

Course & Section Nos.	EDUC 624
Course Title	Individual Difference and Assessment
Class Roster No.	crn 43236
Course Day(s)	Wednesday
Time	5:30 - 8:15 pm
Course Location	UH 439
Semester / Year	Fall 2017
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WELCOME

This is a hybrid course that meets face-to-face, online, and small group meetings. There are 2 fieldtrips scheduled for November 1st 5:30-8:15 pm and November 30th 5-7 pm. Register asap for Nov 1st with Dr. Rich Villa at <https://sdcoe.k12oms.org/eventdetail.php?gid=1020&id=1311622> See course schedule for details.

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

Knowledge Construction and Individual Difference

Examines strategies for learning that include problem solving, thinking, and meta-cognition. Also considers the role of attitudes, beliefs, and feelings on learning, and addresses the needs of a diverse population. <http://www.csusm.edu/catalog/documents/2016-2018/CSUSM-2016-2018-Catalog.pdf>

Course Prerequisites

Prerequisite for this course is admission to the School of Education Master of Arts in Education Program.

Course Objectives

MA in Education Candidates will be able to:

1. Justify the need for understanding the individual differences of their students
2. Implement survey tools to learn about the individual differences of their students
3. Develop curricular activities based on the identified needs, learning profiles, learning styles, language abilities, and interests of their students
4. Design differentiated assessments based on the identified needs, learning profiles, learning styles, language abilities, and interests of their students

Unique Course Requirements

Candidates will need to participate in face-to-face class sessions, online sessions, field trips and small group meetings.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

This course has been CALMed (Cougars Affordable Learning Materials), meaning Anne René has chosen readings online. The one book you need for the program is the APA Manual, so it is the only required text for this course. *The intention to CALM (minimize book costs by providing free readings) this course is to offset the cost of your tuition.*

Required Texts

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*, 6th Ed. Washington, DC: APA.

Hendricks, Cher. (2004, 2008, 2012, or 2016). *Improving Schools Through Action Research: A Reflective Practice Approach*. Upper Saddle River, NJ: Pearson. \$62 or less. ISBN 13: 978-0134027425. This book is on reserve in Kellogg Library. You may check it out for a week at a time.

Recommended Texts - Optional

Rose, D., Meyer, A., Strangman, N. & Rappolt, G. (2002). *Teaching Every Student in the Digital Age: Universal Design for Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, Carol Ann. (2001). *How to Differentiate Instruction in Mixed-Ability Differentiated Instruction Classrooms* (2 ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, Grant. & McTighe, Jay. (2005). *Understanding by Design*, 2nd Edition. Alexandria, VA: Association for Supervision and Curriculum Development.

Cougar Course

www.cc.csusm.edu

The following electronic readings are publicly available online or made available via cougar course website.

Banks, J. (2003). Teaching literacy for social justice and global citizenship. *Language Arts*, 81(1), 18-19. CTE Reader on Social Justice pdf

- Banks, J. (2004). Teaching Retrieved from <http://depts.washington.edu/centerme/Fs04banks.pdf>
- Chubbuck, S. (2010). Individual and Structural Orientations in Socially Just Teaching: Conceptualization, Implementation, and Collaborative Effort. *Journal of Teacher Education*, 61(3), 197-210.
- Cochran-Smith, M., Shakman, K., Jong, C., Terrell, D., Barnatt, J. & McQuillan, P. (2009). Good and Just Teaching: The case for social justice in teacher education. *American Journal of Education*, 115(3), 347-377.
- De Jong, E. & Harper, C. (2005). Preparing mainstream teachers for English-language learners: Is being a good teacher good enough? *Teacher Education Quarterly*, Spring, 101-124. Retrieved from CTE Reader on Social Justice pdf
- Doubet, Kristina J. & Hockett, Jessica A. (2015). *Differentiation in Middle & High School: Strategies to Engage Learners*. Alexandria, VA: Association for Supervision and Curriculum Design.
- Fried, Tracy L. & Associates. (2012). Building Solutions Toolkit: Tools and resources to respond to the impact of violence and trauma in our communities using a trauma –informed approach. Riverside, San Bernardino, and San Diego Counties Behavioral Health Services Funded by Mental Health Services Act Prevention and Early Intervention. Retrieved from <http://sandiego.camhsa.org/files/Impact-Trauma-Toolkit-4.12.pdf>
- Klinic Community Health Care.(2013). *Trauma Tool Kit, second edition*. Retrieved from <http://trauma-informed.ca/wp-content/uploads/2013/10/Trauma-informed Toolkit.pdf>
- McTighe, Jay. & Wiggins, Grant. (2011). UBD White Paper, Understanding by Design Framework. Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved from http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf
- National Conference of Teachers of English (2009). Beliefs about Social Justice in English Education, Conference on English Education Policy Summit, Fast Forward in English Education: Policy in Practice. Retrieved from http://www.ncte.org/library/NCTEFiles/Groups/CEE/Beliefs_about_Social_Justice_EE.pdf
- Ontario Public Service. (2013). Learning for All: A guide to effective assessment and instruction for all students Kindergarten to grade 12. Ontario Ministry of Education. Retrieved from <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>
- Reeves, Douglas, From Differentiated Instruction to Differentiated Assessment, ASCD Website. Retrieved from <http://www.ascd.org/ascd-express/vol6/620-reeves.aspx>
- Rose, D.H. & Gravel, J.W. (2010). Universal design for learning. In E. Baker, P. Peterson & B. McGaw (Eds.). *International Encyclopedia of Education*, 3rd Ed. Oxford: Elsevier. Retrieved from National Center on Universal Design for Learning Website http://www.udlcenter.org/sites/udlcenter.org/files/TechnologyandLearning_1.pdf
- Rose, D. & Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning*. Retrieved from CAST, Universal Design for Learning Website <http://www.cast.org/teachingeverystudent/ideas/tes/>
- Rose, D., Meyer, A., Strangman, N. & Rappolt, G. (2002). Chapter 7: Using UDL to Accurately Assess Student Progress, in *Teaching Every Student in the Digital Age: Universal Design for Learning*. Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved from <http://www.ascd.org/publications/books/101042/chapters/Using-UDL-to-Accurately-Assess-Student-Progress.aspx> Or <http://www.ascd.org/publications/books/101042.aspx>
- Tomlinson, Carol Ann. (2017). Chapter 14: Differentiating Products in *How to Differentiate Instruction in Academically Diverse Classrooms (3rd Edition)*. Alexandria, VA: Association for Supervision and Curriculum Design. pp.142-156.
- Tomlinson, Carol Ann. & Moon, Tonya R. (2014). Chapter 1: Differentiation: An Overview, in *Assessment and Student Success in a Differentiated Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved from http://www.studentachievement.org/wp-content/uploads/Assesment_Student_Success_in_differentiated_classroom.pdf
- Tomlinson, Carol Ann. & Moon, Tonya R. (2014). Chapter 2: Assessment and Differentiation: A Framework for Understanding, in *Assessment and Student Success in a Differentiated Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved from <http://www.ascd.org/publications/books/108028/chapters/Assessment-and-Differentiation@-A-Framework-for-Understanding.aspx>
- Tomlinson, Carol Ann., Moon, Tonya R. & Imbeau, Marcia B.(nd). *Assessment and Student Success in a Differentiated Classroom White Paper*. Alexandria, VA: Association for Supervision and Curriculum

Development. Retrieved from <http://www.ascd.org/ASCD/pdf/siteASCD/publications/assessment-and-di-whitepaper.pdf>

Chapter 8: Differentiation, Retrieved from

http://teachingasleadership.org/sites/default/files/Related-Readings/IPD_Ch8_2011.pdf

Wiggins, Grant. & McTighe, Jay. (2005). *Understanding by Design, 2nd Edition*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, Grant. & McTighe, Jay. (2011). *Understanding by Design Guide to Creating High-Quality Units, 3rd Edition*. Alexandria, VA: Association for Supervision and Curriculum Development.

Willis, Scott. & Mann, Larry. (2000). Finding Manageable Ways to Meet Individual Needs, Association for Supervision and Curriculum Development. Website. Retrieved from <http://www.ascd.org/publications/curriculum-update/winter2000/Differentiating-Instruction.aspx>

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Complete one of their thesis/project chapters
2. Design a Differentiated Assessment Plan
3. Present an example of social justice teaching

The assignment descriptions are provided in syllabus under Course Assignments & on cougar course.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

The Master of Arts in Education Program assesses 4 Program Student Learning Outcomes (PSLO):

- **PSLO 1: Professional Dispositions** (EDUC 622)

Demonstrate interaction and communication skills that reflect professional dispositions and ethics, such as respect for diversity, educational equity, collaboration, and social justice.

- **PSLO 2: Leadership Skills** (EDUC 602 or EDAD 618B)

Apply leadership skills in social justice and equity to advance the profession.

- **PSLO 3: Analyze Research** (EDUC 622)

Analyze educational and/or professional research.

- **PSLO 4: Integrate Research** (EDUC 698)

Integrate research and evidence-based practices into educational and professional settings.

This course does not directly assess these PSLOs, but it is designed to support the PSLO development.

SCHEDULE/COURSE OUTLINE

This schedule is tentative. It may change to meet student needs. **Assignments are noted in yellow highlight.**

Red Font dates refer to face-to-face sessions (F2F)

Green Font dates refer to Small Group Meeting (SMG), i.e. Writing Group & Social Justice Teaching Team

Blue Font dates refer to 2 Field Trips (FT), i.e. Nov 1: Rich Villa & Nov 30: SOE Open House

Date	Topic	Readings & Assignments	Due
#1 8/30 F2F	Introduction to Course: Learning Profile Inventory	<ol style="list-style-type: none"> 1. Read Tomlinson, Carol Ann. Moon, Tonya R., & Imbeau, Marcia B. (n.d.). Assessment and Student Success in a Differentiated Classroom White Paper, Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved from http://www.ascd.org/ASCD/pdf/siteASCD/publications/assessment-and-di-whitepaper.pdf. 2. Read Doubet, Kristina J. & Hockett, Jessica A. (2015). Chapter 1: Building a Healthy Classroom Community, in <i>Differentiation in Middle & High School: Strategies to Engage Learners</i>. Alexandria, VA: Association for Supervision and Curriculum Design. pp.7-30. Copy on Cougar Course and in library. 3. Read 15 Questions to Deepen Your Student Surveys. Mrs. Geology Website. Retrieved from http://www.mrsgeology.com/student-survey-questions/ 4. Take surveys provided on http://secondaryclassroommanagementplan.weebly.com/relationships.html 5. Create an introduction to post in 624 Introduction Google Doc Folder that includes: <ol style="list-style-type: none"> 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 6. Identify what surveys you will use with your own students 7. Develop a survey tool to learn about your students 	8/30
#2 9/6 F2F	Survey Design & Assessment Options	<ol style="list-style-type: none"> 1. Post your survey questions or share your survey on google form doc. https://docs.google.com/document/d/1x3q1kPOhobDgZ93hX0BTA5EUA_Y8K8gZd_LBVvEcY/edit?usp=sharing In class we will review surveys and make revisions 2. Read Reeves, Douglas. (n.d.) <i>From Differentiated Instruction to Differentiated Assessment</i>, ASCD Website. Retrieved from http://www.ascd.org/ascd-express/vol6/620-reeves.aspx 3. Read Tomlinson, Carol Ann. (2017). Chapter 14: Differentiating Products in <i>How to Differentiate Instruction in Academically Diverse Classrooms (3rd Edition)</i>. Alexandria, VA: Association for Supervision and Curriculum Design. pp.142-156. Provided on cougar course. 4. Read Doubet, Kristina J. & Hockett, Jessica A. (2015). <i>Differentiation in Middle & High School: Strategies to Engage Learners</i>. Alexandria, VA: Association for Supervision and Curriculum Design. pp.151-205. Provided on Cougar Course. 	9/6
#3 9/13 SMG Option	Assessment Plan Draft Small Group Meeting Option or meet w/ Anne René in class	<ol style="list-style-type: none"> 1. Differentiated Assessment Plan Instructions & Rubric 2. Read Rose, D., Meyer, A., Strangman, N. & Rappolt, G. (2002). Chapter 7: Using UDL to Accurately Assess Student Progress, in <i>Teaching Every Student in the Digital Age: Universal Design for Learning</i>. Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved from http://www.ascd.org/publications/books/101042/chapters/Using-UDL-to-Accurately-Assess-Student-Progress.aspx Or http://www.ascd.org/publications/books/101042.aspx 3. Identify 3 students that you will differentiate assessment for: a student with an IEP or a 504 Plan, EL, and another student of your choice 4. Identify an assessment you can differentiate for these three students Assessment Menu Choices: <ol style="list-style-type: none"> 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 5. Meet with a colleague to brainstorm assignment options and develop a plan. 6. Post your plan to Assessment Plan Forum by Thursday, Sept 14 Assessment Plan should include: a. Menu Choice; b. Description of each assessment; c. Description of each of the students (readiness, interest/talents, learning profile); d. Differentiation plan-describe what will be different for each student. 7. Read colleague's Assessment Plans to get ideas for your own plan. 	9/14

Date	Topic	Readings & Assignments	Due
#4 9/20 F2F	UBD & Rubrics	<ol style="list-style-type: none"> 1. Post your 1st Chapter Writing for your writing team to read and provide feedback. 2. Choose a writing ELD Standard for your assessment content and grade level 3. Read McTighe, Jay. & Wiggins, Grant. (2011). UBD White Paper, Understanding by Design Framework. Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved from http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf 4. Read Wiggins, G. & McTighe, J. (2011). <i>The Understanding by Design Guide to Creating High Quality Units</i>. Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 1-2, pp.1-32. Provided on Cougar Course. 5. Read Miller, Andrew. (2012). Designing and Using Rubrics. Retrieved from https://www.edutopia.org/blog/designing-using-rubrics-andrew-miller 6. Read <i>Focus on Developing and Using Instructional Rubrics</i>. Arlington, VA: Educational Research Services. Retrieved from https://www.nesacenter.org/uploaded/conferences/FLC/2012/handouts/Arpin/ArpinReadingDevelopingUsingInstructionalRubrics.pdf 7. In class create a rubric for your Assessment Plan. 	9/20
#5 9/27 SMG Option	Writing Group Small Group Meeting or meet w/ Anne René in class	Writing Group <ol style="list-style-type: none"> 1. Read Assessment Plan Rubric 2. Post your Assessment Plan Draft on Assessment Forum for feedback 3. Read your teammates writing 4. Post response to writing teammates 5. Meet face-to-face with your writing team and provide feedback 	9/27
#6 10/4 F2F	Assessment Feedback	<ol style="list-style-type: none"> 1. Read Assessment Plan Rubric 2. Read all colleagues' Draft Assessment Plans 3. Post response to 3 colleagues. Include unique praise, questions, and polish suggestions. 4. Choose your social justice teaching article and meet with team to set meeting dates 5. Post your 2nd Chapter Writing 	10/4
#7 10/11 SMG	Revise Assessment	<ol style="list-style-type: none"> 1. Read feedback on your assessment plan 2. Revise assessment rubric, instruction, & differentiation commentary based on feedback 3. Post your Assessment Plan in Assignment Folder as one complete word document or pdf 	10/11
#8 10/18 SMG	Writing Group	Writing Group <ol style="list-style-type: none"> 1. Read p 1-69 of Hendricks, Cher. (2004, 2008, 2012, or 2016). <i>Improving Schools Through Action Research: A Reflective Practice Approach</i>. Upper Saddle River, NJ: Pearson. 2. Read your teammates writing 3. Post response to writing teammates 4. Meet face-to-face with your writing team 	10/18
#9 10/25 F2F	Social Justice Teaching	Social Justice Teaching <ol style="list-style-type: none"> 1. Read your Choice - Social Justice Teaching Article. See article options on page 11. 2. Post your literature circle role contribution on Lit Circle Forum 3. In class meet with your article team and design an infographic poster to share your article information and provide examples of what this social justice teaching looks like from different grade levels and subjects. 4. Set a date to meet with your SJT team to prepare for presentation. 	10/25
#10 11/1 FT	Rich Villa	<ol style="list-style-type: none"> 1. Register for A Journey Toward Excellence and Equity for All: The Past, Present & Future https://sdcoe.k12oms.org/eventdetail.php?gid=1020&id=131162 2. Meet Nov 1st 5:30-8:15 pm at Quantum Learning Conference Center 1938 Avenida Del Oro, Oceanside, CA 92056 	
#11 11/8 F2F	SJT Poster Presentation	<ol style="list-style-type: none"> 1. Debrief Rich Villa Presentation 2. Present Social Justice Teaching with team 3. Sign up for a writing conference with Anne René 	11/8
#12 11/15 SMG	Writing Conference	<ol style="list-style-type: none"> 1. Meet with writing team 2. Meet with Anne René for writing feedback 3. Revise writing based on feed back and send to Ma committee advisor & cc Anne René 	12/4
#13 11/22 SMG	Thanksgiving & Writing Conference	<ol style="list-style-type: none"> 1. Meet with writing team 2. Meet with Anne René for writing feedback 3. Write a thank you to your writing teammates 4. Write a thank you to your SJT teammates 5. Revise writing based on feedback and send to MA committee advisor & cc Anne René 6. Enjoy Thanksgiving! 	11/22
#14 11/30 FT	SOE Open House	<ol style="list-style-type: none"> 1. Attend SOE Open House Poster Session Nov 30th 5-7 pm 	11/30
#15 12/6 F2F	Self-Assess Writing	<ol style="list-style-type: none"> 1. Revise writing & send to MA committee advisor, cc Anne René by Dec 4th 2. In writing, identify what you accomplished for your chapter writing this semester. 3. In writing, identify your next chapter writing steps. 4. Course Evaluations 	12/6

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

There are three assignments for this course: Chapter Writing, Differentiated Assessment Plan, & Social Justice Teaching Presentation.

Course Assignment 1 – Chapter Writing

30 points

Due Draft 1: Sept 20th; Draft 2: Oct 4th; & Draft 3: Oct 25th; Draft 4: Dec 4th

Chapter Writing Instructions

1. Choose a thesis/project chapter that you want to complete this semester.
2. Choose a team that is working on the same chapter.
3. Create a forum discussion topic for your writing team. You will post your chapter drafts and feedback to this topic strand throughout the semester.
4. See the rubric for your chapter.
5. Use the thesis/project template that is already formatted for APA & ADA.
6. Submit your writing:

Draft 1 - Sept 20th to your writing team

Draft 2 - Oct 4th to your writing team

Draft 3 - Oct 25th to Anne René

Draft 4 - Dec. 4th email to your Committee Advisor/Chair cc Anne René in email

Chapter Writing Rubrics

Chapter rubrics are provided on EDUC 698 cougar course:

<http://community.csusm.edu/course/view.php?id=33#section-0>

Course Assignment 2 – Differentiated Assessment Plan

50 points

Due October 11th

Graduate students will be able to develop a differentiated assessment plan for their students. The assessment plan will incorporate differentiation strategies for 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.

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 50 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 of 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 Assignment 3 – SJT Reading Presentation

20 points

Due November 8th

Social Justice Teaching Presentation Instructions

1. Choose a Social Justice Teaching Reading, this will determine your team.

- a. Allen, Cassandra D. (2016). *Social Justice in Social Studies: Exploring how teachers enact social justice in the classroom*, Dissertation from University of Texas at San Antonio. Proquest Retrieved from <https://search.proquest.com/docview/1834591472?fromunauthdoc=true>
- b. Brown-Jeffy, Shelly. & Cooper, Jewell E. (2011). Toward a Conceptual Framework of Culturally Relevant Pedagogy: An Overview of the Conceptual and Theoretical Literature, *Teacher Education Quarterly*, 38(1), Winter 2011, pp. 65-854.
- c. Cochran-Smith, M., Shakman, K., Jong, C., Terrell, D., Barnatt, J. and McQuillan, P. (2009). Good and Just Teaching: The case for social justice in teacher education. *American Journal of Education*, 115(3), 347-377.
- d. De Jean, William. (2008). Picture This: Using photography to conceptualize social justice, *Multicultural Perspectives*, 10(2), 105-109. Retrieved from <https://web-a-ebSCOhost-com.ezproxy.csusm.edu/ehost/pdfviewer/pdfviewer?vid=1&sid=3fd71d10-6a6c-4444-856f-1136927116be%40sessionmgr4007>
- e. De Jong, Esther J. & Harper, Candace A. (2005). Preparing Mainstream Teachers for English-Language Learners: Is being a good teacher good enough? *Teacher Education Quarterly*, Spring, 101-124. In CTE Reader on Social Justice
- f. Hackman, Heather W. (2005). 5 Essential Components of Social Justice Education, *Equity & Excellence in Education*, 38, pp.103-109. Retrieved from <http://ci563sum09.pbworks.com/f/HACKMAN.PDF>
- g. Molle, Daniella. (2013). The Pitfalls of Focusing on Instructional Strategies in Professional Development for Teachers of English Learners, *Teacher Education Quarterly*, 40(1), Winter 2013, pp. 101-124. In CTE Reader on Social Justice
- h. Picower, Bree. (2011). Learning to Teach and Teaching to Learn: Supporting the Development of New Social Justice Educators, *Teacher Education Quarterly*, 38(4), pp. 7-24. In CTE Reader on Social Justice
- i. A social justice teaching/education article that is approved by Anne René by 9/27

2. Start a discussion topic on your reading. This will be where you will communicate with your team to discuss the reading and prepare for your presentation.

3. Assign Literature Circle Roles for your team.

Literature Roles

Follow Harvey Daniels' Literature Circle process for collaborating as a group to read your text. While reading, you should keep a series of notes (quotes, margin notes/annotations, post-it notes in the text, separate paper notes, etc.) that you can use for later discussion, both on-line and face-to-face, with your colleagues who have read the same book.

When meeting face-to-face to review the reading, you will complete one specified "literature circle role" for each assigned section of reading (listed below). Each person will do a different job each time you meet. Whatever your role asks you to do, post it to the Literature Circle Reading Plan for your text.

- a. **Discussion Director:** Your job is to develop a list of **five** questions that your group might want to discuss about this part of the text. Don't worry about small details, your job is to help people discuss big ideas in reading and to share their individual reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read the text. *Write out a list of five discussion questions in advance.*
- b. **Illustrator:** Your job is to draw some kind of picture related to the reading. It can be a drawing, cartoon, diagram, chart, or scene. Your picture can be of a scene in the text, or it can be of something the text reminded you of. It can show feelings, include quotations like a one-pager, or it can have labeled parts. You should let your group study your picture quietly and ask them for comments before you explain any part of it to them.
- c. **Literary Luminary:** Your job is to locate **five** special sections of the text that your group could like to hear read aloud. The idea is to help people remember some interesting, powerful, funny, puzzling, or important sections of the text. You must decide in advance what sections are to be read and decide *how* they are to be read: you might read them, someone else could read, read silently and discuss, read like a conversation, etc. Have a list of the parts ready for your group--page numbers and location on the page.
- d. **Connector:** Your job is to find connections between the text your group is reading and the world

outside. This means connecting the reading to your own life, to happenings at school or in the community, to similar events at other times and places, to other people or problems that you are reminded of. You might also see connections between this text and other writing on the same topic, or by another author. There are no right answers to your job--you are using your brain to connect meaningful ideas! Have a list of **five** connections that you have found in this section of reading and explain them. Have the students in your group add their own ideas and connections.

e. **Vocabulary Enricher:** Your job is to be on the lookout for **five** new vocabulary words in the reading before your group meeting. If you find words that are new or puzzling or unfamiliar, mark them with a post-it note or bookmark. 1) Copy the sentence with the word in it and *list the page number in the book* 2) Look up the word 3) Find the correct definition 4) You need to figure a way to teach these words to your group, perhaps through a game, context clues, dictionary search.

4. Read your article and complete your literature circle role.

5. Post your literature role on your reading discussion topic.

6. Read your teammate literature circle roles.

7. Meet face-to-face to discuss the reading and share your literature circle roles.

8. Prepare an infographic poster to share at the SJT presentation. See Infograph Tools: <https://sites.google.com/site/infographicresources/Infograph-Tools>

9. Post infographic on discussion topic.

10. Present infographic about the reading.

Social Justice Teaching Rubric

We will be using Kathy Schrock's Infograph rubric for this assignment.

http://www.schrockguide.net/uploads/3/9/2/2/392267/schrock_infographic_rubric.pdf

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*

* A student will be placed on academic probation if, during any academic term, the student fails to maintain a cumulative grade point average (GPA) of at least 3.0 in all units attempted subsequent to admission to the program.

Final Exam Statement

There will not be a final exam for this course.

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*).

You will have one free absence with no penalty. Any other absences will need to be discussed with the instructor to determine an appropriate assignment to make up for absence. Please contact the instructor prior to absence to identify expectations. To earn credit/attendance for online classes students must complete all online assignments for the session. Absences with no make up assignment will reduce grade by a whole letter grade.

Policy on Late/Missed Work

No assignments will be accepted if late.

Student Collaboration Policy

You will be required to collaborate on 2 assignments for this course: Writing Team and Social Justice Teaching Presentation.

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

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:

- Hybrid courses: Students are expected to spend a minimum of 6 hours per week in class or online for instruction, plus 6-12 hours a week outside of the classroom engaged in learning activities. Each

unit of credit corresponds to an 'hour' of class-time (45 hours total for semester) and two hours of student learning outside of class (90 hours total for semester). Expect to spend 135 hours total to complete this 5-week summer course.

All University Writing Requirement

This course has a 2500 written word requirement. You will submit written assignment. The largest written assignment is your Thesis/Project Chapter, a minimum of 1,250. The second largest assignment will be the Differentiated Assessment Plan, a minimum of 1000 words. And the last assignment Social Justice Teaching Presentation will require 250 words.

Course Format

This class is a hybrid class. There will be face-to-face meetings, small group meetings, and field trips.

Mark your calendar for the field trips:

1. Nov 1st 5:30-8:15pm Quantum Learning Center, 1938 Avenida Del Oro, Oceanside, CA 92056

Register asap for Dr. Richard Villa's A Journey Toward Excellence and Equity for All: The Past, Present & Future <https://sdcoe.k12oms.org/eventdetail.php?gid=1020&id=1311622>

2. Nov 30th 5-7 pm, School of Education Open House, University Student Union Ballroom

Necessary Technical Competency Required of Students

Collaboration with Google documents, Zoom, and cougar course forums.

Contact Information for Technical Support Assistance

For assistance contact CSUSM Help Desk (760) 750-6505, sth@csusm.edu, or <http://www.csusm.edu/sth/>

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.