expectations are high for this course. Teacher candidates will need to complete all expectations to earn a passing grade for each assignment. Supports such as instructions, rubrics, and samples will be provided to assist candidates to be successful. This course is based on a possible 100-point scale, with the standard grading scale:

A = 93-100	B+= 86-89	C+= 77-79		
A-= 90-92	B = 83-86	C = 73-76	D = 60-69	F = 59 or lower.
	B- = 80-82	C- = 70-72		

**If you do not earn a C+ or higher in this course - you must repeat the course to earn your credential.**

**All University Writing Requirement** The writing requirement of 2500 words will be met through a combination of the Reading Responses, Integrated Thematic Unit Plan, Individual Education Plan Meeting Assignments, Teaching Performance Expectation Reflections and Teaching Performance Assessments.

**CSUSM Academic Honesty Policy** “Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

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

**Use of Technology** Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a paper copy as well as a digital copy of all assignments in case there is discrepancy in your assignment scores. You will post your completed ITU on WebCT for other students to gain access to your curriculum.

**WebCT** This course will have an online component using WebCT6. We will go over use in class the first week and then students will be required to access resources on line using WebCT.

**Electronic Communication Protocol** Electronic correspondence is a part of your professional interactions. If you need to contact instructor or other students, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that electronic correspondences are a very specific form of communication, with their own form of nuances, meanings, and etiquette. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicates more than the sender originally intended. With that said, please be mindful of all electronic messages you send, to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

**Things to consider:**

- Would I say in person what this e-mail specifically says?
- How could this e-mail be misconstrued?
- Does this e-mail represent my highest self?
- Am I sending this e-mail to avoid a face-to-face conversation?

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

**SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<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><u>I. The Nature of Culture</u></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 and 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
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b><u>III. Cultural Contact</u></b>
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	<b><u>IV. Cultural Diversity in U.S. and CA.</u></b>
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

### ITU Course Assessments

- 1) Your team should appoint a group leader who will be responsible for submitting their groups completed intermediate (formative) tasks on time each week.
- 2) You will receive a *formative (intermediate) assessment* for each of these per your task completion schedule. Your group will also receive a *summative (final) assessment* based on the final presentation and written report on your Interdisciplinary Thematic Unit (ITU) plan.
- 3) Individual, as well as group, grades will be used for both formative and summative assessments.
- 4) A scoring rubric will be used as part of the formative and summative assessments to assign both individual and group grades. See task sheets for details, attachments #1-6.
- 5) Final written exam describing how one can implement ITU in a school site.
- 6) Assigned readings corresponding to the processes used during the development of the ITU.

In addition, in order to model best practices for cooperative learning, all those elements considered critical for optimum and successful cooperative learning will be in place as part of the logistics of the assignment. These include the following:

- a) clearly defined assignments, timelines and rubrics (as well as models or examples)
- b) individuals have assigned tasks via task sheets
- c) formative and summative assessments
- d) individual and group accountability
- e) opportunities for face-to-face interactions to explain various group tasks
- f) ongoing teacher and student evaluation and reflections on group processing skills
- g) audience accountability for content and interaction with group presentations
- h) re-training sessions to develop or reinforce cooperative skills
- i) group awards for exemplary content or process delivery  
(Johnson & Johnson, 1994; Keating, 2002)

(See attachments #1-6 for more detail about assignment requirements.)



## **EDSS 541 Tentative Course Calendar**

Please note the plan indicates that we will not meet the 8<sup>th</sup> week, but we will use those hours to do some activities later in the semester to support your TPA Task 4.

### **SESSION 1: INTERDISCIPLINARY THEMATIC UNITS: FORM OF SOCIAL JUSTICE**

- Introduction to Course
- Snack Sign Up
- Social justice issues in meeting the achievement gap with students
- ITU model is a way to address some of these issues – Sample(s)
- Overview of Syllabus, Text & ITU Tasks
- Examples of ITUs that address social justice issues
- Select ITU School Teams  
Get with group. Write names of group members, subjects & school on envelope  
Task #1: Brainstorm themes, rationale, activities, cover sheet etc.
- Review Expectations of Tasks 2, 3, 4, & 9
  - Task 2: Context Information - Community, School, & Student Population
  - Task 3: Unit Overview – Rationale, Enduring Understandings & Essential Questions
  - Task 4: Unit Objectives, Standards & Assessments
  - Task 9: Student Descriptions & Unit Differentiation Strategies

#### ***Assignments Due Session 1***

##### **RR1: NEA's 6 Focus On Closing the Achievement Gap**

READ the 6 pamphlets that "Focus On Closing the Achievement Gap" for different student populations.

- RR1a. NEA's Focus on Asian/Pacific Islander Students
- RR1b. NEA's Focus on Black Students
- RR1c. NEA's Focus on Gay, Lesbian, Bisexual & Transgender Students
- RR1d. NEA's Focus on (Hispanic) Latino Students
- RR1e. NEA's Focus on American Indian/Alaska Native Students
- RR1f. NEA's Focus on Women and Girl Students

You can access these reading in the WebCt "Reading Response Learning Module" or at the following url:  
<http://www.nea.org/teachexperience/achievgapfocus0405.html>

WRITE the top 3 differentiation strategies for each population and describe how you can use the strategies in your subject area.

#### **Task 1: ITU Theme and Cover Sheet**

#### ***Assignments Due Session 2***

##### **RR2: Interdisciplinary Thematic Units (ITUs)**

READ the two readings with the activity assignments 7.1 & 7.2 from Baldwin, Keating & Bachman (2005) in mind.

1. Baldwin, Mark, Keating, Joseph & Bachman, Kathryn. (2005). *Teaching in secondary schools: Meeting the challenges of today's adolescents*. Upper Saddle River, NJ: Pearson/Prentice Hall.

READ Chapter 7: Interdisciplinary Thematic Units & Resource G Sample ITU  
(p. 164 – 179 & p. 315- 326)

2. Kaye, Cathryn Berger. (2004). *The complete guide to service learning: Proven, practical ways to engage students in civic responsibility, academic curriculum, and social action*. Minneapolis, MN: Free Spirit Publishing.

**Note: Print Attachments #1-6 for use in class.**

READ Forward, Introduction & Chapters 1-3, p. ix – 64+. Scan the rest of the book for the key concepts of service learning and then look for samples you can use as models and resources for your unit.

Activity 7.1 (Baldwin, Keating & Bachman, 2005, p. 172)

WRITE Question #2: Brainstorm as many word and phrase associations about the theme from your own discipline as possible, and construct a visual web. (Refer to ideas in Baldwin, Keating & Bachman (2005) Chapter 7 as well as The Complete Guide to Service Learning.)

Activity 7.2 (Baldwin, Keating & Bachman, 2005, p. 173)

WRITE essential questions that cover the range of your theme and could help guide the development of the ITU. Use criteria and sample on Baldwin, Keating & Bachman (2005) p. 173.

**Task #2: Context Information - Community, School, & Student Population**

**Task #3: Unit Overview – Rationale, Enduring Understandings & Essential Questions**

**Task #4: Unit Objectives, Standards & Assessments**

**Task #9: Student Descriptions & Unit Differentiation Strategies**

*Due Session 2 – names of students and labels. Due Session 3 - all other details.*

## **SESSION 2: ITU OVERVIEW**

- Understand by Design Jigsaw Review
- Overview of ITU Curriculum & Research Findings
- Review Sample Units
- What are the benefits and drawbacks of teaching this way? Come to a consensus as to the greatest benefit and the most difficult drawback. Report out to large group.
- Review Expectations for Tasks 2,3,4, & 9
  - Task 2: Context Information - Community, School, & Student Population
  - Task 3: Unit Overview – Rationale, Enduring Understandings & Essential Questions
  - Task 4: Unit Objectives, Standards & Assessments
  - Task 9: Student Descriptions & Unit Differentiation Strategies
- Group Work
- Review Expectations for Tasks 5-9
  - Task 5: Unit Calendar
  - Task 6: Technology Applications
  - Task 7: Social Justice and Equity Focus
  - Task 8: Service Learning
  - Task 9: Student Descriptions & Unit Differentiation Strategies

### ***Assignments Due Session 3***

#### **RR3: Service Learning Themes**

READ Kaye, Cathryn Berger. (2004). *The complete guide to service learning:*

*Proven, practical ways to engage students in civic responsibility, academic curriculum, and social action.* Minneapolis, MN: Free Spirit Publishing.

READ Chapters 4-14 p. 65 – 217. Scan the book for the key concepts of service learning and samples you can use as models and resources for your unit.

WRITE a list of service learning activities and resources you can use related to your theme.

**Task #5: Unit Calendar**

**Task #6: Technology Applications**

**Task #7: Social Justice and Equity Focus**

**Task #8: Service Learning**

**Task #9: Student Descriptions & Unit Differentiation Strategies**

*Due Session 2 – names of students and labels. Due Session 3 - all other details.*

### **SESSION 3: ITU OBJECTIVES AND ASSESSMENTS**

- Share in small groups an analogy for writing an ITU. Share with whole group.
- Review completed work (comments, questions, concerns)
- PPT for examples of technology, social justice, service learning and differentiation
- Group work
- Review Expectations for Task 10 & 11
  - Task #10 Lesson Plans
  - Task #11 Lesson Plan Differentiation Strategies

#### ***Assignments Due Session 4***

##### **RR4: Differentiation**

READ the three readings with the an eye for strategies that you can use in your unit and lesson plans.

1. NEA. (2007). Culture Abilities Resilient Effort: Strategies for Closing the Achievement Gaps, National Educators Association.  
<http://www.nea.org/teachexperience/images/CAREedition3.pdf>
2. Choate, J.S. (2004). *Successful inclusive teaching (4<sup>th</sup> ed.)*. Needham Heights, MA: Allyn and Bacon.
3. Tomlinson, Carol Ann & Edison, Caroline Cunningham. (2005). *Differentiation in practice: A resource guide for differentiating curriculum grades 9-12*. Alexandria, VA: Association for Supervision & Curriculum Development.

WRITE out the differentiation strategies you will use in your lesson and unit plan and cite what resources the ideas came from.

##### **Task #10 Lesson Plans**

##### **Task #11 Lesson Plan Differentiation Strategies**

### **SESSION 4: LESSON PLAN WRITING**

- Read the PPT online
- Work on Individual Lesson Plans
- Sequence the Lessons into Unit
- Review Interdisciplinary Approaches to the Lessons
- Review Differentiation Plans for each Lesson
- Review Objectives and Assessments for each plan
- Make sure each lesson leads to the formative and summative ITU Assessment Plan
- Use the rubric to assess the ITU and Individual Lesson Plans
- Group work
- Review Expectations for IEP Meeting Role Play and Reflection

#### ***Assignments Due Session 5***

##### **RR5: Developing Quality IEP Tutorial**

READ and complete the online tutorial at:

<http://www.educatorlearningcenter.com/iep/index.html>

WRITE out your answers for each question page in the third section of the tutorial. Note that once you submit the answers you cannot print off the answers. Please copy and paste the answers into a word document and save as you respond to each question then print off the questions and answers to bring to class.

##### **IEP Meeting Role Play and Reflection**

In class you will be assigned one of the students in the tutorial and will role play an IEP meeting at you school. To prepare for the role play you will need to:

- Identify names of all special education resource personnel at your assigned school, their roles and responsibilities, and more than one way to contact them.
- Evaluate Assessment Process: breadth, administration, timing, family notification, and interpretation
- Bring props for the role play.
- Plan role play with your school team and act out in class.
- Watch the Video on IEP Meetings.
- Write a list of Best Practices for an IEP Meeting.
- After your role play you will complete the TPE 6D Reflection and chose an item to upload as evidence of your learning.

### **SESSION 5: DIFFERENTIATION STRATEGIES & INDIVIDUAL EDUCATION PLAN (IEP) MEETINGS**

- Discuss your student population & differentiation needed for your students.
- Review Differentiation for Content, Process & Product
- Learn what is involved in and IEP Meeting - Video
- Analyze what differentiation is as part of a model IEP
- Roleplay an IEP Meeting
- Identify evidence you can use for your TPE 6D
- Draft a reflection for TPE 6D
- Review Expectations for Tasks 12-14
  - Task 12 ITU Final Exam – Bring a copy to class and post on WebCT Discussion Board.
  - Task 13 Self-Evaluation
  - Task 14 Peer Evaluation

#### ***Assignments Due Session 6***

#### **RR6: TPE 6D: Special Education.**

READ the “Full Text” and “At A Glance” of TPE 6D.

Access the “Full Text” of TPE 6D on Taskstream in the Single Subject Portfolio.

Here is “TPE 6D - Special Education” At A Glance:

- *Articulating rationale for inclusive education for all students*
- *Understanding and applying principles of universal design to differentiate instruction*
- *Developing modifications and adaptations in curriculum assessment and instruction for students with special needs*
- *Understanding of roles and responsibilities as members of SST & IEP Teams*
- *Collaborating with others to plan, teach and assess students with special characteristics*

WRITE a TPE 6D Reflection on Taskstream.

Using the three-paragraph reflective narrative pattern for TPEs, write out how your experience role-playing the IEP meeting has prepared you to be an effective teacher.

1st ¶ - Name TPE Focus & Evidence

- Copy 1 part of TPE that addresses the Role Play. Use this as the basis of ¶.
- Describe what you believe you learned about this activity.
- Name the piece of evidence that demonstrates your learning.

2nd ¶ - Analyze Evidence

- Describe the evidence and how it helped you learn about TPE 6D.

3rd ¶ - Learning Reflection

- Write a concluding paragraph - reflect upon the significance of your learning.
- How will this learning prepare you to be an effective teacher?
- What do you still need to learn in regards to this TPE 6D?

**Task #12 ITU Final Exam** – Bring a copy to class and post on WebCT Discussion Board.

**Note: Print Attachments #1-6 for use in class.**

**Task #13 Self-Evaluation**  
**Task #14 Peer Evaluation**

**SESSION 6: PRESENTATION PREPARATION**

- Team Building Activities
- Review of Poster Presentation Expectations
- Group Work

***Assignments Due Session 7***

**RR7: WebCT Final Exam Discussion Board**

READ the final exams posted by your peers on WebCT and see what ideas you might borrow to establish an ITU at your future school.

WRITE a list of key arguments and evidence you can use to negotiate the establishment of an ITU curriculum.

**Task #15 Final Poster Presentation**  
**Post Final ITU on WebCT Discussion Board**

**SESSION 7: ITU POSTER PRESENTATIONS**

- Poster Presentation
- Audience Feedback Sheets
- Collection of Final Written ITU
- Grade Predictions
- Instructor Evaluations

**Attachment #1: Reading Response Scoring Rubric**

√+ (full credit +1 = 3)	√ (full credit = 2)	√- (half credit = 1)	No Credit
<p>Meets all “check” requirements plus one or both of the following:</p> <ul style="list-style-type: none"> <li>- Provides well-developed comments/ reflections that connect ideas to implications for future teaching</li> <li>- Raises provocative questions about ideas in the text and considers possible answers, solutions, or ways of researching and/or how the questions may influence future teaching</li> </ul>	<p>Adheres to all of the following:</p> <ul style="list-style-type: none"> <li>- Follows instructions</li> <li>- Expresses original comments/ reflections on outline, summary, or each key idea</li> <li>- Develops connections to observations, previous student teaching, current work in the program, and/or prior learning</li> <li>- Is turned in on time the day it is due</li> </ul>	<p>Falls under one or more of the following:</p> <ul style="list-style-type: none"> <li>- Does not follow instructions</li> <li>- Provides very skeletal comments/ reflections on outline or summary or does not comment/reflect on each key idea</li> <li>- Does not make connections to observations, previous student teaching, current work in the program, and/or prior learning, or connections may be underdeveloped</li> <li>- Is turned in late but within the same class meeting</li> </ul>	<p>Falls under one of the following:</p> <ul style="list-style-type: none"> <li>- Is not original</li> <li>- Does not follow instructions</li> <li>- Is turned in after the following class meeting</li> </ul>

***Read this before you do your Reading Responses.***

**Attachment #2:**  
**EDSS 541 Reading Response (RR) Assignments Spring 2008**

*Please read the Syllabus Attachment 1: Reading Response Rubric to make sure you understand the expectation for reading response assignments. Each reading response is required to be brought to class on the designated due date as a hard paper copy.*

**RR1: NEA's 6 Focus On Closing the Achievement Gap**

READ the 6 pamphlets that "Focus On Closing the Achievement Gap" for different student populations.

- RR1a. NEA's Focus on Asian/Pacific Islander Students
- RR1b. NEA's Focus on Black Students
- RR1c. NEA's Focus on Gay, Lesbian, Bisexual & Transgender Students
- RR1d. NEA's Focus on (Hispanic) Latino Students
- RR1e. NEA's Focus on American Indian/Alaska Native Students
- RR1f. NEA's Focus on Women and Girl Students

You can access these reading in the WebCt "Reading Response Learning Module" or at the following url:

<http://www.nea.org/teachexperience/achievgapfocus0405.html>

WRITE the top 3 differentiation strategies for each population and describe how you can use the strategies in your subject area.

*Due the first day of class - Session 1. You will need to do the reading before the semester begins.*

**RR2: Interdisciplinary Thematic Units (ITUs)**

READ the two readings with the activity assignments 7.1 & 7.2 from Baldwin, Keating & Bachman (2005) in mind.

1. Baldwin, Mark, Keating, Joseph & Bachman, Kathryn. (2005). *Teaching in secondary schools: Meeting the challenges of today's adolescents*. Upper Saddle River, NJ: Pearson/Prentice Hall.

READ Chapter 7: Interdisciplinary Thematic Units & Resource G Sample ITU (p. 164 – 179 & p. 315- 326)

2. Kaye, Cathryn Berger. (2004). *The complete guide to service learning: Proven, practical ways to engage students in civic responsibility, academic curriculum, and social action*. Minneapolis, MN: Free Spirit Publishing.

READ Forward, Introduction & Chapters 1-3, p. ix – 64+. Scan the rest of the book for the key concepts of service learning and then look for samples you can use as models and resources for your unit.

Activity 7.1 (Baldwin, Keating & Bachman, 2005, p. 172)

WRITE Question #2: Brainstorm as many word and phrase associations about the theme from your own discipline as possible, and construct a visual web. (Refer to ideas in Baldwin, Keating & Bachman (2005) Chapter 7 as well as The Complete Guide to Service Learning.)

Activity 7.2 (Baldwin, Keating & Bachman, 2005, p. 173)

WRITE essential questions that cover the range of your theme and could help guide the development of the ITU. Use criteria and sample on Baldwin, Keating & Bachman (2005) p. 173.

*Due Session 2.*

**RR3: Service Learning Themes**

READ Kaye, Cathryn Berger. (2004). *The complete guide to service learning: Proven, practical ways to engage students in civic responsibility, academic curriculum, and social action*. Minneapolis, MN: Free Spirit Publishing.

READ Chapters 4-14 p. 65 – 217. Scan the book for the key concepts of service learning and samples you can use as models and resources for your unit.

WRITE a list of service learning activities and resources you can use related to your theme.

*Due Session 3.*

**RR4: Differentiation**

READ the three readings with the an eye for strategies that you can use in your unit and lesson plans.

1. NEA. (2007). Culture Abilities Resilient Effort: Strategies for Closing the Achievement Gaps, National Educators Association.

<http://www.nea.org/teachexperience/images/CAREedition3.pdf>

2. Choate, J.S. (2004). *Successful inclusive teaching* (4<sup>th</sup> ed.). Needham Heights, MA: Allyn and Bacon.

3. Tomlinson, Carol Ann & Edison, Caroline Cunningham. (2005). *Differentiation in practice: A resource guide for differentiating curriculum grades 9-12*. Alexandria, VA: Association for Supervision & Curriculum Development.

WRITE out the differentiation strategies you will use in your lesson and unit plan and cite what resources the ideas came from.

*Due Session 4.*

**RR5: Developing Quality IEP Tutorial**

READ and complete the online tutorial at:

<http://www.educatorlearningcenter.com/iep/index.html>

WRITE out your answers for each question page in the third section of the tutorial. Note that once you submit the answers you cannot print off the answers. Please copy and paste the answers into a word document and save as you respond to each question then print off the questions and answers to bring to class.

*Due Session 5.*

\*\*\* If you need to do an extra credit assignment remember it is due Session 5.

Instructions for the extra credit assignment are in the attachment section of the syllabus.

**RR6: TPE 6D: Special Education.**

READ the “Full Text” and “At A Glance” of TPE 6D.

Access the “Full Text” of TPE 6D on Taskstream in the Single Subject Portfolio.

Here is “TPE 6D - Special Education” At A Glance:

- *Articulating rationale for inclusive education for all students*
- *Understanding and applying principles of universal design to differentiate instruction*
- *Developing modifications and adaptations in curriculum assessment and instruction for students with special needs*
- *Understanding of roles and responsibilities as members of SST & IEP Teams*



- *Collaborating with others to plan, teach and assess students with special characteristics*

WRITE a TPE 6D Reflection on Taskstream.

Using the three-paragraph reflective narrative pattern for TPEs, write out how your experience role-playing the IEP meeting has prepared you to be an effective teacher.

1st ¶ - Name TPE Focus & Evidence

- Copy 1 part of TPE that addresses the Role Play. Use this as the basis of ¶.
- Describe what you believe you learned about this activity.
- Name the piece of evidence that demonstrates your learning.

2nd ¶ - Analyze Evidence

- Describe the evidence and how it helped you learn about TPE 6D.

3rd ¶ - Learning Reflection

- Write a concluding paragraph - reflect upon the significance of your learning.
- How will this learning prepare you to be an effective teacher?
- What do you still need to learn in regards to this TPE 6D?

*Due Session 6.*

### **RR7: WebCT Final Exam Discussion Board**

READ the final exams posted by your peers on WebCT and see what ideas you might borrow to establish an ITU at your future school.

WRITE a list of key arguments and evidence you can use to negotiate the establishment of an ITU curriculum.

*Due Session 7.*

**Attachment 3: ITU Tasks 1-15 Descriptions****75 points possible*****Bring a copy of this to each class.***

Include in the team envelope all individual folders with score sheets indicating each task:

- 1) What role you had in task completion
- 2) Your self-evaluation
  - numeric score
  - evidence
  - comments describing your strength for the task
  - comments describing the way the task could be improved
- 3) Completed tasks that are due this class session

Each task will be graded in the following fashion:

5 = the task is completed, exceptionally well written and follows all guidelines;

3-4 = the task is completed, well written and follows all guidelines;

1-2 = the task either is incomplete, or not clearly written, or does not follow guidelines;

0 = no work is handed in for an individual or a group

(Work turned in within a week of due date earns half credit; work over a week late does not earn credit.)

**Task #1 Interdisciplinary Thematic Unit (ITU) Theme & Cover Sheet*****Due Session 1.***

- Include a working theme for the unit
- Create a cover sheet for the unit that has a visual image portraying the theme and how it represents/integrates all subject areas.

**Task #2: Context Information - Community, School, & Student Population*****Due Session 2.***

Describe in rich detail the following:

1. Community
  - a. Geographic Location
  - b. Where students live in relation to campus
  - c. Political Climate of Community
2. School
  - a. School Mission & Teaching Philosophy
  - b. School Personnel Information  
(age range of faculty, staff & administration, years of education, years of experience...)
  - c. Reputation of School (Strengths and Weaknesses – programs, test scores, ...)
  - d. Campus Architecture
  - e. Participation of Community in School Activities
3. Student Information
  - a. Numbers of students served at school
  - b. Demographic information – race/ethnicity, gender, socioeconomic (free/reduced lunch) ELL, & Special Education
  - c. Information about 5 individual students who need differentiation and generally describe how these students represent the diversity of the school. (Save the detailed student information and differentiation descriptions for Tasks #8.)

### Task #3: Unit Overview – Rationale, Enduring Understandings & Essential Questions

#### *Due Session 2.*

1. Rationale - In 1-6 paragraphs articulate a rationale for this unit and how it relates to

- a. Adolescents
- b. Each Academic Area
- c. Other Related Areas

Include in this description the personal philosophy/perspective of the team – how the team decided on the theme for this unit.

2. Enduring Understandings (long term learning goals)

- a. Specific generalizations about the “big ideas.”  
They summarize the key meanings, inferences, and importance of the ‘content’
- b. Deliberately framed as a full sentence “moral of the story” – “*Students will understand THAT...*”
- c. Require “uncoverage” because they are not “facts” to the novice, but unobvious inferences drawn from facts - counter-intuitive & easily misunderstood

3. Essential Questions for students to consider (each discipline should be in evidence).

- a. Each student should be able to understand question.
- b. The language of the questions should be written in broad, organizational terms.
- c. The question should reflect the teacher’s conceptual priorities, and be at the heart of the subject and address the philosophical or conceptual foundations of a discipline. (I.e: How is history inevitably biased?)
- d. Each question should be distinct and substantial. The essential questions are framed to provoke and sustain student interest.
- e. Questions should not be repetitious, but they should be questions that can reoccur in professional work, adult life as well as in classroom inquiry.
- f. Questions should be realistic given the amount of time allocated for the unit or course.
- g. There should be a logical sequence to a set of essential questions, so that the essential questions can provide organizing purpose for meaningful & connected learning.
- h. Questions should be posted in the classroom(s).
- i. Essential questions - have no one obvious right answer. Essential questions are arguable - and *important* to argue about.
- j. Essential questions raise other important questions, often across subject area boundaries. The essential questions are provoking and sustaining engaged inquiry.

4. Overview of Activities

- a. student-centered activities (May be discipline or interdisciplinary specific.)
- b. major teaching strategies used
- c. manner in which students are organized in these activities  
(direct teaching, cooperative learning, dyads, independent study etc.)
- d. specific resources (People, Places and Things) and
- e. a description of how technology will be integrated in the ITU
- f. social justice and equity addressed in content, process & product (remember “Focus on”)
- g. service learning component

#### Task #4: Unit Objectives, Standards & Assessments

*Due Session 2.*

1. Articulate 3-6 major objectives for this unit. Have a minimum of one objective for each subject area, but note that one objective can be used for all subject areas. Include cognitive, affective, psychomotor, and language objectives. Make sure each objective includes the condition, action and the criteria. (Please note which standards are addressed by each objective.)

2. Specific frameworks and standards for each discipline.

3. Describe the criteria that will be used for assessing each objective and in which class the assessments will occur.

Must include cognitive, affective, psychomotor, and language objectives for each subject matter, identify the standards addressed in each objective, and corresponding diagnostic, formative, and summative assessments for each objective (use backward planning - Understand by Design model).

#### Task #5: Unit Calendar

*Due Session 3.*

Include a calendar with a timeline for the scope and sequence of the ITU. For each subject provide the daily standard, objective, student activity and assessment.

#### Task #6: Technology Applications

*Due Session 3.*

Describe how:

1. You will use technology in your teaching
2. The students will use technology in their learning process
3. Technology is related to the theme of the ITU.

#### Task #7: Social Justice and Equity Focus

*Due Session 3.*

In 3-8 paragraphs describe how the theme, service learning component and each subject area activities address social justice and equity.

#### Task #8: Service Learning

*Due Session 3.*

Make sure your unit contains each part of the service learning process:

1. Integrated Learning
  - a. Preparation
  - b. Service Action
  - c. Reflection
  - d. Demonstration
2. Meeting Genuine Needs
3. Youth Voice and Choice
4. Collaborative Efforts
5. Reciprocity
6. Civic Responsibilities

### Task #9: Student Descriptions & Unit Differentiation Strategies

*Due Session 2 & 3 (Session 2 – names of students and labels, Session 3 all other details).*

Describe 5 students that will need differentiation. Make sure you include the following information for each student:

- Name
- What makes the student a unique learner? (ELL level, Special Education Label, ...)
- Culture
- Language
- Socioeconomic class
- Family
- Readiness levels (all subject areas)
- Interests
- Learning profile
- Affect
- Management

After each student description articulate some of the major strategies you will implement to support the student's learning. Identify the following strategies you will use:

- Content
- Process
- Product
- Affect
- Learning Environment

Make sure you link the differentiation strategy to the information you used to describe the student (culture, language, ses, family, readiness, interests and learning profile). See model provided in EDSS 511 & EDSS 541.

### Task #10 Lesson Plans

*Due Session 4.*

Each member of the group will create a lesson for the unit. Each lesson plan must have differentiation strategies for the 5 individual students addressed in this unit. The lesson plan will use the CSUSM Single Subject Format provided on Taskstream. All lesson plan resources must be included (such as graphic organizers, readings, rubrics, ppts, ...).

### Task #11 Lesson Plan Differentiation Strategies

*Due Session 4.*

Each lesson plan must have extensive descriptions of the differentiation strategies that will be employed in the lesson. Make sure you link the differentiation strategy to the information you used to describe the student (culture, language, ses, family, readiness, interests and learning profile). See model provided in EDSS 511 & EDSS 541.

*(Note Session 5 is focused on IEP Meetings.)*

### Task #12 Final Exam

*Due Session 6.*

As part of your ITU, you are required to complete a final exam to articulate the process and value of an ITU. You will use this essay as part of your TPE evidence.

Choose one of the following prompts and write a one-page written response:

1. Describe the processes needed to provide leadership in the development of ITU's at a school site. This should include all the pre-planning, planning/implementation, and post-implementation processes considered critical to the success of implementing ITU's in High Schools.
2. Write an request to your administrator for the implementing and ITU at your school. Identify the pre-planning, planning/implementation, and post-implementation processes considered critical to the success of implementing ITU's in High Schools as well as the academic and social benefits for your students as well as the faculty.
3. Write a letter to parents describing an ITU that you will be implementing. Include in your description the pre-planning, planning/implementation, and post-implementation processes considered critical to the success of implementing ITU's in High Schools as well as the benefits for the students academic and social growth.

Use this 1-page essay as an attachment for your TPE on taskstream.

### Task #13 Self-Evaluation

*Due Session 6.*

Write a 1-3 page self-evaluation that includes the following:

- numeric score (0-5 points)
- evidence
- comments describing your strength for each task
- comments describing the way each task could be improved

Make sure your name and school name are included on your self-evaluation.

### Task #14 Peer Evaluation

*Due Session 6.*

Write a 1 page evaluation on each team member that includes the following:

- numeric score (0-5 points)
- evidence
- comments describing peer's strength for each task
- comments describing the way each task could be improved

Make sure your name and school name are included on each of the peer evaluations.

Task #15 Final Poster Presentation

*Due Session 6 & 7.*

Presentation Preparation

*Due Session 6.*

Provide a) a draft overview of proposed oral presentation; b) share work of draft of final written ITU with another ITU team for feedback (face to face). c) Draft proposal for an action research design that could evaluate the implementation of your ITU (remember to triangulate), d) practice your presentation, and e) write a self-evaluation of the ITU group process.

Poster Presentation

*Due Session 7.*

We will be doing poster sessions for the presentations. This process is similar to a science fair. This is one model our Masters of Education Programs use for sharing their culminating experience activity.

For the presentation you will be required to have multiple copies of the complete ITU and any resources that will help model how the ITU can be implemented.

You will also need to upload a full electronic copy of your ITU on WebCT.

For the poster session - you will split your team up and take turns rotating.

For half of the time you (with half of your team) will represent your ITU to your peers. The other half of the time you (& your half of the team) will rotate through the poster sessions to see what ITUs your peers created.

You will complete a feedback sheet for every ITU presentation.

***Bring a copy of this to each class.***

## **Attachment #4: Individual Education Plan Meeting Role Play and Reflection**

In class you will be assigned one of the students in the tutorial and will role play an IEP meeting at your school. To prepare for the role play you will need to:

1. Complete the Developing Quality IEP Tutorial as part of your Reading Response 5.  
<http://www.educatorlearningcenter.com/iep/index.html>

WRITE out your answers for each question page in the third section of the tutorial. Note that once you submit the answers you cannot print off the answers. Please copy and paste the answers into a word document and save as you respond to each question then print off the questions and answers to bring to class.

2. Identify names of all special education resource personnel at your assigned school, their roles and responsibilities, and more than one way to contact them.
3. Evaluate Assessment Process: breadth, administration, timing, family notification, and interpretation
4. Bring props for the role play.
5. Plan role play with your school team and act out in class.
6. Watch the Video on IEP Meetings.
7. Write a list of Best Practices for an IEP Meeting.
8. After your role play you will complete the TPE 6D Reflection and choose an item to upload as evidence of your learning.

See the IEP Meeting Rubric as well as the TPE Reflection Rubric.



## Individual Education Plan Meeting Assignment Rubric

Element	Needs Development	Meets Expectations	Exceeds Expectations	Total
<b>Best Practices in the IEP Checklist</b>	Identify and model 1-3 best practices in IEP.  (0.25)	Identify and model 4-7 best practices in IEP.  (0.5)	Identify and model 8 or more best practices in IEP.  (1)	
<b>Create Resources List of Special Education and Related Service Personnel.</b>	Identify names of some of the personnel and their roles.  (0.5)	Identify names of all personnel, their roles and responsibilities, and one way to contact them.  (1)	Identify names of all personnel, their roles and responsibilities, and more than one way to contact them.  (2)	
<b>Evaluation - Assessment Process: breadth, administration, timing, family notification, interpretation and plan</b>	Address 1-3 areas of the assessment.  (0.25)	Address all areas with detail except 1 or 2.  (0.5)	Address all 6 areas of evaluation with detail.  (1)	
<b>Evaluate IEP Meeting with Best Practice Checklist</b>	Address 1-2 of the following areas: communication, creative problem solving, and family centered.  (0.25)	Address communication, creative problem solving, and family centered.  (0.5)	Address with detail communication, creative problem solving, and family centered.  (1)	
<b>Total</b>				<hr style="width: 100px; margin: 0 auto;"/> 5

***Bring a copy of this to class the day of your IEP Meeting Role Play.***

## Attachment #5: Recommended Text and Paper

### Make Up/Extra Credit Option = 9 points

If you need to make up an absence or if you have perfect attendance and just want to earn extra credit you may read one of the recommended texts and write a 5-10 page paper that includes the following:

- 1 page review of the text
- 1-2 page description of how text has influenced your educational philosophy
- 3-6 page description of 2 tangible ways that you will integrate the information from the text into your teaching. Some examples may include: lesson plan, unit plan, student intervention plan, parental communication strategy, classroom management plan, ...

All of the texts have been ordered from the CSUSM bookstore for your convenience:

- Adams, Maurianne, Bell, Lee Anne & Griffin, Pat (Eds.). (1997). *Teaching for diversity and social justice: A sourcebook*. New York, NY: Routledge.
- Kugler, Eileen Gale. (2002). *Debunking the middle-class myth: Why diverse schools are good for all kids*. Lanham, MD: Scarecrow Press, Inc.
- Kumashiro, Kevin K. & Ngo, Bic (Ed.). (2007). *Six lenses for anti-oppressive education: Partial Stories, Improbable Conversations*. NY: Peter Lang.
- Ladson-Billings, Gloria. (1994). *The dreamkeepers: Successful teachers of African American Children*. Indianapolis, IN: Jossey-Bass.
- Palmer, P. (1998). *The Courage to Teach*. SF: Jossey-Bass.
- Rodriguez, Nelson M. & Pinar, William F. (Ed.) (2007). *Queering Straight Teachers: Discourse and Identity in Education*. NY: Peter Lang.
- Roberts, P. & Kellough, R. (2004). *A Guide for Developing an Interdisciplinary Thematic Unit, 3<sup>rd</sup> Edition*. Upper Saddle River, NJ: Merrill Prentice Press.
- Rodriguez, Nelson M. & Pinar, William F. (Ed.) (2007). *Queering Straight Teachers: Discourse and Identity in Education*. NY: Peter Lang.
- Thousand, Jacqueline S., Villa, Richard A., & Nevin, Ann. I. (2007). *Differentiating Instruction: Collaborative planning and teaching for universally designed learning*. Thousand Oaks, CA: Corwin Press.

Please pay careful attention to the due dates.

- If the paper is a make up assignment the paper is due one week from the date of the absence.
- If you have not had an absence you may do the assignment for extra credit and the paper is due week 5, third to last class of the 8 week course period.

No assignments will be accepted after the above stated date.

**Attachment #6: EDSS 541 Grade Sheet**

*Print two copies of this and bring to class the first day.*

Name \_\_\_\_\_ Content Area \_\_\_\_\_ Theme \_\_\_\_\_

Email \_\_\_\_\_ Phone(s) \_\_\_\_\_ School \_\_\_\_\_

**Attendance** Sessions: #1 \_\_\_\_\_ #2 \_\_\_\_\_ #3 \_\_\_\_\_ #4 \_\_\_\_\_ #5 \_\_\_\_\_ #6 \_\_\_\_\_ #7 \_\_\_\_\_

**Reading Responses** #1 \_\_\_\_\_ #2 \_\_\_\_\_ #3 \_\_\_\_\_ #4 \_\_\_\_\_ #5 \_\_\_\_\_ #6 \_\_\_\_\_ #7 \_\_\_\_\_ = \_\_\_\_\_ / 14 pts  
(2 points each)

ITU Task Description Session Due Date (S#)	Self-evaluation – in each box identify the following: a) Numeric Score out of 5 b) Your contribution c) Strengths d) Areas for improvement	Instructor Evaluation	
		Formative Assessment	Summative Assessment
1: ITU Theme/Rationale/Cover S1			
2. Context & Student Info S2			
3. Unit Overview – Rationale, Enduring Understanding & Essential Questions S2			
4: Objectives, Standards & Assessments S2			
5: Unit Calendar S3			
6: Technology Applications S3			
7. Social Justice & Equity Focus S3			
8: Service Learning S3			
9. Student Descriptions & Unit Differentiation Strategies S2/3			
10. Universal Lesson Plans (1 Lesson per person) S4			
11. Lesson Plans' Differentiation Strategies (1 lesson per person) S4			
12. ITU Final Exam S6			
13. Self Evaluation Turn in privately. S6			
14. Peer Evaluation Turn in privately. S6			
15. Final Presentation S7			

**IEP Role Play** \_\_\_\_\_ / 5 points

**IEP – TPE 6D Taskstream Reflection** \_\_\_\_\_ / 6 point

**Absences & Make Up/Extra Credit Assignments** \_\_\_\_\_ (+ and/or -)

**Total Points** \_\_\_\_\_ / 100 points

Final Grading Scale There are 100 points possible.

A = 93-100    B+ = 88-89    C+ = 78-79    D = 60-69  
A- = 90-92    B = 83-87    C = 73-77    F = 0 - 59  
B- = 80-82    C- = 70-72

**You must earn a grade of C+ or higher in this course to earn your credential.**