

<b>Course &amp; Section Nos.</b>	<b>EDSS 511</b>
<b>Course Title</b>	<b>Secondary Teaching and Learning</b>
<b>Class Roster No.</b>	<b>Section 1 CRN #40304 and Section 2 CRN #40305</b>
<b>Course Day(s)</b>	<b>Mondays</b>
<b>Time</b>	<b>10:15 am - 10:45 pm &amp; 1:30 to 4:00 pm</b>
<b>Course Location</b>	<b>University Hall 439</b>
<b>Semester / Year</b>	<b>Fall 2018</b>
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### **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

### **Secondary Teaching and Learning**

Focuses on developing a preliminary understanding of learning theory and instructional practice in integrated and inclusive secondary classrooms.

### **Course Prerequisites**

Admission to the Single Subject Program, EDUC 350, EDUC 364, & EDUC 422

### **Course Objectives**

Candidates will be able to:

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

### **Enduring Understanding**

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

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

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

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

### **Essential Questions**

1. *TPE 1.2 How can teachers communicate about achievement expectations and student progress with students and their families?*
2. *TPE 2: How can teachers create and maintain effective environments for student learning?*
3. *TPE 4: How can teachers design differentiated instruction (content, process & product) that is developmentally appropriate for diverse adolescents?*
4. *TPE 5: How can teachers meet the needs of their students by using a variety of assessment strategies?*

### **Credit Hour Policy Statement**

Per the University Credit Hour Policy:

- Courses with face-to-face instruction (including activity and laboratory modes of instruction) must include a statement to the effect that students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class. For activity and laboratory modes of instruction, depending on the particular instructional mode, each unit of credit corresponds to two or three 'hours' of class-time, and two hours of student learning outside of class.)
- Courses that are entirely on-line must describe the activities that the student will be required to complete as part of the course and indicate the expected minimum time (at least 45 hours for each unit of credit) that students will need to devote to each of these.

- Hybrid courses must describe to students how the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.
- *EDSS 511 will have 3 online sessions where all tasks must be complete to earn session credit, October 13<sup>th</sup>, November 10<sup>th</sup> - Veteran's Day, & November 24<sup>th</sup> -Thanksgiving Week.*

### REQUIRED TEXTS, MATERIALS AND ACCOUNTS

This course has been CALMed (Cougars Affordable Learning Materials), meaning Anne René has chosen readings online and has purchased books for a literature circle books on classroom management. The reading links will be provided on the weekly cougar course module.

*The intention to CALM (minimize book costs by providing free readings) this course (EDSS 511 and the EDSS 541 class in the spring) is to offset the cost of your edTPA.*

1. Electronic readings will be provided on the EDSS 511 cougar course each week. <http://cc.csusm.edu>
2. Single Subject Website <http://csusmsinglesubjectprogram.weebly.com/> and links provided on website.
3. Taskstream Account <http://www.taskstream.com> \$50 Registration Fee.
4. CalTPA Handbook available electronically through Taskstream account, \$300 for CalTPA
5. It is advisable for each candidate to bring an internet capable device capable of working with WORD and Google Documents to class. (Word, Excel, Power-point Apps are available free to students through Cougar Apps.)

### COURSE LEARNING OUTCOMES

Candidates will be able to:

1. Create Effective Learning Environments - Assessed by Classroom Management Plan using Self-Discipline Strategies (TPE 2) & Student Study Team (SST) Meeting Role-Play
2. Plan Instruction for diverse learners - Assessed by Lesson Plan (TPE 4)
3. Assess Student Learning and use assessments to inform instruction - Assessed by Assessment Plan (TPE 5)

### Authorization to Teach English Learners

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

### Teacher Performance Expectation (TPE) Competencies

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

#### **TPE 1. Engaging and Supporting All Students in Learning**

##### **Addressed in Professional Website, Lesson, Unit & Classroom Management Plan**

1. Apply knowledge of students, including their prior experiences, interests, and social emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

**TPE 2. Creating and Maintaining Effective Environments for Student Learning**

**Addressed Primarily in Management Plan; Secondly in Lesson, Unit & Classroom**

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

**TPE 4. Planning Instruction and Designing Learning Experiences for All Students**

**Addressed Primarily in Lesson Plan; Secondly in Assessment Plan**

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
  - appropriate use of instructional technology, including assistive technology;
  - applying principles of Universal Design for Learning (UDL) and Multi-Tier System Supports (MTSS);
  - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
  - appropriate modifications for students with disabilities in

- the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable.
- 5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans, e.g., Individual Education Plan (IEP), Individual Family Service Plan (IFSP), Individual Transition Plan (ITS), and 504 plans.
- 6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
- 7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
- 8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

**TPE 5. Assessing Student Learning**

**Addressed Primarily in Assessment Plan; Secondly in Lesson Plan & SST Role Play**

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' Individual Education Plan (IEP), Individual Family Service Plan (IFSP), Individual Transition Plan (ITS), and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

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

**Teacher Performance Assessment**

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2018-19 academic year the CSUSM credential programs will use the CalTPA (California Teacher Performance Assessment). The CalTPA Handbook will available electronically through Taskstream account and on the Single Subject Weebly webpage.

To assist with your successful completion of the CalTPA, a series of Saturday Seminars are offered by Karen Escalante, [kescal@csusm.edu](mailto:kescal@csusm.edu). In these sessions CalTPA related questions and logistical concerns are addressed. Additional support materials are available on the CalTPA website.

**Fall CalTPA Support meeting Schedule:**

Saturday, Sept 8th: 9-10:30 TPA overview

Saturday, Sept 22nd: 9-11am Cycle 1 overview

Saturday, Nov. 3rd: 9-11am Drop in Support

**CalTPA Cycle 1 Due: Nov 13th, NO LATE SUBMISSIONS or you do not progress to CP 2 in Spring, you will extend in Fall 2019 to complete the credential.**

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

## **Expected Dispositions for the Education Profession**

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

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

## **PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)**

The PSLOs and the Course Learning Outcomes (p. 4) are based on the Teacher Performance Expectations:

- TPE 1. Engaging and Supporting All Students in Learning
- TPE 2. Creating and Maintaining Effective Environments for Student Learning
- TPE 3. Understanding and Organizing Subject Matter for Student Learning
- TPE 4. Planning Instruction and Designing Learning Experiences for All Students
- TPE 5. Assessing Student Learning
- TPE 6. Developing as a Professional Educator

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

## **GENERAL CONSIDERATIONS**

### **School of Education/Course Attendance Policy**

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

This course: Attendance and promptness reflect the professional dispositional behaviors required and expected in the teaching profession. A minimum grade of C+ is required in all credential courses to earn the single subject credential. Absences and late arrivals/early departures will affect the final grade. **Teacher candidates may have one absence with no penalty. Second absence will result in a decrease of half-letter grade (5%).** Third absence will result in a decrease of a letter grade or more, a Statement of Concern and possible failure of class. Second tardy or early departure will receive a warning. **Third tardy or early departure will result in a decrease of a half-letter grade (5%) and a Statement of Concern.** Statement of Concern will require the candidate to write an action plan to resolve the issue. A total of three Statements of Concern on this and/or other issues combined warrant exit from the program.

No credit will be given if you miss an in-class assignment or required presentation. ***If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.***

## **CSUSM Academic Honesty Policy**

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

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

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

Refer to the full Academic Honesty Policy at:

[http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](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.

## **All University Writing Requirement**

Statement on how the All-University Writing Requirement (850 words for a 1-unit course, 1700 words for a 2-unit course, and 2500 words for courses of 3 or more units) is satisfied in the course.

## **Course Format**

This is a hybrid (HY) course with 3 online sessions. To earn attendance credit for those sessions you will need to complete all tasks assigned, lack of task completion result in an absence.

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

Candidates are expected to demonstrate competency in the use of word processing, electronic mail, Moodle, use of the Internet, multimedia presentations and social media.

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

CSUSM Help Desk, 2<sup>nd</sup> Floor of Kellogg Library, (760) 750-6505.

## **Use of Technology**

Candidates (Course participants) are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia

presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

### **Electronic Communication Protocol**

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

Things to consider:

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

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

### **COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS**

There are FIVE key assignments/assessments for EDSS 511 with 100 points possible. See cougar course for complete instructions and all Instructor provided support materials (rubrics, readings, templates, etc.)

Differentiated Lesson Plan	20 points
Classroom Management Plan	20 points
Assessment Assignment	10 points
Scope and Sequence	10 points
Student Success Team Assignment (Must participate in Role Play to earn any points.)	20 points
Professionalism and Classroom Participation**	20 points
<b>Total possible FOR EDSS 511</b>	<b>100 POINTS = 100%</b>

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

### **Final Exam Statement**

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

### **Grading Standards – Grading Scale**

A = 93-100	C+= 77-79
A- = 90-92	C = 73-76
B+= 87-89	C- = 70-72
B = 83-86	D = 60-69
B-= 80-82	F = 0-59

**You must repeat the course if you do not earn a C+ or higher.**

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

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

**Student Collaboration Policy**

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

**COURSE SCHEDULE/OUTLINE**

		<b>Weekly Schedule-EDSS 511- This Schedule may be modified or revised based on course need and Instructor discretion.</b>
<b>Date</b>	<b>Topic</b>	<b>Assignments:</b> Do readings & assignments before class unless otherwise noted.
<b># 1 8/27</b>	Lesson Planning, Part 1	Content Area Standards How to align standard, objective, & assessment. <b>PRE-READING Assignment:</b> <ul style="list-style-type: none"> <li>• Download and save to your 511 Desktop Folder the Content Standards for your Clinical Practice content area</li> <li>• Prior to class READ your Content Area Standards and make a list of the BIG BIG IDEAS you see reflected in the standards</li> </ul>
<b># 2 9/3 On Line</b>	Lesson Planning, Part 2	ONLINE Class- Labor Day Holiday- No Class Session Universal Design for learning <b>READING Assignment:</b> Read the UDL articles posted on 511 Cougar Course Week 2
<b># 3 9/10 Joint Session</b>	Vocabulary - Process	<ul style="list-style-type: none"> <li>• Collaborative Vocabulary Lesson Planning (Shorter lesson they'll give in week 6 or 7?) in all <b>core</b> classes only</li> <li>• Academic Language</li> <li>• Standards</li> <li>• Action Research Process</li> <li>• Choosing 3 Focus Students</li> </ul>
<b># 4 9/17 Line</b>	Lesson Planning, Part 2 Differentiation,  Talk Like a Pirate Day	Content, Process, Product Differentiation How UDL relates to Lesson differentiation <b>PRE_READING Assignment:</b> Read the Tomlinson articles posted on 511 Cougar Course Week 4
<b># 5 9/24 Joint</b>	Assessment & Rubrics	Looking further into Lesson Plan Process and Product <b>PRE_READING Assignment:</b> Read the Assessment and Rubric articles posted on 511 Cougar Course Week 5
<b># 6 10/1</b>	Differentiation for Students with Special Learning Needs	Individuals with Disabilities Education Act- IDEA 504 Plans Differentiation for Students with Special learning Needs <b>PRE_READING Assignment:</b> Read the IDEA, IEP and 504 Plan articles posted on 511 Cougar Course Week 6

<b>Weekly Schedule-EDSS 511-</b> <b>This Schedule may be modified or revised based on course need and Instructor discretion.</b>		
<b>Date</b>	<b>Topic</b>	<b>Assignments:</b> Do readings & assignments before class unless otherwise noted.
<b>#7</b> <b>10/8</b>	Management Plan, Part 1	Management Plan assignment and Literature Circle <b>PRE_READING Assignment:</b> Read the Classroom Management articles posted on 511 Cougar Course Week7
<b>#8</b> <b>10/15</b>	Management Plan, Part 2	Teams work on Management Assignment SST Assignment Planning <b>PRE_READING Assignment:</b> Read the Classroom Management articles posted on 511 Cougar Course Week 8
<b>#9</b> <b>10/22</b>	Joint Session	<ul style="list-style-type: none"> <li>• Bring to Class: student data using CalTPA ata sheet</li> <li>• Action Research Conclusion: Whole Class &amp; Focus</li> <li>• Begin CalTPA Lesson Planning</li> </ul>
<b>#10</b> <b>10/29</b>	Intro to SST & Plan Peer Review	Teams prepare SST Documents SST Role Play Peer Review <b>PRE_READING Assignment:</b> Read the SST articles posted on 511 Cougar Course Week 10
<b>#11</b> <b>11/5</b>	SST Role-Play	Fish Bowl SST Presentations
<b>#12</b> <b>11/12</b>	Veterans' Day Holiday-Campus Closed	No classes meet <b>CalTPA submission Tuesday, November 13th</b> <b>NO LATE submissions</b>
<b>#13</b> <b>11/19</b>	SST Reflection & Happy Thanksgiving	1. Write a reflection on SST Role Play 2. Read: Other SST Reflections  SST REFLECTION DUE on Forum & Taskstream for TPE Portfolio
<b>#14</b> <b>11/26</b>	Semester Reflection & Social Justice Action Plan	1. Prepare presentation for sharing Social Justice Action Plan from EDSS 555 2. Read colleague professional websites for ideas on how to revise your website Read the resumes of your peers for ideas on how to revise yours
<b>#15</b> <b>12/3</b>	Joint Session	<b>Joint Session:</b> <ul style="list-style-type: none"> <li>• Wrap Up &amp; Closure</li> <li>• Goal Setting</li> <li>• Evaluations</li> <li>• Gallery Walk</li> <li>• Working with parents &amp; community</li> <li>• 555 - DUE: SJE Action Plan Write-Ups</li> </ul> Presentations of Social Justice Action Plans

This Course Schedule is tentative and it may be changed to respond to student needs.  
Changes will be announced in class and posted on the EDSS 511 Cougar Course.