

Course & Section Nos.	EDSS 541
Course Title	Secondary Interdisciplinary Methodology
Class Roster No.	Section 1 <i>crn</i> 20992 / Section 2 <i>crn</i> 20993
Course Day(s)	Fridays
Time	7:30 - 10 am & 10:15 am -12:45 pm
Course Location	University Hall 444
Semester / Year	Spring 2018
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Office Hours	After Class or By Appointment

WELCOME

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

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

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

Mission

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

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

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

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

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COURSE DESCRIPTION

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

Course Prerequisites

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

Course Objectives

This course will build on knowledge in basic lesson planning (Universal Lesson Plan Design) and incorporate differentiation to meet individual student needs (students learning English and students with special education needs including students that are gifted or talented).

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

Enduring Understandings

Credential candidates will understand how:

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

Essential Questions

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

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

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

Required Texts

1. Single Subject Website <http://csusmsinglesubjectprogram.weebly.com/> and links provided on website.
2. edTPA Handbook <https://www.csusm.edu/soe/currentstudents/tpa.html>
 - a. Access Code to Self-Enroll for edTPA on Taskstream
 - b. Download and print off your Subject Area edTPA Handbook
 - c. Read instruction and rubrics for your subject area before Week 3

Cougar Courses

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

TaskStream Account

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

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

Kaye, Cathryn Berger. (2004 or 2011). *A Complete Guide to Service Learning*. Minneapolis, MN: Free Spirit.

Roberts, P. & Kellough, R. (2008). *Guide to Interdisciplinary Thematic Units*. Upper Saddle River, NJ: Pearson

COURSE LEARNING OUTCOMES

Candidates will be able to:

1. Develop a sequence of instruction (TPE 2, 4, & 5) - Lesson Sequence and Supports for 20 points
2. Justify pedagogy (TPE 2, 4, & 5) - Planning Commentary for 20 points
3. Design 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 (TPE 4) - Integrated Thematic Unit Plan for 40 points
4. Use assessment data to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction (TPE 2, 4, & 5) - Role-Play an Individual Education Plan (IEP) Meeting & Reflection for 20 points

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Single Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

TPE 1. Engaging and Supporting All Students in Learning

Addressed in Lesson Sequence/Supports, Planning Commentary, and ITU

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 in Lesson Sequence and Supports, Planning Commentary**

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 in Lesson Sequence and Supports, Planning Commentary, and ITU**

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 UDL and 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., IEP, IFSP, ITP, 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 in Lesson Sequence and Supports, Planning Commentary, ITU, and IEP 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' IEP, IFSP, ITP, 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 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:

http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

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

Expected Dispositions for the Education Profession

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

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

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

The PSLOs & the Course Learning Outcomes (3) 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>

SCHEDULE/COURSE OUTLINE

This is a Course Schedule is tentative and it may be changed to respond to student needs. Changes will be posted on the Cougar Course as well as Spring 2018 Single Subject Core Course Calendar:

https://jdocs.google.com/document/d/1yx8jmG_wQ9Wzq8fTE7TfztWtvJnd-jd_XNmcf2YEgwM/edit?usp=sharing

Session/Date	Topic	Assignments: Reading & Ticket Out the Door KEY ASSESSMENT DUE DATES
Session 1 Jan 26 Joint Session	Class Introduction	Getting to Know Each Other, Course Materials and Expectations
Session 2 Feb.2	ITU and Action Research: Making the Learning Real	Read: Integrated Thematic Design Website, Service Learning Readings, Action Research Reading on cougar course Ticket Out The Door: Action Research Paragraph Topic/Prompt & ITU Theme
Session 3 Feb. 9	ITU Workshop	Read: Integrated Thematic Design Website https://sites.google.com/site/integratedthematicdesign/ Ticket: List of what to revise for ITU



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Session/Date	Topic	Assignments: Reading & Ticket Out the Door KEY ASSESSMENT DUE DATES
Session 4 Feb 16	Action Research Workshop Lesson Sequence & Planning Commentary Peer Review	Read: Review differentiation ideas on http://secondarydifferentiation.weebly.com Bring paper draft of your Lesson Sequence, Supports & Planning Commentary – Must include vocab, graphic org, cooperative learning, rubric and choice of content topic, process, or product. 1. Review Differentiated Lesson Sequence Requirements 2. Review Action Plan Requirements 3. Peer Review of Lesson Sequence & Supports & Planning Commentary 4. Provide tangible suggestions to make sequence better 5. Identify what needs to be revised and how Revised lesson sequence & planning commentary-Posted in Cougar Courses by Feb. 22 midnight
Session 5 Feb. 23 ONLINE Session	Cooperative Learning	Read: Cooperative Learning Resources Website Pages https://sites.google.com/site/cooperativelearningresources/ Ticket: 1. Post Activity Instructions, Group Roles and Materials; 2. Post feedback to 2 colleagues; 3. Revise your work based on the feedback you receive and respond to those who provided feedback to you. Lesson Sequence, Supports & Planning Commentary Due Online – Upload as one complete document (word document, pdf or google doc).
Session 6 March 2	ITU Presentations Session	Lesson Sequence, Supports & Commentary Feedback online ITU Presentation Due By Time Class Starts. Peer Reviewed Session
Session 7 Mar. 9	IEP Role-Play	Read: IEP Webpages: http://iepmeeting.weebly.com/ Guest Speaker: Mrs. Jara Dupere, Resource Specialist, CUSD Ticket: Prepare IEP Role-Play Video Link and Best Practices Modeled in Video IEP Role Play Video Link & List of IEP Best Practice Modeled in Video ITU Due
Session 8 Mar. 16	IEP Role-Play Reflection	Read/Watch: IEP Meeting Role Play Videos posted on cougar course Ticket: Watch peers videos and complete your IEP Role-Play Reflection IEP Role Play Link Due Before Class IEP Reflection Due by March 18
Session 9 Mar. 23 online	Linked Learning	Special Topic Assignment: This assignment will be assessed for credit and attendance in multiple classes. More details to follow.
May. 11 Joint Session	Celebration and Reflection	TBD

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

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

Action Research Plan (TPE 2, 4, & 5) – Week 5 (Reflection Week 9)	40 points
Integrated Thematic Unit (TPE 4) – Week 6	40 points
Individual Education Plan (TPE 2, 4, & 5) – IEP Role Play Week 7 & IEP Role Play Reflection Week 8	20 points
Total possible FOR EDSS 541	100% = 100 points

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

Course Assignments

A. ACTION RESEARCH: LESSON SEQUENCE, SUPPORTS & PLANNING COMMENTARY

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

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

http://graphics8.nytimes.com/images/blogs/learning/pdf/2015/301_Prompts_for_Argumentative_Writing.pdf

The first lesson will be without supports and the second will be with multiple supports. You will compare/contrast the student performances of the two lessons and survey the students about what supports were helpful and why.

The Action Research Plan has 3 key components:

1. LESSON SEQUENCE & SUPPORTS - 10 points

Submit a lesson sequence(part 1) that includes a written paragraph assessment (part 2). Design the lesson with detail so that a substitute teacher could follow the plan and implement the lesson. Include all the teaching materials needed to teach the lesson, including handouts, ppts, videos, reading materials, vocabulary, paragraph writing graphic organizers, and rubric for assessment.

This assignment addresses TPE 2, 4, & 5.

2. PLANNING COMMENTARY - 30 points

Write a planning commentary on your lesson sequence to explain and justify your curriculum and instruction choices based on educational theory and research. Address the following areas:

- a. Central Focus
- b. Knowledge of Students to Inform Teaching
- c. Supporting Subject Area Learning
- d. Supporting Subject Area Development through Language
- e. Monitoring Students

This assignment addresses TPE 2, 4, & 5.

ACTION RESEARCH PRESENTATION - 5 points – Due Week 9 March 23rd

- a. You will prepare a Power Point (or other multimedia) presentation of the findings of your Action Research

b. You will need to provide evidence of impact on 6-12 learning - evidence of the students meeting the ELD and Content area standard/objective.

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

- Methodology – Action Research
- Data Collection

- Paragraph Writing Supports

- Scored Paragraphs

- Evidence of student meeting: content objective
- Evidence of ELD objective: 6-12 Grade ELD Standard C. Productive 11a. Justify/Argue

- Survey of students to identify what supports were helpful.

- Findings: Identify what supports were helpful to students and worth the preparation.

B. INTEGRATED THEMATIC UNIT - 40 points Due Week 6 – March 2

You can work with a colleague to create an ITU that includes two different subject areas. Use this as an opportunity to market your collaboration and instructional design abilities to a future employer. If you have created a unit (such as a UbD in H/SS or ELA) unit from one of your methods classes, feel free to incorporate it here. Please indicate which class it is from.

Your ITU must include the following:

1. Central Focus: Enduring Understanding & Essential Questions (ITU home page)
2. Scope & Sequence Calendar: Standards, Objectives, Assessments & Student Activities (ITU home page)
3. Curriculum Integrations
 - a. Two or more content/subject areas
 - b. Community Service Component that teaches empathy
 - c. Visual & Performing Arts (VAPA)
 - d. Linked Learning – Integrated Curriculum focused on career area
4. Rubric: Rubric with plan for self-assessment & peer review (On Calendar Webpage or link)
5. Differentiation: Different Content Levels – Adapted Reading Materials, Vocab, Graphic Org, Multisensory, & Choice Activity
(Separate Webpage w/ link on ITU home page)
6. Six (6) Cooperative Learning Elements Separate Webpage (Link on ITU home page)
7. All Materials needed to teach lesson segment (Separate Webpage)
8. Posted on your Professional Website (Add ITU link to your professional website home page)

This assignment addresses TPE 2, 4, & 5.

**C. INDIVIDUAL EDUCATION PLAN (SST) MEETING ROLE-PLAY - 20 points Due Week 7-8:
March 9, 16**

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

There are two parts of this assignment.

1. Video of IEP Meeting Role-Play – **Due Week 7** for 10 points

Your group will videotape the role-play, post the video to YouTube, make the video assessable to your peers on the Cougar Course Module with the YouTube link, and post in the YouTube descriptor - a list of best practices modeled in the video.

2. Written Reflection of what you learned about IEP Process – **Due Week 8** for 10 points

You will post a reflective response to articulate what you learned, provide evidence of your learning and identify what you still need to learn about IEP meetings. You must participate in the role-play to post a reflection of the role-play. **You must be in class for the role-play sessions to earn credit for this assignment.**

The IEP Meeting Role-Play & Reflection addresses TPE 2, 4, & 5. The primary TPE is 5.

Grading Standards

A = 93-100

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72*

D = 60-69*

F = 0-59*

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

Final Exam Statement

There will be no final exam for EDSS 541.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

This course: Attendance and promptness reflect the professional dispositional behaviors required and expected in the teaching profession. A minimum grade of C+ is required in all credential courses to earn the single subject credential. Absences and late arrivals/early departures will affect the final grade. **Teacher candidates may have one absence 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.

Policy on Late/Missed Work

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

Student Collaboration Policy

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

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

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

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 seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

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

All University Writing Requirement

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

Course Format

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

Necessary Technical Competency Required of Students

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

Contact Information for Technical Support Assistance

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

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

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

ASSIGNMENT RUBRICS

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



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LESSON SEQUENCE & PLANNING COMMENTARY RUBRIC (ACTION RESEARCH PROJECT)

Name _____ Subject _____ School _____ Team Mates _____

CRITERIA	EXCEEDS	MEETS	APPROACHING	NOTES
LESSON 10 points	Provides a thorough overview of the lesson segment with enduring understanding, essential questions, standards, objective, assessments & student activity.	Provides an overview of the lesson segment with enduring understanding, essential questions, standards, objective, assessments & student activity.	Provides a brief overview of the lesson segment with enduring understanding, essential questions, standards, objective, assessments & student activity.	
LESSON SUPPORTS 10 points	Lesson includes 6+ of the following supports: adapted texts, vocabulary activity, group activity supports, graphic organizer for paragraph & a rubric for peer review and self-assessment.	Lesson includes 5 of the following supports: adapted texts, vocabulary activity, group activity supports, graphic organizer for paragraph & a rubric for peer review and self-assessment.	Lesson includes the some of the following supports: adapted texts, vocabulary activity, group activity supports, graphic organizer for paragraph & a rubric for peer review and self-assessment.	
PLANNING COMMENT- ARY 20 points	<p>Commentary thoroughly addresses the:</p> <ul style="list-style-type: none"> -Whole class, -Student with a special need, -An English learner and -Another student of your choice. <p>Commentary provides detailed student information that informs differentiation strategies. Each paragraph includes detailed description of:</p> <ul style="list-style-type: none"> -Plan to teach language and content vocabulary, -How the graphic organizer will set students up for success to write the paragraph, -Activities designed to engage students and prepare them to write, -How rubric will be used to clarify expectations, provide a peer review and self-assessment of assignment with feedback for revision prior to the due date. <p>Each paragraph thoroughly includes research & theory to support strategy choices.</p>	<p>Commentary addresses the:</p> <ul style="list-style-type: none"> -Whole class, -Student with a special need, -An English learner and -Another student of your choice. <p>Commentary provides student information that informs differentiation strategies. Each paragraph includes description of:</p> <ul style="list-style-type: none"> -Plan to teach language and content vocabulary, -How the graphic organizer will set students up for success to write the paragraph, -Activities designed to engage students and prepare them to write, -How rubric will be used to clarify expectations, provide a peer review and self-assessment of assignment with feedback for revision prior to the due date. <p>Each paragraph includes research & theory to support strategy choices.</p>	<p>Commentary briefly addresses the:</p> <ul style="list-style-type: none"> -Whole class, -Student with a special need, -An English learner -Another student of your choice. <p>Commentary provides brief student information that informs differentiation strategies. Each paragraph includes brief description of:</p> <ul style="list-style-type: none"> -Plan to teach language and content vocabulary, -How the graphic organizer will set students up for success to write the paragraph, -Activities designed to engage students and prepare them to write, -How rubric will be used to clarify expectations, provide a peer review and self-assessment of assignment with feedback for revision prior to the due date. <p>Each paragraph briefly includes research & theory to support strategy choices.</p>	
Total Points				



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ITU RUBRIC

Names: _____ ITU Title: _____ Subjects: _____

CRITERIA	EXCEEDS	MEETS	APPROACHING
CENTAL FOCUS 2 pts	Central Focus thoroughly provides clarity on the enduring understandings and essential questions that relate to all content areas in a meaningful way.	Central Focus provides clarity on the enduring understandings and essential questions that relate to two content areas in a meaningful way.	Central Focus lacks clarity on the enduring understandings and essential questions.
SCOPE & SEQUENCE CALENDAR 4 pts	Calendar with standards (ELD & Content), objectives, assessments & student activities includes rubric or links to the rubric	Calendar with standards (ELD & Content), objectives, assessments & student activities	Calendar lacks articulation of standards, objectives, assessments & student activities
INTEGRATIONS 8 pts	Unit integrates three or more content areas, service learning, visual and performing arts and linked learning by teaching empathy and social justice in a community setting.	Unit integrates two content areas, service learning, visual and performing arts and linked learning by teaching empathy and social justice.	Unit integrates two content areas, service learning, visual and performing arts or linked learning.
RUBRIC 5 pts	Rubric is provided for ELD and Content Standards with written instructional plan for self-assessment & peer review. Rubric is on the Calendar Webpage of the ITU website.	Rubric is provided for ELD and Content Standards & peer review. Rubric is on the Calendar Webpage of the ITU website.	Rubric is provided for ELD and Content Standards.
DIFFERENTIATION 5 pts	Six or more of the following differentiation strategies are provided with materials for students: Different Content Levels - Adapted Reading, Vocab, Group Activity Supports, Graphic Org, Multisensory & Choice Activity. Differentiation strategies are linked with the ITU home page.	Five of the following differentiation strategies are provided with materials for students: Different Content Levels - Adapted Reading, Vocab, Group Activity Supports, Graphic Org, Multisensory & Choice Activity Differentiation strategies are linked with the ITU home page.	Some of the following differentiation strategies are provided with materials for students: Different Content Levels -Adapted Reading, Vocab, Graphic Org, Multisensory & Choice Activity.
COOPERATIVE LEARNING 3 pts	All six elements of cooperative learning are provided with materials and written instructions are provided on how to use the materials to guide students through each element.	All six elements of cooperative learning are provided for group activity with materials for key elements.	Not all six elements of the cooperative learning elements are provided.
TECHNOLOGY 3 points	Instructions and all materials are provided for student technology consumption and production in project based learning assignment that specifically addresses the linked learning career pathway.	Unit includes student technology consumption and production in project based learning assignment that specifically addresses the linked learning career pathway.	Unit includes student technology consumption and production in project based learning assignment.
MATERIALS 5 pts	All materials for teaching this unit are provided on ITU website homepage, so that it is easy to access.	Key materials for teaching this unit are provided and accessible on ITU website.	Not all key materials are provided for teaching this unit on ITU website.
WEBSITE 5 pts	ITU is posted on a website of the authors with the names and bios provided and with a	ITU is posted on professional website of the authors with the names and	ITU is posted on a website and authors names and bios are provided.



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	unit commentary that explains/justifies the research/theory behind the curriculum and instruction.	bios provided.	
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