Course Number	**EDMS 512-B**
Course Title	**Elementary Teaching and Learning II**
CRN	**CRN# 42517**
Days	**WEDNESDAYS**
Time	**12:30-3:20 PM**
Course Location	**Room UH 439**
Semester / Year	**Fall 2017**
Instructor	**Bonnie Mendenhall**
Phone	**CELL 760 803-5594**
E-Mail	**bmendenh@csusm.edu**
Office	**University Hall 447**
Hours	**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

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COURSE DESCRIPTION

Elementary Teaching and Learning II

Focuses on developing an advanced understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms. Enrollment restricted to students in the ICP. Prerequisite: EDMS 511B.

This course requires participation in public schools and other education-related contexts.
This course is designed:
- to extend preservice candidates' understandings about numerous philosophies of teaching and learning;
- to inform preservice candidates about key concepts and procedures as they relate to students learning English and students with special education labels;
- to encourage further infusion of technology into curriculums.
- *Enrollment restricted to students in the ICP.*

Course Prerequisites

Admission to the ICP Multiple Subject/CLAD teacher Credential Program.
Successful completion of EDMS 511 prior to EDMS 512

Course Objectives

By the end of this course, students should be able to:
1. Demonstrate proficiency with lesson and Unit Planning
2. Identify exemplary materials (technology and technology resources, curriculum, textbooks, equipment, ancillary materials) appropriate for K-8 school children.
3. Demonstrate knowledge and understanding of the California Common Core Standards for English Language Arts and Mathematics.
4. Demonstrate an understanding of the California English Language Arts or Mathematics standards.
5. Apply the Understanding by Design model of instruction as it relates to Unit Planning.
6. Identify simulation tools and demonstrate the use of technology to enhance elementary teaching and learning.
7. Demonstrate confidence in identifying and using effective classroom management strategies.
8. Use authentic methods of assessment to evaluate learning of concepts and processes.
9. Practice strategies to include all students in learning of concepts a processes (linguistically and culturally diverse, students with disabilities and other students with special needs).
10. Use reflection as a tool to increase conceptual understanding of teaching and learning concepts and the ability to improve teaching.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

- Wiggins and McTighe, (2000) *Understanding by Design* Association of Supervision and Curriculum Development. ISBN-13: 978-0871203137
- Lemov, D., (2010) *Teach Like a Champion*, Josesy Boss Teacher Publication, San Francisco, California. ISBN-13: 978-0470550472
- Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2010). *Exceptional Lives: Special education in today's school* (6th ed or newer). Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.

Other handouts and resources will be distributed in class and through the Moodle course site

INFUSED COMPETENCIES

Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

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)*

Use of Technology

This course infuses technology competencies to prepare candidates to use such tools, emphasizing their use in both teaching practice and student learning. Students 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. Please keep a digital copy of all assignments for use in your teaching portfolio. Some assignments will be submitted online and some will be submitted in hard copy as well. Specific details will be given in class.

You must use your Moodle and campus e-mail accounts for this class. The best way to contact me is by e-mail.

STUDENT LEARNING OUTCOMES

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 6d – Engaging and supporting all learners (IEP Assignment)

TPE 9 – Creating & managing effective instructional time (School Context and Month Long Plan Assignments.

TPE Primary Emphases in EDMS 512b:

TPE 6d – Engaging and supporting all learners (IEP Assignment)

TPE 9 – Creating & managing effective instructional time (School Context and Month Long Plan Assignments.

TPE Secondary Emphases in EDMS 512b

- TPE 4-Making Content Accessible
- TPE 7-Teaching English Learners
- TPE 9-Instructional Planning
- TPE 14-Educational Technology in Teaching and Learning

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

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.

COURSE POLICIES

School of Education Attendance Policy

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

For this class, **if you are absent 2 class sessions, your highest possible grade is a "B". If you are absent 3 class sessions, your highest possible grade is a "C+". Late arrivals and early departures** will lower your course grade. For every two times that you are late and/or leave early, your course grade will be lowered by one letter grade. If you have an emergency, or very extenuating circumstances, please see the instructor to make arrangements accordingly. Absences do not change assignment due dates. If you find that you cannot attend class due to an emergency or very extenuating circumstances, please email any due assignments by the start of the class session it is due.
Contact the instructor by text as soon as you become aware you will be absent.

All University Writing Requirement

In keeping with the All-University Writing Requirement, all courses must have a writing component of at least 2,500 words (approximately 10 pages), which will be administered in a variety of ways in this course including lesson plans, assessment assignments, course text reading responses and concept maps, reflections on authentic teaching experiences with elementary children, and forum discussions.

Computer Use During Class Sessions

You are welcome to use a laptop computer or your cell phone in class (in fact, it is highly encouraged to bring your laptop to class for various activities and for researching) when working on class assignments, for example. However, you should not check email or other personal computer use for time outside of class. Please be considerate of your instructor and peers in this regard.

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.

Cell Phones

Please <u>turn off</u> your cell phone before the start of each class. In addition, there will be no texting during class. It is unprofessional for teachers to use their cell phone during meetings with peers or during professional development activities (our class is considered professional development!). Your cooperation will be reflected in your Course Participation points.

Person-First Language

Use "person-first" language in all written and oral assignments and discussions (e.g., "student with autism" rather than "autistic student"). Disabilities are not persons and they do not define persons, so do not replace person-nouns with disability-nouns. Further, emphasize the person, not the disability, by putting the person-noun first.

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates 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.

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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:
• This course is face-to-face instruction. Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.

COURSE TOPICS OUTLINE

• Communicating in a class forum format
• Peer teaching Demonstration
• The Understanding by Design Model of Teaching
• Writing Objectives for Student Learning
• Developing Essential Questions for Teaching English Language Arts or Mathematics
• Writing English Language Arts or Mathematics Concept Definitions
• CA Common Core Standards for English Language Arts or Mathematics, Grades K-8
• CA English Language Arts Standards, Grades K-8
• SDAIE Strategies: Teaching ELA or Math to English Learners
• Inclusion and Teaching ELA or Math to Students with Special Needs
• Differentiating Instruction and Assessment in ELA or Math
• Authentic Assessments in ELA or Math
• Infusing Writing Activities in ELA or Math Lessons
• Current Issues in Elementary Education
• Infusing Technology Tools into Planning and Teaching

REQUIRED COURSE ASSIGNMENTS

The following assignments contribute to the final, overall course grade. A weighted percentage (percentage scale) is given for each assignment. Each written assignment is expected to have a clear organizational presentation and be free of grammar, punctuation and spelling errors. There will be a reduction in points for the above mentioned errors. Late assignments are not accepted. Prepare carefully for class, and be ready to discuss readings and assignments thoughtfully.

512- B Course Assignments

Session Reflections and Forums	250 points
Peer Teaching Demonstration	100 points
School Context Inquiry	100 points
IEP Best Practices Assignment	75 points
IDEA Summary Project	75 points
Assistive Devices Reflection	75 points
Resume Assignment	75 points
Month Long Plan	100 points
Attendance/Participation	75points
Total	**1000 points**

NOTE*:* Each student is responsible for ensuring that assignments are submitted correctly and on time. Most assignments will be submitted on the Course Moodle (per course schedule Keep a digital copy of all assignments for your credential program electronic portfolio.

Final Exam Statement

No final exam.

1. **Active Participation and Collaboration**
    Teacher education is a professional preparation program and students will be expected to adhere to standards of dependability, professionalism, and academic honesty (refer to rubric attached to this syllabus).
    Grading will include a component of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who are entering the education profession, including the following:
    *   On-time arrival to all class sessions and attendance for the entire class period
    *   Advance preparation of readings and timely submission of assignments
    *   A **POSITIVE** attitude at **ALL** times
    *   Active participation in all class discussions and activities
    *   Respectful interactions and courteous language with the instructor and other students in all settings
    *   Carefully considered, culturally aware approaches to solution-finding

    Class Discussions and Participation: Students will engage in active learning each class session, and will be expected to actively participate. You may lose points for lack of participation based on the following criteria:
    *   Do you participate in class discussions productively, sharing your knowledge and understandings?
    *   Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
    *   Do you contribute appropriately to group work—do you "do your share"?
    *   Are you able to accept others' opinions?
    *   Are you supportive of others' ideas?
    *   Do you support your peers during their presentations?
    *   Can you monitor and adjust your participation to allow for others' ideas as well as your own to be heard?

2. **Forum Posts**
    Forum Posts are made based on class discussions and activities or assigned class readings.
    Original Forum Posts are **DUE** by 11:55 PM the FRIDAY after the assignment is made.
    Response to Classmates' posts are **DUE by** 11:55 PM on the SUNDAY after the assignment is made.
    Follow the directions for the Forum Post:
    *   Each student will respond with a thoughtful comment to the Forum question(s) or prompt(s.)

    *   Each student will read the responses posted by other student/authors and then make a ***value added comment*** to at least three student/author's posts.

    *   Three ways to make a ***value added comment***:

        a) Expand upon the idea presented in a student/author's forum post (Be sure to provide details, examples or reasons to support the post authors' original statement)
        b) Provide a detailed example (details, examples OR reasons) that relate to the post author's ideas;
        c) Provide a different POINT OF VIEW on the topic. (Support your new idea with reasons, details or examples.)

3. **Peer Teaching Demonstration**

   You will Use readings from the book, _Teach Like A Champion_ and work in Teams of Two to plan, develop and teach a lesson to the class.:

- Identify your PTA topic assignment based on class directions
- Read and discuss the topic content pages- identify a teaching/learning strategy as big idea or key concept for your lesson.
- Decide how you will teach a lesson bases on your reading.
- Decide on one or more Co-teaching Strategies for your lesson.
- You are going to teach a lesson that is an example of one, or more, of the teaching and learning strategies of your reading. In this lesson you are NOT outlining the entire content of the reading, you are demonstrating how a teacher would use one or two of the strategies expressed in the reading.

4. **School Contex Inquiry**

   Discover the "Nuts and Bolts" of your classroom and the School Site by filling the School Context Form- Fill in the table as you study your assigned practicum school site. Interview teachers and support staff to learn about the school site. You can type directly into the grid- the boxes expand as you write.

   Interview your assigned Cooperating Teacher, other teachers or classroom aides assigned to your classroom and other school staff to learn about your school, grade level and class data.

   Use the School Accountability Report Card (SARC) to find more information about your school site.

5. **IEP Best Practices Assignment**

   Interview one General Education and one Special Education Teacher from your Practicum site to gain insight into their professional background relating to using or creating the IEP. You will learn more about the IEP process from the GE and SE teacher's perspective. A form with prompts is provided for you to organize what you learn

6. **IDEA Summary Assignment**

   You will read an introduction to IDEA in the Turnbull text and be assigned one of the 13 "handicapping" conditions. (Instead of referring to _exceptional learning conditions_ as a "disability or handicapping," please use the term "exceptional condition or exceptionality.")

   Research and Write a "Research Report" Presentation on the information from your chapter using this guide:
   * _Name and define_ the exceptional condition (1-2 PP)
   * Describe the characteristics of this exceptional condition. (2 or more PP)
   * Describe the major causes of this exceptional condition. _(1-2 PP)_
   * Explain how to _design an appropriate Individualized Education Program (IEP) for this exceptional condition. (2 or more PP)_
   * Describe the recommended effective instructional strategies for Elementary/Middle
   School students with this exceptional condition. _(2 or more PP)_
   * Discuss how to Measure Student Progress for students with this exceptional condition. (1-2 PP)
   * Include any other RELEVANT information specific to your TOPIC
   Prepare in a PRESENTATION FORMAT a summary of the information on the TOPIC you select.
   * Your presentation must cover each of the UNDERLINED elements of the list above.

7. **Assistive Devices Reflection**

In preparing to become a classroom teacher you will need to know about a special form of technology support in the classroom for students with special needs called *Assistive Technology or Assistive Devices.* These devices are designed to allow access to classroom learning for students with physical conditions or exceptional learning needs. Generally speaking, these students with special needs have an Individual Educational Plan (IEP) which will specify the types of assistive technology appropriate for their needs.

As future teachers of general population classrooms at any grade level, you may be assigned students with special needs. These students may be using assistive devices to process and produce class work. If you aspire to a Special Education or Speech certificate, you will, of course, be engaged with students using a wide variety of assistive devices.

Read the two articles posted with this assignment on the course Moodle:

1. *Assistive Devices Introduction-* this brief article from the *FEAT-Functional Evaluation of Assistive Technology Manual* will give you a "crash course" in assistive technology and devices for classroom use.

2. *Build an Assistive Technology Toolkit* Article from the November 2011 *Leading and Learning-* ISTE.org. This articles provides an introduction to finding the assistive technology embedded in your PC or Mac. It also discusses free and paid assistive technology resources available on the web

3. Go to the WATI- Innovative Practices + Assistive tools= Successful Students Web site to explore a variety of assistive technology and devices designed to accommodate learning for individuals with exceptional learning needs:

8. **Resume Assignment**

Write a professional resume following to prepare for in class Mock Interviews.
Heading
Name and contact information belongs at the top. List the best way(s) an employer can reach you (keep it simple and professional; i.e. proper email address, voice mail message, etc.). Try to put the "Heading in your page Header.
Objective
Keep it concise. Identify the content area(s) or grade(s) you are certified to teach. Include mention of any extracurricular activities you are willing to direct or assist, such as coaching or advising student organizations.
Education
For the current student, recent graduate or new educator, education follows the job objective on a resume (the education section will come at the end of your resume once you've been working in the field for a few years). List college information with the most recent degree first. Include the degree earned, institution, major/minor/concentration/discipline, graduation date. If you have unique educational experiences such as study abroad, you may want to include these here. It is not necessary that you list institutions attended for short periods of time (e.g. summer classes). This information will be asked for on employment applications (and transcripts will reflect this).
Experience
Hiring school district administrators want to know if you can teach. What have you done? ***This part of the resume is by far the most important to those screening resumes.*** It may make sense to break your experiences into separate categories (e.g. student teaching experience, methods experience, practicum experience, tutoring, etc.). Use whatever format works best for you. For related work, list the school/district, location, and dates. Include basic facts of the assignments (e.g. grade levels, number of students, subjects taught) and describe your experience in specific terms (e.g. What did you prepare and present? What lessons, units, and learning centers did you design? Describe the students you taught.). Make your experience unique. Share any extra responsibilities you handled and use action verbs that will capture your skills/accomplishments.
Other
You may want to include other non-classroom experience. Summer work, volunteer experiences, research, perhaps even nonrelated positions, especially anything connected to working with students

or youth. Remember, school district personnel want to hire the best teachers they can. If you possess other helpful qualifications and experiences, convey these in a way that skills transfer to the classroom (e.g. restaurant work demands interpersonal, communication, and management skills). Other sample categories may include leadership experience, campus activities, community service, committee work, professional affiliations or memberships, professional development and/or pre-service training, etc.

Skills
If you have special skills that would be an asset in the classroom or as a member of their teaching staff, be sure to share these. Language fluency (ies), computer/technology skills, first aid training, musical or athletic talents… brag!

9. **Month Long Plan**
   In a Team of two you will WRITE a *four week Unit of Instruction Plan (Month Long Plan)* for Common Core based Language Arts and Mathematics instruction: First create a "Week at a Glance. Draft. The use the "At a Glance" outline to write your Month Long Plan. You will have time to work on your plan in class over a three-week period. (You will also need to work on the plan out of class.).

- One Idea- Team member "A" writes the plan for Literacy/Language Arts and Team Member "B" writes the plan for Math. This division of labor allows you to work on your part when you have time in the next two weeks.
- For your Four Week Unit of Instruction Plan it is a "Perfect World." You have all the resources, materials technology and equipment you need. There are no obstacles to you planning your perfect lessons and activities for your students.
- Look at the sample Unit or Instruction Plan I provide for you on the Moodle, it shows you the flow of four weeks of lessons for each subject. Your plan needs to be appropriate for the grade level you have selected and represent typical lesson activities for this grade level.
- Don't be too detailed, notice that my sample plan identifies certain pieces of literature, but does not go into depth in describing the story.
- Your Literacy and Math Lesson Plan (created in Literacy and Math Methods courses) need to be represented somewhere in the four weeks of math and language arts instruction. It will show me the how you plan more detail in a lesson. You will attach the Lesson Plans at the end of your Month-Long Plan document.
- Finally, you will compose the Technology Plan for your Month Long Plan.
- That is it- Piece of Cake!

TENTATIVE CLASS SCHEDULE EDMS 512B: FALL 2017

NOTE: While this schedule is carefully planned, it may be modified or adjusted
<u>at any time</u> in response to the learning needs of the class.
The Class Schedule- including actual due dates- posted on the Cougar Course Moodle is the Course Schedule of Record. Us it to track your assignments and due dates

SCHEDULE/COURSE OUTLINE

WEEK	DATE	Topic	Assignments and Due Dates
1	8/30	**Introduction to course** **Lesson Plans revisited** **School Context Inquiry** **Independent Reading and Journal** **Assignments**	Assignments *First Forum: **Due 9/1 (your Forum Post) and 9/3(Your comments to three others)*** ***Read:*** Wiggins' chapter 2 & 3 and Wiggins Chapters 4 & 6 to prepare for Forum Assignments **Forum for Wiggins Ch. 2 & 3: Due 9/8 (Your Post) and 9/10** *(Your comments to three others)* **Forum for Wiggins Ch. 4 & 6: Due 9/15 (Your Post) and 9/17** *(Your comments to three others)* **Begin Working on**: School Context Inquiry- **Due 10/10**
2	9/6	**Assessment-** **Co-Teaching** **Peer Presentation Assignments** **Independent Reading and Journal** **Assignments**	*New: Read: TLC pages 263-270 for PTA* Due 9/13 *New: Read*: Draft Co-teaching: Villa Chapter 1 and Complete the Co-Teaching Forum **DUE** 9/22 **(Your Post) and 9/24** *(Your comments to three others)* **Continue Working on** School Context Inquiry- **Due 10/10**
3	9/13	**PTA-Decoding-***TLC pages 263-270* **Classroom and Instructional** **Management** **Classroom management Forum**	*NEW*: Respond to **Instruction and Management Forum Due 9/26 (Your Post) and 19/1** *(Your comments to three others)* *New Read:* PTA-Vocabulary -*TLC pages 271-276* **Due 9/20** *New: Read*: Wiggins Ch 6- Think like an Assessor *(Class Activity based on this Chapter Next Week.)* **Continue Working on** School Context Inquiry- **Due 10/10**
4	9/20	PTA-Vocabulary -*TLC pages 271-276* **Teaching and learning-** **Assessment** **4-Square Assessment Forum**	Respond to Assessment 4 Square Forum **Due 10/6(Your Post) and 10/8** *(Your comments to three others)* **Read:** PTA-Vocabulary - TLC pages 276-280 **Due 9/27** **Continue Working on** School Context Inquiry- **Due 10/10**

5	9/27	PTA TLC pages 276-280 **IEP-101** **Reading and Journal Assignments**	Read: - PTA "Comprehension" TCL 283-295 ***Due 10/4*** ***Bring Turnbull Text to class next week***. Complete: IEP Research Assignment **Due10/31** **Continue Working on** School Context Inquiry- **Due 10/10**
6	10/4	PTA "Comprehension" TCL 283-295 **IEP-Turnbull Chapters Activity** **Group Project**	**Post your Exceptional Lives Report-Presentation** in Forum Section of the Moodle; respond to three other presentations using the value added format. **Due (Yo10/13ur Post) and 11/15** *(Your comments to three others)* Complete: IEP Research Assignment **Due 10/31** Read: - Better Reading Connections *TCL 295-298* Due 10/11 **Continue Working on** School Context Inquiry- **Due 10/10**
7	10/11	PTA- Better Reading Connections *TCL 295-298* **Assistive Devices Workshop**	**"Catch-Up Week"** **Assistive Devices Assignment Due: 10/24** *READ*: Reading Strategies *TCL 298-301* **Due 10/18**
8	10/18	PTA- Reading Strategies *TCL 298-301* **Classroom and Instructional Management** **Pacing and Instruction Calendars**	Wong: Management Strategies Jigsaw **DUE 10/25**. **Read:** Reading Strategies, part 2, *TCL-pages 301-308 Due 10/25*
9	10/25	**PTA-** Reading Strategies, part 2, *TCL-pages 301-308* **Month-Long- Plan**	Month Long Plan is **Due_11/28**
10	11/1	**Month Long Plan Group Work**	*TLC Forum Due 11/3 & 11/5* *Year Long Plan is Due 11/28*
11	11/8	**Month Long Plan Group Work**	*Year Long Plan is Due 11/28*
12	11/15	**Month Long Plan Group Work**	*Year Long Plan is Due 11/28*
13		**Thanksgiving Week- No Class!**	
14	11/29	**Teacher as a Professional**	Teacher Resume Assignment-*Due 12/5* 12/6- DRESS for SUCCESS- Mock Interviews
15	12/6	**Teacher as a Professional** **Resumes and Mock Interviews.**	

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		

It is expected that students will proofread and edit all their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment's grade will be negatively affected as a result of this oversight. Each assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics. All reference/resource citations should use appropriate citation form. Please consult with the American Psychological Association (APA) format in the APA Manual, 5th edition for citation guidance.

NOTE: You must maintain a B average (3.0 GPA) in your teacher education courses to receive a teaching credential from the State of California. Courses are not accepted if final course grades are below a C+.

<u>**Exemplary "A" Students**</u>
1. Demonstrate serious commitment to their learning, making full use of the learning opportunities available and searching out the implications of their learning for future use.
2. Complete all assignments thoroughly, thoughtfully and timely.
3. Make insightful connections between assignments and their developing overall understanding of science concepts; continually questioning and examining assumptions in a genuine spirit of inquiry.
4. Attends every class, always timely, and shows high level achievement of course goals.
5. Display a "can do" attitude, give 100%, and works to help others learn too.
6. Contributes a great deal to class environment, showing respect and concern for all members.

<u>**"B" Students**</u>
1. Completes all assignments, all on time, and demonstrates the ability to summarize, analyze, and/or reflect at fairly high levels, showing consistent improvement over time.
2. Completes all of the reading assignments and develops thoughtful and fairly thorough responses.
3. Produces work that is close to professional level in terms of both content and writing, working to develop a strong command of writing, speaking, planning and presenting.
4. Develops presentations demonstrating significant learning.
5. Presents confidently and intelligently, demonstrating effective teaching skills.
6. Attends every class meeting and is regularly engaged during class.
7. Contributes to the positive environment of the class by respecting all members.

It is expected that students will proofread and edit all their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment's grade will be negatively affected as a result of this oversight. Each assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics. All reference/resource citations should use appropriate citation form. Please consult with the American Psychological Association (APA) format in the APA Manual, 6th edition for citation guidance.