

Engaging diverse communities through leading and learning for social justice.

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| Course & Section Nos. | EDSS 511, Sections (01) & (02) |
| Course Title | Secondary Teaching and Learning |
| Class Roster No. | Section 2 CRN #40966 and Section 1 CRN #40965 |
| Course Day(s) | Mondays |
| Time | 8:30 am – 11:00 am and 2:45 – 5:15 pm |
| Course Location | University Hall 273 and University Hall 444 |
| Semester / Year | Fall 2016 |
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| Office Hours | By Appointment |

WELCOME! I am one of the new Distinguished Teachers in Residence (DTiR) this year and I am thrilled to be teaching this course on cultural diversity in education. I am a product of CSUSM's Teaching Credential Program, as well as its Graduate Program, in which I designed the curriculum for a history elective course called, "A Socio-Political History of Rock 'n Roll." This course examines the social and political upheavals that took place in the country during 1950-2000 through the lens of the musicians of the time, and focuses on the country's marginalized groups, and the quest for a "seat at the table." I have been teaching high school social studies for the past 18 years, most recently at Mission Vista High School in the Vista Unified School District (VUSD) since 2012. Before MVHS, I taught eight years at Rancho Buena Vista High School, also in VUSD, and before that six years at Charter School, Guajome Park Academy.

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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COURSE DESCRIPTION

Focuses on developing a preliminary understanding of learning theory and instructional practice in integrated and inclusive secondary classrooms.

Course Prerequisites

Admission to the Single Subject Program, EDUC 350, EDUC 364, & EDUC 422

Course Objectives

1. **PURPOSE FOR TEACHING:** Teacher candidates will develop and refine their own philosophy of teaching grounded in theory, research, and practice.
2. **REFLECTIVE PRACTITIONERS:** Teacher candidates will become active learners who continuously research, assess, apply and refine knowledge throughout their careers.
3. **PROFESSIONAL KNOWLEDGE:** Teacher candidates will increase their understanding of the principles of learning, curriculum, instruction and assessment as well as demonstrate application of this knowledge in the effective development of learning opportunities for all students.
4. **STUDENT FOCUS:** Teacher candidates will work equitably and effectively with all students by respecting the diversity of ethnicity, race, gender and distinctive characteristics of each individual and will know how to adapt instructional strategies accordingly.
5. **TEACHING AS A PROFESSION:** Teacher candidates will exhibit appreciation and practice of the principles, ethics and responsibilities of the profession.
6. **COLLABORATIVE RELATIONSHIPS:** Teacher candidates will collaborate and create partnerships with colleagues, students, parents, businesses and community agencies.

Enduring Understanding: Teacher candidates will understand the importance to design universal and differentiated instruction that is developmentally appropriate for adolescents.

Essential Questions:

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

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

1. Electronic readings will be provided on the EDSS 511 cougar course each week. <http://cc.csusm.edu>
2. Links will be provided on the Single Subject Website <http://csusmsinglesubjectprogram.weebly.com/>
3. Taskstream Account <http://www.taskstream.com>
4. A Literature Circle Book will be provided at the Kellogg Library Reserve Counter, on the 3rd floor.
One of the following books will be assigned in the first class session:

Brackett, Marc & Kremenitzer, Janet. (2011). *Creating Emotionally Literate Classrooms: An introduction to the RULER approach to social and emotional learning*. Port Chester, NY: National Professional Resources, Inc. ISBN-13: 978-1-934032-18-3

Brendtro, Larry K., Brokenleg, Martin, & Bockern, Steve Van. (2002). *Reclaiming Youth at Risk: Our Hope for the Future*. Bloomington, IN: Solution Tree. ISBN-13: 978-1-879639-86-7

Claassen, R. & Claassen, R. (2008). *Discipline that Restores: Strategies to create respect, cooperation, and responsibility in the classroom*. South Carolina: Booksurge Publishing. ISBN 978-1-4196-9912-2

Kohn, Alfie. (1996). *Beyond Discipline: From compliance to community*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-270-0

Lederach, John Paul. (2003). *The Little Book of Conflict Transformation: Clear articulation of guiding principles by a pioneer in the field*. The Little Books of Justice and Peacebuilding Series. Intercourse, PA: Good Books. ISBN 978-1-56148-390-7

Olson, Kristen. (2009). *Wounded by School: Recapturing the joy in learning and standing up to old school culture*. New York, NY: Teachers College Press. ISBN-13: 978-0807749555

Pranis, Kay. (2005). *The Little Book of Circle Processes: A new/old approach to peacemaking*. The Little Books of Justice and Peacebuilding Series. Intercourse, PA: Good Books. ISBN-13: 978-1-56148-461-4

Wong, H. & Wong, R. (1991, 1998, 2001, 2009, or 2013) *The First Days of School: How to be an effective teacher*. Harry Wong Publications. *Any publication year will be okay*.

COURSE LEARNING OUTCOMES

Teacher candidates will be able to:

1. Develop a Lesson Plan (TPE 6c, 6d & 9)
2. Develop a Unit Plan (TPE 6c, 6d & 9)
3. Design a Classroom Management Plan using Self-Discipline Strategies (TPE 6c & 6d)
4. Role-Play a Student Study Team Meeting (TPE 6c & 6d)

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. Candidates successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 02*)

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Single Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs 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. You will be required to formally address the following TPEs in this course:

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 principle of universal design to differentiate instruction
- Developing modifications and adaptations in curriculum assessment and instruction for students with special needs
- Understanding roles and responsibilities as members of SST & IEP Teams
- Collaborating with others to plan, teach and assess students with special characteristics

TPE 9 – Instructional Planning

- Establishing academic learning goals
- Connecting academic content to the students backgrounds, needs and abilities

- Selecting strategies/activities/materials/resources

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. In 2015-16 the CSUSM Single Subject Credential Program began using the edTPA (Educative Teacher Performance Assessment).

edTPA

Beginning in fall 2015, the CSUSM assessment system adopted the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website: http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

The PSLOs and the Course Learning Outcomes (p. 4) are based on the Teacher Performance Expectations, TPEs (p. 4-5).

SCHEDULE/COURSE OUTLINE

This is a Course Schedule is tentative and it may be changed to respond to student needs. Changes will be posted on the Fall 2016 Single Subject Program Calendar:

<https://docs.google.com/document/d/1nyBhTyz1CBRd34F-t5te3iA6McXkjZ7CW6RBFo6UG0/edit?usp=sharing>

| Date | Topic | Assignments: Reading & Ticket Out the Door KEY ASSESSMENT DUE DATES |
|--|--|--|
| Session 1 Aug 29 | Learn about Yourself & Your Students | Read: MI Survey, True Colors Quiz Philosophy Survey & Classroom Management Book Ticket: Personal Intro on your Website |
| Session 2 Sept 5 Online | Universal Design for Learning & Differentiation | Read: UbD, UDL, Differentiation Articles & Secondary Differentiation Website Ticket: Lesson Draft & UDL-Differentiation Quiz |
| Session 3 Sept 12 | Management Intro | Read: Management-Discipline Readings & Management Book Ticket: Draft Mgmt Pyramid & Literature Circle Plan |
| Session 4 Sept 19 Joint Session Pirate Talk | Process & Engagement: Representation, Active Involvement, Grouping, Multisensory, Choice | Read: Process, Graphic Organizers Active-Cooperative Pages & links on http://secondarydifferentiation.weebly.com Ticket: Draft of Vocabulary Lesson |
| Session 5 Sept 26 | Content & Representation | Read: Content Page & UDL Example Materials on http://secondarydifferentiation.weebly.com & Management Book Ticket: UDL Materials for your class |
| Session 6 Oct 3 Joint Session | Product - Assessment, Action & Expression | Read: Product Page, Rubric on http://secondarydifferentiation.weebly.com Ticket: ELD Rubric for Lesson Plan |
| Session 7 Oct 10 | Brain-Based Learning & Infogr.am | Read: Brain-Based Learning Weebly http://brain-basedlearning.weebly.com/ Ticket: Post lesson with self-assessed rubric as 1 document & Draft Management Book Infograph using http://infogr.am LESSON PLAN DUE |
| Session 8 Oct 17 | Unit Plan Workshop | Read: Unit Plan Template & edTPA Planning Commentary Ticket: Draft Unit Calendar & Commentary |
| Session 9 Oct 24 | Literature Circle Infograph Workshop & Management Sharing | Read: Classroom Management Book & Infogr.am Instructions Ticket: Complete Infograph Read: Infographs on all Management Books Ticket: Revise Management Plan w/ Other Mgmt Book Strategies |
| Session 10 Oct 31 Joint Session | Action Research Data Analysis | UNIT PLAN DUE |
| Session 11 Nov 7 | Intro to SST | Read: Read <i>The Why Behind RTI & SST Lecturette</i> at http://iepmeeting.weebly.com/sst-meeting.html Ticket: Identify role and SST best practices you will role-play MANAGEMENT PLAN DUE |
| Session 12 Nov 14 | SST Role-Play | Observe/Attend: Real SST Meeting Ticket: SST ROLE-PLAY VIDEO DUE |
| Session 13 Nov 21 Online | SST Reflection Happy Thanksgiving | Read: Other SST Reflections Ticket: SST REFLECTION DUE on Forum & Taskstream |
| Session 14 Nov 28 | edTPA Prep & SOE Open House | Read: edTPA Handbook & Templates Ticket: Draft edTPA & Attend SOE Open House, Dec 1st 5 pm |
| Session 15 Dec 5 Joint Session | Semester Reflection | TBA |

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Lesson Plan - 30 points

The *Single Subject Lesson Template* is for daily lesson planning and will be required by your supervisor for clinical practice (student teaching). Your lesson plans for coursework will be complimented with a Class Profile and Lesson Commentary. See examples of lesson on the <http://lessoninstructions.weebly.com> The Lesson Plan Template and Rubric for EDSS 511 are provided in the syllabus.

The lesson plan addresses TPEs: TPE 6B: Developmentally Appropriate Practices in Grades 4-8, TPE 6C: Developmentally Appropriate Practices in Grades 9-12, TPE 6D: Special Education, TPE 7: Teaching English Learners, TPE 8: Learning about Students, TPE 9: Instructional Planning

Classroom Management Plan – 20 points

The *classroom management plan* describes how your philosophical beliefs will inform your teaching actions. Your classroom management plan will be based on the Self-Discipline Pyramid described in Villa, Thousand & Nevin's (2010) *Collaborating with Students in Instruction and Decision Making* (p.171-188) on the Secondary Classroom Management Plan Website <http://www.secondarymanagementplan.weebly.com>

A successful *Secondary Classroom Management Plan* helps adolescents develop self-discipline & involves:

1. Creating a Caring Community: Building relationships, designing engaging lessons, and teaching students expectations
2. Recovery: Monitoring students and helping students recover when they do not meet expectations
3. Life Skills: Teaching social skills, emotional literacy, and problem solving,
4. Somewhere Else Plan: Facilitating a plan when students struggle and need to relocate to gain control
5. Wraparound Supports: Developing wraparound supports such as Positive Behavior Interventions and Supports (PBIS) and Response to Intervention (Rtl)

Choose Your Online Classroom Management Plan Format:

1. Written Essay – with bold headings for each level
2. Two or Three Dimensional Self-Discipline Pyramid
3. Website
4. YouTube Video
5. Screen Cast

Design your plan with your students, students' families, colleagues and prospective employers as your audience. You will upload your classroom management plan to your professional website to market yourself.

Classroom Management Plan must include:

- a. 5-10 strategies that you will use at the *Creating a Community Level* of the Self-Discipline Pyramid (1 pt)
- b. 5-10 strategies that you will use at the *Recovery Level* of the Self-Discipline Pyramid (1 point)
- c. 5-10 strategies that you will use at the *Life Skills-Long Term Support Level* of Self-Discipline Pyramid (1 pt)
- d. 3-5 strategies that you will use at the *Somewhere Else Plan Level* of the Self-Discipline Pyramid (1 point)
- e. 3-5 strategies that you will use at the *Wraparound Support Level* of the Self-Discipline Pyramid (1 point)
- f. Describe how your philosophy influences each level of the Self-Discipline Pyramid (5 points)
- g. Written evidence of how you communicated expectations to students (5 points)
- h. Provide 3-5 citations for the management strategies at each pyramid level using APA style (5 points)

The Classroom Management Rubric is provided in the syllabus.

This assignment can address the following California Teacher Performance Expectations: TPE 5: Student Engagement, TPE 6B: Developmentally Appropriate Practices in Grades 4-8, TPE 6C: Developmentally Appropriate Practices in Grades 9-12, TPE 6D: Special Education, TPE 7: Teaching English Learners, TPE 8: Learning about Students

Unit Plan - 30 points

Your Unit Plan will consist of a Class Profile, Unit Calendar and a Unit Planning Commentary. The student information from the Class Profile is used as the foundation for the unit design. The unit calendar must outline what is addressed each day in the unit: standard(s), objectives, student activity and assessment. For each assessment, identify the type, purpose, implementation process, and feedback procedures. In the Unit Planning Commentary, explain your thinking behind the unit organization. Describe the enduring understandings, essential questions, desired evidence of learning, universal design and differentiation strategies for your students. Unit Templates are made available for each subject area on Cougar Course.

The intention of this assignment is for you to design a unit to use in your Clinical Practice I. *It is recommended that in the first few weeks of the semester you consult with your co-teacher to identify what content you will need to take the lead on planning and the lead on teaching.*

This planning commentary is designed to prepare you for the content specific edTPA.

The unit plan addresses TPEs: TPE 6B: Developmentally Appropriate Practices in Grades 4-8, TPE 6C: Developmentally Appropriate Practices in Grades 9-12, TPE 6D: Special Education, TPE 7: Teaching English Learners, TPE 8: Learning about Students, TPE 9: Instructional Planning

Student Study Team (SST) Meeting Role-Play - 20 points

You will participate in a group role-play modeling an effective SST meeting. Preparation for this assignment will take place in and outside of class. There are two parts of this assignment: Video of SST Meeting Role-Play and Written Reflection of what you learned about SST Process. Each part is worth 10 points. Your group will videotape the role-play, post the video to YouTube and make the video assessable to your peers on the Cougar Course SST Forum. You will post a reflective response to articulate what you learned, provide evidence of your learning and identify what you still need to learn about SST meetings. **You must be in class for the role-play sessions to earn credit for this assignment.**

The SST Role-Play addresses TPE 6D: Special Education.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

There are 4 key assessments for EDSS 511 with 100 points possible. This section contains assignment descriptions, templates and rubrics. See cougar course for additional instructions.

| | |
|--|--------------------------|
| Lesson Plan | 30 points |
| Classroom Management Plan | 20 points |
| Unit Plan | 30 points |
| Student Success Team (Must participate in Role Play to earn any points.) | 20 points |
| Total possible FOR EDSS 511 | 100 POINTS = 100% |

See Attendance Policy – You may loose points for absences, tardies or early departures.

Final Exam Statement

There will be no final exam for EDSS 511.

Grading Standards – Grading Scale

| | |
|------------|-------------------|
| A = 93-100 | <u>C+ = 77-79</u> |
| A- = 90-92 | C = 73-76 |
| B+ = 87-89 | C- = 70-72 |
| B = 83-86 | D = 60-69 |
| B- = 80-82 | F = 0-59 |

You must repeat the course if you do not earn a C+ or higher.

Policy on Late/Missed Work

It is expected that work will be turned in on time. This is to prepare you to be an effective educator. *No late assignments will be accepted. You cannot pass the class if an assignment is missing.*

Student Collaboration Policy

Candidates may collaborate to process how to develop lessons, units and management plans, but individual assignments must be turned in for grades. The SST Role-Play is a collaborative project, but each candidate writes the reflection portion of the assignment individually.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December 1997).*

This course: Attendance and promptness reflect the professional dispositional behaviors required and expected in the teaching profession. A minimum grade of C+ is required in all credential courses to earn the single subject credential. Absences and late arrivals/early departures will affect the final grade. **Teacher candidates may have one absence or portion of a class absence (late arrival or early departure) with no penalty. Second absence will result in a decrease of a half-letter grade (5%).** Third absence, tardy, or early departure will result in a Statement of Concern and possible failure of class. Statement of Concern will require the candidate to write an action plan to resolve the issue. **A total of three statements of concern on this and/or other issues combined** warrant exit from the program. No credit will be given if you miss an in class assignment or required presentation. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

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 assignments must be original work, clear and error-free. 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

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 Disabled Student Services (DSS). This office is located in Craven Hall 4300, 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.

All University Writing Requirement

Statement on how the All-University Writing Requirement (850 words for a 1-unit course, 1700 words for a 2-unit course, and 2500 words for courses of 3 or more units) is satisfied in the course.

Course Format

This is a hybrid (HY) course with 2 online sessions.

Necessary Technical Competency Required of Students

Candidates are expected to demonstrate competency in the use of word processing, electronic mail, Moodle, use of the Internet, multimedia presentations and social media.

Contact Information for Technical Support Assistance

CSUSM Help Desk, 2nd Floor of Kellogg Library, (760) 750-6505.

Use of Technology

Candidates (Course participants) are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, 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 digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, 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 e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School 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 electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- Courses with face-to-face instruction (including activity and laboratory modes of instruction) must include a statement to the effect that students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a “lecture” mode of instruction over an entire semester, each unit of credit corresponds to an ‘hour’ of class-time and two hours of student learning outside of class. For activity and laboratory modes of instruction, depending on the particular instructional mode, each unit of credit corresponds to two or three ‘hours’ of class-time, and two hours of student learning outside of class.)
- Courses that are entirely on-line must describe the activities that the student will be required to complete as part of the course and indicate the expected minimum time (at least 45 hours for each unit of credit) that students will need to devote to each of these.
- Hybrid courses must describe to students how the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.
- *EDSS 511 will have 2 online sessions where all tasks must be complete to earn session credit.*

AUTHOR'S NAME _____

DATE _____

SINGLE SUBJECT LESSON TEMPLATE

For info on how to complete this form, see <http://lessoninstructions.weebly.com>

BACKGROUND INFORMATION

1. TITLE OF LESSON
2. CURRICULUM AREA & GRADE LEVEL
3. DATE OF LESSON/TIME NEEDED
4. RESOURCES: *Attach materials needed to implement the lesson - e.g., power point presentation, text, graphic organizer*

CENTRAL FOCUS OF LESSON

5. CA CONTENT STANDARD(S): *Address the content area and/or common core standards*
6. CA ELD STANDARD(S): *Address how this lesson helps develop language*
7. BIG IDEA/ENDURING UNDERSTANDING: *Why this material is important to teach; how it fits in with the unit*
8. ESSENTIAL QUESTIONS: *Open-ended, arguable questions that organize the purpose of learning*

EVIDENCE OF LEARNING

9. OBJECTIVE(S) OR LEARNING GOAL(S): *Choose one: Cognitive, Affective, Psychomotor or Language Development*
10. ASSESSMENT(S): *Choose one: Diagnostic - entry level, Formative - progress-monitoring or Summative – evaluative*

INSTRUCTIONAL AND LEARNING TASKS

Underline or **highlight** the differentiation strategies for specific students.

| 11. INSTRUCTIONAL TASKS: Teacher Steps | 12. LEARNING TASKS: Student Steps |
|--|-----------------------------------|
| 1. Anticipatory Set | 1. Anticipatory Set |
| 2. State Purpose | 2. State Purpose |
| 3. Input - Modeling | 3. Input - Modeling |
| 4. Check for Understanding | 4. Check for Understanding |
| 5. Guided Practice | 5. Guided Practice |
| 6. Independent Practice | 6. Independent Practice |
| 7. Closure/Beyond | 7. Closure/Beyond |

REFLECTION AFTER THE LESSON: *Overall, how did the whole class achieve the learning goals? In particular, how did your students with special needs and English learners achieve the learning goals? To what degree were your assessments helpful in determining students' understanding? To what degree did the lesson engage students? What did you do differently from one class to the next? What will you do differently next time you teach this lesson?*

2015 SINGLE SUBJECT LESSON DESIGN RUBRIC

Name _____ Lesson Title _____ Date _____

See Lesson Design Resources Website for more details: <http://lessoninstructions.weebly.com/>

This rubric has 5 additional UDL & Differentiation design components specific to EDSS 511 (shaded boxes).

| Design Component & Criteria | Approaching | Meets (includes the criteria for Approaching) | Exceeds (includes the criteria for Approaching & Meets) |
|--|--|---|---|
| BACKGROUND INFO Title, Curriculum Area & Grade Level | Provides a title that is related to the lesson activity | & addresses the unit it belongs to and in what curriculum area and grade | & describes where it fits within a unit plan, i.e. Third lesson in a 4-week unit on Colonization. |
| Resources | All instructional materials needed to implement the lesson are listed. | All instructional materials that are needed to implement the lesson are listed and described. | & all materials listed for the unit are listed and provided, such as power point, graphic organizer, sample student work, assignment rubric, quiz... |
| CENTRAL FOCUS Standards, Enduring Understandings & Essential Questions | Identifies the CA and ELD Standards and describes the rationale for teaching this lesson (<i>big ideas- enduring understandings, essential questions</i>) ... | & addresses how the instructional strategies and the student activities are suited to meet the standard and objective of the lesson... | & explains how the assessment is a valid (authentic) and reliable (consistent) way to assess student learning. |
| EVIDENCE OF LEARNING Objectives & Assessments | Both CA Content and ELD Standards are addressed in an objective that contains a condition, verb, and criteria and is assessed | & each objective is labeled by the type (<i>cognitive, affective, psychomotor or language</i>), the number of the standard it addresses and the type of assessment is labeled (diagnostic, formative or summative) | & expectations are clearly communicated to students via rubric, model or sample student work. |
| INSTRUCTIONAL & LEARNING TASKS | Provide a list of steps the teacher will take to implement the lesson and describes what the students will do during the instructional steps... | & underlines or highlights the differentiation strategies for specific students (content, process &/or product)... | & provides a written script for teacher and times for each student activity. |
| Universal Design for Learning - Representations | Provide 2 different representations of the content (text and image). | Provide 3 different representations of the content that address the students' readiness levels, interests and learning profiles. | Provides 4 or more representations of the content that address the students' readiness levels, interests and learning profiles. |
| Process - Active Involvement | Participatory teaching methods are used in the instructional tasks and follow the 10:2 Rule, with 2 minutes of active student processing for every 10 minutes of content | & describe the evidence of the individual student learning – formative assessment, monitoring procedures, and criteria to meet objective | & describe adaptive strategies if students do not meet objective in the formative assessment. |
| Process - Flexible Grouping Cooperative Structures | Describe how the students will be instructed to form the groups and how the students' readiness levels, interests, or learning profiles were considered for the student groups | & describe the evidence of the individual student learning – formative assessment, monitoring procedures, and criteria to meet objective | & describe how the grouping supports the individual student's ability to process and build off of prior knowledge and learning. |
| Process - Multisensory Approaches & Graphic Organizer | Provide 2 multisensory approaches to the learning task with one being a graphic organizer. | Provide 3 multisensory approaches to the learning task with one being a graphic organizer that is used for individual formative assessment of a visual image that displays the relationships between terms, facts and/or ideas. | Provide 4 or more multisensory approaches to the learning task with one being a graphic organizer that is used for individual formative assessment of a visual image that displays the relationships between terms, facts and/or ideas. |
| Process - Student Choice | Describe how the learning process choices are presented to the student (task menu, think-tac-toe, tiered activities) and how the choices are based on readiness level, interest or learning profiles | & describe how the students' choice and autonomy build engagement based on the students' readiness levels, interests or learning profiles | & describe how the students are provided a time to reflect on their process choice. |
| Self-Evaluation (10% will be deducted if not included) | Provides a copy of the rubric with the lesson plan... | & highlights or circles the evaluated criteria for each lesson component... | & provides evidence for each criteria marked. |

Name _____ Management Plan url _____

CLASSROOM MANAGEMENT PLAN RUBRIC – 20 POINTS

| Criteria | Approaching | Meets | Exceeds |
|---|---|---|--|
| Creating Community Level 1 point | Articulate 1-4 strategies to create community for learning | Articulate 5-10 strategies to create community for learning | Articulate 11 or more strategies to create community for learning |
| Recovery Level 1 point | Articulate 1-4 strategies to recover student engagement | Articulate 5-10 strategies to recover student engagement | Articulate 11 or more strategies to recover student engagement |
| Life Skills Level 1 point | Articulate 1-4 strategies to teach life skills | Articulate 5-10 strategies to teach life skills | Articulate 11 or more strategies to teach life skills |
| Somewhere Else Plan Level 1 point | Articulate 1-2 strategies to support students' planning | Articulate 3-5 strategies to support students' planning | Articulate 6 or more strategies to support students' planning |
| Wraparound Support Level 1 point | Articulate 1-2 strategies to provide wraparound supports | Articulate 3-5 strategies to provide wraparound supports | Articulate 6 or more strategies to provide wraparound supports |
| Philosophical Grounding 5 points | Describe how your philosophy influences 1-4 levels of the Self-Discipline Pyramid | Describe how your philosophy influences each of the 5 levels of the Self-Discipline Pyramid | Cite philosophical educators on how each of the 5 pyramid levels are influenced by your philosophy |
| Citations APA Style Format 5 points | Provide 1-2 citations for the management strategies at each pyramid level using APA style | Provide 3-5 citations for the management strategies at each pyramid level using APA style | Provide 6 or more citations for the management strategies at each pyramid level using APA style |
| Expectation Communication 5 points | 1-3 written artifacts that are evidence of how you communicate expectations to students | 5-10 written artifacts that are evidence of how you communicate expectations to students | 10 or more written artifacts that are evidence of how you communicate expectations to students |