California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

Course & Section Nos.	**EDSS 511**
Course Title	**Secondary Teaching and Learning**
Class Roster No.	**Section 1 CRN #41107 and Section 2 CRN #41108**
Course Day(s)	**Fridays**
Time	**7:30 - 10 am & 10:15 – 12:45 pm**
Course Location	**University Hall 444**
Semester / Year	**Fall 2017**

Instructor	Anne René Elsbree, Ph.D.
Phone	760.750.4384
E-Mail	aelsbree@csusm.edu
Office	UH 414
Office Hours	After Class or By Appointment

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

TABLE OF CONTENTS

<div align="center">**COURSE DESCRIPTION**</div>

Secondary Teaching and Learning

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

Candidates will be able to:
1. Communicate about achievement expectations and student progress with students and their families - Assessed by Professional Website & Social Media Engagements (TPE 1.2)
2. Create Effective Learning Environments - Assessed by Classroom Management Plan using Self-Discipline Strategies (TPE 2) & Student Study Team (SST) Meeting Role-Play
3. Plan Instruction for diverse learners - Assessed by Lesson Plan (TPE 4)
4. Assess Student Learning and use assessments to inform instruction - Assessed by Assessment Plan (TPE 5)

Enduring Understanding
TPE 1.2 Teachers will understand how to communicate about achievement expectations and student progress with students and their families.

TPE 2: Teachers will understand how to create and maintain effective environments for student learning by using a variety of management strategies.

TPE 4: Teacher candidates will understand the importance to design differentiated instruction (content, process & product) that is developmentally appropriate for diverse adolescents.

TPE 5: Teachers will understand how to meet the needs of their students by using a variety of assessment strategies.

Essential Questions
1. *TPE 1.2 How can teachers communicate about achievement expectations and student progress with students and their families?*

2. *TPE 2: How can teachers create and maintain effective environments for student learning?*

3. *TPE 4: How can teachers design differentiated instruction (content, process & product) that is developmentally appropriate for diverse adolescents?*

4. *TPE 5: How can teachers meet the needs of their students by using a variety of assessment strategies?*

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 3 online sessions where all tasks must be complete to earn session credit, October 13th, November 10th - Veteran's Day, & November 24th -Thanksgiving Week.*

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

This course has been CALMed (Cougars Affordable Learning Materials), meaning Anne René has chosen readings online and has purchased books for a literature circle books on classroom management. The reading links will be provided on the weekly cougar course module. The books are provided for you at the reserve desk in the CSUSM Kellogg Library. The literature circle book on management is assigned to you based on your clinical practice school site. You will be able to read the book and discuss it during your class preparation time at your clinical practice school. You can look up the book assignment on the Single Subject Cohort Directory. If you prefer to purchase your own book, you can access the details at: http://secondaryclassroommanagementplan.weebly.com/literature-circles.html Each of the books were chosen because they cost less that $25 and you can purchase any edition to save money.
The intention to CALM (minimize book costs by providing free readings) this course (EDSS 511 and the EDSS 541 class in the spring) is to offset the cost of your edTPA.

1. Electronic readings will be provided on the EDSS 511 cougar course each week. http://cc.csusm.edu
2. Single Subject Website http://csusmsinglesubjectprogram.weebly.com/ and links provided on website.
3. Taskstream Account http://www.taskstream.com
4. edTPA Handbook available electronically through Taskstream account, $300 for edTPA in Spring
5. A Literature Circle Book available in the Kellogg Library or for under $25. Bring book to 1st class.

One of the following 9 Classroom Management books will be assigned at orientation on the directory:
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. $24. 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. $25. ISBN-13: 978-1-879639-86-7
Claassen, Ron. & Claassen, Roxanne. (2008). *Discipline that Restores: Strategies to create respect, cooperation, and responsibility in the classroom.* South Carolina: Booksurge Publishing. $19. ISBN 978-1-4196-9912-2 + Additional: *Restorative Justice in U.S. Schools: A Research Review.* (2016): file:///Users/aelsbree/Downloads/RJ%20in%20US%20schools--a%20research%20review.pdf
Denton, Paula. (1994 or 2013). *The Power of Our Words: Teacher language that helps children learn.* Turners Falls, MA: Center for Responsive Schools. $24. ISBN – 13: 978-1892989598
Greene, Ross W. (2008 or 2015). *Lost at School: Why our kids with behavioral challenges are falling through the cracks and how we can help them.* New York, NY: Scribner. $10. ISBN 978-1-4165-7227-5
Kohn, Alfie. (1996). *Beyond Discipline: From compliance to community.* Alexandria, VA: Association for Supervision and Curriculum Development. $24. ISBN 0-87120-270-0
Olson, Kristen. (2009). *Wounded by School: Recapturing the joy in learning and standing up to old school culture.* New York, NY: Teachers College Press. $22.50. 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. $6. ISBN-13: 978-1-56148-461-4
Wong, Harry. & Wong, Rosemary T. (1991, 1998, 2001, 2009, or 2013) *The First Days of School: How to be an effective teacher.* ~$15. Harry Wong Publications.

COURSE LEARNING OUTCOMES

Candidates will be able to:
1. Communicate about achievement expectations and student progress with students and their families - Assessed by Professional Website & Social Media Engagements (TPE 1.2)
2. Create Effective Learning Environments - Assessed by Classroom Management Plan using Self-Discipline Strategies (TPE 2) & Student Study Team (SST) Meeting Role-Play

3. Plan Instruction for diverse learners - Assessed by Lesson Plan (TPE 4)
4. Assess Student Learning and use assessments to inform instruction - Assessed by Assessment Plan (TPE 5)

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, Multiple Subject, Special Education, etc.) 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 1. Engaging and Supporting All Students in Learning
    Addressed in Professional Website, Lesson, Unit & Classroom Management Plan
1. Apply knowledge of students, including their prior experiences, interests, and social emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2. Creating and Maintaining Effective Environments for Student Learning
    Addressed Primarily in Management Plan; Secondly in Lesson, Unit & Classroom
1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 4. Planning Instruction and Designing Learning Experiences for All Students
   Addressed Primarily in Lesson Plan; Secondly in Assessment Plan
1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: • appropriate use of instructional technology, including assistive technology; • applying principles of Universal Design for Learning (UDL) and Multi-Tier System Supports (MTSS); • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable.
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans, e.g., Individual Education Plan (IEP), Individual Family Service Plan (IFSP), Individual Transition Plan (ITS), and 504 plans.
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5. Assessing Student Learning
   Addressed Primarily in Assessment Plan; Secondly in Lesson Plan & SST Role Play
1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' Individual Education Plan (IEP), Individual Family Service Plan (IFSP), Individual Transition Plan (ITS), and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPEs in detail: http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf

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 2017-18 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

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:
TPE 1. Engaging and Supporting All Students in Learning
TPE 2. Creating and Maintaining Effective Environments for Student Learning
TPE 3. Understanding and Organizing Subject Matter for Student Learning
TPE 4. Planning Instruction and Designing Learning Experiences for All Students
TPE 5. Assessing Student Learning
TPE 6. Developing as a Professional Educator
TPEs in detail: http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf

GENERAL CONSIDERATIONS

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 with no penalty.* **Second absence will result in a decrease of half-letter grade (5%).** Third absence will result in a decrease of a letter grade or more, a Statement of Concern and possible failure of class. Second tardy or early departure will receive a warning. **Third tardy or early departure will result in a decrease of a half-letter grade (5%) and a Statement of Concern.** 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 3 online sessions. To earn attendance credit for those sessions you will need to complete all tasks assigned, lack of task completion result in an absence.

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.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

There are 5 key assessments for EDSS 511 with 100 points possible. This section contains assignment descriptions, templates and rubrics. See cougar course for additional instructions.

Professional Website & Social Media Engagement	10 points
Lesson Plan	20 points
Classroom Management Plan	20 points
Differentiate Assessment 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.)

Professional Website & Social Media Engagement - 10 points - Due Dates Week 1, 8, 10, & 14

Create an online personal learning network that consists of the creation of a professional website, social media engagement and a LinkedIn profile. The website must include an about me page, philosophy, lesson plans, student resources, management plan, and communication with student families. The social media engagement must include weekly reading web content, following 12+ key educator tweets and blogs, using website and twitter to share resources and ideas, participate in weekly education chats, reflect on chat in blog or tweets, archives/book marks relevant content, and curates topics multiple times a semester. There will be feedback provided week 6-10, grade will be determined by week 10. The last month will focus on clinical practice.
This Professional Website & Social Media Engagement Assignment addresses TPE 1. Engaging and Supporting All Students in Learning; specifically 1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

Lesson Plan - 20 points - Drafts Due Week 2, 3, 6, & 7 & Final Due Week 8

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 are provided in the syllabus.

The Lesson Plan primarily addresses TPE 4. Planning Instruction and Designing Learning Experiences for All Students; it secondarily addresses TPE 2. Creating and Maintaining Effective Environments for Student Learning and TPE 5. Assessing Student Learning.

Classroom Management Plan - 20 points - Due Dates: Draft Wk 5, Peer Review Wk 6, & Final Wk 10

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://secondaryclassroommanagementplan.weebly.com/

Part of this assignment is to read a classroom management book with a literature circle team. Books will be assigned at orientation. The team will read the book in 3 sections and take on a different literature circle role for each section. The team will have 30 minutes in session 2, 4, & 6 to debrief the book. The team will create an infograph and teach the other teams the management strategies learned from the book. There will be some time provided to prepare infograph in session 8. Infograph presentations will be in session 9. Literature Circle books, role instructions, and reading plan are provided at:
http://secondaryclassroommanagementplan.weebly.com/literature-circles.html

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 (RtI)

Your Classroom Management Plan may be one following formats:
1. Written Essay
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.

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.

The Classroom Management Plan addresses TPE 2. Creating & Maintaining Effective Environments for Student Learning.

Assessment Plan - 30 points - Draft Due Week 10 & Final Due Week 12

After reading assessment research/theory articles and model assessments, candidates will be able to develop a differentiated assessment plan for the whole class and three different students: a student with an IEP, an English Learner, and a student of your choice. Each assessment plan must include: assessment instructions, differentiated assessment & supports, rubric, feedback plan, differentiation commentary for student with an IEP, differentiation commentary for English Language Learner, and differentiation commentary for choice student. Candidates will choose from an assignment menu and provide components specific to that menu choice. See detailed instructions and rubric p. 16 & 17.

Assessment Plan Menu Choices
    a. 3 Sequential Assessments, Calendar, & Planning Commentaries: Design 3 sequential differentiated formative assessments-supports, assessment instructions, rubrics, feedback plans, and separate differentiation plan commentaries for each student & assessment
    b. Assessment Implementation & Analysis: Design 1 paragraph writing assessment-supports, assessment instructions, rubric, feedback plan, differentiation plan commentaries, class set of completed student assessments, and a differentiated assessment analysis
    c. Lesson, Assessment & Planning Commentary: Design differentiated lesson with differentiated content, differentiated process, differentiated assessment, assessment instructions, rubric, planning commentary, and assessment commentaries

The intention of this assignment is for you to design assessments 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 Assessment Plan primarily addresses TPE 5. Assessing Student Learning and secondarily addresses TPE 2. Creating and Maintaining Effective Environments for Student Learning & TPE 4. Planning Instruction and Designing Learning Experiences for All Students.

Student Study Team (SST) Meeting Role-Play - 20 points - Due Weeks 11, 12, & 13

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. <mark>You must be in class for the role-play sessions to earn credit for this assignment.</mark>

The SST Role-Paly addresses TPE 2. Creating & Maintaining Effective Environments for Student Learning.

Final Exam Statement

There will be no final exam for EDSS 511. You are to focus your attention instead on clinical practice.

Grading Standards – Grading Scale

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 do not earn a C+ or higher.

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 SST Role-Play is a collaborative project, but each candidate writes the reflection portion of the assignment individually.

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*

CENTRAL FOCUS OF UNIT
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 student 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?*

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Name _____ **Lesson Title** _____ **Date** _____

SINGLE SUBJECT LESSON DESIGN RUBRIC

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

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Name _____   Management Plan url _____

CLASSROOM MANAGEMENT PLAN RUBRIC – 20 POINTS

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

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Differentiated Assessment Plan Instructions
Objective
After reading assessment research/theory articles and model assessments, candidates will be able to develop a differentiated assessment plan for the whole class and three different students: a student with an IEP, an English Learner, and a student of your choice.
TPE 5: Assessing Student Learning

Assessment Plan Menu Choices
   a. 3 Sequential Assessments, Calendar, & Planning Commentaries: Design 3 sequential differentiated formative assessments-supports, assessment instructions, rubrics, feedback plans, and separate differentiation plan commentaries for each student & assessment
   b. Assessment Implementation & Analysis: Design 1 paragraph writing assessment-supports, assessment instructions, rubric, feedback plan, differentiation plan commentaries, class set of completed student assessments, and a differentiated assessment analysis
   c. Lesson, Assessment & Planning Commentary: Design differentiated lesson with differentiated content, differentiated process, differentiated assessment, assessment instructions, rubric, planning commentary, and assessment commentaries

Assessment Plan Components
   1. Assessment Instructions: Describe what students are to do and the performance expectations, in addition name the objective and standards.
   2. Differentiated Assessment(s) & Supports: Assessment differentiation can include content modification (content focus, content complexity, assessment function), process accommodation (task response, schedule, setting, technology), and/or product modification (task presentation, # of products, rubric, grading criteria).
   3. Rubric: Concisely describes expectations for each component of assessment.
   4. Feedback Plan: Describe how written and verbal feedback will be provided to guide improvement from feedback.
   5. Differentiation Plan Commentary for Student with IEP: Assessment differentiation is aligned with clear student description and a justification is provided from research or theory.
   6. Differentiation Plan Commentary for English Learner: Assessment differentiation is aligned with clear student description and a justification is provided from research or theory.
   7. Differentiation Plan Commentary for Choice Student: Assessment differentiation is aligned with student description and a justification is provided from research or theory.
   8. Menu Choice Specifics
      a. *3 Sequential Assessments* must include an *Assessment Calendar*: Identify standard, objectives, assessment, student activity for each day of assessment plan, and a justification for the sequence to help students link the knowledge, understandings and skills to achieve a complex learning.
      b. *Assessment Implementation* must include an *Assessment Analysis*: Analysis describes student performance with reference to student work evidence and the lesson supports and a description of the next steps of instruction.
      c. *Lesson Assessment* must include a *Lesson & Planning Commentary:* Lesson must include all materials and Planning Commentary must justify the sequential activities with differentiated content, process, and assessment that will help students gain the knowledge, understanding and skills for objective.

Feedback: Class time will be provided for self-assessment, peer review, and teacher review of some student drafts prior to assignment submission.
See Assessment Plan Rubric for more details on expectations.

Assessment Plan Rubric 30 points - *Rubric will be reviewed & may be revised.*

Categories	Exceeds	Meets	Approaching
Assessment Instructions	- Clearly addresses content, common core, and ELD standards/objectives. - Clear expectations for performance - Differentiated instructions provided for whole class & more than 3 different students	- Addresses content, common core, and ELD standards/objectives - Clear expectations for performance - Differentiated instructions provided for whole class & 3 different students	- Addresses standards and objectives - Expectations for performance whole class
Differentiated Assessment	- Assessment(s) is/are specific, observable, measurable, relevant, concise, and use(s) high order thinking and synthesis of knowledge, understanding and skills related to content, common core and ELD standards and objectives. - Differentiation is provided for 3+ different students	- Assessment is clear and includes a variety or learning supports related to the content, common core and ELD standards and objectives. - Differentiation is provided for 3+ different students	Assessment briefly addresses the standards and objectives.
Rubric	Rubric concisely incorporates parallel language from standards & objectives, well defined categories from high to low, distinctions between levels student friendly language, and includes a written plan on how to use rubric for clarify expectations, peer review, and self-assessment.	Rubric incorporates parallel language from standards &/or objectives, defined categories, and student friendly language.	Rubric briefly identifies the component categories needed for assignment.
Feedback	There is a written plan for how written and verbal feedback will be provided at multiple times during the assessment process and how support will be provided to guide improvement from feedback.	There is a written plan for how feedback will be provided during the assessment process.	There is a brief description of how feedback will be provided.
Commentary for Whole Class	Assessment differentiation is aligned with an explicit description of student's readiness, learning profile, everyday experiences, cultural backgrounds- practices, interests- talents and what student knows, can do and what is still being learned. Assessments are planned to evaluate each student's learning sequence with strong justification from research- theory.	Assessment differentiation is aligned with clear description of student and a justification is provided from research or theory.	Differentiation is aligned with brief description of student.
Planning- Assessment Commentary for Student with IEP	Assessment differentiation is aligned with an explicit description of student's readiness, learning profile, everyday experiences, cultural backgrounds- practices, interests- talents and what student knows, can do and what is still being learned. Assessments are planned to evaluate each student's learning sequence with strong justification from research- theory.	Assessment differentiation is aligned with clear description of student and a justification is provided from research or theory.	Differentiation is aligned with brief description of student.
Planning- Assessment Commentary for English Learner	Assessment differentiation is aligned with an explicit description of student's readiness, learning profile, everyday experiences, cultural backgrounds- practices, interests-talents and what student knows, can do and what is still being learned. Assessments are planned to evaluate each student's learning sequence with strong justification from research- theory.	Assessment differentiation is aligned with clear description of student and a justification is provided from research or theory.	Differentiation is aligned with brief description of student.
Planning- Assessment Commentary for Choice Student	Assessment differentiation is aligned with an explicit description of student's readiness, learning profile, everyday experiences, cultural backgrounds- practices, interests-talents and what student knows, can do and what is still being learned. Assessments are planned to evaluate each student's learning sequence with strong justification from research- theory.	Assessment differentiation is aligned with clear description of student and a justification is provided from research or theory.	Differentiation is aligned with brief description of student.
MENU SPECIFIC CATEGORY COMPONENTS – Self-assess your menu choice category			
3 Sequential Assessments, Calendar, & Planning Commentaries	Assessments provide multiple ways for each student to show knowledge, understanding, and skills at critical milestones within the unit. Assessments build off of each other in a sequence with justification from research/theory. Sequence of assessment is explained to students in the assessment instructions/rubric.	Assessments provide multiple ways for students to show knowledge, understanding, and skills. Assessments build off of each other in a sequence with justification from research/theory.	Assessments build off each other to develop knowledge, understanding or skills
Assessment Implementation Analysis	Assessment Commentary analyzes evidence found in the 3 student work samples & the class related to the content knowledge, understandings, & skills. Analysis of the sequence of learning and the next steps of instruction with justification from research- theory.	Assessment Commentary analyzes student performance with reference to evidence and supports provided and a description of the next steps of instruction with justification from research/theory.	Brief analysis of student performance.
Lesson, Assessment, & Planning Commentary	Lesson contains differentiated content, process, & assessment (as well as instructions/rubric) for class and 3 specific students. Detailed planning commentaries justified with research/theory.	Lesson contains differentiated content, process, or assessment (as well as instructions/rubric) for class and 3 specific students. Planning commentaries justified with research/theory.	Lesson contains differentiation and it is justified in the planning and assessment commentaries.

COURSE SCHEDULE/OUTLINE

This Course Schedule is tentative and it may be changed to respond to student needs.
Changes will be announced in class and posted on the Fall 2017 Single Subject Program Calendar:
https://docs.google.com/document/d/1yx8jmG_wQ9Wzg8fTE7TfztWtvJnd-jd_XNmcf2YEgwM/edit?usp=sharing

Dat	Topic	**Assignments**: Do readings & assignments before class unless otherwise noted. **KEY ASSESSMENT DUE DATES** Exit tickets refer to activities that will be done in class.

# 1 9/1	Learn about Yourself & Your Students	1. Before class read EDSS 511 Syllabus 	
		2. Before class read: pp.1-30 in Doubet & Hockett's *Differentiation in Middle & High School*
		3. Before class complete all surveys before class: MI, True Colors, Jung, & Philosophy
		4. Before class join LinkedIn, identify credential program, subject, & 1st placement
		5. Before class post your Community Building Lesson Plan if you did not at orientation
		6. By 9/1 post your intro to classmates in EDSS 511 Introduction Google Folder that includes the following:
		  a. Provide a story about your name
		  b. Why you went into teaching
		  c. Family – who you live with and why they are important in your life
		  d. What are your weekly obligations beyond this credential program
		  e. What you want colleagues to know about you
		  f. Using your own survey information, create a picture (graphic) of who you are
		7. Ticket: Before leaving class, choose from intro what you will post on your Professional Website
		PROFESSIONAL WEBSITE & SOCIAL MEDIA CHECK 1

# 2 9/8	Lesson Components, UDL & Differentiation - Intro to Content & Representation	1. Read 5 UDL Representations posted on cougar course 2. Read Differentiation article http://www.edweek.org/tsb/articles/2008/ 3. Read Active-Cooperative Pages & links on http://secondarydifferentiation.weebly.com 4. Read Management Book first 1/3 of book 5. Post Literature Circle Role on book forum 6. Read McTighe & Wiggins UbD http://jaymctighe.com/wordpress/wp-content/uploads/2011/04/UbD-White-Paper-June-20141.pdf Exit Ticket: Lesson Draft & UDL-Differentiation Quiz
# 3 9/15 Joint	Vocabulary - Process Talk Like a Pirate Day	1. Read: Content & Process Pages & UDL Example Materials on http://secondarydifferentiation.weebly.com 2. Bring content materials, standard, and 1-10 vocabulary words for vocabulary lesson 3. In class (Ticket) Post Vocabulary Activity – Name vocabulary, UDL Materials, & Activity Sequence https://docs.google.com/document/d/1Ox9Fov1uBEr49-txD4aSZVStwoZ7W3fFTGaWziUrwvg/edit?usp=sharing
# 4 9/22	Process, Expression, & Engagement	1. Read: Process, Graphic Organizers Active-Cooperative Pages & links on http://secondarydifferentiation.weebly.com & Management Book 2. Read Management Reading & Handout by school team 3. Post the management strategies from reading onto google management plan https://docs.google.com/document/d/1xMvPXWOWVTRnTBmerulVaHTVAXiGrUPXeDZluzrpxA8/edit?usp=sharing 4. Read Management Book second 1/3 of book 5. Post Literature Circle Role on book forum 6. Bring a typed draft of your vocabulary lesson plan – Revise in class - Exit Ticket 7. In class draft your own Classroom Management Plan – Copy & edit from google management plan
# 5 9/29 Joint	Assessment & Rubrics Product & Engagement	1. Read the Product Page, Rubric on http://secondarydifferentiation.weebly.com 2. Read Rubrics Articles 3. Read rubric links 4. Review ELD Standard for writing at your grade level 5. Post a draft of Management Plan on website 6. In class create Differentiated Rubric for ELD – Exit Ticket
# 6 10/6	Product & Management	1. Read: Product Page, Rubric on http://secondarydifferentiation.weebly.com 2. Read your Planning Commentary Instructions in edTPA handbook 3. Read Planning Commentary Examples http://www.passedtpa.com/examples-of-high-scoring-planning-commentary-2/ 4. Read Management Book third 1/3 of book 5. Post Literature Circle Role on book forum 6. Peer Review one other person's Management Plan and provide feedback (3 praise, 1-3 questions & 3-6 polish suggestions) & use Management Plan Rubric for guidance. 7. In class post revised draft of Lesson Plan – Exit Ticket
# 7 10/13 Online	Brain-Based Learning & Infogr.am	1. Read: Brain-Based Learning Weebly http://brain-basedlearning.weebly.com/ 2. Share Management Infograph Ideas on your Literature Circle Forum (http://infogr.am) 3. Write Brain Research Informed Objectives Google Doc https://docs.google.com/document/d/16uF1qbvP1KzmXgsZMXTkGxByuQWFT_t5mHP7MlmS52c/edit?usp=sharing 4. Provide feedback to Lesson Drafts for school site team (3 praises, 1-3 questions, and 3-6 polish suggestions)

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Dat	Topic	**Assignments**: Do readings & assignments before class unless otherwise noted. **KEY ASSESSMENT DUE DATES** Exit tickets refer to activities that will be done in class.
# 8 10/20	Literature Circle Infograph & Management Plan Workshop	1. Read Management Readings 2. Read Classroom Management Book 3. Read Infogr.am Instructions http://infogr.am 4. In class post your infograph url – Exit Ticket **LESSON PLAN DUE** **PROFESSIONAL WEBSITE & SOCIAL MEDIA CHECK 2**
# 9 10/27	Management Sharing & Assessment Workshop	1. Read: Infographs on all Management Books 2. Read McTighe & Wiggins' Solving 25 Problems in Unit Design 3. Read example Assessment Plans posted on Cougar Course 4. Bring draft of Assessment Plan Ticket: Revise Management Plan w/ Other Management Book Strategies
# 10 11/3 Joint	Data Analysis Workshop	1. Read the Assessment Commentary Instruction in edTPA Handbook 2. Re-read Product webpage on http://secondarydifferentiation.weebly.com/product.html Read sample assessment commentaries http://www.passedtpa.com/wp-content/uploads/2015/06/Perfect-Assessment-Commentary.pdf 4. Assessment Plan Rubric & edTPA Planning Commentary Instructions 5. Post a **draft Assessment Plan** **MANAGEMENT PLAN DUE On Your Website** **PROFESSIONAL WEBSITE & SOCIAL MEDIA CHECK 3**

# 11 	
 11/10
 Online
 Vet's Day
	Intro to SST & Assessment Plan Peer Review	1. Read *The Why Behind RTI* & *SST Lecturette* at http://iepmeeting.weebly.com/sst-meeting.html
		 2. Identify the different roles and SST best practices you will role-play
		 3. Observe a real SST Meeting at your school site
		 4. Read 3 colleagues Assessment Plan Drafts & Post a response that includes:
		    a. Praise 3 things done well
		    b. Share 1-3 questions that you had reading their plan
		    c. Identify 3-6 things that could be changed and how to polish/improve the assessment plan

# 12 11/17 ARE B-Day	SST Role-Play	1. Observe/Attend: Real SST Meeting 2. &/or Watch SST Meeting online 3. Your team will video tape the role play 4. Post role play YouTube video url on SST Role Play Google Doc Ticket: **SST ROLE-PLAY VIDEO DUE** **ASSESSMENT PLAN DUE – 1 document uploaded to google folder or bring paper copy**
# 13 11/24 Online	SST Reflection & Happy Thanksgiving	1. Write a reflection on SST Role Play 2. Read: Other SST Reflections Ticket: **SST REFLECTION DUE** on Forum & Taskstream for TPE Portfolio
# 14 12/1	edTPA Prep	1. Read: edTPA Handbook, Rubrics, & Templates 2. Write 1 thing you know about edTPA 3. Write 1 question you wonder about edTPA 4. Create a 1 page resume & post to professional website 5. Update your professional website for final review Ticket: Draft edTPA **PROFESSIONAL WEBSITE & SOCIAL MEDIA CHECK 4**
# 15 12/8 Joint	Semester Reflection & Social Justice Action Plan	1. Prepare presentation for sharing Social Justice Action Plan from EDSS 555 2. Read colleague professional websites for ideas on how to revise your website 3. Read the resumes of your peers for ideas on how to revise yours