EDUC 385: Elementary Curriculum and Methods for Global Classrooms (6 units)  
Spring 2015

COURSE DESCRIPTION

This course is designed to provide candidates with subject-specific pedagogical knowledge and skills in the following areas: mathematics, science, history-social science, the visual and performing arts. In each major subject area candidates learn to use appropriate instructional strategies and materials, to plan and implement instruction that fosters student achievement of state-adopted academic content standards and assists students develop as globally competent citizens who possess knowledge of other world regions, cultures, and global issues.

LIVE BINDERS: Digital Portfolio of Course Readings  
http://www.livebinders.com/play/play_or_edit?id=284010  
Password: EDUC 385-585  
Access Key: EDUC 385-585

Time:  Mondays 1:00–3:50 & Wednesdays 4:00-6:50
Room:  MRH – 127
Professor:  C. Bobbi Hansen, Ed.D.
E-mail: chansen@sandiego.edu
Office Hours:  Wed 11-4
              Wednesdays 4-7 p.m.
Practicum

Complete a practicum of on-site classroom observation. Some of the field experiences may have candidates work in International designated Baccalaureate Schools (PYP) (elementary)

- Observe and support instruction in the classroom of the cooperating teacher for 50 hours.
- Teach three lessons. These lessons should be planned with the guidance of the cooperating teacher. Video tape one of the lessons [OPTIONAL]
- Students are expected to draw connections between practicum observations, course readings and experiential activities in class in closure sheets.
- The cooperating teacher must complete a candidate evaluation. Candidates cannot successfully complete EDUC 385 without a satisfactory practicum evaluation.

WHAT IS edTPA?
A teaching event that measures the Teaching Performance Expectations (TPEs), which are teaching standards for California student teachers. For more info go to: http://edtpa.com

Embedded Signature Assignment
The Embedded Signature Assignment for EDUC 385 assesses the candidate’s ability to design appropriate instructional and assessment plans in the content disciplines of science and history-social studies. Candidates will upload integrated Common Core unit to dropbox. More information will be forthcoming.
TEXTBOOKS
Required:
5. Literature Book, *The Sign of the Beaver* by Elizabeth George Speare,
6. Packet of Readings
7. Live Binder-Selected on-line readings and resources

COURSE OBJECTIVES

USD Program Themes

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

*Teaching Performance Expectations (TPEs)*
A. Making Subject Matter Comprehensible to Students
TPE 1: Subject Specific Pedagogical Skills for Instruction
TPE 1A: Subject Specific Pedagogical Skills for Multiple Subject Teaching Assignments
TPE 1B: Subject Specific Pedagogical Skills for Single Subject Teaching Assignments

B. Assessing Students Learning
TPE 2: Monitoring Student Learning During Instruction
TPE 3: Interpretation and Use of Assessments

C. Engaging and Supporting Student Learning
TPE 4: Making Content Accessible
TPE 5: Student Engagement
TPE 6: Developing Appropriate Teaching Practices
TPE 6A: Developing Appropriate Teaching Practices in Grades K-3
TPE 6B: Developing Appropriate Teaching Practices in Grades 4-8
TPE 6C: Developing Appropriate Teaching Practices in Grades 9-12
TPE 7: Teaching English Learners

D. Planning Instruction and Designing Learning Experiences for Students
TPE 8: Learning about Students
TPE 9: Instructional Planning

E. Creating and Maintaining Effective Environments for Student Learning
TPE 10: Instructional Time
TPE 11: Social Environment

F. Developing as a Professional Educator
TPE 12: Professional, Legal and Ethical Obligations
TPE 13: Professional Growth

ACE Outcomes & Course Objectives

Academic Excellence & Critical Inquiry and Reflection
Teacher Candidates will demonstrate knowledge on how to represent content accurately and competently by applying strategies and techniques in their field of study. Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits in order to become globally competent, intercultural peace and character education teachers.

1. Demonstrate knowledge of the state frameworks, standards and assessments related to the teaching of mathematics, science, history/social science and the visual and performing arts. (TPE 1, 3, 4) (K )
2. Demonstrate uses of a variety of subject-specific pedagogical approaches to the teaching of mathematics, science, history/social science and the visual and
3. Demonstrate an understanding of lesson plan development, implementation and evaluation. (TPE 5, 6, 9, 10, 13) (K, S)
4. Demonstrate awareness of and ability to evaluate the material and community resources available in the teaching of mathematics, science, history/social science, and the visual and performing arts. (TPE 4) (K, S)
5. Know and apply strategies for supporting reading in the content areas. (TPE 1A) (K, S)
6. Apply knowledge of lesson plan development to an integrated unit of study. (TPE 9) (S)
7. 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 (TPE 3) (K, S)
8. Demonstrate ability to cultivate critical thinking and problem solving skills in students (TPE 1, 6) (S)
9. Design, administer and interpret a variety of assessments in content subject areas. (TPE 3) (S)
10. Demonstrate competence in the use of electronic teacher management resources (TPE 13) (S)
11. Demonstrate competence in examining and evaluating internet and software resources for mathematics, science, history/social science and the visual and performing arts. (TPE 1, 4) (S)
12. Demonstrate ability to engage in cycles of self-evaluation of planning and teaching practices, alone and in collaborative groups (TPE 9, 13) (S, D)
13. Demonstrate your ability to select, plan, implement and evaluate methodologies and resources for teaching international perspectives for K-6 students designed to help them develop as globally competent citizens. (TPE 9, 13) (S, D)
14. Demonstrate your ability to identify the similarities and differences between the social studies curriculum as traditionally taught and as taught with a global perspectives emphasis. (TPE 9, 13) (S, D)
15. Demonstrate your ability to use teaching strategies for challenging negative and distorted views of distant places. (TPE 9, 13) (S, D)

Community and Service
Teacher candidates will demonstrate the ability to create and support collaborative and caring learning communities in their professional fields of practice. They will bridge theory and practice by experiencing various dimensions of the diverse cultural communities through active service engagements that support world cultures through peace and character education traits.
16. Understand the purpose for establishing classroom meetings as a way of fostering a democratic classroom environment. (TPE 11) (K)
17. Know and apply strategies for creating a positive learning environment (TPE 11) (K, S)
18. Demonstrate your ability to use the pedagogy of service learning by creating opportunities for K-6 students to address global environmental or ecological problems and to contribute to possible solutions. (TPE 11) (K)

19. Demonstrate your ability to successfully use computer technology, including e-mail and the Internet, to teach students to participate in a global community.

Ethics, Values and Diversity

Teacher candidates will understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. They will create inclusive, unified, caring and democratic learning peace education communities that value individuals regardless of the global cultural background or ability, and equitably support their learning and development.

20. Demonstrate an understanding of assessment techniques and tools appropriate for individuals with diverse backgrounds and varying language, communication and cognitive abilities. (TPE 8) (K, S)

21. Know and apply strategies for learning that meet the learning styles, interests and cognitive abilities of all students. (TPE 8) (K, S)

22. Demonstrate competence in the use of electronic research tools, internet resources and the ability to use technology to support the needs of diverse learners. (TPE 8) (K, S)

23. Demonstrate your ability to systematically acquire information from a variety of digital sources regarding international issues and global environmental problems. (TPE 8) (K, S)

24. Demonstrate your ability to use global geographical knowledge and understandings to lead K-6 students in becoming active and informed international citizens. (TPE 8) (K, S)
Course Outline

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DATE</th>
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<tbody>
<tr>
<td>Science Lesson Due</td>
<td>2/11</td>
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<tr>
<td>Read Sign of the Beaver</td>
<td>3/4</td>
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<tr>
<td>Unit Due</td>
<td>3/16</td>
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<tr>
<td>Global Lesson Due</td>
<td>3/16</td>
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<tr>
<td>Math Lesson Due</td>
<td>4/8</td>
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<tr>
<td>Practicum Lesson Reflection Due</td>
<td>4/27</td>
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<tr>
<td>*Reflection Sheets</td>
<td></td>
</tr>
<tr>
<td>*Portfolio Due/Individual Conference</td>
<td>5/11</td>
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</tbody>
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CLASS 1 –M-1/26 Introduction

**HOW DO YOU WANT TO BE AS A TEACHER?**

What you are going to learn/What you want to learn
State and National Content Standards and the California State Frameworks
Embedded Signature Assignment/edTPA

**Becoming a Globally Competent Teacher**

**Designing your classroom to facilitate a global learning community**

- Equity and Access so that ALL students may learn
- Positive interaction and social support

Positive interaction and social support

CLASS 2 W 1/28–BEST PRACTICES IN TEACHING SCIENCE

Domains A, C, D, E

BRAIN 101:
Multiple Intelligences, Howard Gardner
Powerful Teaching and Learning
Constructivism

**Examining Global Issues in Science**
Planning and Implementing Instruction in Science Using State-adopted Standards,
Understanding of the content, intent and vision of the Next Generation Science Standards. [http://www.cde.ca.gov/pd/ca/sc/ngssintro.asp](http://www.cde.ca.gov/pd/ca/sc/ngssintro.asp)
Textbooks, Electronic Planning and Research Tools, and Community Resources
Going Digital

CLASS 3 M 2/2 Science Inquiry: Investigation and Experimentation Skills

Domains A, C, D, E
Teaching the Processes of Science Inquiry
- Observing/ Comparing/ Classifying/ Inferring Hypothesizing/ Drawing
- Conclusions/ Communicating
Students as Scientists/ Higher Order Thinking

Investigating Global Environmental Problems

CLASS 4 W 2/4 NGSS-Science Content:
Explorations in Life, Earth and Physical Science
Domains A, C, D, E,
Providing students opportunities to use science concepts and investigation/experimentation skills to make sense of a real world phenomenon.
Teaching the Content of Science
   California Content Standards in Science:
   Physical Science, Earth Science, Life Science
Science Notebooking
Discovery Boxes

CLASS 5 M 2/9 Planning Curriculum for Global Understandings
Domain D
Lesson Planning
Utilizing Technology in Planning
Long Range (Yearly Planning and Curriculum Units)
Short-range planning: Lesson plan development, implementation and evaluation
Planning using content textbooks
   Higher order thinking
   Students’ prior knowledge, experience and learning styles
   Culturally Responsive Instruction

CLASS 6 W 2/11 Micro-teaching #1: Inquiry Science (Self and Peer-Mediated Reflections)
Domains A, C, D, E
Pick one area (Life, Earth, or Physical Science)
Identify specific California Science Standards that apply to this lesson.
   1. Lesson should use science teaching strategies and aim for UNIVERSAL ACCESS for all students.
   2. Lesson should be aimed at broad grade levels of K-2, 3-4, or 5-6
   3. Lesson should demonstrate some aspect of physical, life or earth science.
   4. Bring all materials to class for lesson.
Going Digital: Exploration of digital technologies that could be employed with this lesson

CLASS 7 –M 2/16 21st Century Skills, Evidence-based Teaching and Project-based Learning
Domains C, D, E
George Lucas Foundation/Edutopia
Evidence Based Teaching and Best Practices
Domains A, C, D, E
Universal Access
Domains C, E
Best Practice Teaching Strategies

Using developmentally appropriate teaching strategies based on theories of motivation and learning: Inquiry, Simulation, Debates, Case Studies, Cooperative Projects, Service Learning, Scaffolding, Jigsaw, Peer tutoring, Questioning
SDAIE teaching strategies, Graphic Organizers
Building Academic Language (vocabulary)

Teaching Strategies for Students with Identified Special Needs

Using PBL to examine global/international issues

Explore, E-Pals, a global digital community of connected classrooms sponsored by National Geographic, and write a reflection on how this could be used in your future classrooms to advance students’ understandings of other nations, cultures and/or global environmental issues.

CLASS 8 W 2-18 STEM and Engineering Practices for Elementary Students

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Engineering Articles:
http://www.nytimes.com/2010/06/14/education/14engineering.html?pagewanted=all&_r=0

Going Digital- http://www.eie.org
Engineering Investigation- Getting to the Other Side: Designing Bridges
http://www.eie.org/eie-curriculum/curriculum-units/get-other-side-designing-bridges
Background information on types of bridges-http://www.pbs.org/wgbh/nova/tech/build-bridge-p3.html

Choose the right type of bridge Digital Activity-

http://www.pbs.org/wgbh/nova/tech/build-bridge-p4.html
CLASS 9 M 2/23 Online Class
Tech Plunge
You will be given an array of web 2.0 sites to explore. You will choose 8 sites to write a brief reflection. More information regarding this assignment will be given in class.

CLASS 10 W 2/25- Assessment
Assessing Students in Content Areas
Domains A, B, C, D, E
Formative (informal) v/s Summative (formal) Assessment
Appropriate use of a variety of Assessments
Standards-based assessments
Traditional and Alternative Assessments
   **Issues of Equity in Assessing ALL Students**

CLASS 11 M 3/2 Examining international perspectives in the teaching and learning of history
Planning and Implementing Instruction in History-Social Science: Using State-adopted Standards, Textbooks, Electronic Planning and Research Tools, and Community Grade Level Resources

Common Core Literacy Skills in the Social Studies
We will examine instructional strategies that make difficult text easier for students to read and understand, and discuss ways to integrate these practices as part of daily reading routines.

Common Core Literacy Skills in the Social Studies
The ability to successfully read, understand, and respond to complex text is central to achieving Common Core State Standards (CCSS), and yet, in almost every classroom, teachers confront the challenge of students who cannot read grade-level text on their own. If we are to support achievement of CCSS by every student, we will need to become adept at strategies for mediating difficult text and differentiating instruction, so that every student in our classroom has access to challenge language, vocabulary. In this class, we will examine instructional strategies that make difficult text easier for students to read and understand, and discuss ways to integrate these practices as part of daily reading routines.
CLASS 12 –W 3/4 Historical Literacy
Domains A, C, D
Providing students an opportunity to use facts and concepts to make interpretations or judgments about a topic in history through clear connections among facts, concepts, interpretations, and judgments.

Teaching Social Studies through Literature: Sign of the Beaver
Into Through and Beyond strategies for effective teaching.
Using Children’s Literature from Around the World to Teach International Perspectives
Watch video on You Tube about webquests
http://www.youtube.com/watch?v=o4rel5qOPvU

2. Go to web page and examine 5 different webquests

http://webquest.org/index.php
Write reflection:
1. What is a webquest
2. List 5 webquests and give your opinion of each
3. What is the value of using webquests in the classroom

CLASS 13 M 3/9 Geographic Literacy
Domains A, C, D, E
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
   Develop an Awareness of Place

CLASS 14 W 3/11 Teaching for Democratic Understanding, Social Justice and Global Understanding
   Teaching Peace through Conflict Management
   Service Learning/Citizenship/ Recognize the dignity of the individual/
Understand what is required of citizens in a democracy

CLASS 15 M 3/16 Unit Due
Micro teaching #2- Choose a lesson from your thematic unit that involves an international or multicultural topic and teach lesson to your home team.

Visual and Performing Arts
Domains A, C, D, E
Focus on Standards
CLASS 16 W 3/18 Mathematics-Examining the Common Core
Curricular and Instructional Issues:
Focus On Mathematics
Domains A, C, D, E
Planning and Implementing Instruction in Mathematics Using State-adopted Standards
New Common Core Standards
Textbooks and Community Resources

CLASS 17 M 3/23 Number and Operations -#1
Assist students to develop conceptual understanding and skills, use math vocabulary as they talk about their mathematical thinking, and connect big ideas to meaningful independent exploration and practice.
Connections to Local and International Issues
Mathematics-Examining the Common Core

CLASS 18 W 3/25 Number and Operations #2-
Understanding Fractions

Spring Break 3/30-4/6

CLASS 19 W 4/8 Number and Operations #3
Micro-teaching #3: Mathematics
Domains A, B, C, D, E
Self and Peer-Mediated Reflections
Micro Teaching –Mathematics: A Jigsaw teaching strategy
Gallery sharing
Mathematics

CLASS 20 M 4/13 Eight Mathematical Practices & Mathematics Reasoning
Teaching mathematics from a problem solving perspective
Teaching children to use logic to solve problems

CLASS 21 W 4/15 Geometry
Domains A, C, D, E
Measurement
Standard and nonstandard measurement
Measuring: Time/ Length/ Volume/ Weight/ Distance
Geometry and Spatial Reasoning

CLASS 22 M 4/20 Algebra and Functions & Measurement
Domains A, C, D, E
Teaching patterns, relationships and algebraic thinking in the elementary grades

CLASS 23 W 4/22 Data, Statistics and Probability
Class 28 M 5/11  Individual Conference with Instructor

Course Assignments and Grading

I. Internationally Focused Curriculum Unit  (TPEs 1, 4, 9, 14)
Each class member will prepare an interdisciplinary unit of study that will advance
K-6 students’ understanding of other nations, cultures and/or global ecological issues. The lessons in this unit will meet the California Content Standards in Science, History/Social Science, & Mathematics and the Visual and Performing Arts while addressing Universal Access for All Students.
UNIT

GUIDELINES

1) Title of Unit and Grade level (K-2 or 3-5)
2) Introduction Letter to Parents (Address how the unit addresses some aspect of international understanding and/or global ecological issues. List CA Common Core and Academic Content Standards and any additional goals for students.
3) 10 lessons
   4 lessons in Science (and 1 in Social Studies) or
   4 lessons in Social Studies (and 1 in Science)
   1 that incorporates mathematics (graphing, problem solving, measurement)
   1 that incorporates literacy using “close reading”
   1 that incorporates drama, art, movement or music
   1 that incorporates project-based learning (the project can incorporate service learning)
   *1 “web quest” for students
   *brief explanation/does not need to be in regular lesson plan format
4) Performance or Portfolio Assessment for Entire Unit with Scoring Rubric that allows students to show some depth of understanding with respect to the standards/objectives.

SCIENCE LESSON GUIDELINES
1) 4 lessons that meet the California Content Standards in Science with connections to other world cultures and/or global ecological issues.
   1. Identify specific California Science Standards that apply to each lesson.
   2. Plans show how you provide students opportunities to use science concepts and investigation/experimentation skills to make sense of a real world phenomenon.
   3. Plans draw on students’ experiential backgrounds, interests, or prior learning to help students reach the lesson’s standards/objectives.
   4. Plans include support to help students who often struggle with the content.
5. Plans include scaffolding or other structured forms of support\(^1\) to provide access to grade-level standards/objectives.

**SOCIAL STUDIES UNIT GUIDELINES**

2) **4 lessons** that meet the California Content Standards in History/Social Science with connections to other world cultures.

1. Plans show how you provide students an opportunity to use facts and concepts to make interpretations or judgments about a topic in history or social science.
2. Learning tasks focus on multiple dimensions of history-social science through clear connections among facts, concepts, interpretations, and judgments about a topic in history or social science.
3. Plans draw on students’ prior learning and experiential backgrounds or interests to help students reach the lesson’s standards/objectives.
4. Plans include scaffolding or other forms of structured support\(^2\) to provide access to grade-level

**SCORING RUBRIC FOR THEMATIC UNIT**

3. **Above Standard**

Meets all of the criteria for the (2) score and goes beyond in at least 3 of the following ways:

A. It is readily apparent that the student included many extra curriculum materials in the lessons and that the materials fit the intended objectives of the lessons.
B. Differentiated Learning Strategies for UNIVERSAL ACCESS for English language learners and for students who have disabilities are extremely thorough.
C. Student has identified and utilized a wide variety of BEST PRACTICE differentiated instructional strategies (ex. Graphic organizers, simulations, inquiry, technology-enhanced, problem-based)
D. Use of the internet for students is extensively documented in lessons in unit.
E. Unit has multiple global/international connections

2. **At Standard**

A. Curriculum Integration-There is representation of interdisciplinary curriculum in lesson.
B. Standards-based-The unit is fully aligned to specific Standards (Common Core or CA)
C. Lesson Clarity-Each lesson is written clearly and follows the format of the lesson design taught in class.
D. Differentiated Learning Strategies for learners with identified needs are present in every lesson
E. Assessment-Each lesson has a Formative (ongoing) and Final Summative assessment.

1. **Below Standard**

A. Curriculum Integration- Not all required subject areas are present in the thematic unit
B. Goals and Standards-Unit’s does not have goal statement and/or unit is missing standards alignment
C. Lesson Clarity- Lesson plans are sketchy or difficult to understand.

\(1\) Such as multiple ways of representing content; concrete models; modeling strategies of scientific inquiry; providing graphic organizers, rubrics, or sample work.

\(2\) Such as multiple ways of representing content; modeling strategies for interpreting primary sources or history-social science data; providing graphic organizers, rubrics, or sample work.
II. Practicum Project

Plan and teach 3 lessons in mathematics, science or social studies to the entire class or a small group of students. (NOT one-to-one). You will summarize ONE of these lessons using the topics identified below. Include the lesson plan and any materials used or produced in the lesson. (i.e. copies of text pages or handouts the students worked with, student work samples, etc.)

A. Context for learning
   a. Who are your students?
   b. What factors did you take into account in planning your lessons?
   c. Provide a specific example of how your lesson responded to student knowledge, interests, and backgrounds.

B. Planning
   a. What was the goal of your lesson?
   b. Why was that your goal? How did the goal respond to the…
   c. Standards?
   d. Assessed needs of students?
   e. Future outcomes?
   f. What was the progression of learning? How did the activities work together to support student learning? [Provide specifics about the instructional input, student application, and the gradual release of responsibility.]

C. Assessment
   a. What are the assessments?
   b. How did the assessments respond to the learning experiences?
   c. How did the assessments measure student learning in relation to the lesson’s goal?
   d. What did the assessments show? [Be specific]

D. Reflection
   a. What are the strengths and weaknesses of the lesson? Be specific and use evidence.
   b. What changes would you make?
   c. How would those changes support your students?

E. Academic Language
   a. What were the challenging vocabulary words in the lesson?
   b. What types of texts were used in the lesson? Were these challenging for students?
   c. What did you do to support students in accessing texts and developing their proficiency in using academic language?

F. Comment how you differentiated the instruction for your focus student’s academic needs.
SCORING RUBRIC FOR PRACTICUM PROJECT

3 Above Standard: The candidate demonstrates exceptional ability to reflect upon lesson. Candidate shows deep understanding of how key learning tasks build on each other to support students’ development of conceptual understanding, computational/procedural fluency, mathematical reasoning skills, and specific strategies.

2 At Standard: The candidate demonstrates ability to reflect upon lesson. Candidate understands how key learning tasks build on each other to support students’ development of conceptual understanding, computational/procedural fluency, mathematical reasoning skills, and specific strategies.

1 Below Standard: The candidate is not able to demonstrate ability to reflect upon lesson. Candidate does not display understanding of how key learning tasks build on each other to support students’ development of conceptual understanding, computational/procedural fluency, mathematical reasoning skills, and specific strategies.

III. Final Synthesis of Subject Specific Pedagogical Knowledge
Throughout the semester you will engaged in learning tasks that exemplify best practices in standards-based instruction in science, mathematics, social studies and the visual and performing arts with the goal of gaining competence in (1) knowing and presenting accurate content of each discipline, (2) using subject specific pedagogical processes, (3) using best practice instructional strategies for universal access for ALL learners, (4) using formative and summative assessment strategies to support content and learning outcomes, and (5) selecting appropriate technological and other resources to enhance the learning goals for all students.

You will compile your analysis of these tasks into a course portfolio with 10 entries.


<table>
<thead>
<tr>
<th>Portfolio Reflection Sheet</th>
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<tbody>
<tr>
<td><strong>Activity:</strong></td>
</tr>
<tr>
<td>Address at least one of the following questions: Why did you select this entry for your portfolio? What does it demonstrate about your learning? What insights did you have about the teaching/learning process? (Note: Do not include a description of the activity since you have done that for the closure sheets.)</td>
</tr>
<tr>
<td><strong>Web-based Learning Connection(s) (TPE 14)</strong></td>
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<tr>
<td>List one internet site that could support teachers and/or students in learning the content and give a one sentence description.</td>
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<tr>
<td>url:</td>
</tr>
<tr>
<td>Description:</td>
</tr>
<tr>
<td><strong>Connection to Global/International Ideas</strong></td>
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<tr>
<td>Does this entry have a connection to Global/International Topic? If so, briefly explain.</td>
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<tr>
<td><strong>Theory into Practice</strong></td>
</tr>
<tr>
<td>To show evidence of critical thinking apply what you learned by doing this task and relate to theory (frameworks, textbook, readings, lectures, videos, etc.) and to practice via your practicum.</td>
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<tr>
<td>Prompt: This activity is supported by course readings (or videos) as evidenced by..... (discuss specific articles or videos and how they relate to the activity) and demonstrates principles of good practice..... (discuss any practicum experiences that relate to activity.)</td>
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SCORING RUBRIC FOR COURSE PORTFOLIO

4. EXCEPTIONAL
   A. must meet all the criteria for a score of 3
   B. All writing is correct, scholarly, linked to readings, and shows that candidate has been extremely insightful regarding learnings in class.

3. ABOVE STANDARD
   A. must meet all the criteria for a score of 2
   B. Each piece of writing is detailed and routinely cites at least 2 specific pieces of information found in the readings, framework & standards documents, videos and classroom lectures.

2. AT STANDARD
   A. Portfolio is complete and has 10 required assignments.
   B. Each piece of writing cites at least one specific piece of information found in the readings, framework & standards documents, videos and classroom lectures.
   C. Student has solid attendance record.

1. BELOW STANDARD
   A. Portfolio is missing assignments
   B. Reflections are cursory and do not indicate whether or not student has read the required materials or has learned the required information.
COURSE GRADE SHEET  
EDUC 385/585  

<table>
<thead>
<tr>
<th>Area</th>
<th>Total Possible Points</th>
<th>Your Points</th>
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<tbody>
<tr>
<td>I. Mid-term (Unit)</td>
<td>3</td>
<td></td>
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<tr>
<td>II. Practicum Project</td>
<td>3</td>
<td></td>
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<tr>
<td>III. Portfolio</td>
<td>4</td>
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</table>

Late unit or portfolio -1 pt. for each.

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

If attendance becomes a problem, your grade may be lowered. Please discuss with your instructor any situations that occur that will cause you to miss class.
Academic Integrity

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.

An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If the instructor determines that an infraction or 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. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

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.

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.

Levels of Understanding (LT program, Wiske, 1998)

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;
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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 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

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.
References


Tucker, B., Singleton, A., Weaver, T., (2002) Teaching mathematics to all


