

Course & Section Nos.	EDSS 546a and b - 01
Course Title	Secondary English Education A
Class Roster No.	40314
Course Day(s)	Tuesdays
Time	6:00 – 7:00 (Joint Session 5:00 – 7:00)
Course Location	Synchronous Distance Learning
Semester / Year	Fall 2020-SPRING 2021
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Office Hours	By Appointment

WELCOME

Welcome to this methodology course for the Single Subject Credential Program where you will learn how to use powerful, relevant and effective strategies for secondary English Language Arts classes. In this course, you will explore theories and strategies for teaching all facets of language arts: speaking, listening, reading, writing, thinking, viewing and collaborating (although these are artificial separations), paying particular attention to scaffolding student learning for access and success. You will have the opportunity to apply your learning in related assignments and clinical practice experiences during teaching and/or observations.

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

This course focuses on developing an understanding of theory, methodology, and assessment of English in integrated and inclusive secondary classrooms: Parts A and B.

In this course, students will explore theories and strategies for teaching all facets of language arts: speaking, listening, reading, writing, thinking, viewing and collaborating (although these are artificial separations), paying particular attention to scaffolding student learning for access and success. Students will be required to apply their learning in related assignments and clinical practice experiences during teaching and/or observations.

Course Prerequisites

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

Course Objectives

EDSS 546A (2 units) Secondary English Education A focuses on developing an understanding of theory, methodology and assessment of English in integrated and inclusive secondary classrooms; Part A. *This course is aligned with California's SB 2042 Standards.*

During courses EDSS 546A and EDSS 546B using interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to deliver a comprehensive program of systematic instruction of English, as defined by the California Reading/Language Arts Framework, 2007 and California State Program Standards

1. A-Connect reading, writing, and oral language processes in an integrated fashion.
Teacher candidates in English understand, plan, design, and implement instruction that includes the following:
 - Word analysis, fluency, and systematic vocabulary development, as evidenced by the use of phonological, morphological, and derivational systems of orthographic development.
2. A- Reading comprehension, including promoting students' ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.
3. A-Purposes and characteristics of the major genres of literature.
4. B- Literary response and analysis and critique of texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.
5. B-Writing instruction (inclusive of the writing process) on conventions, domains (i.e. response to literature, informational, persuasive, and technical), research, and applications that allow students to produce complex texts.
6. A & B-Academic language development emphasizing discourse that leads to the production of complex texts.
7. A & B-Incorporation of technology into language arts as a tool for conducting research.
8. A-Strategies and systematic guidance so that students select texts for reinforcement of independent reading habits.
9. B-Opportunities for listening and speaking, including comprehension, organization and delivery of oral communication, and analysis and evaluation of oral and media communications.
10. B-Instruction in speaking applications including grade-level genres and their characteristics.
11. A&B-Assess student progress both formally and informally to inform and plan instruction that advances the learning of all students

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts and References

- Burke, Jim. *The English Teacher's Companion*. 4th edition. Portsmouth: Boynton/Cook, 1999.
- **California Content Standards:** <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>
- ERWC training – as scheduled

Resources (for starters)

- Read write think: sponsored by the International Reading Association and National Council of Teachers of English <http://www.readwritethink.org/>
- National Council of Teachers of English: www.ncte.org

Cougar Courses

COURSE LEARNING OUTCOMES

Authorization to Teach English Learners (ELA)

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 (2017)

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

- TPE 1: Engaging and Supporting All Students in Learning
- 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

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 2020-21 academic year the CSUSM 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 this website:

<http://www.ctcpa.nesinc.com/Home.aspx>

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.

CALENDAR AND ASSIGNMENTS

Although this schedule is carefully planned, the instructor reserves the right to make changes based on unforeseen circumstances and teachable moments, particularly during these times of uncertainty associated with the Covid 19.

FALL 20 – ELA and JOINT SCHEDULE

Date	Topic	Due Date
Session #1 JOINT SESSION August 25 (5:00-7:00)	Interdisciplinary Curriculum Introduce UbD – Stage 1 Guest Speaker: Tim Leary: DBQ and UbD Curriculum Mapping Activity Review	
Session #2 H/SS 5-6 / ELA 6-7 Sept. 1 (5:00-7:00)	H/SS Focus: Introductions / Overview of Class / Jigsawing the CA State Standards for H/SS ELA Focus: Adv. Organizer, Jim Burke, Why teach English, Teambuilding, Topics survey	Assignment #1: Educational Story DUE: 9/5 (10 pts.) Assignment #1: Advance Organizer Due Sept 5 by 11:55 p.m. CC
Session #3 JOINT SESSION Sept. 15 (5:00-7:00)	Deconstruct Standards - UbD Stage 2 Guest Speakers: Robert Chodola (Alternatives to the Textbook); Marisa Thompson (TQE)	Assignment #2: JOINT Scope and Sequence DUE: 9/19 (15 pts.)

Date	Topic	Due Date
Session #4 <u>H/SS 5-6 / ELA 6-7</u> Sept. 22 (5:00-7:00)	<u>H/SS Focus: Stanford History Education Group:</u> <u>"Who Fired the First Shot?"</u> <u>SDAIE Strategies: Coffee Klatch</u> <u>ELA Focus: Lesson Planning, Banned Books week,</u> <u>MARSI, Fiction: Short Stories, Reading strategies</u> <u>CCSS Strand review – follow from grade 6 – 12:</u> <u>What do you notice?</u>	
Session #5 JOINT SESSION ***Sept. 29 (5:00-8:00)	Lesson Presentations (other Candidate videotapes 5 min and immediate feedback and written notes to use for self-analysis) Must include K-12 student self-assessment strategy	Assignment #3: JOINT Freedom to Read LP due Oct. 5 by 11:55 p.m. CC
Session #6 <u>H/SS 5-6 / ELA 6-7</u> Oct. 13 (5:00-7:00)	<u>H/SS Focus: The Children's March: Analyzing</u> <u>primary documents; From Plessy to Brown to Till</u> <u>Review and Preview – the R.A.P. Journal</u> <u>ELA Focus: Major genres, Range of texts, Selecting</u> <u>reading material, District/State lists; Independent</u> <u>reading;</u> <u>Reflect: Is your lesson a Grecian Urn?</u>	<u>Assignment #4: JOINT</u> <u>Lesson Plan Design and</u> <u>Self-Analysis / Reflection</u> <u>DUE: 10/10 (20 pts.)</u>
Session #7 <u>H/SS 5-6 / ELA 6-7</u> Oct. 27 Asynchronous Online Class	<u>H/SS: ONLINE CLASS</u> <u>Read two articles on historiography and participate</u> <u>in Forum.</u> <u>ELA Focus: Reading: non-fiction, relevancy, ERWC</u> <u>intro; Writing about reading;</u> <u>Blooms, DOK, Text complexity</u>	
Session #8 <u>H/SS 5-6 / ELA 6-7</u> Nov. 3 (5:00-7:00)	<u>H/SS Focus: Structured Academic Controversy</u> <u>(SAC - debate): "Was Lincoln a Racist?"</u> <u>ELA Focus:</u> <u>Poetry</u> <u>Designing a novel unit</u> <u>Using the Lexile Reading Scale</u>	<u>Assignment #5 JOINT</u> <u>UbD Stages 1, 2 & 3</u> <u>DUE: 11/10 (20 pts)</u>
Session #9 JOINT SESSION Nov. 17 (5:00-7:00)	TBD	
Session #10 JOINT SESSION Dec. 1 (5:00-7:00)	Evaluations and Celebration	<u>Assignment #6:</u> <u>Strategies Notebook</u> <u>DUE: 12/1 (25 pts.)</u> <u>Assignment #6: Novel</u> <u>Unit due December 1 (25)</u>

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

EDSS 546A COURSE ASSIGNMENTS AT A GLANCE

Assignment #1: **Advance Organizer** – Due September 5 (10 pts)

Candidates will follow the process and complete an Advance Organizer, Reading Response and reflection to prepare for learning (bring to class and submit on Cougar Courses) and to experience a variety of developmentally and ability-appropriate instructional strategies which includes the principles of UDL.

David Ausubel is a psychologist who advanced a theory, which contrasted meaningful learning from rote learning. In Ausubel's view, to learn meaningfully, students must relate new knowledge (concepts and propositions) to what they already know and 'hang the new material' on previous knowledge/experience (schema-building) from lesson to lesson. He proposed the notion of an **advance organizer** as a way to help students link their ideas with new material or concepts to provide ideational scaffolding to facilitate new learning.

- **TPE 1.4** Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

Assignment #2 **Scope and Sequence** (Ref: **TPE matrix 3.1**) – Due September 19 (15 pts)

After a discussion about curriculum mapping in the methods and core classes, candidate will **meet with the cooperating teacher and other department members** to plan and discuss the **Scope and Sequence** semester curriculum overview for the assigned co-teaching classes. Candidate will submit the plan with identified standards and notes/reflection to demonstrate knowledge of subject matter, including the adopted California State Standards, Common Core and curriculum frameworks and using their knowledge about students' academic status and cultural background.

- TPE 3.1 IP **Demonstrate knowledge of subject matter, including the adopted California State Standards, Common Core and curriculum frameworks.**
- TPE 4. 1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
- TPE 4. 6. Access resources for **planning and instruction, including the expertise of community and school colleagues through in person or virtual collaboration, co-teaching, coaching, and/or networking.**

EXCEEDS	MEETS EXPECTATIONS	NEED IMPROVEMENT
	Using the template, the candidate will submit a Scope and Sequence document created through collaboration with school colleagues and the expertise of the school community that demonstrates knowledge of subject matter, including the adopted California State Standards, Common Core and curriculum frameworks by listing specific standards for each of the units in the template, Enduring Understandings and possible resources, texts, etc. Candidates will also use information gathered from the Class Profile survey about <u>students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for</u>	

	both short-term and long-term instructional planning purposes to determine what prior knowledge is necessary for student success.	
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Assignment #3 Freedom to Read LP (Ref: TPE matrix 1.3,1.5, 4.3)– Due October 5 (20 pts)

Review the current American Library Association website link to Banned Books and the history of censorship: <http://www.ala.org/advocacy/bbooks/banned> as well as the link for the Press Kit: <http://www.ala.org/news/mediapresscenter/presskits/bbw> Using the basic LP on CC, write and submit a one day lesson plan (on CC) about 'Freedom to Read', censorship, banned books, etc. connecting subject matter to real-life contexts to engage and support student interest, and include introducing the Public Library system and information on the closest public library to the school site. Extend learning by offering extra credit for you if you include extra credit for students if they get a card and show it to you! (PS Do you have one??). Lesson should integrate discussion of and analysis of the history of censorship, allowing students to problem solve and frame meaningful questions, and an ELA and HSS interdisciplinary focus.

- **TPE 1.3** Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
- **TPE 1.5** Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection
- **TPE 4.3** Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

EXCEEDS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT
	Submission demonstrates a well-developed lesson that includes connection to real-life contexts, community connections, and the history of public libraries. LP will also include meaningful discussion questions about censorship, book banning and an ELA/HSS integration. Within the LP activities/strategies will provide students an opportunity to discuss, debate and or write about their viewpoint on censorship and a solution.	

Assignment #4 Reflection on LP Presentation (October 8) and Video (Ref: TPE matrix 1.8) – Due Oct 10 (20 pts)

After giving a presentation on October 8 reviewing a one day lesson plan you have delivered or plan to deliver, hearing verbal feedback and viewing your video, write a reflection and areas for improvement (submit on CC).

After giving a presentation to methods course colleagues on October 8, receiving in class feedback both orally and in writing, and engaging in communication and discussion of learning goals, write a reflection on your own teaching practice and level of subject matter

and pedagogical knowledge to implement and modify instruction that can improve student learning.

- TPE 1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.
- 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.
- TPE 6. 3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

EXCEEDS	MEETS EXPECTATIONS	NEED IMPROVEMENT
	Candidate reflects on their own teaching practice and level of subject matter and pedagogical knowledge in regard to the lesson plan and implementation of instruction in a comprehensive written analysis based on evidence and responses from peers. Candidate will also include steps taken to monitor and adjust to improve student learning.	

Assignment #5 UbD Stage One – Due November (Ref: TPE matrix 3.3)
(20pts)

Using the Understanding by Design format and following the prescribed UbD or Backwards by Design template and instructions you will plan, design, implement, and monitor instruction consistent with subject-specific pedagogy for ELA/HSS instruction, and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts.

- TPE 1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
- TPE 3. 3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

Scoring Rubric

EXCEEDS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT
	Using current subject specific pedagogy, the Plan and design following the UbD format clearly shows how the unit will be implemented and how instruction will be monitored. There is a clear description of the overall unit, number of days needed, grade level and Unit Title. All elements are included with special attention to the Enduring understandings, essential questions and summative assessment. One to two content/core curriculum standards and at least one ELD standard have been identified as well as at least	

	<p>one interdisciplinary standard/or <i>idea</i> and also includes a visual or performing arts connection (music, art, drama, etc.)</p> <p>You must be able to articulate reasons behind your curricular decisions based on the students in your classroom. Each lesson is listed and the purpose of each lesson is clearly stated with a description of the activities and any assessments, including what data you will collect and how you will monitor and adjust throughout the unit.</p>	
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Assignment #6 Create a Novel Unit Plan – Due December 1 (15pts) IN CLASS ASSIGNMENT

With a partner, write an overview plan for teaching a novel using the template, including an interdisciplinary focus and integrating visual and/or performing arts, as well as developing a reading plan that demonstrates knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. The reading plan developed will 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.

- TPE 3. 1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
- 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.
- TPE 3. 3. Plan, design, implement, and monitor instruction consistent with current subject-
- Specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

EXCEEDS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT
	<p>Submission demonstrates knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. Unit also utilizes 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, as well as an interdisciplinary focus and the integration of visual and/or performing arts.</p>	

**EDSS 544B & EDSS 546B
CALENDAR AND ASSIGNMENTS
SPRING 2021 – ELA / H/SS and JOINT SESSION SCHEDULE**

Although this schedule is carefully planned, the instructors reserve the right to make changes based on unforeseen circumstances and teachable moments, particularly during these times of uncertainty associated with the Covid 19. (Everything in **Red** refers to **ELA**, Everything in **Blue** refers to **H/SS**, and everything in **Green** refers to both **H/SS and ELA**.)

OFFICE HOURS: Thursdays, 4:30 = HSS AND 5:00 = ELA

Session Date	Topic	Assignments / Due Dates
Session #1 – 1/26 Joint Session 4:30 – 7:30	Reflection on: CPI Experience, CalTPA, Movie Review Breakout Rooms – UbD dissection. Go over Stages 1-4 in depth	<u>Assignment #1</u> Movie Review DUE: 1/30 (10 pts.)
Session #2 – 2/2 H/SS 4:30 – 6:00 ELA 6:00-7:30	<u>H/SS Focus:</u> Syllabus; Professional Organizations; the Great Chocolate Debate; Photograph Analysis <u>ELA Focus:</u> Reading Wrap up, Questioning strategies, Novel Unit Task Sheet break outs, Vocab lab, RAFT	
Session #3 – 2/9 Joint Session 4:30 – 7:30	<u>Guest Speakers:</u> Robert Chodola (Creating Rubrics) Michelle Daum (Socratic Seminar)	
Session #4 – 2/16 Joint Session 4:30 – 7:30	<u>Guest Speakers:</u> Luis Carrillo (Action Research) Elsie Aguirre-Simpson (Deliberation and Interview Tips)	ELA only: Novel Unit due 2/13
Session #5 – 2/23 H/SS 4:30 – 6:00 ELA 6:00-7:30	<u>H/SS Focus:</u> “The Evolution of Women’s Rights”; Vietnam War in Music and Pop Culture <u>ELA Focus:</u> Asynchronous forum responses: ERWC Introduction, Lexile levels and planning; Cult of Pedagogy (LP)	NO ELA synchronous-attend CATE webinar February 20
Session #6 – 3/2 H/SS 4:30 – 6:00 ELA 6:00 – 7:30	<u>H/SS Focus:</u> WWI Lesson; Immigration / Current Issues <u>ELA Focus:</u> , Invitation to write: poetry, author’s chair, RAFT, journals, “Just the beginning...”	
Session #7 – 3/9 H/SS 4:30 – 6:00 ELA 6:00 – 7:30	<u>Guest Speaker:</u> Tamara Lê (Interdisciplinary Design; Common Core) <u>ELA Focus:</u> Writer’s Workshop, Writing Resource Guide, Global Oneness, Our Little World, NewsELA Continue ERWC	Assignment #2 UbD Stages DUE 3/13 (30 pts.)
Session #8 – 3/16 H/SS 4:30 – 6:00 ELA 6:00 – 7:30 4:30 – 7:30	<u>H/SS – TBD</u> <u>ELA - TBD</u>	<u>Assignment #3</u> Writing Resource Guide DUE: 3/21 (30 pts)
Session #9 – 4/27 Joint Session 4:30 – 7:30	<u>Guest Speakers:</u> Penny Bernal (Drama); Sarah Hunter (Gratitude Project; Genius Project)	
Session #10 – 5/4 Joint Session 4:30-7:30	Evals / Celebration	Assignment #4 Reflective Essay DUE 5/10 (30 pts)

EDSS 546 B COURSE ASSIGNMENTS and RUBRICS SPRING 2021

Assignment #1: Movie reflection – watch a ‘teacher movie’ through your new lens. Due January 30

Assignment Directions: As a model of how to connect subject matter to real-life contexts, you will select and watch a ‘teacher movie’. After viewing, write a reflection (1-2 pages) responding to and framing meaningful questions, including how the movie presents the teacher character, with special attention to how your reactions may have changed now that you are preparing to become a teacher.

- **TPE 1.3** Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
- **TPE 1.5** Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

Scoring Rubric:

EXCEEDS 10	MEETS EXPECTATION 8	APPROACHING 7
	Instructions followed accurately; movie is summarized, teacher character is described in detail. Writer frames meaningful questions and writer's reactions are well stated with evidence for the response. It is clear how the response to the movie has changed or developed based on the new lens.	

Assignment #2 UbD Final assignment due March 13 (Ref: TPE matrix 5.2)

You will finish developing your UbD Project (from 546a) for a selected unit (it may be the continuation of the Unit begun in the fall or another Unit for your current placement). Following the prescribed UbD or Backwards by Design template and instructions, to 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 complete **Stages I and III. You must include basic lesson plans for each day of the unit.** You can apply the lessons you're designing for your Action Research assignment in EDSS 531, or the Interdisciplinary Thematic Unit you are designing for EDSS 541, and tailor it to the UbD format. You can also apply the lesson(s) you're designing for your CalTPA to the UbD format. **It must reflect an interdisciplinary as well as visual and performing arts connection.** This product will include a plan to collect and use assessment data during Action Research and CalTPA preparation to be incorporated into the final UbD.

- **TPE 1.7** Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
- **TPE 3.3** Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement

disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

- **TPE 4.3** 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 5.2** Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

Scoring Rubric

EXCEEDS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT
	<p>Using current subject specific pedagogy, the Plan and design following the UbD format clearly shows how the unit will be implemented and how instruction will be monitored. There is a clear description of the overall unit, number of days needed, grade level and Unit Title. All elements are included with special attention to the Enduring understandings, essential questions and summative assessment. One to two content/core curriculum standards and at least one ELD standard have been identified as well as at least one interdisciplinary standard/or idea and also includes a visual or performing arts connection (music, art, drama, etc.)</p> <p>You must be able to articulate reasons behind your curricular decisions based on the students in your classroom making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students. Each lesson is listed and the purpose of each lesson is clearly stated with a description of the activities and any assessments, including what data you will collect and how you will monitor and adjust throughout the unit.</p>	

Assignment #3 On-line Writing Resource Guide for your students due March 20

Based on resources given in the assignment directions, you will develop an on-line WRG for your students using knowledge about your 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. Include information about the writing process, specific writing assignments and models that are student friendly as part of your teacher website. This will be a beginning resource and you will add to it (e.g. you could upload some student writing as models and other activities we have discussed) which demonstrates knowledge of subject matter, including the adopted California State Standards and curriculum frameworks and promotes a range of communication strategies

Example: <https://sites.google.com/cougars.csusm.edu/alexcarrier/writing-resources>

- **TPE 3. 1.** Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

- **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.
- **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.
- **TPE 4. 8.** Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.
- **TPE 4.7.** Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

EXCEEDS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT
	WRG is complete and added to the candidate's website as a link for students. The guide presents an engaging and inviting home page and is easily accessible to students based on knowledge of students and demonstrates knowledge of the content/core standards (e.g. writing standards) using academic language to refer to the process and outcomes (e.g. conventions, citation, revising, editing, etc.). The resource contains information about the step by step writing process as well as links to other resources to allow students to easily find information about all aspects of writing, which allows students to 'personalize' their use of the guide and to facilitate student understanding and success through a wide range of communication strategies.	

Assignment #4 (20 pts) Classroom **Management plan: Due May 8**

After participating in activities, reading information from well-known class management 'gurus' and class discussion, you will prepare a classroom management plan following the task assignment sheet and include: your learning environment philosophy (belief statement), rules and routines, expectations, how this information will be communicated, student participation in developing norms, and two weeks of lesson plans for the first two weeks of school. This will also include a student survey or 'getting to know you activity', team building activities and a parent letter. More information and a complete template and model will be found on Cougar Courses.

- **TPE 1.1.** Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

- **TPE 1.2** Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress
- **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. 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.
- **TPE 6.6** 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. 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.

Scoring Rubric

EXCEEDS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT
	<p>The CM plan is complete and addresses all areas of the Assignment Task Sheet which is included in the submission. Specifically it will include all required information, descriptions and information about how each aspect of the plan will be presented and communicated to the appropriate audience: students, parents, etc.</p> <p>Expectations, rules and routines are clear and based on the philosophy of the candidate as well as best practices, demonstrating student-centered decision making. The CM plan clearly shows how students will be involved in developing and maintaining a positive learning environment, including information from a student survey, as well as a conducive and supportive physical environment.</p> <p>Ten days of lesson plans are included with enough detail to understand the purpose and process of each day. Daily lessons will also demonstrate a connection to the content area while maintaining the focus on</p>	

	team and community building	
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Assignment #5 (10 pts) Participation and in-class assignments: on-going (10 pts) Examples – Class Mgt. Belief Statement, RAFT, Rap project, Vocab Lab, writing prompts, etc.

- **TPE 1.4** Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
- **TPE 3.7** Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

Scoring Rubric

EXCEEDS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT
	All assignments are completed according to directions and presented to students in the clinical placement setting or as directed. Be able to share and describe how the strategy or assignment was used with students and the outcome.	

Grading Standards

Candidates may earn 100 points in this course. Grades will be assigned according to the following scale:

95 –100 = A
90 -- 94 = A-
87 – 89 = B+
85 – 87 = B
Below 80 = C+
Below 70 = no credit

Final Exam Statement

There is no final exam for this course.

School of Education/Course Attendance Policy

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

Policy on Late/Missed Work

As a general rule, late work will not be accepted. Special circumstances should be discussed with the instructor

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

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

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

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

Refer to the full Academic Honesty Policy at:

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

Plagiarism

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

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4200, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours. Alternatively, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- In courses with face-to-face instruction candidates are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class).

All University Writing Requirement

The writing requirement of 2500 words will be met through research responses and notes, teacher interview, strategy matrix, lesson plans and unit plan.

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.

Necessary Technical Competency Required of Students

Zoom meeting format

Google Suite