Course Description
This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in social studies and The Arts in accordance with State and National Standards. Using pertinent contributions from research in learning theory, motivation, readiness, and individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices of asking questions; analyzing texts, photographs, films, internet resources, books, historical artifacts and documents; developing arguments, and communicating conclusions, and examines the central role of the arts in learning. The course focuses on the creation of interdisciplinary lessons and units that promote student access to the curriculum and promotes historical understanding, social justice, civic participation in a democratic society, and the development students’ creativity and imagination in and through the arts.

Diversity and Inclusion
Critical Inquiry

DLT Program
Meta-Values

International and Global Citizenship
Change for a More Just World

Professor: C. Bobbi Hansen, Ed.D.
E-mail: chansen@sandiego.edu
Phone: 619-260-2381
Office Hours: MRH 255
M 12:00-1:00 & W 12:00-4:00
Blended Learning Goals

This course will model practices of blended learning (also known as hybrid learning) that allows students to integrate face-to-face learning with technology-based, digital instruction. Learning takes place in settings (or in a combination of settings) that include the classroom, home, or mobile environments and gives students an element of control over the time and the pace of their learning. In addition to having a portion of our own course content online, we will discuss the theory and practice of blended learning in the TK-6 classroom.

Textbooks

Required:
California Standards (all online):
2. Selected digital readings and/or videos for group discussions

Supplemental Textbooks/Readings Available


**State and National Documents**


**Recommended Websites:**

- Library of Congress [https://www.loc.gov/](https://www.loc.gov/)
- National Geographic Education [http://education.nationalgeographic.com](http://education.nationalgeographic.com)
- Smithsonian Educators [http://www.si.edu/Educators](http://www.si.edu/Educators)
- Our Documents [http://www.ourdocuments.gov](http://www.ourdocuments.gov)
- Docs Teach [https://www.docsteach.org/](https://www.docsteach.org/)
- History Channel [http://www.history.com](http://www.history.com)

**COURSE OBJECTIVES**

Course objectives are linked to specific State of California's Teaching Performance Expectations (TPEs). By the end of the semester, students will understand and be able to demonstrate the following:

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

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

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. S

1.3 Connect subject matter to real-life contexts and provide hands-on experiences to engage student interest, support student motivation, and allow students to extend their learning. S

1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design 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. K

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. S

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 between 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. S

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. K

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning. K

SPED

1.1 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum. K

1.4 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).

TPE 2: Creating and Maintaining Effective Environments for Student Learning

GEN Ed
2.2 Create physical/online learning environments that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. 
2.5 Maintain high expectations for learning, with appropriate support for the full range of students in the classroom. 

**SPED**
2.1 Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings. 
2.2 Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations. 
2.3 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations. 
2.8 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students’ unique needs. 
2.9 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student’s chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.

**TPE 3: Understanding and Organizing Subject Matter for Student Learning**

**GenEd**
3.1 Demonstrate knowledge of subject matter, including the adopted California state standards and curriculum frameworks. 
3.2 Use knowledge about students (e.g., IEP, IFSP, ITP, and 504 plans) and learning goals to organize curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
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.
3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representation, expression, and engagement for students to demonstrate their knowledge in a range of ways.
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. K

3.6 During in person or online subject matter instruction, use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students’ equitable access to the curriculum. K

3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines, the use of creative commons license, and maintaining internet security. K

3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally-recognized educational technology standards of the International Society for Technology in Education (ISTE) and the International Association for K-12 Online Learning (iNACOL). S

SPED

3.1 Adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE).

3.2 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

Gen Ed

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. K

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. K

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:
   a. appropriate use of instructional technology, including assistive technology
   b. applying principles of Universal Design and Multi-tiered System of Supports; S
c. use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; S

d. appropriate modifications for students with disabilities in the general education classroom; K

e. opportunities for students to support each other in learning; and, S

f. use of community resources and services as applicable. S

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. K

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. K

4.8 Model how to use digital tools to learn and 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. S

SPED

4.1 Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.

4.2 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.

4.3 Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.

4.4 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum, and which are systematically adjusted as needed to p

TPE 5: Assessing Student Learning

Gen ED

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. K

5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students’ learning over time. S
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.  

5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.  

SPED
5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, and decision making regarding eligibility, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students’ needs.  

5.2 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.  

5.3 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.  

5.4 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or ling 

TPE 6: Developing as a Professional Educator
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.  

6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. Beginning teachers recognize and appropriately address instances of intolerance and harassment among students such as bullying, racism, and sexism.  

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.
Tentative schedule- (Schedule May Change)

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons Due</td>
<td>SS 3/11; Arts 4/29</td>
</tr>
<tr>
<td>Read <em>Sign of the Beaver</em></td>
<td>3/25</td>
</tr>
<tr>
<td>PBL Unit Due</td>
<td>3/25</td>
</tr>
<tr>
<td>Online readings and assignments</td>
<td>Throughout course</td>
</tr>
<tr>
<td>Video-taped Lesson Reflection</td>
<td>4/15</td>
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<tr>
<td>Weekly Practicum Journal</td>
<td>5/6</td>
</tr>
</tbody>
</table>

1 M-1/28 *Introduction: How Can I Build a Democratic Learning Community that Supports and Engages All Students?*
   - Social studies and Diversity Education: What we do and why we do it
   - Teaching for Social Justice
   - Teaching for Universal Access
   - C3 Framework for College, Career and Civics Education
   - California Department of Education.

Models of Co-teaching
[https://www.youtube.com/watch?v=hadT55umZU0](https://www.youtube.com/watch?v=hadT55umZU0)
Co-teaching digital binder

**Resources for Teaching Social Studies**
   - Library of Congress [https://www.loc.gov/](https://www.loc.gov/)
   - National Geographic Education [http://education.nationalgeographic.com](http://education.nationalgeographic.com)
   - Our Documents [http://www.ourdocuments.gov](http://www.ourdocuments.gov)
   - Docs Teach [https://www.docsteach.org/](https://www.docsteach.org/)
   - Econ for Students [https://www.econedlink.org/](https://www.econedlink.org/)
   - The Great Kindness Challenge [https://thegreatkindnesschallenge.com/](https://thegreatkindnesschallenge.com/)

2 M-2/4 *Teaching to Support all Learners:*
   1. Multi-tiered System of Supports (MTSS) & Response to Intervention (RTI)
   2. *UDL* Multiple means of engagement, representation and expression

Differentiating Learning through Learning Menus

Differentiating Learning through Stations
   1. [https://www.youtube.com/watch?v=E3LjMkI2OQ](https://www.youtube.com/watch?v=E3LjMkI2OQ)

3 M 2/11–*Introduction to Social Studies Standards*
<table>
<thead>
<tr>
<th>Social Studies as Inquiry &amp; Social justice</th>
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<tbody>
<tr>
<td><em>What Social Studies Planning Tools Will Help Me Teach Social Studies Powerfully?</em></td>
</tr>
<tr>
<td>- <em>How Can I Design, Implement, and Evaluate Instructional Activities?</em></td>
</tr>
<tr>
<td>- <em>How Can Social Studies Education Be Made More Powerful through Curricular Integration?</em></td>
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<tr>
<td>- Crafting a culturally relevant social studies approach</td>
</tr>
<tr>
<td>Read: <a href="https://www.socialstudies.org/publications/ssyl/january-february2018/whats_the_buzz_a_k_through_5_school_uses_the_c3_framework">https://www.socialstudies.org/publications/ssyl/january-february2018/whats_the_buzz_a_k_through_5_school_uses_the_c3_framework</a></td>
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<table>
<thead>
<tr>
<th>4</th>
<th>M 2/18 Teaching History</th>
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<tbody>
<tr>
<td>- Whose history do we teach?</td>
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<tr>
<td>- Teaching history with an inclusive lens</td>
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<tr>
<td>- Meeting the needs of multiracial and multiethnic children in elementary social studies classrooms</td>
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<tr>
<td>- Using Primary Documents to teach history</td>
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<tr>
<td>- Using picture books to teach history</td>
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<tr>
<td>- Using Biographies to teach history- <a href="https://www.ducksters.com/biography/africanamericans.php">https://www.ducksters.com/biography/africanamericans.php</a></td>
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<thead>
<tr>
<th>5</th>
<th>M 2/25 Project-based Learning (PBL), Problem-based Learning (PrBL) and Changemaking: Teaching for Social Justice and Civic Understanding through Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Introduction and research on how PBL can change the culture in the classroom. This will introduce the benefits of PBL for both students and teachers.</td>
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</table>

**Spring Break March 4-8**

<table>
<thead>
<tr>
<th>6</th>
<th>M 3/11 Micro-teaching #1: Teaching a Social Studies Lesson (Self and Peer-Mediated Reflections)</th>
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<tbody>
<tr>
<td>- Identify specific CA – Standards that apply to this lesson.</td>
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<tr>
<td>- Lesson should use one or more Inquiry Practices</td>
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<tr>
<td>- Bring all materials to class for lesson.</td>
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</table>

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<thead>
<tr>
<th>7</th>
<th>M 3/18 Virtual Field Trips- (Online Class)</th>
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<tbody>
<tr>
<td>Explore some of the following museum and other sites for virtual field trip options for your students:</td>
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<tr>
<td>- <em>The British Museum</em> and explore their online collection.</td>
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<tr>
<td>- <em>Smithsonian Institution</em> website and investigate their various virtual exhibits.</td>
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<td>- San Francisco Exploratorium <a href="http://www.exploratorium.edu">http://www.exploratorium.edu</a></td>
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<tr>
<td>- <em>The Kennedy Center</em> website including resources for educators and the multimedia finder.</td>
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<tr>
<td>- The San Diego Zoo-(educator resources) <a href="http://zoo.sandiegozoo.org/content/overview">http://zoo.sandiegozoo.org/content/overview</a></td>
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<tr>
<td>- <em>Virtual Museum Tours</em> website (over 300 virtual museum tours)</td>
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</table>

**Discussion prompt:**
Write a brief description of at least 5 resources (articles, videos, websites, lesson plans) from these sites that you believe are noteworthy. How do you believe museums (both virtual and on-ground field trips) may enhance your classroom teaching/learning environment?

8 M 3/25 Teaching Literacy Through Social Studies (PBL Unit Due)
Using Children’s Literature from Diverse Cultures (i.e. African American, Hispanic, Asian American and Native American)

Read:
2. Information text http://www.ascd.org/publications/educational-leadership/nov13/vol71/num03/Points-of-Entry.aspx

Videos:
- Text talk time – https://www.teachingchannel.org/videos/analyzing-text-lesson?resume=0
- Keep it or Junk it? https://www.teachingchannel.org/video/help-students-analyze-text?fd=1

9 M 4/1 Geography is more than places on a map. It's global connections. People and cultures. Economics and environments. Our young people need to know geography in order to understand today's world—and succeed in tomorrow's.
   - How does geography impact the lives of people around the world?
   - Develop an Awareness of Place
   - Develop Locational Skills and Understanding


10 M 4/8 Appreciating the Power of the ARTS-New CA VAPA Standards
- Visual Arts
- Music
- Drama, Dance or Movement
Pigcasso the painting pig
https://www.youtube.com/watch?v=06LwXdU8CrU

Suda the painting elephant
https://www.youtube.com/watch?v=uyplj_BYzAw

An experiential introduction to the joy of art!

11 M 4/15 Using the ARTS to enhance content for both Gen Ed and SPED
Video-taped Lesson Reflection Due-Peer reflection in Pairs

Read:
#1
http://www.ldonline.org/article/30245/

Video:
Integrating Arts in the Classroom

Building Language Skills through the Arts
https://www.teachingchannel.org/video/build-language-skills-through-the-arts-getty

Movement to Teach Concepts
https://www.teachingchannel.org/video/movement-to-teach-concepts

Resources from the Getty Museum
http://www.getty.edu/education/teachers/classroom_resources/curricula/index.html

Mock Trials to Teach Civics
http://literacyandthelaw.com/unit-1

**Monday 4/22 USD Holiday- no class**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td><strong>12</strong></td>
<td><strong>M 4/29 Standards-based Arts lessons in groups</strong></td>
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<tr>
<td></td>
<td><strong>Presentation of ARTs-Based Lessons in Small Groups</strong></td>
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<tr>
<td></td>
<td>• Visual Arts</td>
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<td></td>
<td>• Music</td>
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<td></td>
<td>• Drama</td>
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<td></td>
<td>• Dance or Movement</td>
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<td><strong>13</strong></td>
<td><strong>M 5/6 Closure  #1 Weekly Reflective Journal Due</strong></td>
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<td>• Create an arts-based course synthesis in groups</td>
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<td><strong>14</strong></td>
<td><strong>M 5/13 Closure #2</strong></td>
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<td></td>
<td>• Mock Interviews</td>
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<td>• Final Circle Reflection</td>
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Course Assignments and Grading

I. Design a Project-based Unit (TPEs 1, 2, 3, 4, 5) Due 3/25
As we prepare our students for the 21st Century workforce, we need to equip them with the ability to problem solve and think critically. Project Based Learning is one method for improving critical thinking skills in our students. PBL prepares students for the problem-solving activities the 21st Century workplace will demand. Teachers will focus on best practices related to PBL and how to increase critical thinking skills and performance. This course is appropriate for all K-12 teachers.

Each class member will prepare a PBL Unit using the Backward Design Process that will highlight a social issue using a Changemaking focus. The activities in this unit will meet the (1) California Social Studies Standards, (2) Common Core Language Arts Standards, and (3) Standards for Visual and Performing Arts while addressing one of the 17 Global Challenges.

A project template will be provided and more information will be given in class.

SCORING RUBRIC FOR PBL UNIT

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Proficient 3</th>
<th>Developing 2</th>
<th>Novice 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBL Unit</td>
<td>Thoughtful, detailed and clear explanation of all components:</td>
<td>Attention to all of the following components:</td>
<td>Missing one or more components and/or work is not clear</td>
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<tr>
<td></td>
<td>- project summary</td>
<td>- project summary</td>
<td>- project summary</td>
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<td>- driving question</td>
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<td>- entry event</td>
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<td>- student product(s) and audience(s) for public presentation</td>
<td>- student product(s) and audience(s) for public presentation</td>
<td>- student product(s) and audience(s) for public presentation</td>
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<td></td>
<td>- UDL options included for Engagement, Representation and Expression</td>
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<td>- digital, print and community resources</td>
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II. Practicum Assignment - Due 4/15

A. Classroom Instruction
   1. Observe and support instruction in the classroom of the Cooperating Teacher (CT)
   2. With the guidance of your CT, plan and teach at least 5 lessons during the semester that involve whole class and small group instruction.

B. Videotape one of the lessons and write a reflection that includes:
   a. **Content Learning Objective** – What did you want students to know and be able to do at the end of this lesson? What content does this lesson address? Include CA grade level standard(s)
   b. **Prior Academic Knowledge**: Explain how the lesson plan builds on students’ prior academic knowledge related to the content-specific learning objectives selected for the lesson.
   c. **Designing Learning Activities**: Explain why you selected the learning activities in this lesson and how they will increase engagement with and access to learning for the students you are teaching.
   d. **Designing Instructional Strategies**: Explain your decisions to use specific instructional strategies to support student engagement with and access to learning (e.g., explaining, modeling, scaffolding, asking questions that guide a discussion, providing instructions to guide an activity).
   e. **Organization of Students**: Explain your rationale for grouping students in this lesson—whole group, small group, pairs, individual.
   f. **Student Assets and Needs**: Explain how the lesson plan incorporates or builds on students’ cultural and linguistic resources, socioeconomic backgrounds, funds of knowledge, prior experiences, and interests.
   g. **Social-Emotional Development Considerations**: Explain how the lesson addressed the social-emotional development of your students.
   h. **Resources, Materials, Tools, and/or Educational Technology to Support Learning**: Explain why you chose particular resources, materials, tools, and/or educational technology to support student learning in this lesson.
   i. **Academic language demands**: Describe the academic language demands of the text(s) that will be used in this lesson. What words were challenging for students? What text structures were challenging? (ex. Graphs, Charts, Headings). How did you address that in your teaching?
j. **Lesson Delivery**- Throughout the lesson consider how you incorporated elements of UDL so that all students would have access to the lesson?

k. **Assessment**-What did you do to assess students’ learning during the instruction (formative) and at the end of the lesson(summative)?

l. **Lesson revision** –If you could go back and teach this lesson again to the same group of students, what would you do differently?

m. **Theories**: Discuss any educational models, theorists, and research support for any strategies used in this lesson?

n. **Self-assessment**: What did you learn from this lesson about yourself as a teacher? How will this learning inform future lessons?

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**SCORING RUBRIC FOR LESSON REFLECTION**

<table>
<thead>
<tr>
<th>Exceeds 4</th>
<th>Proficient 3</th>
<th>Developing 2</th>
<th>Novice 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear and compelling articulation of all components:</td>
<td>Thoughtful, detailed and clear explanation of all components:</td>
<td>Attention to all of the following components:</td>
<td>Missing one or more components and/or work is not clear</td>
</tr>
<tr>
<td>- Content Learning Objective</td>
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<td>- Content Learning Objective</td>
<td>- Content Learning Objective</td>
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<tr>
<td>- Prior Academic Knowledge</td>
<td>- Prior Academic Knowledge</td>
<td>- Prior Academic Knowledge</td>
<td>- Prior Academic Knowledge</td>
</tr>
<tr>
<td>- Designing Learning Activities</td>
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<tr>
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<td>- Organization of Students</td>
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<tr>
<td>- Student Assets and Needs</td>
<td>- Student Assets and Needs</td>
<td>- Student Assets and Needs</td>
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<tr>
<td>- Social-Emotional Development Considerations</td>
<td>- Social-Emotional Development Considerations</td>
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<td>- Social-Emotional Development Considerations</td>
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<tr>
<td>- Resources, Materials, Tools, and/or Educational Technology to Support Learning</td>
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<td>- Academic language demands</td>
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<td>- Lesson Delivery Assessment</td>
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<td>- Lesson revision</td>
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<td>- Theories</td>
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**II. Weekly Field Experience Reflective Journal- Due 5/6**

An important objective of this course is to encourage and equip you to become reflective, life-long learners, drawing upon your considerable knowledge of theory and practice to
solve your everyday classroom problems. At its heart, good teaching is a problem-solving activity. Journaling is a critical dimension to the practice of reflective teaching.

1. Create one journal entry for each week of the semester of about one page in length. Draw connections between: (1) your practicum, (2) EDTE 303-503 course readings, videos and experiential activities, and, (3) theories learned in other credential classes.

2. Your weekly entries should have 3 components:
   a. What have you observed/learned about students and their learning this week?
   b. What have you observed/learned about teaching/management this week?
   c. What questions have emerged this week regarding any aspect of the instructional day?

<table>
<thead>
<tr>
<th>Journal Prompts</th>
<th>Connection to learnings in this course or to theories/readings presented in other credential classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Something I observed/learned about student(s) this week is…</td>
<td></td>
</tr>
<tr>
<td>Something I observed/learned about teaching this week is…</td>
<td></td>
</tr>
<tr>
<td>A question I have about teaching/learning, or behavior/management is…</td>
<td></td>
</tr>
</tbody>
</table>

SCORING RUBRIC FOR PRACTICUM JOURNAL

<table>
<thead>
<tr>
<th>Reflective Journal</th>
<th>Proficient 3</th>
<th>Developing 2</th>
<th>Novice 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well-articulated explanations regarding the connections between: (1) the practicum, (2) EDTE 303-503 course readings, videos and experiential activities, and, (3) theories learned in other credential classes.</td>
<td>Attention to all of the following components regarding the connections between: (1) the practicum, (2) EDTE 303-503 course readings, videos and experiential activities, and, (3) theories learned in other credential classes.</td>
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<td></td>
</tr>
<tr>
<td>• What have you observed/learned about students and their learning this week?</td>
<td>• What have you observed/learned about students and their learning this week?</td>
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<td></td>
</tr>
<tr>
<td>• What have you observed/learned about teaching/management this week?</td>
<td>• What have you observed/learned about teaching/management this week?</td>
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<tr>
<td>• What questions have emerged this week</td>
<td>• What questions have emerged this week regarding any aspect of the instructional day?</td>
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<td></td>
</tr>
<tr>
<td>Missing one or more components and/or work is not clear regarding the connections between: (1) the practicum, (2) EDTE 303-503 course readings, videos and experiential activities, and, (3) theories learned in other credential classes.</td>
<td></td>
<td>• What have you observed/learned about students and their learning this week?</td>
<td></td>
</tr>
<tr>
<td>• What have you observed/learned about teaching/management this week?</td>
<td>• What have you observed/learned about teaching/management this week?</td>
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</tr>
</tbody>
</table>
What questions have emerged this week regarding any aspect of the instructional day?

COURSE GRADE SHEET
EDTE 303/503

<table>
<thead>
<tr>
<th>Area</th>
<th>Total Possible Points</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. PBL Unit</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>II. Video-taped Lesson Analysis</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>III. Weekly Field Experience Journal</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL POINTS______      FINAL GRADE_______
10 = A                      7 = B
9 = A-                      6 = B-
8 = B+                      5 = C
BELOW 5 = Consultation with instructor—may result in D, F or I

More than 1 unexcused absence will result in one or more points deducted from total score. All absences, excused or unexcused, will need to do a make-up reflection. Please discuss with your instructor any situations that occur that will cause you to miss class.

Requests for Accommodation
Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards for the course will not be modified in considering specific accommodations.

Grade of Incomplete:
The grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all
missing work no later than the end of the tenth week of the next regular semester; otherwise the “I” grade will become a permanent “F.”

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

**SOLES Writing Support Services**
SOLES offers free writing coaching to all students, of all skill levels at all stages of the writing process through the SOLES Graduate Student Writing Center. For more information visit [https://www.sandiego.edu/soles/current/writing-center.php#content-accordion2](https://www.sandiego.edu/soles/current/writing-center.php#content-accordion2)

**SOLES On-line Course Evaluation**
Student evaluations in SOLES are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Active Registration link on the One-Stop Services tab. Your instructor will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

**Statement on Plagiarism**
The complete plagiarism policy is available for your review at: [http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php](http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php)

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University.

Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor’s files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an
infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor’s determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean’s office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.