

<b>Course &amp; Section Nos.</b>	EDSS 541, Section 2
<b>Course Title</b>	Secondary Interdisciplinary Methodology
<b>Class Roster No.</b>	Section 2 CRN #20565
<b>Course Day(s)</b>	Mondays
<b>Time</b>	12 – 2:30 pm
<b>Course Location</b>	University Hall 273
<b>Semester / Year</b>	Spring 2017
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## WELCOME

Welcome the profession of education. All students have the ability to learn and this credential program will provide you the tools to develop positive relationships with your students and to meet their diverse needs.

## 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

### **Interdisciplinary Methods**

Methodology course which provides training in interdisciplinary learning methods. Utilizes pedagogical and practical experiences to prepare teacher candidates in a variety of appropriate strategies to utilize with secondary students.

EDSS 541: Interdisciplinary Secondary Methods will prepare credential candidates to design interdisciplinary and integrated curriculum for middle and high school students.

### **Course Prerequisites**

Admission to the Single Subject Program, EDUC 350, EDUC 364, EDUC 422, EDSS 511, EDSS 521 & EDSS 555

### **Course Objectives**

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 and students with special education needs including students that are gifted or talented).

This course will prepare credential candidates to design interdisciplinary and integrated curriculum.

### **Enduring Understandings**

Credential candidates will understand how:

1. Personal (private) and philosophical/theoretical (public) perspectives impact curriculum development;
2. Structured, process approach for designing interdisciplinary-integrated thematic units;
3. To develop and implement an ITU in a school setting;
4. To practice, integrate and model the elements of effective collaborative, cooperative co-teaching practices.

### **Essential Questions**

1. How can educators effectively collaborate?
2. How can curriculum and instruction be integrated to increase learning for ALL students?
3. What inclusion strategies are most effective in an ITU curriculum?

## REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

This course has been CALMed: All readings will be provided electronically to minimize the cost of learning materials for candidates. <http://www.csusm.edu/ids/calm/>

### **Required Texts**

Single Subject Website <http://csusmsinglesubjectprogram.weebly.com/> and links provided on website.

### **Cougar Courses**

Electronic readings will be provided on the EDSS 541 cougar course each week. <http://cc.csusm.edu>

### **TaskStream Account**

Teacher candidates must have an active Taskstream Account: <http://www.taskstream.com>

### **Recommended/Optional Texts: Both books are available in Kellogg Library**

Kaye, Cathryn Berger. (2004 or 2011). *A Complete Guide to Service Learning*. Minneapolis, MN: Free Spirit.  
Roberts, P. & Kellough, R. (2008). *Guide to Interdisciplinary Thematic Units*. Upper Saddle River, NJ: Pearson

## COURSE LEARNING OUTCOMES

Candidates will be able to:

1. Plan and Conduct Lesson Action Research (TPE 2, 5, 6c, 6d, 9, & 10)
2. Develop an Integrated Thematic Unit Plan (TPE 2, 5, 6c, 6d, 9, 10, & 14)
3. Role-Play an Individual Education Plan (IEP) 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 2 - Monitoring Student Learning During Instruction**

- Determining student progress toward achieving the state-adopted academic content standards
- Using instructional strategies and techniques to support students' learning

#### **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 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

#### **TPE 10 - Instructional Time**

- Appropriately allocating instructional time
- Effectively and efficiently managing instructional time

#### **TPE 14 - Educational Technology**

- *Addressing the ISTE National Educational Technology Standards for Teachers* [www.iste.org](http://www.iste.org)
- Facilitate and Inspire Student Learning and Creativity
- Design and Develop Digital Age Learning Experiences and Assessments
- Model Digital Age Work and Learning
- Promote and Model Digital Citizenship and Responsibility
- Engage in Professional Growth and Leadership

## **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. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

### **edTPA**

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is 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](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 & the Course Learning Outcomes are based on the Teacher Performance Expectations, TPEs (Details provided above on p. 2-3).

## 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 Cougar Course as well as Spring 2017 Single Subject Core Course Calendar:

<https://docs.google.com/document/d/1Wx8z5T1CdZak93wPJ9NPAOmK01Y3US2GAwEk2xLjuPQ/edit?usp=sharing>

Session/Date	Topic	Assignments: Reading & Ticket Out the Door <b>KEY ASSESSMENT DUE DATES</b>
Session 1 Jan 23	Class Introduction	Read: Integrated Thematic Design Website, Service Learning Readings, Action Research Reading on cougar course Ticket: Action Research Paragraph Topic/Prompt & ITU Theme
Session 2 Jan 30 Joint Session	Action Research (Plan) Workshop 1	Read: Secondary Differentiation Website <a href="http://secondarydifferentiation.weebly.com">http://secondarydifferentiation.weebly.com</a> 1. Student Seating Chart Analysis 2. Choose Case Study Student 3. Intro to Action Research Plan 4. Draft Differentiated Lesson Plan 5. Action Research Plan Rubric Ticket: Lesson Support Draft
Session 3 Feb 6	ITU Workshop	Read: Integrated Thematic Design Website <a href="https://sites.google.com/site/integratedthematicdesign/">https://sites.google.com/site/integratedthematicdesign/</a> Ticket: List of what to revise for ITU
Session 4 Feb 13 Joint Session	Action Research Workshop 2 – Peer Review & 2:45-5 pm Principals' Panel	Read: Review differentiation ideas on <a href="http://secondarydifferentiation.weebly.com">http://secondarydifferentiation.weebly.com</a> <b>Bring paper draft of your Differentiated Lesson Plan for Action Research</b> – Must include vocab, graphic org, cooperative learning, rubric and choice of content topic, process, or product. 1. Review Differentiated Lesson Plan Requirements 2. Review Action Plan Requirements 3. Peer Review of Lesson & Action Research Plan 4. Provide tangible suggestions to make plan better 5. Identify what needs to be revised and how <b>Ticket: Revised Action Plan for implementation</b>
Session 5 Feb 20 Online	Cooperative Learning	Read: Cooperative Learning Resources Website Pages <a href="https://sites.google.com/site/cooperativelarningresources/">https://sites.google.com/site/cooperativelarningresources/</a> Ticket: 1. Post Activity Instructions, Group Roles and Materials; 2. Post feedback to 2 colleagues; 3. Revise your work based on the feedback you receive and respond to those who provided feedback to you. <b>Action Research Plan Due Online – Upload as one complete document (word document, pdf or google doc).</b>
Session 6 Feb 27	edTPA Preparation Dr. Joni Kolman Bring edTPA lessons to class	Read: Joni's Articles from EDSS 531 Cougar Course & Read Action Research Plan Feedback online Ticket: edTPA Draft <b>ITU Due</b>
Session 7 March 6	IEP Role-Play	Read: IEP Webpages: <a href="http://iepmeeting.weebly.com/">http://iepmeeting.weebly.com/</a> Ticket: Post IEP Role-Play Video Link and Best Practices Modeled in Video <b>Submit edTPA Draft to Joni via email <a href="mailto:jkolman@csusm.edu">jkolman@csusm.edu</a></b> <b>IEP Role Play Video Link &amp; List of IEP Best Practice Modeled in Video</b>
Session 8 March 13	IEP Role-Play Reflection	Read/Watch: IEP Meeting Role Play Videos posted on cougar course Ticket: Watch peers videos and complete your IEP Role-Play Reflection <b>IEP Reflection Due</b> Bonus attend CUE Conference in Palm Spring March 15-18
Session 9 March 20	CSUSM SPRING BREAK	NO CLASSES
Session 10 March 27	edTPA Prep	Revise edTPA based on feedback from Joni
Session 11 April 3	edTPA Workshop with Joni 2:45-5:15 pm UH 273	Prep for edTPA
Session 12 April 10	Passover	NO CLASSES

<b>Session/Date</b>	<b>Topic</b>	<b>Assignments: Reading &amp; Ticket Out the Door</b> <b>KEY ASSESSMENT DUE DATES</b>
Session 13 April 17	Various Spring Breaks	NO CLASSES – Finish edTPA
Session 14 April 24 1:30 – 5:15 pm	edTPA Upload Party Joint Session	Meet with Joni to help you <b>upload your edTPA assignment</b> on Taskstream. Make sure all work is complete and ready to upload. If you upload incorrectly you have to resubmit and pay \$300 again.
Session 15 May 1 <sup>st</sup> 8:30am - 5:30pm & May 4 <sup>th</sup> 5-6 pm	Action Research Preparation & Presentation Joint Session Carlsbad GSA Carlsbad High Room 7102 Monday 3-5:30pm	<b>May 1<sup>st</sup> - Action Research - Open House Poster Preparation</b> 8:30 am – 2 pm Choose location & meet team to prepare poster presentation. <b>May 1<sup>st</sup> - Carlsbad GSA: Gender &amp; Sexuality Alliance</b> Before attending the session read the 3 following articles: Rethinking Sexism, Gender, & Sexuality, Rethinking Schools, 30(2) Winter 2015/16, <a href="http://www.rethinkingschools.org/ProdDetails.asp?ID=RTSVOL30N22">http://www.rethinkingschools.org/ProdDetails.asp?ID=RTSVOL30N22</a> 1. We Begin to Know Each Other, by Malya Jackson 2. Elbow Is Not a Sexy Word: Approaches to sex education, by Jody Sokolower 3. Activism Is Good Teaching: Reclaiming the profession, by Katherine Crawford-Garrett, Michelle Perez, Rebecca M. Sánchez, Amanda Short, & Kersti Tyson <b>May 4<sup>th</sup> -Attend Open House 5-6 pm – MA Overview 6-7 pm</b>
Session 16 May 8	Joint Session - Reflection	Details to be announced

## COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

There are 3 key assessments for EDSS 541 with 100 points possible. This section contains assignment descriptions and rubrics. See cougar course for additional instructions. **No late assignments will be accepted.**

Action Research Plan – <b>Week 5</b>	40 points
Integrated Thematic Unit – <b>Week 6</b>	40 points
Individual Education Plan – IEP Role Play <b>Week 7</b> & IEP Role Play Reflection <b>Week 8</b>	20 points
<b>Total possible FOR EDSS 541</b>	<b>100% = 100 points</b>

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

### Course Assignments

#### **A. ACTION RESEARCH PLAN - 40 points Due Week 5 - February 20th**

Your action research will be based on how to support argument/justification paragraph writing. You will teach two (2) lessons where students will write an argument/justification paragraph. The topics of the paragraphs are your choice.

Here are some ideas for topics: What was your favorite activity over winter break and why? Can money buy you happiness? Should the Chargers stay in San Diego or move to LA and why? Do you prefer breakfast, lunch or dinner and why? See [301 Prompts for Argument Writing](#) for content specific prompts at:

[http://graphics8.nytimes.com/images/blogs/learning/pdf/2015/301\\_Prompts\\_for\\_Argumentative\\_Writing.pdf](http://graphics8.nytimes.com/images/blogs/learning/pdf/2015/301_Prompts_for_Argumentative_Writing.pdf)

The first lesson will be without supports and the second will be with multiple supports. You will compare/contrast the student performances of the two lessons and survey the students about what supports were helpful and why. The data from the second lesson can be used for your edTPA, but that is your choice.

The Action Research Assignment will be supported by three courses: EDSS 541: Sec Interdisciplinary Methods, EDSS 531: Reflective Practitioner, and your subject area methodology course. You will 1.) Plan the lesson; 2.) Teach the lesson; 3.) Collect evidence of the: lesson plan, student support activities, lesson materials, the scored paragraphs, video of lesson; and 4.) Write a planning, assessment, & instructional commentary. This assignment can help you prepare for edTPA.

The assignment for EDSS 541 is the ACTION RESEARCH PLAN: lesson & supports, the action research plan, and the presentation on April 28th at the SOE Open House 5-6 pm.

#### **1. LESSON & SUPPORTS - 20 points Due Week 5 - February 20th**

You will prepare the second lesson with the following:

- a. Central Focus: Enduring Understanding & Essential Questions
- b. Calendar: Standards, Objectives, Assessment & Student Activities
- c. Lesson Supports:
  - 1) Adapted Reading Materials: Grade Level Chunked Material, Comprehensible Input, Highlighting Key Ideas, Choice Text, Multi-sensory Material, Art materials, etc.



- 2) Vocabulary Development: Words, definitions activity, instructions, and materials - such as 4 Square, Billboard, Inside/Outside Circles, etc.
- 3) Group Activity Supports: Group Roles, Cooperative Learning Elements, Tiered Activities, Bloom's Taxonomy, Activity Choice, Multi-sensory, Integration of other subject and/or VAPA, Gradual Release of Responsibility, etc.
- 4) Graphic Organizer to draft paragraph: Venn Diagram - Compare/Contrast, T-Chart - Pros/Cons, Template with Sentence Starters, etc.
- 5) Rubric: Include rubric and instructions for Expectation Clarification, Peer Review and Self-Assessment

See Argument Paragraph Rubric Template attached in syllabus.

## **2. ACTION RESEARCH PLAN COMMENTARY - 15 points Due Week 5 – February 20th**

For each prompt write a paragraph that addresses the whole class, student with a special need, an English learner and another student of your choice. This would be a total of 4 paragraphs. Writing these paragraphs will prepare you to write your edTPA planning commentary. Include research & theory to support your answers.

- a. What student information informed the lesson design?
- b. How were materials designed for your students?
- c. How did you (plan) teach language and vocabulary? Address language function and demands: vocabulary, symbols, discourse & syntax...
- d. How was graphic organizer designed to set your students up to write the paragraph?
- e. How were activities designed to engage students and prepare them to write?
- f. How was the rubric designed to clarify the expectations? Include what evidence will you look for to know if the student met the objective.

## **3. ACTION RESEARCH PRESENTATION - 5 points – Due May 4th at Open House Poster Presentation**

- a. Your subject area team will prepare a poster for presenting at the SOE Open House **May 4th 5-6 pm.**
- b. You will need to provide evidence of impact on 6-12 learning - evidence of the students meeting the ELD and Content area standard/objective.

- Research Questions: What learning impacts do differentiation supports have on 9-12 graders ability to write an argument paragraph? Do the students meet the language writing objectives and the content objective with/without paragraph writing supports? What supports did students report as helpful in their writing process?

- Methodology – Action Research
- Data Collection

•Paragraph Writing Supports

- Scored Paragraphs
  - Evidence of student meeting: content objective
  - Evidence of ELD objective: 6-12 Grade ELD Standard C. Productive 11a.
- Justify/Argue
- Survey of students to identify what supports were helpful.
- Findings: Identify what supports were helpful to students and worth the preparation.

This action research plan is designed to prepare you for the edTPA.

*The action research 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*

## **B. INTEGRATED THEMATIC UNIT - 40 points Due Week 6 - February 27th**

You can work with a colleague to create an ITU that includes two different subject areas. Use this as an opportunity to market your collaboration and instructional design abilities to a future employer.

Your ITU must include the following:

1. Central Focus: Enduring Understanding & Essential Questions (ITU home page)
2. Calendar: Standards, Objectives, Assessments & Student Activities (ITU home page)
3. Two Curriculum Integrations:
  - a. All ITUs must include a Community Service Component
  - b. ITUs must include content integration of Visual & Performing Arts (VAPA) or other Content Area ITU (for further detail see ITU homepage)
4. Rubric: Rubric with plan for self-assessment & peer review (On Calendar Webpage or link)
5. Differentiation: Different Content Levels – Adapted Reading Materials, Vocab, Graphic Org, Multisensory, & Choice Activity  
(Separate Webpage w/ link on ITU home page)
6. Six (6) Cooperative Learning Elements Separate Webpage (Link on ITU home page)
7. All Materials needed to teach lesson segment (Separate Webpage)
8. Posted on your Professional Website (Add ITU link to your professional website home page)

*The ITU 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*

## **C. INDIVIDUAL EDUCATION PLAN (SST) MEETING ROLE-PLAY - 20 points Due Week 7-8: March 6-13**

This activity will be similar to the process we used for the SST Role Play in EDSS 511 in the Fall. You will participate in a group role-play modeling an effective IEP meeting. Preparation for this assignment will take place in and outside of class. Readings, video examples and assignment instructions are provided on the IEP Meeting Website: <http://iepmeeting.weebly.com/>

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

There are two parts of this assignment.

1. Video of IEP Meeting Role-Play – **Due Week 7** for 10 points  
Your group will videotape the role-play, post the video to YouTube, make the video assessable to your peers on the Cougar Course Module with the YouTube link, and post in the YouTube descriptor - a list of best practices modeled in the video.
2. Written Reflection of what you learned about IEP Process – **Due Week 8** for 10 points  
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 IEP meetings. You must participate in the role-play to post a reflection of the role-play. **You must be in class for the role-play sessions to earn credit for this assignment.**

### **Grading Standards**

A = 93-100

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72\*

D = 60-69\*

F = 0-59\*

**\* You must repeat the course if you earn a C- or lower.**

### **Final Exam Statement**

There will be no final exam for EDSS 541.

### **School of Education/Course 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.

### **Policy on Late/Missed Work**

It is expected that work will be turned in on time. **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 IEP Role-Play is a collaborative project, but each candidate writes the reflection portion of the assignment individually.

## **GENERAL CONSIDERATIONS**

### **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](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.

### **Credit Hour Policy Statement**

Per the University Credit Hour Policy:

- This is a *Hybrid* course with a 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 135 hours of learning (45 hours per unit of credit). Students are expected to spend a minimum of three hours for in-class and six hours outside of the classroom engaged in learning each week. Candidates are encouraged to do the course assignments during their preparation periods at their school site.
- *EDSS 541 will have 2 online sessions where all tasks must be complete to earn session credit.*

### **All University Writing Requirement**

As per the All-University Writing Requirement this course requires 2500 words of written work in the format of action research, unit plan, and reflections.

### **Course Format**

This is a *Hybrid* course. See details above in credit hour policy statement.

### **Necessary Technical Competency Required of Students**

Each teacher candidate is required to bring a digital learning device to class to participate in activities.

### **Contact Information for Technical Support Assistance**

The Student Technology Help Desk (STH) supports students with a variety of issues. STH Desk is located outside Kellogg Library room 2000 and online at: <http://www.csusm.edu/sth/support/index.html>

### **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.

## **ASSIGNMENT RUBRICS**

See the next two pages for the Action Research Plan Rubric & Integrated Thematic Unit (ITU) Rubric.

## ACTION RESEARCH PLAN RUBRIC

Name \_\_\_\_\_ Subject \_\_\_\_\_ School \_\_\_\_\_ Team Mates \_\_\_\_\_

CRITERIA	EXCEEDS	MEETS	APPROACHING	NOTES
<b>LESSON &amp; SUPPORTS</b> <b>20 points</b>	<p>Provides a thorough overview of the lesson segment with enduring understanding, essential questions, standards, objective, assessments &amp; student activity.</p> <p>Lesson includes <b>6+</b> of the following supports: adapted texts, vocabulary activity, group activity supports, graphic organizer for paragraph &amp; a rubric for peer review and self-assessment.</p>	<p>Provides an overview of the lesson segment with enduring understanding, essential questions, standards, objective, assessments &amp; student activity.</p> <p>Lesson includes <b>5</b> of the following supports: adapted texts, vocabulary activity, group activity supports, graphic organizer for paragraph &amp; a rubric for peer review and self-assessment.</p>	<p>Provides a brief overview of the lesson segment with enduring understanding, essential questions, standards, objective, assessments &amp; student activity.</p> <p>Lesson includes the <b>some</b> of the following supports: adapted texts, vocabulary activity, group activity supports, graphic organizer for paragraph &amp; a rubric for peer review and self-assessment.</p>	
<b>PLAN COMMENTARY</b> <b>15 points</b>	<p>Commentary thoroughly addresses the:</p> <ul style="list-style-type: none"> <li>-Whole class,</li> <li>-Student with a special need,</li> <li>-An English learner and</li> <li>-Another student of your choice.</li> </ul> <p>Commentary provides detailed student information that informs differentiation strategies. Each paragraph includes detailed description of:</p> <ul style="list-style-type: none"> <li>-Plan to teach language and content vocabulary,</li> <li>-How the graphic organizer will set students up for success to write the paragraph,</li> <li>-Activities designed to engage students and prepare them to write,</li> <li>-How rubric will be used to clarify expectations, provide a peer review and self-assessment of assignment with feedback for revision prior to the due date.</li> </ul> <p>Each paragraph thoroughly includes research &amp; theory to support strategy choices.</p>	<p>Commentary addresses the:</p> <ul style="list-style-type: none"> <li>-Whole class,</li> <li>-Student with a special need,</li> <li>-An English learner and</li> <li>-Another student of your choice.</li> </ul> <p>Commentary provides student information that informs differentiation strategies. Each paragraph includes description of:</p> <ul style="list-style-type: none"> <li>-Plan to teach language and content vocabulary,</li> <li>-How the graphic organizer will set students up for success to write the paragraph,</li> <li>-Activities designed to engage students and prepare them to write,</li> <li>-How rubric will be used to clarify expectations, provide a peer review and self-assessment of assignment with feedback for revision prior to the due date.</li> </ul> <p>Each paragraph includes research &amp; theory to support strategy choices.</p>	<p>Commentary briefly addresses the:</p> <ul style="list-style-type: none"> <li>-Whole class,</li> <li>-Student with a special need,</li> <li>-An English learner</li> <li>-Another student of your choice.</li> </ul> <p>Commentary provides brief student information that informs differentiation strategies. Each paragraph includes brief description of:</p> <ul style="list-style-type: none"> <li>-Plan to teach language and content vocabulary,</li> <li>-How the graphic organizer will set students up for success to write the paragraph,</li> <li>-Activities designed to engage students and prepare them to write,</li> <li>-How rubric will be used to clarify expectations, provide a peer review and self-assessment of assignment with feedback for revision prior to the due date.</li> </ul> <p>Each paragraph briefly includes research &amp; theory to support strategy choices.</p>	
<b>PRESENTATION</b> <b>5 points</b>	<p>Went above and beyond in professionally presenting evidence of the impact of the differentiated paragraph-writing lesson on grades 6-12<sup>th</sup> grade learning.</p> <p>Presentation thoroughly includes evidence of the students meeting the content and writing objectives.</p>	<p>Presented evidence of the impact of the differentiated paragraph-writing lesson on 6-12<sup>th</sup> grade learning.</p> <p>Presentation includes evidence of the students meeting the content and writing objectives.</p>	<p>Presented poorly on the evidence of the impact of the differentiated paragraph-writing lesson on 6-12<sup>th</sup> grade learning.</p> <p>Presentation briefly includes evidence of the students meeting the content and writing objectives.</p>	
<b>points</b>	If you participate in presentation you will earn up to 5 more points.			

## ITU RUBRIC

Names: \_\_\_\_\_ ITU Title: \_\_\_\_\_ Subjects: \_\_\_\_\_

<b>CRITERIA</b>	<b>EXCEEDS</b>	<b>MEETS</b>	<b>APPROACHING</b>
<b>CENTAL FOCUS</b> 2 pts	Central Focus thoroughly provides clarity on the enduring understandings and essential questions that relate to both subjects in a meaningful way.	Central Focus provides clarity on the enduring understandings and essential questions that relate to both subjects in a meaningful way.	Central Focus lacks clarity on the enduring understandings and essential questions.
<b>CALENDAR</b> 4 pts	Calendar with standards (ELD & Content), objectives, assessments & student activities includes rubric or links to the rubric	Calendar with standards (ELD & Content), objectives, assessments & student activities	Calendar lacks articulation of standards, objectives, assessments & student activities
<b>INTEGRATIONS</b> 8 pts	Unit integrates service, visual and performing arts and two or more content subjects in a meaningful way.	Unit integrates service & a visual and performing arts or two content subjects in a meaningful way.	Unit integrates service, a visual and performing arts or two content subjects in a meaningful way.
<b>RUBRIC</b> 5 pts	Rubric is provided for ELD and Content Standards with written instructional plan for self-assessment & peer review. Rubric is on the Calendar Webpage of the ITU website.	Rubric is provided for ELD and Content Standards & peer review. Rubric is on the Calendar Webpage of the ITU website.	Rubric is provided for ELD and Content Standards.
<b>DIFFERENTIATION</b> 5 pts	Six or more of the following differentiation strategies are provided with materials for students: Different Content Levels - Adapted Reading, Vocab, Group Activity Supports, Graphic Org, Multisensory & Choice Activity. Differentiation strategies are linked with the ITU home page.	Five of the following differentiation strategies are provided with materials for students: Different Content Levels - Adapted Reading, Vocab, Group Activity Supports, Graphic Org, Multisensory & Choice Activity Differentiation strategies are linked with the ITU home page.	Some of the following differentiation strategies are provided with materials for students: Different Content Levels -Adapted Reading, Vocab, Graphic Org, Multisensory & Choice Activity.
<b>COPPERATIVE LEARNING</b> 6 pts	All six elements of cooperative learning are provided with materials and written instructions are provided on how to use the materials to guide students through each element.	All six elements of cooperative learning are provided for group activity with materials for key elements.	Not all six elements of the cooperative learning elements are provided.
<b>MATERIALS</b> 5 pts	All materials for teaching this unit are provided and accessible on ITU website homepage.	Key materials for teaching this unit are provided and accessible on ITU website.	Not all key materials are provided for teaching this unit on ITU website.
<b>WEBSITE</b> 5 pts	ITU is posted on a website with a commentary provided that explains the research/theory behind the teaching strategies.	ITU is posted on professional website of the authors.	ITU is posted on a website.