Course & Section Nos.	EDSS 511
Course Title	Secondary Teaching and Learning
Class Roster No.	Section 1 CRN #40305 & Section 2 CRN #40306
Course Day(s)	Mondays
Time	Synchronous Sessions 10:45 am - 1:15 pm
Course Location	Online
Semester / Year	Fall 2020
Instructor	Anne René Elsbree, Ph.D.
Phone	Email instead since the campus is closed.
E-Mail	aelsbree@csusm.edu
Office	UH 414
Office Hours	Monday 5 – 6pm & 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

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

Teacher candidates will be able to:
TPE 1. Engage and support all students in learning
TPE 2. Create and maintain effective environments for student learning
TPE 3. Understand and organize subject matter for student learning
TPE 4. Plan instruction and design learning experience for all students
TPE 5. Assess student learning
TPE 6. Develop as a professional educator

Enduring Understanding
Teacher candidates will understand the importance, knowledge, and skills to:

TPE 1. Engage and support all students in learning
TPE 2. Create and maintain effective environments for student learning
TPE 3. Understand and organize subject matter for student learning
TPE 4. Plan instruction and design learning experience for all students
TPE 5. Assess student learning
TPE 6. Develop as a professional educator

Essential Questions
1. How can educators engage and support all students in learning? (TPE 1)
2. How can educators create and maintain effective environments for student learning? (TPE 2)
3. How can educators understand and organize subject matter for student learning? (TPE 3)
4. How can educators plan instruction and design learning experience for all students? (TPE 4)
5. How can educators assess student learning? (TPE 5)
6. How can educators develop as a professional educator? (TPE 6)

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

This course has been CALMed (Cougars Affordable Learning Materials), meaning the instructor has chosen mostly free electronic readings and you will only need to purchase one book for the course.

Required Texts

1. Greene, Ross W. (2008, 2009, 2014, or 2015). *Lost at School: Why our kids with behavioral challenges are falling through the cracks and how we can help them.* New York, NY: Scribner.

   $10 - 18. **ISBN** 978-1-4165-7227-5, **ISBN13:** 9781501101496, Or **ISBN10:** 1501101498
   Any version of this book is acceptable (2008, 2009, 2014, or 2015).

   I avoid using amazon, so here is Powell's Independent Book Store link:
   https://www.powells.com/book/lost-at-school-why-our-kids-with-behavioral-challenges-are-falling-through-the-cracks-how-we-can-help-them-9781501101496

   This book is available in CSUSM Kellogg Library & from San Diego Public Library.

   Please read *Lost at School* this summer before the program starts in the fall.
   Use the Ross Greene's Lost at School Plan B approach using the Plan B Cheat Sheet:
   https://www.livesinthebalance.org/sites/default/files/Plan%20B%20Cheat%20Sheet%20Rev%2011-12-12.pdf
   I suggest you practice in the summer with your family and friends.

2. All other readings are provided electronically on EDSS 511 cougar course.

Cougar Courses

Please access course materials on EDSS 511 Cougar Course @ http://cc.csusm.edu

COURSE LEARNING OUTCOMES

Candidates will be able to:
TPE 1. Engage and support all students in learning
TPE 2. Create and maintain effective environments for student learning
TPE 3. Understand and organize subject matter for student learning
TPE 4. Plan instruction and design learning experience for all students
TPE 5. Assess student learning
TPE 6. Develop as a professional educator

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. Note if the TPE is introduced, practiced, and/or assessed and the assignment that this addressed in the course. TPEs in detail:
http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf

TPE 1.6 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.
Practice - Vocabulary Lesson Plan

TPE 2.1 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.
Practice and Assess - Self-Discipline Pyramid

TPE 2.2 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.
Assess - Vocabulary Lesson Plan

TPE 2.3 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.
Practice and Assess - Self-Discipline Pyramid

TPE 2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
Practice - Self-Discipline Pyramid

TPE 2.6 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.
Practice and Assess - Self-Discipline Pyramid

TPE 3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.
Introduce and Practice - Vocabulary Lesson Plan

TPE 3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
Introduce - Vocabulary Lesson Plan

TPE 3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
Practice - Vocabulary Lesson Plan

TPE 4.2 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.
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.
Introduce, Practice, and Assess - Vocabulary Lesson Plan

TPE 4.4 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.
Introduce, Practice, and Assess - Vocabulary Lesson Plan

TPE 5.1 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.
Introduce - Vocabulary Lesson Plan

TPE 5.3 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.
Introduce – Vocabulary Lesson Plan

TPE 5.6 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.
Introduce – Right to Intervention/Student Study Team Preparation and Observation

TPE 5.8 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.
Introduce, Practice and Assess – Vocabulary Lesson Plan

TPE 6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
Introduce – Vocabulary Lesson Plan

TPE 6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
Introduce – Right to Intervention/Student Study Team Meeting Preparation and Observation

TPE 6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
Practice and Assess - Self-Discipline Pyramid

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 single subject credential programs will use the CalTPA (California Teacher Performance Assessment).

CalTPA

To assist with your successful completion of the CalTPA, a series of

informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website: http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

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

Expected Dispositions for the Education Profession

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

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

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

The PSLOs and the Course Learning Outcomes (p. 5) 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

CSUSM Academic Honesty Policy

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

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

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University. Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disability Student Services (DSS). This office is located in Craven Hall 4200 and 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909, or by email at dss@csusm.edu. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy of 45 hours per credit unit equates
45 hours X 3 units = 135 hours/15 weeks = 9 hours of learning per week.
EDSS 511 will be all online with both asynchronous and synchronous activities. The asynchronous activities represent one-two hours per unit of student learning outside of

class for each unit, that calculates to 3-6 hours a week. The synchronous instruction represents an 'hour' of class-time per unit which calculates to 1-hour X 3 units = 3 hours per week.

There will be on average 6 hours per week of asynchronous activities and 3 hours per week of synchronous activities. *Asynchronous activities will be due Wednesdays at 5:00 pm. Our synchronous sessions will be on Mondays 10:45 am - 1:15 pm. The four key assignments are due Monday 7:59 am of week 8, 9, 10, 11 & 12.*

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 online class will have both asynchronous and synchronous activities. *The asynchronous activities will be due Wednesdays at 5:00 pm.* To earn attendance credit for those sessions you will need to complete all tasks assigned, lack of task completion will result in an absence for the session. *Our synchronous sessions will be on Mondays 10:45 am -1:15 pm. The four key assignments are due Monday 7:59 am of week 8, 9, 10, 11 & 12.*

Necessary Technical Competency Required of Students

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

Contact Information for Technical Support Assistance

CSUSM Help Desk, 2nd Floor of Kellogg Library, (760) 750-4790.
techsupport@csusm.edu

Use of Technology

Teacher 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. 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.

Recording

To ensure the free and open discussion of ideas, students may not record class/program activities without the advance written permission of the instructor and all participants. If you are interested in recording a class session as a tool for understanding the content, please make an appointment with the instructor for alternative supports.

COVID-19 Statement

The single subject credential program is being offered amid a global pandemic, which means you will be juggling this course alongside your other responsibilities, such as other courses, work, family obligations, economic disruptions, and perhaps even COVID-19 sick friends and family. The single subject team understands these are disruptive, unprecedented times, and have collaborated to offer a program that accounts for and accommodates those disruptions.

Please contact me, other instructors, or Julie Rich our coordinator if you need assistance, clarification, and/or support on course concepts, expectations, or assignments. Together, we will get through this tough time. We want our program to be a place where we can come each week to learn from each other and find some sense of normalcy and humanity despite all that is going on. We look forward to working with and learning from all of you.

Here are some resources:

CSUSM Student Crisis Resource List

https://www.csusm.edu/counseling/counselingmarketing/crisislist.pdf

CSUSM Establishing Student Expectations in Virtual Learning Environments

https://www.canva.com/design/DAEC6sp2jJc/lzHIdbV2kg10cPx7CV__kQ/view?utm_content=DAEC6sp2jJc&utm_campaign=designshare&utm_medium=link&utm_source=viewer#1

Google Chat & Forum Guidelines

https://docs.google.com/document/d/1QNsBEvF_g90zQCXUiK4n-K9dmhEJamB9CjQIKccrJFM/edit?usp=sharing

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

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 Policy

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 (10%) or more,*** a Statement of Concern and possible failure of class.

First tardy of early departure will receive a warning. Second tardy or early departure will receive a warning. 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.

There are 4 key assessments for EDSS 511 with 100 points possible. This section contains assignment descriptions, templates and rubrics. You may lose points for absences, tardies, or early departures.

Lesson Plan	40 points
Self-Discipline Pyramid	40 points
RTI-SST Meeting Preparation	10 points

Student Success Team Meeting Reflection   10 points
Total possible FOR EDSS 511   **100 POINTS = 100%**

Vocabulary Lesson Plan   40 Points   Draft Due Week 8 & Final Due Week 9

The *UDL Lesson Plan Template for the Single Subject Program (p. 19)* is for daily lesson planning and will be required by your supervisor for clinical practice. Your lesson plans will be complimented with a Class Profile and Rationale/Reflection.
This set of lesson plan instructions include the objective, learning activities, assessment, TPEs covered by the core credential courses, lesson plan description, rubric, and lesson plan template.

OBJECTIVE

After reading and participating in activities about backward planning and universal design for learning, teacher candidates will be able to write a detailed universal for learning lesson plan that is mindful of the funds of knowledge and needs of the whole class and three specific focus students (ELL, Student with a disability, & another student of choice).

LEARNING ACTIVITIES

Universal Design for Learning, Understanding by Design, Lesson Instructions https://lessoninstructions.weebly.com/, Accommodations, Modifications, Interventions, Formative Assessment, & Formative Feedback.

ASSESSMENT

A vocabulary lesson plan that uses UDL practices to help students develop academic vocabulary. Lesson plan should include class profile and all materials for implementation, such as reading, visual aids, videos, ppts, websites, graphic organizers, sentence starters, etc. Rubric is provided below.

This assignment is introduced, practiced and assessed for accreditation for all three-core single subject credential program courses:
- EDSS 511 Secondary Teaching & Learning
- EDSS 521 Secondary Literacy
- EDSS 555 Secondary Multilingual Education

Link to the Single Subject Vocabulary Lesson Plan Matrix Aligned with TPEs: https://docs.google.com/document/d/1V6ZVRCPFs9kzvBoF3hcj5een0YY26KZglVWsJ-n-BEU/edit?usp=sharing

LESSON PLAN ASSIGNMENT DESCRIPTION ACCORDING TO TPE LANGUAGE

Students will be able to:

- *5.1* 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.

- *5.7* 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.

- *5.8* 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.

in order to:

4.4 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.

In the form of a UDL-Aligned vocabulary lesson plan that:

- 1.6 Provides 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.

In an effort to:

- 2.2 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.

The lesson plan will:

- **2.5** Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
- *3.2* Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.
- 3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
- *3.6* Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
- *4.2* 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.

2020 SINGLE SUBJECT LESSON PLANNING ASSIGNMENT RUBRIC   40 POINTS

Name _____ Class Title _____ Lesson Title _____ Date _____

EXPECTATION CREDIT	Mastery (Full Credit)	Developing (½ credit)	Not Met (No Credit)

INDIVIDUAL SUPPORT TPE 3.2, 4.2, 5.7, 5.8   3 points
Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language **(TPE 5.7)**, as applicable, and use this information in planning instruction. AND Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans **(TPE 5.8)**, and a range of characteristics of typical and atypical child development **(TPE 4.2)** to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction by providing **(TPE 3.2):**
EVIDENCE:
·   **Focus Student Names & Reason for each focus student:** Student's first name, ELPAC/CELDT, Sp Ed category, reason for choosing FS3, Funds of Knowledge, Needs)
   Focus Student Funds of Knowledge (Interests, Strengths, Assets) **& Content Knowledge/Skills**
   Needs Describe knowledge and skills focus students need practice in content and language development and supports needed.			

WHOLE CLASS SUPPORT TPE 2.2, 2.5, 3.6, 4.4 2 points Addresses whole class needs by maintaining high expectations for learning **(TPE 2.5)** and creating an environment that promotes productive student learning, positive interactions, and reflects diversity **(TPE 2.2)** by using and adapting resources, standards-aligned instructional materials **(TPE 3.6)**, and a range of technology (including assistive technology) to facilitate equitable access to the curriculum **(TPE 4.4)**. · **All materials are listed and provided** in lesson document.			

UNIT PLACEMENT & ACADEMIC LANGUAGE TPE 3.5, 4.4   1 point
Plan and design subject matter curriculum support the acquisition and use of academic language within learning activities to promote subject matter knowledge of all students
EVIDENCE:
·   **Identify when this lesson occurs in the unit,** beginning, middle, or end, i.e. this is the 3rd day of a 10-day unit.
   Enduring Understanding is an overarching big idea that is not obvious, requires uncovering, and makes sense of the content.
   Essential Questions is open ended, arguable, at heart of subject, recur, raise more questions, and provide organization of content.
   List of Content Vocabulary Words & Other Specific Academic Language: list words and definitions.			

CONTENT STANDARDS & OBJECTIVES TPE 1.6, 4.4   4 points
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 **(TPE 4.4)** AND provides a supportive learning environment for students' first and/or second language acquisition **(TPE 1.6)** by demonstrating:
·   **Alignment** between content standard and objective. Hint use similar words from standard.
   Content objectives are **observable and are measurable**.
   Content objective includes **condition, action verb, and criteria.**			

ELD STANDARDS & OBJECTIVES TPE 1.6, 4.4   4 points
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 **(TPE 4.4)** AND provides a supportive learning environment for students' first and/or second language acquisition **(TPE 1.6)** by demonstrating:
·   **Alignmen**t between ELD standard and language objective. Hint use similar words from standard.
   Language objectives are **observable and are measurable.**
   Language objective includes **condition, action verb, and criteria.**			

CONTENT ASSESSMENT STRATEGIES TPE 5.1, 5.7 & 5.8   4 points
Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments **(TPE 5.1)**; Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable **(TPE 5.7)**; and Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans **(TPE 5.8)** by ensuring:
·   Content assessment is **aligned** to the content standard and objective. Hint use similar words from standard and objective **(TPE 5.1)**.
   Informal and formal formative assessment strategies are included in lesson sequence **(TPE 5.1)**.
   A **rubric is provided** for content & language objective **(TPE 5.1).**
   There are at least **3 levels for achievement on rubric**, i.e. emerging, expanding and bridging **(TPE 5.1, 5.7 & 5.8)**.
   Rubric is introduced to students within the instructional strategies **(TPE 5.1)**.
   Rationale is provided for the use of rubric **(TPE 5.1, 5.7 & 5.8)**.
   Assessment strategies are designed using the **Universal Design for Learning** framework and/or consider students' **needed** accommodations/ modifications, specifically the focus students **(TPE 5.1, 5.7 & 5.8)**.
   Provide a **comment box to note special supports** and considerations for the three focus students **(TPE 5.1, 5.7 & 5.8)**.			

LANGUAGE ASSESSMENT STRATEGIES TPE 5.1, 5.7 & 5.8 4 points Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments **(TPE 5.1)**; Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable **(TPE 5.7)**; and Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans **(TPE 5.8)** by ensuring:			

· Language assessment is **aligned** to the language standard and objective. Hint use similar words from standard and objective **(TPE 5.1)**. · **Informal and formal formative assessment** strategies are included in lesson sequence **(TPE 5.1).** · A **rubric is provided** for content & language objective **(TPE 5.1)**. · There are at least **3 levels for achievement on rubric**, i.e. emerging, expanding, and bridging **(TPE 5.1, 5.7 & 5.8)**. · **Rubric is introduced to students** within the instructional strategies **(TPE 5.1)**. · **Rationale** is provided for the use of rubric **(TPE 5.1, 5.7 & 5.8)**. · Assessment strategies are designed using the **Universal Design for Learning** framework and/or consider students' **needed** accommodations/ modifications, specifically the focus students **(TPE 5.1, 5.7 & 5.8)**. · Provide a **comment box to note special supports** and considerations for the three focus students **(TPE 5.1, 5.7 & 5.8).**			
INSTRUCTIONAL STRATEGIES TPE 1.6, 4.4　　　**2 points** 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 **(TPE 4.4)** AND provides a supportive learning environment for students' first and/or second language acquisition **(TPE 1.6)** by: · Make a **sequential list** of instructional strategies for lesson. · Write out in **detail what you will say and do**. A substitute should be able to follow lesson without background in content. · Address instructional strategies: grouping, transitions, scaffolding, modeling, questioning, etc. · Provide rationale for UDL strategies for FSs & whole class **(Engagement-green, Representation-purple, & Action & Expression-blue)**. · Introduce rubric to students and explain how you will provide feedback to students. · Address any informal assessment strategies you will use and feedback you will provide. · Strategies designed for FSs are noted with font: **Bold for ELL FS1**, Underline for FS2, and *italic for FS3.* · Accompanying comment boxes lay out how the lesson design decisions were made with the focus students in mind.			
LEARNING ACTIVITIES TPE 1.6, 4.4　　　**2 points** 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 **(TPE 4.4.)** AND provides a supportive learning environment for students' first and/or second language acquisition **(TPE 1.6)** by: · Address **inclusive practices & support for diverse learners** (EL, IEP/504/GATE, etc.) & **3 focus students.** · Address any **self-assessment or peer assessment** students will be doing. · Address any **anticipated student questions, misconceptions, confusions**, etc. · Provide **rationale** for UDL strategies for FSs and whole class. Color code UDL: **Engagement-green, Representation-purple, & Action & Expression-blue.** · Activities designed for FSs are noted with font: **Bold for ELL FS1**, Underline for FS2, and *italic for FS3.* · **Accompanying comment boxes lay out how the lesson design decisions were made with the focus students** in mind.			
RATIONALE/REFLECTION TPE 1.6, 3.5, 4.4　　　**12 points** Plan, design, implement and monitor instruction, and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies **(TPE 4.4)**; provides a supportive learning environment for students' first and/or second language acquisition and demonstrate an understanding of the difference among students with a range of language acquisition needs **(TPE 1.6)**; and adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment **(TPE 3.5)** by: Describing how the lesson plan maximizes learning opportunities for **whole class** with Universal Design strategies. · **Engagement UDL** · **Representation UDL** · **Action & Expression UDL** Specifying the **accommodations and modification** provided for **3 focus students & label in parentheses (Ex: ELL, IEP, shy).** · **Focus Student 1: English Language Learner (ELL)** · **Focus Student 2: Student with a special education need (IEP, 504 Plan or GATE)** · **Focus Student 3: Another student that needs special consideration (specify in parentheses, EX: shy, parent deployed …)** **Rationale** explains why strategies were chosen **based on student information** shared in Individual Supports and Whole Class Supports.			
MATERIALS/RESOURCES TPE 1.6, 2.2, 2.5, 3.5, 3.6, 4.4　　　**1 point** · **All materials** for teaching lesson are **provided** i.e. ppt, graphic organizer, rubric, etc… · Materials are evident of high expectations **(TPE 2.5)** consideration for language development **(TPE 1.6 & 3.5)**, Universal Design for Learning (UDL), needed multi-tiered support systems (MTSS) - adaptations/modifications **(TPE 3.6 & 4.4)**, and culturally relevant **(TPE 2.2).**			

UDL LESSON PLAN TEMPLATE CSUSM SINGLE SUBJECT PROGRAM

Name: Subject: Grade Level: School: Date:

Individual Support

Learners/ Focus Students[1]	Interests/Strengths/Assets (Funds of Knowledge)	Needs: EL (CELDT/ELPAC[2]), IEP/504 accommodations, GATE, student(s) w/life experiences who would benefit from additional academic and/or emotional support

Whole Class Support

Additional Support (Instructional aides, etc.)	Technology	Resources & Supplemental Materials

Lesson Overview	
Content Standard(s)[3]: (List relevant content standards covered in this lesson/unit, including number and text).	
Content Learning Objective/Goal(s): (Student-friendly language that captures what do you expect students to learn from this lesson): ● "Students will be able to… (insert specific expectations) by (insert assessment tool to measure meeting expectation)"	

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[1] Text not in bold can be removed prior to submission.
[2] https://www.scoe.org/blog_files/ELPAC%20ELD.pdf
[3] https://www.cde.ca.gov/be/st/ss/

ELD Standard(s): ● ELD Standard(s)[4] for this lesson/unit	
ELD Objective/Goal(s): (Student-friendly language that captures what language skills you expect students to learn from this lesson)	
Academic Language: (Language proficiency required to learn effectively in schools such as academic and/or content-specific vocabulary, CALPS, rhetorical conventions, etc.).	
Placement in Unit: (Including where and how this lesson fits into the unit) BIG IDEA ADDRESSED/ENDURING UNDERSTANDING ESSENTIAL QUESTIONS	
Assessment(s): (How will you measure whether students have met or exceeded the learning objective?): ● Informal (Formative, Checking for Understanding) ● Student Self-Assessment ● Peer Assessment ● Formal (if applicable; must include a rubric previously shared with students) ● Summative (if applicable)	

Lesson Sequence			
	Instructional Strategies (What You Do) ● Address instructional strategies (grouping, transitions, scaffolding, modeling, questioning, etc.). ● Address any informal	**Learning Activities (What Students Do)** ● Address inclusive practices and support for diverse learners (EL, IEP/504, GATE, etc.). ● Address any self-assessment or peer assessment students will be doing.	**How does your lesson use UDL[5] principles,** including multiple means of: ● Engagement? (E) ● Representation (R) ● Action & Expression (AE)

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[4] https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf
[5] http://udlguidelines.cast.org/

	assessment strategies you will use.	• Address any anticipated student questions, misconceptions, confusions, etc.	
Anticipatory Set/Launch: How will you activate your learners' prior knowledge and engage them in the topic? **Purpose/ Learning Goals:** How will you explain the purpose and/or learning goals of the lesson to the students?			
Instruction/Input/Modeling/ Explore: How will you facilitate, introduce and/or model the key ideas for this lesson?			
Closure/ Summarize: How will you support students in making connections between this lesson and key concepts, connection questions using student reasoning, and/or next steps?			

Rationale (Before Lesson) **/ Reflection** (After Lesson)

If submitting this lesson **prior to** instruction, use these spaces to address your *rationale* for your choices in each area. Why did you choose the particular strategies, approaches, grouping methods, assessments, etc.? How will your choices address various elements of Universal Design for Learning guidelines? How will your choices support English Learners, students identified as GATE or those who have an IEP or 504, and students who may need additional support?

If submitting this lesson **after** instruction, use these spaces to *reflect* on how things went in each area. What went well? What would you modify if you were to teach this lesson again? What are your next steps for this class?

Multiple Means of Engagement	Multiple Means of Representation	Multiple Means of Action & Expression
English Language Learners	**SPED/504/GATE**	**Other Students**

Self-Discipline Pyramid   **40 Points**   **Due Week 10**

This assignment is called a *Self-Discipline Pyramid* instead of a classroom management plan, because education has a responsibility to help adolescents learn how to be self-disciplined in order to pursuit their goals in life.

This assignment description covers the 5 different TPEs, objective of the assignment, learning activities, assessment, and rubric.

CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS (TPES) ADDRESSED

(P: PRACTICE; A: ASSESSED for Accreditation)

2.1 (P/A) 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.

2.3 (P/A) 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.

2.4 (P) Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

2.6 (PA) 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.

6.5 (P) Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

OBJECTIVE

After reading how to teach adolescents self-discipline using different management strategies, teacher candidates will be able to develop a *self-discipline pyramid* that includes strategies that address creating a caring community, recovery, life skills, somewhere else plan, and wraparound supports (TPEs 2.1, 2.3, 2.4, 2.6 & 6.5).

LEARNING ACTIVITIES

1. Read
Villa, R.A. Thousand, J.S. & Nevin, A.I. (2010). Chapter 9: Students as Collaborators in Responsibility, *Collaborating with Students in Instruction and Decision Making*, Thousand Oaks, CA: Corwin Press, p. 171-188.

2. Read about the self-discipline pyramid as a management plan:
   https://secondaryclassroommanagementplan.weebly.com/

3. Split up the management strategies (readings, handouts, ppts, and/or videos) using a jigsaw approach. Prepare a 5-minute presentation to teach you team members the strategies and which level they represent on the Self-Discipline Pyramid. https://secondaryclassroommanagementplan.weebly.com/readings.html

4. Each group will be responsible for reviewing all strategies the infographics and videos in order to inform their development of their Self-Disciplining Pyramid assignment. This will allow each candidate to learn a plethora of strategies that can be incorporated into the Self-Discipline Pyramid and use APA citations to honor the authors of each strategy incorporated.

5.   Individually develop a Self-Discipline Pyramid using the strategies that you learned from your peers and from Ross Greene's Lost at School (Plan B Approach). Make sure you have strategies for all 5 levels of the Self-Discipline Pyramid. See the Assessment Instructions and Rubric for guidance.

ASSESSMENT

The *self-discipline pyramid* is a form of a classroom management plan that describes how your philosophical beliefs will inform your teaching actions. Your Self-Discipline Pyramid may be one following formats:
1.   Written Essay
2.   Self-Discipline Pyramid Infographic
3.   3-Deminsional Pyramid
4.   Website
5.   YouTube Video
6.   Screen Cast
7.   Other Format may be proposed, but must be approved by instructor week #8.

Design your plan with your students, students' families, colleagues, and prospective employers as your audience. You will upload your Self-Discipline Pyramid plan to your professional website. If you have not designed one yet, please do this as part of your assignment. Provide link to self-discipline pyramid to your LinkedIn Profile. If you do not have a LinkedIn account create one create before submitting assignment. This will help you have a professional presence online and help you get hired.

A successful Single Subject Self-Discipline Pyramid helps adolescents develop self-discipline & includes:
1. Creating a Caring Community - TPEs 2.1, 2.3, 2.6, & 6.5 (10 points). Include 20-24 strategies:
    a.   Communication of expectations - list of class rules, syllabus, school-home communication, website
    b.   Build relationships - get to know you survey and 2-3 activities
    c.   Engaging lesson - name key projects, student choice activities, use of art and technology
    d.   Content resources - vocabulary, UDL supports, instructions, videos, graphic organizers, rubrics
    e.   Classroom routines - arrival, signals, turning in work, absences, transitions, checking for understanding, feedback, etc.

2. Recovery – TPEs 2.1, 2.3 & 2.6 (6 points). Include 6-10 strategies that:
   a. Monitor students and helping students recover when they do not meet expectations, including Plan B.
3. Life Skills Long-term Support - TPEs 2.1, 2.3, & 2.4 (5 points). Include 5-10 strategies that:
   a. Social Skill Development Activities
   b. Conflict Resolution Skill Development Activities
   c. Socio-Emotional Literacy Skill Development Activities
   d. Plan to recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, sexism, and homophobia.
   e. Articulate supports for students that have experienced trauma, homelessness, foster care, incarceration, and/or medically fragile.
4. Somewhere Else Plan - TPEs 2.1 & 2.3 (2 points). Include 3-5 strategies that:
   a. Facilitate a plan when students struggle and need to relocate to gain control
   b. Plan B
5. Wraparound Supports - TPEs 2.1, 2.3, 2.4, & 2.6 (2 points). Include 3-5 strategies that:
   a. Develop wraparound supports such as Positive Behavior Interventions and Supports (PBIS) and Response to Intervention (RTI), as part of the Multitiered Supports System (MTSS)
6. Describe how your philosophy influences each level of the Self-Discipline Pyramid (5 points)
7. Artifact & tangible evidence of how you communicated expectations to students (5 points)
8. Provide 1-3 citations for the management strategies at each pyramid level using APA style (5 points)

Name _____ Self-Discipline Pyramid url _____

SELF-DISCIPLINE PYRAMID RUBRIC 40 POINTS

(P: Practice, A: Assess) TPE 2.1 P/A, 2.3 P/A, 2.4 P, 2.6 P/A, 6.5 P

Criteria	Exceeds	Meets	Approaching
1.Creating Community Level 10 points TPEs 2.1, 2.3, 2.6, & 6.5	Articulate 25 or more strategies to create community for learning. Include 1.) Communication of expectations (list of class rules, syllabus, school-home communication, website), 2.) Build relationships (get to know you survey and 4+ activities), 3.) Engaging lesson (name key projects, student choice activities, use of art and technology), 4.) Content resources (vocabulary, UDL supports, instructions, videos, graphic organizers, rubrics) and 5.) Classroom routines (arrival, signals, turning in work, absences, transitions, checking for understanding, feedback, etc.).	Articulate 20-24 strategies to create community for learning. Include 1.) Communication of expectations (list of class rules, syllabus, school-home communication, website), 2.) Build relationships (get to know you survey and 2-3 activities), 3.) Engaging lesson (name key projects, student choice activities, use of art and technology), 4.) Content resources (vocabulary, UDL supports, instructions, videos, graphic organizers, rubrics) and 5.) Classroom routines (arrival, signals, turning in work, absences, transitions, checking for understanding, feedback, etc.).	Articulate 1-19 strategies to create community for learning. Address some communication of expectations, building relationship activities, engaging lessons, resources, and routines.
2.Recovery Level 6 points TPEs 2.1, 2.3, & 2.6	Articulate 11 or more strategies to recover student engagement, including description of Plan B.	Articulate 6-10 strategies to recover student engagement, including description of Plan B.	Articulate 1-5 strategies to recover student engagement
3.Life Skills Level 5 points TPEs 2.1, 2.3, & 2.4	Articulate 11 or more strategies to teach life skills: 1.) Social Skill Development Activities 2.) Conflict Resolution Skill Development Activities 3.) Socio-Emotional Literacy Skill Development Activities 4.) Plan to recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, sexism, and homophobia. 5.) Articulate supports for students that have experienced trauma, homelessness, foster care, incarceration, and/or medically fragile.	Articulate 5-10 strategies to teach life skills: 1.) Social Skill Development Activities 2.) Conflict Resolution Skill Development Activities 3.) Socio-Emotional Literacy Skill Development Activities 4.) Plan to recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, sexism, and homophobia. 5.) Articulate supports for students that have experienced trauma, homelessness, foster care, incarceration, and/or medically fragile.	Articulate 1-4 strategies to teach life skills

4.Somewhere Else Plan Level 2 points TPEs 2.1 & 2.3	Articulate 6 or more strategies to support students' planning	Articulate 3-5 strategies to support students' planning	Articulate 1-2 strategies to support students' planning
5.Wraparound Support Level 2 points TPEs 2.1, 2.3, 2.4, & 2.6	Articulate 6 or more strategies to provide wraparound supports	Articulate 3-5 strategies to provide wraparound supports	Articulate 1-2 strategies to provide wraparound supports
6.Philosophical Grounding 5 points TPE 6.5	Cite philosophical educators on how each of the 5 pyramid levels are influenced by your philosophy	Describe how your philosophy influences each of the 5 levels of the Self-Discipline Pyramid	Describe how your philosophy influences 1-4 levels of the Self-Discipline Pyramid
7.Citations **APA Style Format** 5 points TPE 6.5	Provide 4 or more citations for the management strategies at each pyramid level using APA style	Provide 1-3 citations for the management strategies at each pyramid level using APA style format	Provide citations for the management strategies at some of the pyramid level using APA style format
8.Expectation Communication 5 points Ex: Poster of rules, Syllabus with expectations, Letter to parents, student contract. Plan B…, TPE 6.5	11 or more written artifacts that are evidence of how you communicate expectations to students	5-10 written artifacts that are evidence of how you communicate expectations to students	1-3 written artifacts that are evidence of how you communicate expectations to students

RTI/SST Meeting Preparation Paragraph   10 Points   Due Week 10

This Right to Intervention – Student Study Team (RTI/SST) Meeting Preparation Paragraph assignment instructions include the TPEs covered, objective, assessment, learning activities, and rubric.

STANDARDS – TEACHER PERFORMANCE EXPECTATIONS

The RTI-SST Assignment addresses the following Teacher Performance Expectations:

TPE 4.5 (Introduce) 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).

TPE 6.4 (Practice) Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

OBJECTIVE

After participating in a reading, watching a mock SST Meeting, and creating a RTI/SST KWL chart, teacher candidates will be able to write a paragraph that explains what they learned about "*how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning"* (TPE 6.4) &/or "*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*" (TPE 4.5) by including an artifact as evidence of their learning, an explanation of their learning, and articulation of what they still need to learn about TPE 4.5 &/or 6.4.

ASESSMENT

Written Paragraph (10 points) of what you learned about the RTI/SST Process. You will post a paragraph response to articulate what you learned, provide evidence of your learning, and identify what you still need to learn about SST meetings.

LEARNING ACTIVITIES: Readings/Response, SST Lecturette/Videos, & Preparation Paragraph.

Readings/Response
1. Read 3 items:
   Buffum, A., Mattos, M. & Weber, C. (2010). The Why Behind RTI, *Educational Leadership, 68*(2), 10-16. http://www.ascd.org/publications/educational-leadership/oct10/vol68/num02/The-Why-Behind-RTI.aspx
   a. *Student Study Team - A Handout for Parents* (attached below and https://iepmeeting.weebly.com/sst-handout-for-parents.html)

     b. *The Best Practices for Conducting an SST Meetings* (attached below and https://iepmeeting.weebly.com/rti--sst.html)
2. Reading Response - Answer the following prompts about above readings:
     a. What does RTI stand for?
     b. What is the purpose of RTI?
     c. Identify the benefits of an SST Meeting &/or the RTI Process.
     d. What is the difference between an SST and an IEP meeting?
     e. What did you learn from the parent handout that you did not learn from *The Why Behind RTI?*
     f. What is meaningful for you to keep in mind when interacting with parents at SST Meetings?
     g. What best practice will you need to prepare for or practice before you participate effectively in an SST meeting?
The answers to the above prompts can be used as evidence - learning artifact.

SST Lecturette & Video

1. Read the SST Lecturette provided in cougar course and https://iepmeeting.weebly.com/sst-lecturette.html

2. Make a KWL Chart on an SST Meeting. Make a chart that identifies what you KNOW, what you WANT to know and what you LEARNED about SST Meetings. Fill in what you already KNOW and what you WANT to know about SST Meetings.

What you KNOW about SST Meetings	What You WANT to Know about SST Meetings	What you LEARNED about SST Meetings

3. Identify a student that is struggling in your class with academic content. This student could be struggling to complete assignments, earning low assessment scores, or lack understanding of content specific vocabulary. *This student could also be your 3ʳᵈ focus student for your lesson plan assignment and CalTPA.* Use the SST Meeting Summary Form provided in syllabus to help you plan on how to participate in a meeting for this specific student. Each school may have their own unique form. This form is designed to guide the conversation at the meeting, Always start the SST meetings by reviewing the STRENGTHS of the students. Respond to the following prompts on the form columns:

     a. STRENGTHS - What are student's strengths?
     b. KNOWN INFORMATION - What do you know about student's readiness level (listening, speaking, reading, writing, subject knowledge, and subject skills)?

c. KNOWN INFORMATION - What do you know about student's Interests?
d. KNOWN INFORMATION - What do you know about student's learning profile (multiple intelligences, True Colors)?
e. Look back at your notes so far. Is any of the information written with a deficit approach? How can you change the description to be focused on assets and needs? How can you turn lead into gold? For example, if you state student is talkative and off task. Change the description to student is eager oral communicator and needs structure to stay focused.
f. MODIFICATIONS – What accommodations, modifications, and interventions have you tried with this student in your class? And what were the results of those efforts? What worked? What did not meet your expectations? What would you suggest based on these experiences?
g. AREAS OF CONCERN – What are your concerns about this student?
h. QUESTIONS – What questions do you have for this student? The student's family? Other teachers?
i. BRAINSTORM STRATEGIES – What strategies can you share during the meeting brainstorm? Who would be best to take on this responsibility? When should this strategy be assessed/evaluated?
j. This Draft SST Meeting Summary Form can be used as evidence of a learning artifact.

4. Watch a Mock SST Meeting Video: https://youtu.be/KZEo4yDMnk8

5. Based on what you have learned from readings and video complete the KWL chart – the what you LEARNED section. The KWL Chart can be used as evidence - learning artifact.

Preparation Paragraph

Write a 4-sentence paragraph on what you learned about TPEs 4.5 & 6.4. See example on SST Meeting webpage https://iepmeeting.weebly.com/rti--sst.html
1. Identify what you learned based on TPE 4.5 &/or TPE 6.5 and what activity you participated that lead to your new learning. Use specific language from the TPE 4.5 and TPE 6.4
2. Identify what evidence you have of your learning. For example, reading response, SST Meeting Summary Form, KWL Chart. Provide evidence of learning with an artifact.
3. Explain how your evidence illustrates what you learned in terms of language you used in sentence 1 from TPE 4.5 &/or TPE 6.4.
4. Describe what you still need to learn about SST Meetings in terms of the TPE 4.5 &/or TPE 6.4.

RTI/SST MEETING PREPARATION RUBRIC 10 Points

TPE 4.5 (Introduced); TPE 6.4 (Practiced)

Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations
TPE 4.5 &/or TPE 6.4 2 points	Articulates the part of the TPE 4.5 &/or 6.4 that is addressed with a quote from the standard in the reflection.	Articulates the TPE 4.5 &/or 6.4 that is addressed in reflection.	Does not articulate the part of the TPE that is addressed in reflection.
Learning Artifact 4 points	An artifact (separate document) is provided as a piece of evidence of learning with a highlight on the part that indicates the candidates learning about TPE 4.5 &/or 6.4.	A learning article is provided as a separate document that represents the candidates learning about the TPE 4.5 &/or 6.4.	The learning artifact is referred to, but not provided.
Explanation 2 points	Explains in detail how that evidence meets the TPE 4.5 &/or TPE 6.4 and names what within the artifact is the evidence of learning.	Explains how that evidence meets the TPE 4.5 &/or TPE 6.4 and names what within the artifact is the evidence of learning.	The explanation is insufficient.
Continued Learning 2 points	Articulates what candidate still needs to learn regarding TPE 4.5 &/or TPE 6.4 with a quote from the standard and describes a plan on how to accomplish learning.	Articulates what candidate still needs to learn regarding TPE 4.5 &/or TPE 6.4 with a quote from the standard.	Lacks detail on what still needs to be learned.

STUDENT STUDY TEAM HANDOUT FOR PARENTS

To Parents:
Students are most successful when there is a cooperative effort between you - the parents and school personnel. In a spirit of shared responsibility, the Student Study Team meets at your child's school, exploring and problem-solving, in order to help students. You are an important part of that team.

This handout is intended to help you better understand the way the Student Study Team works so that you can become more actively involved in your child's education. Your questions, comments and suggestions are very valuable. Feel free to share them at the meeting of the Student Study Team.

What Is the Student Study Team?
The Student Study Team (SST) is a school site team, which reviews individual student strengths and problem areas. Some schools use the term Student Success Team – to focus on the goal of the student being successful. The SST plans strategies and organizes resources for addressing problems and concerns. This process is a function of regular education.

How Is a Student Selected to be Discussed at the SST?
Usually the classroom teacher (or an administrator or counselor) indicates that the student's learning, social, behavioral, and/or emotional needs are not being adequately met under existing circumstances.

Will Anything Have Been Done to Help My Child Before the SST?
Yes. The teacher has already made adaptations and modifications in the classroom.

What Does "Program Modifications" Mean?
Measures taken to accommodate to special needs. Some examples of modifications are:
·   Change of seating
·   Use of diagnostic materials
·   Cross-age tutors
·   Individual contracts
·   Change of group
·   Buddy system
·   Change of class assignment
·   Learning games
·   Eye contact
·   Notebooks for assignment
·   Behavior modification
·   Visual aids in giving instructions

How Many People Will Be at the SST?
The team will always include parents, the teacher referring the student to the SST, and sufficient staff to review the student's needs. Participants on the team may vary depending on the level (elementary, intermediate, or high school).

Are There Any Other Staff Who Might be Present?
Other staff who might be present are special educator, psychologist, speech and language specialist, school nurse, counselor, English language learner educator, reading teacher, math specialist, audiologist, and so on.

All These People?
No, but usually five to six people. Those needed to adequately support your child will be there.

What Does the Facilitator Do?
The facilitator is the person who leads the meeting and guides the discussion.

What Is the "SST Summary"?
This is a large piece of paper divided into columns on which a recorder uses colored pens to capture the key information discussed during the Student Study Team Meeting.
Headings include:
· Strengths
· Information
· Modifications
· Areas of Concern
· Questions
· Strategies Brainstormed
· Actions
· Person(s) Responsible

This helps the team to organize its thinking. As the different areas are discussed, the information is written on the paper in the appropriate column (See the "SST Summary" sheet). This sheet serves as a record of the minutes of the SST meeting, frees participants from taking notes, and provides a "picture" of the student that includes strengths as well as concerns.

Will I Be Asked Lots of Questions?
No. The SST is an informal meeting where everyone is concerned about your child's progress. As the different areas are discussed, you might be asked a few questions, but how much you say is up to you. Your participation during this meeting is encouraged.

What Do I Need to Do Before or During the Meeting?
Try to think of any information that would be helpful to the school. We are interested in your perception of your child's strengths as well as concerns.

What Do You Mean by "Strengths"?
"Strengths" are the positive areas that your child has going for him/her. Some examples of strengths are:
· is a leader
· likes school and particular subjects
· belongs to Cub Scouts or Brownies

- is a good friend
- likes to help Mom or Dad sometimes
- is creative
- has a hobby
- plays with brothers or sisters
- likes sports
- is good with animals

How Will I Remember Everything That Is Recorded On the "SST Summary"?
The information will be transferred to regular-sized paper and you will receive your own copy.

May I Request That Copies of the "SST Summary" Be Sent to My Child's Doctor(s) or Other Professional Personnel?
Yes, absolutely.

Will I Be Given Ideas to Help My Child at Home?
If it is appropriate, some suggestions might be made at the SST about ways you can help your child at home.

Will My Child Receive Special Testing?
It is possible, if the modifications are not working, that the SST will recommend additional testing.

Does This Meeting Mean My Child Will Receive Special Education Help?
No. The primary purpose of the Student Study Team is to come up with strategies and/ suggestions for adaptations and modifications in the regular classroom or suggestions of other kinds of help for the student. If this does not work, and assessment suggests significant educational gaps, the possibility of special education assistance might be considered.

Will My Child Be a Part of The Meeting?
Often students in the upper elementary grades are considered for participation. Middle level and secondary students are expected to participate in the SST meeting.

Will There Be Only One Meeting?
At the end of the meeting, the team will schedule a follow-up date, if necessary, to evaluate and share the results of the actions taken.

Who Will Be Involved in the Follow-Up Meeting?
The follow-up meeting may involve you, the parent(s)/guardian(s) and one or two members of the team or the entire team, whatever is more appropriate.

Whom Do I Contact If I Have Questions Before Coming to the Meeting?
Contact your child's teacher or call the school office, and you will be referred to the appropriate person.

Best Practices for Conducting an SST Meeting

1. Assign roles of facilitator, recorder, and timekeeper.

2. Come prepared with documentation, student work and a list of information to share that follows the SST Meeting Form.

3. Welcome the parents and student if in attendance.

4. Provide name badges for each person in attendance.

5. Explain the purpose of the SST meeting – Develop support strategies for student.

6. Introduce team members and explain roles; incorporate Comer principles (e.g. facilitator, note taker, timekeeper, grade level representative consultant etc.)

7. Briefly explain the format of the meeting – Provide visuals of the SST Summary Sheet. 8. Adhere to a timed format and schedule

8. Ask the parents and student if they have any questions.

9. Adhere to a timed format and schedule – divide the meeting into three equal components:
   a. Discussion and problem identification
   b. Hypothesis and possible solutions
   c. Identifying intervention strategies to be implemented.

10. Start by discussing the student's strengths and use student's strength for developing differentiation strategies.

11. Document the main points of the meeting on the SST Meeting Minutes and Documentation form.

12. At the close of the meeting, obtain signatures, photocopy the minutes and give a copy to the parents, referring teacher and any other staff member who may have a role in the assessment and intervention process.

Adapted from Ashville City Schools District, North Carolina
https://www.ashevillecityschools.net/

SST Summary Form   Date of Meeting _____

Referral Teacher_____   **School** _____

Team Members _____

Student _____

Primary Language_____   **Grade**_____   **DOB** _____   **Gender** _____

Parents _____

Follow Up Meeting _____

STRENGTHS	KNOWN INFORMATION	KNOWN MODIFICATIONS (+/-)	CONCERNS

QUESTIONS	STRATEGY BRAINSTORM	ACTIONS	WHO/ WHEN

Adapted from Asheville City School District, North Carolina
http://www.ashevillecityschools.net/depts/specialservices/SST%20Forms/Forms/Public.aspx

STUDENT STUDY TEAM MEETING OBSERVATION   10 Points   Due Week 11

You are required to observe a Student Study Team (SST) Meeting in the fall and an Individualized Education Program (IEP) Meeting in the spring, but if you can participate in both this fall, it is recommended to get ahead. *If this is possible contact the instructor about the IEP Meeting assignment instructions.*

This SST Meeting Observation description includes the TPEs covered, the assignment objective, learning activities, assessment, and rubric.

STANDARDS – TEACHER PERFORMANCE EXPECTATIONS

The MTSS Assignment addresses the following Teacher Performance Expectations (TPE):
TPE 4.5 (Introduction) 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.)

TPE 6.4 (Practice) Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

If you are unable to observe at your school site, please let the instructor know by week 8 and you will be provided with a video to watch.

OBJECTIVE

After reading *The Why Behind RTI?* article and observing an SST meeting, the teacher candidates will be able to write a reflection that demonstrates knowledge of *how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning* (TPE 6.4) as well as the MTSS structure as a tool to provide "*opportunities for students to understand and advocate for strategies that meet their individual learning needs*" (TPE 4.5).

LEARNING ACTIVITIES

Read the SST Meeting Observation Reflection instructions, attend a student study team meeting, write up a reflection of the meeting.

ASSESSMENT
Teacher candidate will complete a 1-3 pages SST Meeting Observation Reflection.

SST MEETING OBSERVATION REFLECTION INSTRUCTIONS

Following the observations, write a reflection that draws on specific examples that addresses the following:

1. Where does the meeting you attended fit into the MTSS structure?
2. Who attended the meetings and what were their roles? Were all participants valued and included in the process?
3. What kind of assessment data was presented during your observations? How did the team use this assessment data to establish learning goals, as well as plan, differentiate, design accommodations, and/or modify instructions for the student?
4. Where in these meetings did you see opportunities for students to understand and advocate for strategies that meet their individual learning needs?
5. If the student attended the meeting(s), how did they participate? Where were there any opportunities for the student to advocate for themselves? If they did not attend, where in the meeting did you see opportunities for the student to advocate had they been there?
6. What occurred that you were not anticipating?
7. What were you expecting to occur that did not?
8. What do you think the meeting ultimately accomplished?
9. In what ways do you believe the student, family, and school personnel benefited from the meetings?
10. Given what occurred, how might you support the student in your classroom by providing opportunities for the student to understand and advocate for strategies that meet their individual learning needs?
11. What questions do you have?

SST MEETING OBSERVATION REFLECTION RUBRIC

TPE 4.5 (Introduced); TPE 6.5 (Practiced) 10 points

	Exceeds Expectations	Meets Expectations	Does Not Yet Meet Expectations
MTSS Structure 1 point		Candidate clearly explains how the SST meetings is situated within MTSS Candidate draws on MTSS language in their explanation	
Participants 1 point		Candidate clearly outlines who attended the meetings and what their roles were Candidate uses specific examples to explain the extent to which they believe participants in the meetings were valued in the process	
Assessment data 1 point		Candidate uses specific examples from the meetings to clearly describe how assessment data was used to make decisions around establishing learning goals, planning, differentiation, accommodations/modifications	
Opportunities for students 1 point		Candidates uses specific examples to clearly describe opportunities for students within the meetings to understand and advocate for strategies meeting their individual learning needs If student attended the meeting, draws on examples to clearly describe their participation and opportunities to advocate for themselves If the student did not attend the meetings, candidate clearly describes where they saw opportunities for the student to advocate for themselves	
Reflecting on what occurred 0.5 points		Candidate uses specific examples from the meetings to clearly describe what occurred that they were not anticipating and what they were expecting that did not occur	
Meeting goals 1 point		Candidate draws on specific examples to describe what they believe the meetings accomplished Candidate draws on specific examples to describe how they believe the student, family, and school personnel benefited from the meetings	
Supporting students 1 point		Candidate clearly describes how they might support the student in their classroom, including how they might help them understand and advocate for their individual learning needs	
Questions 0.5 points		Candidate outlines at least **two** questions related to their experiences in the SST meetings	

Final Exam Statement

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

Grading Standards – Grading Scale

A   = 93-100
A- = 90-92
B+ = 87-89
B   = 83-86
B- = 80-82
C+ = 77-79
C   = 73-76
C- = 70-72
D   = 60-69
F   = 0-59
You must repeat the course if you do not earn a C+ or higher.

Policy on Late/Missed Work

No credit will be given if you miss an in-class assignment, role-play, or required presentation. Assignments submitted late will not receive full credit. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

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

See details for weekly assignments and resources on cougar course @ cc.csusm.edu.
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.

Monday Core Class Schedule

Annette Daoud for EDSS 555: Secondary Multilingual Education **8:00 a.m.-10:30 a.m.** **All Students**
Anne René Elsbree for EDSS 511: Secondary Teaching & Learning **10:45 a.m.-1:15 p.m.** Zoom link: https://csusm.zoom.us/j/94918395994 **All Students**
Suzi Van Steenbergen for EDSS 521: Secondary Literacy **1:30 p.m.-4:00 p.m.** **All Students**
Julie Rich for EDSS 571: Clinical Practice Seminar **4:15 p.m.-5:00 p.m.** **All Students**

Week # Date	Topic Readings & Assignments: Do before class session – Specific due dates
#1 Aug. 31	**Students Come First – Get to Know Your Students** 1.READ Snow, Kathie. (2001-16). Person First Language. DisabilityIsNatural.com https://nebula.wsimg.com/1c1af57f9319dbf909ec52462367fa88?AccessKeyId=9D6F6082FE5EE52C3DC6&disposition=0&alloworigin=1 2.READ UDL about Universal Design for Learning http://udlguidelines.cast.org/ 3.READ Conderman, G., Liberty, L. & DeSpain, S. (2017). Accommodations, Modifications, and Interventions. *Kappa Delta Pi Record, 53*, 70-75. https://drive.google.com/file/d/1tFoOOaLnNbzaKMgAhrpx4L3-jTpxOYt_/view?usp=sharing 4.READ Educators Need to Stop Saying about Students, *Corwin Connect.* Retrieved from https://corwin-connect.com/2015/10/4-sentences-educators-must-stop-staying-about-students/ This can help us focus on the assets of students and growth mindset. 5.INTRODUCTION TO: Focus Student #2 Description... a student in your class that has an IEP, 504 Plan, or is Gifted and Talented. Observe the student, read the student's IEP or 504 Plan, and talk with student's teachers about student's skills, accomplishments, strengths, and learning experiences that have benefited student, and suggested accommodations, modifications, and interventions. Bring class profile to class – Living Document you will add to it every week
#2 Sept. 7 Asyn- chronous - Online Session	**UbD & UDL: Understanding by Design & Universal Design for Learning** **Asynchronous – Online Session – Due Wednesday, September 2nd** Online Session: Complete all tasks to earn credit for attendance by September 2nd. You can do this assignment independently or with a subject area partner. Post you and partner's name on blog. 1. UBD: Understanding By Design a. READ: McTighe, Jay. & Wiggins, Grant. (2012). *Understanding By Design Framework*, ASCD. http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf b. READ Essential Question examples by subject under Design Tools: https://jaymctighe.com/resources/#1521225059546-51d65de1-41c2 c. REVIEW 5 different "5 UDL Representations" posted in cougar course d. POST response in words, images, or video on cougar course UbD & UDL blog by Wed. Sept 2: 1.) Identify the Enduring Understanding for 1 of your units you plan to teach this semester. 2.) Identify the Essential Questions (EQ) for this unit.

	2. UDL: Universal Design for Learning a. WATCH: UDL at A Glance Video https://youtu.be/U1B6yQXsr0c b. READ: UDL Guideline Chart http://udlguidelines.cast.org/ c. POST response in words, images, or video on cougar course UbD & UDL Blog by Wed. Sept 2: How you can use UDL in your class. 1.) Identify an Engagement, Representations & Action/Expression strategies that you will use. 2.) Explain each of the 3 strategies and who will be served by each strategy based on st. info. *Looking ahead, you will need to OBSERVE an SST Meeting & Write a SST Observation Reflection Paragraph by Nov. 11*
#3 **Sept. 14**	**Lesson Plan – Standards, Objective, Assessment, & Instructional Strategies** **& Talk Like a Pirate Day Practice** 1.READ Madeline Hunter Lesson Plan - Instructional Strategies at https://thesecondprinciple.com/teaching-essentials/models-of-teaching/madeline-hunter-lesson-plan-model/ 2.READ Single Subject Lesson Instructions Website https://lessoninstructions.weebly.com/ 3.POST by Sept 9 on Google Doc https://docs.google.com/document/d/15jzt22kHVOzifRNRhwQ-zVzkrR_rED4dowxHDDA3D9I/edit?usp=sharing An objective with a condition, action verb, and criteria as modeled on https://lessoninstructions.weebly.com/standardsobjectives.html Outline a lesson plan and bring to class to see how it follows the format we want you to use in this program. 4.READ: Course Syllabus 5. READ: The 20-20-20 Digital Eye Health Rule https://www.healthline.com/health/eye-health/20-20-20-rule#definition 6.READ: Talk Like A Pirate Day Invitation on cougar course.

#4
Sept. 21
	Vocabulary Development
	1. READ
	Lee, Laura. (June 24, 2020). Setting the Stage for a School Year Online Learning: The digital classroom doesn't have to be a replica of the traditional classroom.
	Edutopia. https://www.edutopia.org/article/setting-stage-school-year-online
	& Within article CLICK & READ the 3 links for
	  a. 9 Ways online teaching should be different than face-to-face
	  b. jigsaw and
	  c. dogfooding.
	2. READ Kinsella, Kate. (2005). Teaching Academic Vocabulary. Aiming High Resource, San Diego County Office of Education Publication.
	https://community.csusm.edu/pluginfile.php/329908/mod_resource/content/1/AH_kinsella2.pdf
	3. REVIEW Vocabulary Resources
	https://community.csusm.edu/mod/folder/view.php?id=186987
	4. POST by Sept 16: a Vocabulary Graphic Organizer on google Jamboard doc
	https://jamboard.google.com/d/1sfVPUwidRLnFgFSgx-H7de8LN4J7Iz3s9b9yYwy2owl/edit?usp=sharing
	5. BRING to class ideas for vocabulary words, standard, objective, and strategy for your vocabulary lesson plan assignment.

#5 **Sept. 28**	**Assessment** READ Heritage, Margaret. (2010) Chapter 3: It all depends on what the data tell you, *Formative Assessment: Making it happen in the classroom.* Thousand Oaks, CA: Corwin. Link provided in 511 cougar course. READ: Heritage, Margaret. (2010) Chapter 6: Formative Feedback for Learning, *Formative Assessment: Making it happen in the classroom.* Thousand Oaks, CA: Corwin. Link provided in 511 cougar course. READ: Miller, Andrew. (January 18, 2012). Tame the Beast: Tips for Designing and Using Rubrics Clarifying "what" and "how" for your students, *Edutopia.* https://www.edutopia.org/blog/designing-using-rubrics-andrew-miller

#6 **Oct. 5** **Asyn-** **chronous** **Session -** **Optional** **Zoom** **Meeting**	**Focus Student #2: A student with an IEP or ADA 504 Plan** **Asynchronous Session - Optional Zoom Meeting** 1.READ 10 Ways to Bring out the Best in Students with Special Needs (Vickers, 2017) 2.CHOOSE 2 of the following videos to watch: Special Education: Everything you need to know https://youtu.be/H90Po8tHbOU Students with Disabilities: 14 Special Ed Categories https://youtu.be/cFtg2xub10E Section 504: Explained & Summarized https://youtu.be/pxx6rQqIjpY Special Education Law https://youtu.be/dj2dBLi7zvQ 3.RE-READ: Conderman, G., Liberty, L. & DeSpain, S. (2017). Accommodations, Modifications, and Interventions. *Kappa Delta Pi Record, 53*, 70-75. https://drive.google.com/file/d/1tFoOOaLnNbzaKMgAhrpx4L3-jTpxOYt_/view?usp=sharing 4.LEARN about your Focus Student #2 Observe the student, read the student's IEP or 504 Plan, and talk with student's teachers, family, and student about student's funds of knowledge, skills, accomplishments, strengths, and learning experiences that were beneficial and experiences that were not productive. Based on this information determine accommodations, modifications, and interventions that would be useful for the intended tasks for your class. 5. REVIEW UDL: The UDL Examples posted on cougar course & the UDL Guidelines http://udlguidelines.cast.org/action-expression/executive-functions/monitoring-progress/monitoring-progress 6. POST by Sept 30: a. Your first and last name b. Name the category that your Focus Student #2 qualifies for an IEP/504 Plan. c. List the student's funds of knowledge, skills, accomplishments, strengths, and learning experiences that have benefited student, and experiences that were not helpful or productive. d. Identify the accommodations, modifications and interventions for your Focus Student #2. 7.ZOOM: if you want assistance with Focus Student #2 descriptions &/or supports.
#7 **Oct. 12**	**Lesson Plan Sequence** – give example of face-to-face & remote lessons 1. READ: sample lesson plans 2. READ: Lesson Plan Focus Student Strategies on Joint Padlet 3. POST by Oct 7: Examples of face-to-face &remote vocabulary development activities 4. POST by Oct 7: Questions you have about lesson plan assignment.
#8 **Oct. 19**	**Lesson Peer Review – Formative Feedback** 1.RE-READ: Heritage, Margaret. (2010) Chapter 6: Formative Feedback for Learning, *Formative Assessment: Making it happen in the classroom.* Thousand Oaks, CA: Corwin. Link provided in EDSS 511 cougar course. 2.POST by Oct. 14 on Lesson Draft Forum: Lesson Plan Draft 3.POST by Oct 15: Written Feedback to your partner
#9 **Oct. 26**	**Self-Discipline Pyramid & Plan B** 1.READ Villa, R.A. Thousand, J.S. & Nevin, A.I. (2010). Chapter 9: Students as Collaborators in Responsibility, *Collaborating with Students in Instruction and Decision Making*, Thousand Oaks, CA: Corwin Press, p. 171-188. READ/WATCH: Jigsaw management strategies with your subject team https://secondaryclassroommanagementplan.weebly.com/readings.html 2.PREPARE a 5-minute PRESENTATION: to your Jigsaw management strategy team. 3.REVIEW Greene, Ross W. (2008, 2009, 2014, or 2015). *Lost at School: Why our kids with behavioral challenges are falling through the cracks and how we can help them.* New York, NY: Scribner. 4.REVIEW Plan B cheat sheet: https://www.livesinthebalance.org/sites/default/files/Plan%20B%20Cheat%20Sheet%20Rev%2011-12-12.pdf 5.DUE Lesson Plan Due Monday, Oct. 26
#10 **Nov. 2** **Asyn-**	**Asynchronous Session - Brain-Based Learning** *This day is provided as asynchronous to make sure you have time to VOTE.* 1.READ https://brain-basedlearning.weebly.com/brain.html

chronous Session	**2.WRITE by Oct 28:** Share a brain-based teaching strategy you will use, name the strategy, and how the brain works that makes this effective for learning. Also add you name to this strategy. https://docs.google.com/document/d/1GYJ3XkC7EcoTQqXDI1-7rb3_tav801cBuY0ywDu4cF4/edit?usp=sharing **DUE** Self-Discipline Pyramid **Monday, Nov. 2**
#11 **Nov. 9**	**RTI – SST Meeting** **1.READ by Nov. 4** SST Lecturette & Video on https://iepmeeting.weebly.com/sst-lecturette.html & https://iepmeeting.weebly.com/rti--sst.html **2.READ by Nov. 4** The Why Behind RTI http://www.ascd.org/publications/educational-leadership/oct10/vol68/num02/The-Why-Behind-RTI.aspx **3.EXPLORE by Nov. 4** SST Best Practices https://iepmeeting.weebly.com/rti--sst.html **4.WRITE & POST by Wednesday Nov 4:** RTI/SST Meeting Preparation Paragraph
#12 **Nov. 16**	**SST Meeting Observation Reflection** **1.OBSERVE an SST Meeting** **2.WRITE & POST Wed by Nov 11:** SST Observation Reflection Paragraph
#13 **Nov. 23**	**THANKSGIVING BREAK** **NO CLASS** **CHECK:** cougar course grade, if there is a discrepancy contact instructor by Nov 23
#14 **Nov. 30**	**To Be Determined Topic**
#15 **Dec. 7**	**Reflection Joint Session** 1. Wrap Up & Semester Closure 2. Goal Setting 3. Evaluations 4. Gallery Walk of Social Justice and Equity Action Plans 5. Working with parents & community