Semester: Spring 2020  
Course: EDTE 303/503 (3)  
Course Title: Elementary Methods II: Humanities

Days/Times: Monday, 1:00-3:50 Section 1; 4:00-6:50 Section 2  
Room: MRH 127  
Instructor: C. Bobbi Hansen  
Email: chansen@sandiego.edu  
Telephone: X2381  
Office Hours: Monday, 12:00-1:00 and Wednesday, 12:00-4:00, and by appt.

Conceptual Framework

SCHOOL OF LEADERSHIP AND EDUCATION SCIENCE (SOLES)  
MISSION & VISION STATEMENT

Mission
The mission of SOLES is to engage with students and our communities to continuously learn through inquiry and practice that supports social justice and effects meaningful change in our diverse society.

Vision
We shape the future by providing inclusive education as the foundation of social justice and the means to enhance human dignity and improve the quality of life.

Core Values
We base our courses of study and our worldview in several key values embraced by program leadership, faculty, staff and students.
  • Multiculturalism and social justice  
  • Excellence in teaching  
  • Care for the whole person  
  • Community engagement  
  • Excellence in scholarship
Department of Learning and Teaching Meta-Values

Diversity and Inclusion: By the end of the program, students will:
- Be able to identify and navigate sources of power/resistance, decision making and resources
- Challenge all forms of discrimination including race, class, gender, sexual orientation, language, religion, disability-in local, national, and global contexts, and will work as change agents to undermine oppression. Students will:
  - Be skilled at being aware of own biases
  - Understand forms of capital (funds of knowledge/identity)
  - Examine deficit models and reframe/transform
  - Understand historical experience, knowledge and struggles of education systems
  - Develop cultural competencies/proficiency models
  - Engage in continuous reflection about practice, society, and institutional systems
  - Improve self-efficacy and self-advocacy
- Understand access and equity to be an overarching goal of education
- Use UDL to support all learners

2. Changemaking for a more just world: By the end of the program, students will:
- Be relevant
- Transform themselves, students/classrooms and environment
- Make a difference - innovate, lead
- Problem-solve
- Build and utilize relationships, teamwork, and collaborate

3. Critical Inquiry: By the end of the program all students will:
- Understand positionality, privilege, power, and educational systems within social/political/eco contexts
- Examine and analyze their biases and beliefs towards the shaping of their instructional practice
  - Critically and theoretically analyze schools of thought, research theories and practices relating to education
- Apply critical inquiry to evidence based pedagogical practices
- Use action research as a tool to create:
  - Equitable, accessible, inclusive learning environments

4. Internationalization & Global Citizenship: By the end of the program all students will:
- Participate in an international course or cross-cultural experience
- Engage with local populations
- Develop personal understanding of their global role and implement learning experience in practice

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 the Visual and Performing 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.

Course Objectives

<table>
<thead>
<tr>
<th>Course Objectives/Student Learning Outcomes</th>
<th>Evidence: Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know and apply strategies for learning that meet the learning styles, interests and cognitive abilities of all students. (GenEd TPE 1.1, 2.4; InTASC 1,2,3,9; NBPTS 1, 3,5)</td>
<td>Field-based video-taped Lesson and self and peer reflection</td>
</tr>
</tbody>
</table>
Understand the purpose for establishing classroom meetings as a way of fostering a democratic classroom environment. (GenEd TPE 1.1, 2.4; InTASC 1,3,9; NBPTS 1, 3, 5)

Demonstrate an understanding of assessment techniques and tools appropriate for individuals with diverse backgrounds and varying language, communication and cognitive abilities. (GenEd TPE 1.1, 2.4; InTASC 2,6,9; NBPTS 1, 3)

In-class activity of Classroom meeting

Field-based video-taped Lesson and self and peer reflection

### II. Changemaking for a more just world

<table>
<thead>
<tr>
<th>Course Objectives/Student Learning Outcomes</th>
<th>Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate understanding of Changemaking as a pedagogy. (GenEd TPE 1.1, 2.4; InTASC 3,5,9,10; NBPTS 1, 2,4,5)</td>
<td>Project-based Unit</td>
</tr>
<tr>
<td><strong>Based on theories of motivation and learning (GenEd TPE 1.1, 2.4; InTASC 1,7,8,9; NBPTS 1, 2,3,5)</strong></td>
<td><strong>Project-based Unit</strong></td>
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<tr>
<td>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) and 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. (GenEd TPE 1.1, 2.4; InTASC 1,4,6,7,,9; NBPTS 1, 4, 5)</td>
<td>Project-based Unit</td>
</tr>
<tr>
<td><strong>Demonstrate an understanding of appropriate use of a variety of assessments, including norm referenced and criterion referenced tests and alternative measures such as formative and summative evaluations, works samples, observation, portfolios, and standards-based. (GenEd TPE 1.1, 2.4; InTASC 6,9; NBPTS 1, 3,5)</strong></td>
<td>Field-based video-taped Lesson and self and peer reflection</td>
</tr>
<tr>
<td><strong>Design, administer and interpret a variety of assessments in social studies. (GenEd TPE 1.1, 2.4; InTASC 1,2,6,,9; NBPTS 1, 3,5)</strong></td>
<td>Field-based video-taped Lesson and self and peer reflection</td>
</tr>
<tr>
<td><strong>Demonstrate awareness of and ability to evaluate the material and community resources available in the teaching of social studies and the Arts. (GenEd TPE 1.1, 2.4; InTASC 2,5,9,10; NBPTS 1, 4, 5)</strong></td>
<td>Project-based Unit</td>
</tr>
<tr>
<td><strong>Know and apply strategies for supporting reading informational text (GenEd TPE 1.1, 2.4; InTASC 4,5,9; NBPTS 1, 2,3,5)</strong></td>
<td>Field-based video-taped Lesson and self and peer reflection</td>
</tr>
<tr>
<td><strong>Apply knowledge of lesson plan development to an integrated unit of study. (GenEd TPE 1.1, 2.4; InTASC 1,7,8,9; NBPTS 1, 3,5)</strong></td>
<td>Project-based Unit</td>
</tr>
<tr>
<td><strong>Demonstrate ability to cultivate critical thinking and problem-solving skills in</strong></td>
<td>Field-based video-taped Lesson and self and peer reflection</td>
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<tr>
<td><strong>Course Objectives/Student Learning Outcomes</strong></td>
<td><strong>Assignments/Activities</strong></td>
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<tr>
<td>Demonstrate your ability to select, plan, implement and evaluate methodologies and resources for teaching social studies and the Arts for TK-6 students designed to help them develop as college and career ready and globally competent citizens. (GenEd TPE 1.1, 2.4; InTASC 4,5,6,7,8,9; NBPTS 1,2,3, 5)</td>
<td>Project-based Unit</td>
</tr>
</tbody>
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**IV. Internationalization & Global Citizenship**
<table>
<thead>
<tr>
<th>Key Course-based TPEs</th>
<th>Evidence/Assignment</th>
<th>Benchmark/Criterion</th>
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<tbody>
<tr>
<td><strong>GenEd</strong></td>
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</tr>
<tr>
<td>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.</td>
<td>Backward Designed, Project-based Interdisciplinary Unit</td>
<td>85% of MCC Elementary Dual Program candidates will earn a rubric equivalent score of at least a B on this assignment.</td>
</tr>
<tr>
<td>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.</td>
<td>Field Experience: Video-taped Lesson Reflection</td>
<td>85% of MCC Elementary Dual Program candidates will earn a rubric equivalent score of at least a B on this assignment.</td>
</tr>
<tr>
<td>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.</td>
<td>Backward Designed, Project-based Interdisciplinary Unit</td>
<td>85% of MCC Elementary Dual Program candidates will earn a rubric equivalent score of at least a B on this assignment.</td>
</tr>
<tr>
<td>3.1 Demonstrate knowledge of subject matter, including the adopted California state standards and curriculum frameworks.</td>
<td>Backward Designed, Project-based Interdisciplinary Unit</td>
<td>85% of MCC Dual Program candidates will earn a rubric equivalent score of at least a B on this assignment.</td>
</tr>
<tr>
<td>3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the</td>
<td>Backward Designed, Project-based Interdisciplinary Unit</td>
<td>85% of MCC Elementary Dual Program candidates will earn a rubric equivalent score of at least a B on this assignment.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>Field Experience: Videotaped Lesson Reflection</td>
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<tr>
<td>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.</td>
<td>Backward Designed, Project-based Interdisciplinary Unit</td>
<td>85% of MCC Elementary Dual Program candidates will earn a rubric equivalent score of at least a B on this assignment.</td>
</tr>
<tr>
<td>5.1 Apply Knowledge of the Purposes, Characteristics, and Appropriate Uses of Different Types of Assessments (e.g., Diagnostic, Informal, Formal, Progress Monitoring, Formative,</td>
<td>Field Experience: Videotaped Lesson Reflection</td>
<td>85% of MCC Elementary Dual Program candidates will earn a rubric equivalent score of at least a B on this assignment.</td>
</tr>
</tbody>
</table>
summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

<table>
<thead>
<tr>
<th>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).</th>
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<tbody>
<tr>
<td>Field Experience: Video-taped Lesson Reflection</td>
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<td>85% of MCC Elementary Dual Program candidates will earn a rubric equivalent score of at least a B on this assignment.</td>
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<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Backward Designed, Project-based Interdisciplinary Unit</td>
</tr>
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<td>85% of MCC Elementary Dual Program candidates will earn a rubric equivalent score of at least a B on this assignment.</td>
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Course TPEs and Evidence:
<table>
<thead>
<tr>
<th>Full List of Teaching Performance Expectations</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TPE 1: Engaging and Supporting All Students in Learning</strong></td>
<td><strong>Assignment:</strong> <strong>Backward Designed, Project-based Interdisciplinary Unit:</strong></td>
</tr>
<tr>
<td><strong>GEN ED</strong></td>
<td>Front-loading with essential questions to use prior experiences to teach discipline-based curriculum, critical and creative thinking practices, SDAIE strategies, UDL, MTSS, SEL, Digital Resources including assistive technology, visual and performing arts, State mandated curriculum standards, monitoring student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan,</td>
</tr>
<tr>
<td>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.  I, P, A</td>
<td><strong>Assignment:</strong> <strong>Field-based video-taped Lesson and self and peer reflection including:</strong></td>
</tr>
<tr>
<td>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.  I</td>
<td>Content standards, Prior-Academic Knowledge, Learning Activities, Instructional Strategies, Organization of Students, Student Assets and Needs, RTI, MTSS, Social-Emotional Considerations, Resources, Materials, Tools, and/or Educational and Assistive Technology to Support Learning, SDAIE Academic language demands, Assessment: Formative, Summative, Progress Monitoring, Assessment, Lesson revision Motivation/Developmental/Learning theories.</td>
</tr>
<tr>
<td>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.  I, P, A</td>
<td><strong>Assignment: Reflective Commentaries:</strong> Semi-structured reflective writing assignments to be done in class and shared in discursive conversations with peers</td>
</tr>
<tr>
<td>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.  I, P</td>
<td><strong>Assignment:</strong> Final self-reflective portfolio of learnings aligned with both GenEd and SPED TPEs</td>
</tr>
<tr>
<td>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.  I, P, A</td>
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<tr>
<td>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.  I, P, A</td>
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<tr>
<td>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.  I, P, A</td>
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<tr>
<td>1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.  I, P</td>
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<tr>
<td><strong>SPED</strong></td>
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<tr>
<td>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.  I, P</td>
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</tbody>
</table>
1.4 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). I, P,

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. I, P, A
2.5 Maintain high expectations for learning, with appropriate support for the full range of students in the classroom. I, P,
2.6. Establish and maintain clear expectations for positive classroom behavior and for student-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families. I,P

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. I, P
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. I, P
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. I, P
2.8 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students’ unique needs. I, P
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. I, P

Assignment:
Backward Designed, Project-based Interdisciplinary Unit:
Front-loading with essential questions to use prior experiences to teach discipline-based curriculum, critical and creative thinking practices, SDAIE strategies, UDL, MTSS, SEL, Digital Resources including assistive technology, visual and performing arts, State mandated curriculum standards, monitoring student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan,

Assignment: Field-based video-taped Lesson and Reflection

Assignment: Reflective Commentaries: Semi-structured reflective writing assignments to be done in class and shared in discursive conversations with peers
Assignment: Final self-reflective portfolio of learnings aligned with both GenEd and SPED TPEs
### 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. I, P, A

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. I, P

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. I, P, A

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. I, P

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. I, P

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. I, P

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. I, P

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, I, P

**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). I, P

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. I, P

### Assignment:

**Backward Designed, Project-based Interdisciplinary Unit:**
Front-loading with essential questions to use prior experiences to teach discipline-based curriculum, critical and creative thinking practices, SDAIE strategies, UDL, MTSS, SEL, Digital Resources including assistive technology, visual and performing arts, State mandated curriculum standards. Monitoring student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan.

**Assignment:**

**Field-based video-taped Lesson and Reflection**

**Assignment:**

Reflective Commentaries: Semi-structured reflective writing assignments to be done in class and shared in discursive conversations with peers.

**Assignment:**

Final self-reflective portfolio of learnings aligned with both GenEd and SPED TPEs.

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### 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. I, P, A

### Assignment:

**Backward Designed, Project-based Interdisciplinary Unit:**
Front-loading with essential questions to use prior experiences to teach discipline-based curriculum, critical and creative thinking practices, SDAIE strategies, UDL, MTSS, SEL, Digital Resources including assistive technology, visual and performing arts, State mandated curriculum standards. Monitoring student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan.
4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, social studies, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction. I, P, A

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;
c. use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
d. appropriate modifications for students with disabilities in the general education classroom;
e. opportunities for students to support each other in learning; and,
f. use of community resources and services as applicable. I, P, A

4.5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.) I, P

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. I, P

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. I, P, A

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. I, P

4.9 Demonstrate how and when you use blended and online learning technologies, how and when to use other technologies such as handheld devices and phones to improve teaching and learning. I, P

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. I, P

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. I, P, A

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

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 promote maximum learning and academic achievement within inclusive environments. I, P

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<th>TPE 5: Assessing Student Learning</th>
<th>Assignment: Backward Designed, Project-based Interdisciplinary Unit:</th>
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<tbody>
<tr>
<td><strong>Gen ED</strong></td>
<td>Front-loading with essential questions to use prior experiences to teach discipline-based curriculum, critical and creative thinking practices, SDAIE strategies, UDL, MTSS, SEL, Digital Resources including assistive technology, visual and performing arts, State mandated curriculum standards. Monitoring student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan,</td>
</tr>
<tr>
<td>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. P, A</td>
<td>Assignment: Field-based video-taped Lesson and Reflection</td>
</tr>
<tr>
<td>5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students’ learning over time. I</td>
<td>Assignment: Reflective Commentaries: Semi-structured reflective writing assignments to be done in class and shared in discursive conversations with peers</td>
</tr>
<tr>
<td>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. I, P, A</td>
<td>Assignment: Final self-reflective portfolio of learnings aligned with both GenEd and SPED TPEs</td>
</tr>
<tr>
<td>5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families. I, P</td>
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<tr>
<td>5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals. I, P</td>
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| 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. I, P | |
| 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. I, P | |
| 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. I | |
| 5.4 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. I | |
| 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. I, P | |
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. I, P, A

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. I

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. I

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. I, P

Assignment: Backward Designed, Project-based Interdisciplinary Unit:
- Front-loading with essential questions to use prior experiences to teach discipline-based curriculum, critical and creative thinking practices, SDAIE strategies, UDL, MTSS, SEL, Digital Resources including assistive technology, visual and performing arts, State mandated curriculum standards. Monitoring student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan.

Assignment: Field-based video-taped Lesson and Reflection

Assignment: Reflective Commentaries: Semi-structured reflective writing assignments to be done in class and shared in discursive conversations with peers

Assignment: Final self-reflective portfolio of learnings aligned with both GenEd and SPED TPEs

Dispositions

In accordance with state and national standards, students in the Department of Learning and Teaching at the University of San Diego, are assessed on knowledge, performance, and professional dispositions. Faculty in the Department of Learning and Teaching fully expect students to be successful and meet all program standards, but poor academic preparation, poor academic work, poor performance, or observed professional dispositional deficiencies will constitute grounds for a decision regarding separation from the teacher preparation program at USD. The Department of Learning and Teaching has adopted a process for ensuring that all students uphold standards of knowledge, performance, and professional dispositions recognized by the education profession.

Qualities Important to Future Teachers and Educational Professionals
A. Personal qualities important to the teaching/education profession
B. Qualities important to collaboration
C. Commitment to professional growth

15
D. Commitment to diversity and social justice  
E. Commitment to ethical practices  

**Readings/Videos/Websites**

**Supplemental Readings**  
Go to www.socialstudies.org to become a Regular member of the National Council for Social Studies. With your regular membership, you will receive 4 issues of the Social Studies and the Young Learner journal and access to all prior issues online.

**Required**  
**California State Frameworks and Standards (all online):**  
   http://www.cde.ca.gov/ci/cr/cf/allfwks.asp  
3. Children’s Literature Book, *The Sign of the Beaver* by Elizabeth George Speare,  
4. Other readings as assigned on NCSS websites and other digital sources

**Readings: Social Studies**  
https://www.cde.ca.gov/ci/hs/cf/hssframework.asp  

Social Studies in Elementary Classrooms  
https://www.pearsonhighered.com/assets/samplechapter/0/1/3/2/0132697157.pdf  

What’s the Buzz: A K-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_frameworkArt  

Social Studies: Powerful, Purposeful Pedagogy in Elementary Social Studies  
https://www.socialstudies.org/positions/powerfulandpurposeful  

History, It CAN be Elementary,  
http://www.socialstudies.org/sites/default/files/publications/se/6101/610103.html  

Learning, Service and Caring  

How social studies can help young kids make sense of the world

Strategies to Teach Social Studies

A Road Map for 21st Century Geography Education
http://media.nationalgeographic.org/assets/file/NGS_RoadMapConcept_IMPDExecSummary.pdf

Visual and Performing Arts

Review the following websites:
Arts Education Partnership
http://www.aep-arts.org

Americans for the Arts
http://www.americansforthearts.org

The Kennedy Center for Arts Resources
http://artsedge.kennedy-center.org/educators.aspx

Music Matters

Supplementary

Social Studies


**Music, Art**


**State and National Curricula**


**Recommended Websites:**

- Library of Congress https://www.loc.gov/
- National Geographic Education http://education.nationalgeographic.com/
- PBS http://www.pbs.org/
- Smithsonian Educators http://www.si.edu/Educators
Class Schedule

Tentative schedule- (Schedule May Change)

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons Due</td>
<td>SS 3/09; Arts 4/27</td>
</tr>
<tr>
<td>Read <em>Sign of the Beaver</em></td>
<td>3/23</td>
</tr>
<tr>
<td>PBL Unit Due</td>
<td>3/23</td>
</tr>
<tr>
<td>Online readings and assignments</td>
<td>Throughout course</td>
</tr>
<tr>
<td>Video-taped Lesson Reflection</td>
<td>4/13</td>
</tr>
<tr>
<td>Final Synthesis of TPE Domains</td>
<td>5/6</td>
</tr>
</tbody>
</table>

1. **M-1/27 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

   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)
   - The Great Kindness Challenge [https://thegreatkindnesschallenge.com](https://thegreatkindnesschallenge.com)

2. **M-2/3 Teaching to Support all Learners: Brain 101**
   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
### M 2/10—Introduction to Social Studies Standards

**Social Studies as Inquiry & Social justice**

**What Social Studies Planning Tools Will Help Me Teach Social Studies Powerfully?**

- How Can I Design, Implement, and Evaluate Instructional Activities?
- How Can Social Studies Education Be Made More Powerful through Curricular Integration?
- Crafting a culturally relevant social studies approach

- **C3 Framework for College, Career and Civics Education**
- California Department of Education.  
- National Council for the Social Studies  

Read:  
[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)

### M 2/17 Teaching History

- Whose history do we teach?
- Teaching history with an inclusive lens
- Meeting the needs of multiracial and multiethnic children in elementary social studies classrooms
- Using Primary Documents to teach history
- Using picture books to teach history
- Using Biographies to teach history -  

### M 2/24 Project-based Learning (PBL), Problem-based Learning (PrBL) and Changemaking: Teaching for Social Justice and Civic Understanding through Projects

- 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.

*Spring Break March 2-6*

### M 3/09 Micro-teaching #1: Teaching a Social Studies Lesson: (Self and Peer-Mediated Reflections)

- Historical lesson about a person or place
- Identify specific CA –Standards that apply to this lesson.
- Lesson should use one or more Inquiry Practices
- Bring all materials to class for lesson.

### M 3/16 Tech Plunge

- Virtual Field Trips- (Online Class)
Explore some of the following museum and other sites for virtual field trip options for your students:

- **The British Museum** and explore their online collection.
- **Smithsonian Institution** website and investigate their various virtual exhibits.
- **San Francisco Exploratorium** [http://www.exploratorium.edu](http://www.exploratorium.edu)
- **The Kennedy Center** website including resources for educators and the multimedia finder.
- **The San Diego Zoo**-(educator resources) [http://zoo.sandiegozoo.org/content/overview](http://zoo.sandiegozoo.org/content/overview)
- **Virtual Museum Tours** website (over 300 virtual museum tours)

**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?

<table>
<thead>
<tr>
<th>8</th>
<th>M 3/23 Teaching Literacy Through Social Studies (PBL Unit Due)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Using Children’s Literature from Diverse Cultures (i.e. African American, Hispanic, Asian American and Native American)</td>
</tr>
<tr>
<td></td>
<td>Read:</td>
</tr>
<tr>
<td></td>
<td>(2) Information text <a href="http://www.ascd.org/publications/educational-leadership/nov13/vol71/num03/Points-of-Entry.aspx">http://www.ascd.org/publications/educational-leadership/nov13/vol71/num03/Points-of-Entry.aspx</a></td>
</tr>
<tr>
<td></td>
<td>Videos:</td>
</tr>
<tr>
<td></td>
<td>• Text talk time –<a href="https://www.teachingchannel.org/videos/analyzing-text-lesson?resume=0">https://www.teachingchannel.org/videos/analyzing-text-lesson?resume=0</a></td>
</tr>
<tr>
<td></td>
<td>• Keep it or Junk it? <a href="https://www.teachingchannel.org/video/help-students-analyze-text?fd=1">https://www.teachingchannel.org/video/help-students-analyze-text?fd=1</a></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>9</th>
<th>M 3/30 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• How does geography impact the lives of people around the world?</td>
</tr>
<tr>
<td></td>
<td>• Develop an Awareness of Place</td>
</tr>
<tr>
<td></td>
<td>• Develop Locational Skills and Understanding</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10</th>
<th>M 4/6 Appreciating the Power of the ARTS-New CA VAPA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Visual Arts</td>
</tr>
</tbody>
</table>

21
|  | Music  
|---|---
|   | Drama, Dance or Movement  
|   | Pigcasso the painting pig  
|   | [https://www.youtube.com/watch?v=06LwXdU8CrU](https://www.youtube.com/watch?v=06LwXdU8CrU)  
|   | Suda the painting elephant  
|   | [https://www.youtube.com/watch?v=uypIj_BYzAw](https://www.youtube.com/watch?v=uypIj_BYzAw)  
|   | An experiential introduction to the joy of art!  

**M 4/13 USD Holiday**

|  | 11 | M 4/20 Using the ARTS to enhance content for both Gen Ed and SPED  
|---|---|---
|   | Video-taped Lesson Reflection Due-Peer reflection in Pairs  
|   | Read:  
|   | Video:  
|   | Integrating Arts in the Classroom  
|   | Building Language Skills through the Arts  
|   | [https://www.teachingchannel.org/video/build-language-skills-through-the-arts-getty](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](https://www.teachingchannel.org/video/movement-to-teach-concepts)  
|   | Resources from the Getty Museum  
|   | Mock Trials to Teach Civics  
|   | [http://literacyandthelaw.com/unit-1](http://literacyandthelaw.com/unit-1)  

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

|  | 12 | M 4/27 Standards-based Arts lessons in groups  
|---|---|---
|   | Presentation of ARTs-Based Lessons in Small Groups  
|   | - Visual Arts  
|   | - Music  
|   | - Drama  
|   | - Dance or Movement  

|  | 13 | M 5/4 Closure  
|---|---|---
|   | #1 Weekly Reflective Journal Due  
|   | - Create an arts-based course synthesis in groups  

22
## Course Requirements/Assignments/Grading

The final grade is calculated based on the following formative and summative assessments:

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Total Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative Assessment:</strong></td>
<td></td>
</tr>
<tr>
<td>PBL Unit</td>
<td>30</td>
</tr>
<tr>
<td><strong>Due 3/30</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Summative Assessment:</strong></td>
<td></td>
</tr>
<tr>
<td>Video-taped Lesson and Reflection</td>
<td>30</td>
</tr>
<tr>
<td><strong>Due 4/20</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Summative Assessment:</strong></td>
<td></td>
</tr>
<tr>
<td>Synthesis of 6 TPE Domains</td>
<td>40</td>
</tr>
<tr>
<td><strong>Due 5/11</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Formative Assessment:</strong></td>
<td></td>
</tr>
<tr>
<td>Micro-teaching lesson in SS &amp; the Arts</td>
<td>Pass/Not Yet</td>
</tr>
<tr>
<td><strong>Formative Assessment:</strong></td>
<td></td>
</tr>
<tr>
<td>Readings and/or Reflective Commentaries</td>
<td>Pass/Not Yet</td>
</tr>
<tr>
<td><strong>Formative Assessment:</strong></td>
<td></td>
</tr>
<tr>
<td>Blended Learning Assignments</td>
<td>Pass/Not Yet</td>
</tr>
<tr>
<td><strong>Class Attendance -Please notify instructor regarding all absences</strong></td>
<td>Pass/Not pass</td>
</tr>
</tbody>
</table>

To pass the course, all absences must be made up through a brief, one-page reflection paper that has the following components:

1. Name, Date, and Topic
2. Summarization of important points via readings, videos, and/or personal research
3. Share your insights and/or reflections related to what you learned and how this may contribute to building your living educational theory. You may use aspects of your practicum if applicable.

| Total | 100 |

The following table shows the correspondence between letter grades and 100-point scale scores.

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>100 pt score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>86-89</td>
</tr>
<tr>
<td>B</td>
<td>83-85</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>76-79</td>
</tr>
<tr>
<td>C</td>
<td>73-75</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>66-69</td>
</tr>
<tr>
<td>D</td>
<td>63-65</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

I. Design a Project-based Unit (TPEs 1, 2, 3, 4, 5) Due 3/30

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.

Candidate competencies include:

- Promoting students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
- Providing students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
- Designing and implementing instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, social studies, and other disciplines across the curriculum.

### SCORING RUBRIC FOR PBL UNIT

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Proficient 21-30</th>
<th>Developing 11-20</th>
<th>Novice 1-10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PBL Unit</strong></td>
<td>Thoughtful, detailed and clear explanation of all components:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- project summary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- driving question</td>
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<td></td>
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<td></td>
<td>- entry event</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- description of 21st Century Skills - Communication, Collaboration, Critical Thinking, Creativity</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- student product(s) and audience(s) for public presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- UDL options included for Engagement, Representation and Expression</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- digital, print and community resources</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- formative assessments</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- summative assessment and rubric for final product</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attention to all of the following components:</strong></td>
<td>project summary</td>
<td></td>
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<td></td>
<td>driving question</td>
<td></td>
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<td></td>
<td>entry event</td>
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<td></td>
<td>description of 21st Century skills - Communication, Collaboration, Critical Thinking, Creativity</td>
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<tr>
<td></td>
<td>student product(s) and audience(s) for public presentation</td>
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<td></td>
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<td></td>
<td>digital, print and community resources</td>
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<td></td>
<td>formative assessments</td>
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<tr>
<td></td>
<td>summative assessment and rubric for final product</td>
<td></td>
<td></td>
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<tr>
<td><strong>Missing one or more components and/or work is not clear</strong></td>
<td>project summary</td>
<td></td>
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<td></td>
<td>driving question</td>
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<td></td>
<td>description of 21st Century skills - Communication, Collaboration, Critical Thinking, Creativity</td>
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<tr>
<td></td>
<td>summative assessment and rubric for final product</td>
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<td></td>
</tr>
</tbody>
</table>
II. Field-based Assignment

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 2 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 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).
   d. **Organization of Students**: Explain your rationale for grouping students in this lesson—whole group, small group, pairs, individual.
   e. **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.
   f. **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?
   g. **Lesson Delivery**: Throughout the lesson consider how you incorporated elements of UDL so that all students would have access to the lesson?
   h. **Assessment**: What did you do to assess students’ learning during the instruction (formative) and at the end of the lesson (summative)?
   i. **Theories**: Discuss any educational models, theorists, and research support for any strategies used in this lesson?
   j. **Self-assessment**: What did you learn from this lesson about yourself as a teacher? How will this learning inform future lessons?

_Candidate competencies include:
- Self-reflecting on teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

### SCORING RUBRIC FOR LESSON REFLECTION

<table>
<thead>
<tr>
<th>Exceeds 35-40</th>
<th>Proficient 30-34</th>
<th>Developing 25-29</th>
<th>Novice below 25</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>
<td>- Content Learning Objective</td>
<td>- Content Learning Objective</td>
<td>- Content Learning Objective</td>
</tr>
<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 Instructional Strategies</td>
<td>- Designing Instructional Strategies</td>
<td>- Designing Instructional Strategies</td>
<td>- Designing Instructional Strategies</td>
</tr>
<tr>
<td>- Organization of Students</td>
<td>- Organization of Students</td>
<td>- Organization of Students</td>
<td>- Organization of Students</td>
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<td>- Student Assets and Needs</td>
<td>- Student Assets and Needs</td>
<td>- Student Assets and Needs</td>
<td>- Student Assets and Needs</td>
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<tr>
<td>- Academic language demands</td>
<td>- Academic language demands</td>
<td>- Academic language demands</td>
<td>- Academic language demands</td>
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<td>- Lesson Delivery Assessment</td>
<td>- Lesson Delivery Assessment</td>
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<tr>
<td>- Theories</td>
<td>- Theories</td>
<td>- Theories</td>
<td>- Theories</td>
</tr>
</tbody>
</table>

### III. Synthesis of Course Learnings by 6 TPE Domains Due 5/11
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. Therefore, you are asked to compose a self-reflective essay.

*Candidate competencies include:*
• *Self-reflecting on teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.*

1. Select a learning from the course from each of the 6 CA TPE Domains
   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

2. Your 6 entries should have 3 components:
   a. Name the learning and/or area of growth
   b. How does this learning and/or area of growth connect to EDUCATIONAL THEORIES expressed through course readings in this class and/or other classes, class discussions, activities, videos?
   c. How does this learning and/or area of growth connect to your practicum experience?

### SCORING RUBRIC FOR TPE Domain Learnings

<table>
<thead>
<tr>
<th>Reflections TPE Domains</th>
<th>Proficient 25-30</th>
<th>Developing 20-24</th>
<th>Novice Below 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well-articulated explanations regarding the connections between the 6 TPE Domains and: (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 the connections between the 6 TPE Domains and: (1) the practicum, (2) EDTE 303-503 course readings, videos and experiential activities, and, (3) theories learned in other credential classes.</td>
<td>Missing one or more components and/or work is not clear regarding the connections between the 6 TPE Domains and: (1) the practicum, (2) EDTE 303-503 course readings, videos and experiential activities, and, (3) theories learned in other credential classes.</td>
<td></td>
</tr>
</tbody>
</table>
Bibliography


Important Resources

Academic Writing Support
For academic writing support, please use the following link for online writing support and on-site in-person tutoring specialized to meet your individual academic writing needs - sandiego.edu/soles/current/writing-center.php

Academic Research Support
For academic research/library support, please contact our SOLES librarian, Vanjuri “V” Dozier at (619) 260-4695 or vdozier@sandiego.edu

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 needing accommodations can 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, while 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 Online Course Evaluation

Student evaluations in SOLES are collected via an online 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

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.

**BASIC NEEDS ACKNOWLEDGEMENT**

Any student who faces challenges securing food or reliable housing, which may affect their academic performance in this course, is urged to contact the instructor and/or the Student Affairs Office (UC 232). If you find yourself in this situation, please reach out so that you can gain access to the USD Food Pantry, Torero Closet, or other resources on or off campus.