EDUC 385-585: Elementary Curriculum and Methods for Global Classrooms (6 units)

Fall 2013

Time:
Mondays 4:00 -6:50 pm &
Wednesdays 4:00 -6:50 pm
Room: MRH – 127
Professor: C. Bobbi Hansen, Ed.D.
Office phone: 619-260-2381
E-mail: chansen@sandiego.edu

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:
http://www.livebinders.com/play/play_or_edit?id=284010

Access Key: EDUC 385-585
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 385-585 without a satisfactory practicum evaluation.

WHAT IS PACT?
A teaching event that measures the Teaching Performance Expectations (TPEs), which are teaching standards for California student teachers.
For more info go to: http://www.pacttpa.org/_main/hub.php?pageName=Home

Embedded Signature Assignment
The Embedded Signature Assignment for EDUC 385/585 assesses the candidate’s ability to design appropriate instructional and assessment plans in the content disciplines of science and history-social studies. Candidates will complete this ESA in two parts:

Part I. PACT Science Task
Plan sequential lessons that focus on science content.
1. Plans show how you provide students opportunities to use science concepts and investigation/experimentation skills to make sense of a real world phenomenon.
2. Plans draw on students’ experiential backgrounds, interests, or prior learning to help students reach the lesson’s standards/objectives.
3. Plans include support to help students who often struggle with the content.
4. Plans include scaffolding or other structured forms of support\(^1\) to provide access to grade-level standards/objectives.
5. The assessments allow students to show some depth of understanding with respect to the standards/objectives.
6. The assessments access both productive (speaking/writing) and receptive (listening/reading) modalities to monitor student understanding.

**Part II. PACT History/Social Science Task**

Plan sequential lessons that focus on history or social studies content.

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 standards/objectives.
5. The assessments allow students to show some depth of understanding with respect to the standards/objectives.
6. The assessments access both productive (speaking/writing) and receptive (listening/reading) modalities to monitor student understanding.

**Taskstream**

You are required to subscribe to TaskStream, a set of web-based tools for teacher education programs. It provides you with instructional design instruments such as Unit Builder, Lesson Builder, Standards Management and Rubric Wizards. The Web Folio Builder provides you with a mechanism to create, organize and share electronic portfolios that demonstrate standards compliance. You can submit work for review and evaluation, receive feedback from instructors and create standards lessons and units. You will be oriented to TaskStream and will have access to mentoring and technical support.

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\(^1\) 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.
TEXTBOOKS

Required:
5. Literature Book, The Sign of the Beaver by Elizabeth George Speare,
7. Packet of Readings
8. Selected on-line readings

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 performing arts. (TPE 1, 4) (S)

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>9/30</td>
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<tr>
<td>Read Sign of the Beaver</td>
<td>10/7</td>
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<tr>
<td>Unit Due</td>
<td>10/28</td>
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<td>Global Lesson Due</td>
<td>10/28</td>
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<td>Math Lesson Due</td>
<td>11/25</td>
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<tr>
<td>Practicum Reflection Due</td>
<td>12/2</td>
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<td>*Portfolio Due/Individual Conference</td>
<td>12/11</td>
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*NOTE: Graduate Students will be responsible for taking us on virtual field trips through the internet. More information will be given in class regarding this assignment. Due Wednesday-Nov 6

CLASS 1 – W 9/4  Introduction-

**HOW DO YOU WANT TO BE AS A TEACHER?**
What you are going to learn/What you want to learn
California State Frameworks
Common Core State Standards
Embedded Signature Assignment/PACT

**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

Adult Learning Theory-Dales Cone
http://www.youtube.com/watch?v=8lvkJhXnEZk

**CLASS 2 M 9/9– BEST PRACTICE: SCIENCE**

Domains A, C, D, E

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

The Role of the Brain:

Brain Songs http://faculty.washington.edu/chudler/songs.html

Constructivism

**Examining Global Issues in Science**

Planning and Implementing Instruction in Science Using State-adopted Standards
Next Generation Science Standards
Textbooks, Electronic Planning and Research Tools, and Community Resources
- Web-based links:
  - http://www.clrn.org
   (Guiding Principles pg 9-13)
   Content standards: http://www.cde.ca.gov/be/st/ss/index.asp

CLASS 3 W 9/11 Science Investigation and Experimentation Skills
Domains A, C, D, E
Teaching the Processes of Science
   Observing/ Comparing/ Classifying/ Inferring Hypothesizing/ Drawing
   Conclusions/ Communicating
Students as Scientists/ Higher Order Thinking
Investigating Global Environmental Problems
Science Inquiry

CLASS 4 M 9/16 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

CLASS 5 W 9/18 Project-based Learning/ PBL
Science and Social Studies
Domains C, D, E
Using PBL to examine global/international issues
Academic Background Knowledge

The Power of Web Quests

2. George Lucas Foundation/Edutopia
   www.edutopia.org/
   PROJECTS, PROJECTS AND MORE PROJECTS
   http://www.remc11.k12.mi.us/bstpract/

CLASS 6-M 9/23 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
California Standards-based website
http://scorescience.humboldt.k12.ca.us/

Other lesson plan Websites to Explore:
http://www.lessonplanspage.com
http://www.lessonplanz.com
http://www.21stcenturyschools.com/Environmental_Unit.htm
http://www.remc11.k12.mi.us/bstpract/

CLASS 7 – W 9/25 Best Practice Teaching Strategies
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
  • Education Place http://www.eduplace.com/graphicorganizer/
  • Index of Graphic Organizers http://www.graphic.org/goindex.html
  • SCORE http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm
  • Graphic Organizer Makers http://teachers.technology.com/web_tools/graphic_org/
  • Write Design Graphic Organizers
    http://www.writedesignonline.com/organizers/

Building Academic Language (vocabulary)
Teaching Strategies for Students with Identified Special Needs
Getting Acquainted with the Essential Nice-
http://www.middleweb.com/MWLresources/marzchat1.html

CLASS 8 M 9/30 Micro-teaching #1: 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 a specific grade level  K-6
3. Lesson should demonstrate some aspect of physical, life or earth science.
4. Bring all materials to class for lesson.

CLASS 9 W 10/2 Focus History-Social Studies
Domains A, C, D, E
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

CLASS 10 M 10/7 - 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
http://www.history.org

CLASS 11 W 10/9 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
http://www.nationalgeographic.com/education

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.

http://www.epals.com/
http://mywonderfulworld.org

CLASS 12 –M-10/14 Teaching for Democratic Understanding, Social Justice and Global Understanding
  Teaching for Social Justice with an International Perspective
  Teaching Peace through Conflict Management
  Service Learning/Citizenship/ Recognize the dignity of the individual/

Understand what is required of citizens in a democracy
http://score.rims.k12.ca.us/service_learning/

CLASS 13 W 10/16 Assessing Students in Content Areas
Domains A, B, C, D, E
Formative v/s Summative Assessment
Appropriate use of a variety of Assessments
  Standards-based assessments
  Traditional and Alternative Assessments
  Issues of Equity in Assessing ALL Students

CLASS 14 M 10/21 Technology Plunge
Learn to differentiate technology use to respond to students with a range of skills, knowledge, and technology access in homes.

CLASS 15 W10/23 Mathematics
Curricular and Instructional Issues: Focus On Mathematics
Domains A, C, D, E
Planning and Implementing Instruction in Mathematics Using
CA State-adopted Standards
New Common Core Standards in Mathematics
Textbooks and Community Resources
Comparing the Five Strands of the California Mathematics Framework and CCSS

<table>
<thead>
<tr>
<th>CA Math Standards</th>
<th>CCSS in Mathematics</th>
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<tbody>
<tr>
<td>Number Sense</td>
<td>Counting and Cardinality (K)</td>
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<td></td>
<td>Number &amp; Operations in Base Ten</td>
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<td>Number &amp; Operations-Fractions</td>
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<tr>
<td>Functions and Algebra</td>
<td>Operations and Algebraic Thinking</td>
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<tr>
<td>Measurement and Geometry</td>
<td>Measurement and Data</td>
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<td>Data, Statistics and probability</td>
<td>Geometry</td>
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<tr>
<td>Reasoning</td>
<td>Eight Mathematical Practices</td>
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Common Core State Standards- http://www.corestandards.org
 [http://www2.edc.org/thinkmath](http://www2.edc.org/thinkmath)

CLASS 16 M 10/28 Unit Due-
Social Studies Micro Lesson
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 17 W 10/30 Mathematics
Domains A, C, D, E
CA- Number Sense-
CC- Counting and Cardinality (K) & Number & Operations in Base Ten
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.

CLASS 18 M 11/4 Mathematics Problem Solving
CA-Reasoning
CC-Eight Mathematical Practices
  Teaching mathematics from a problem solving perspective
  Teaching children to use logic to solve problems
 [http://k6math.rusd.k12.ca.us/california_math_projects.htm](http://k6math.rusd.k12.ca.us/california_math_projects.htm)
CLASS 19 W 11/6  Virtual Field Trips*
House of Anne Frank
http://www.annefrank.org/en/Subsites/Home/Enter-the-3D-house/#/house/start/

2. Solar System
http://www.nineplanets.org

CLASS 20 M 11/11 Mathematics
CC CA Measurement & Geometry
CC Geometry
Domains A, C, D, E
Geometry and Spatial Reasoning

CLASS 21 W 11/13 Mathematics
CA Number sense
CC Number & Operations/Fractions
CA Functions and Algebra
CC Operations and Algebraic Thinking

CLASS 22 M 11/18 Mathematics
CA Data, Statistics and Probability
CC Measurement and Data
   Graphing/probability/ data collection /Using authentic investigations
Web-based links:
   1. Graph Your Favorite….
      http://www.1.minn.net:80/~schubert/Graph.html
   2. National Center for Educational Statistics
      http://nces.ed.gov/nceskids
Domains A, C, D, E

CLASS 23 M 11/25 Micro-teaching #3: Mathematics
Domains A, B, C, D, E
Self and Peer-Mediated Reflections
Micro Teaching –Mathematics: A Jigsaw teaching strategy

Thanksgiving Break

CLASS 24 M 12/2 PRACTICUM REFLECTION DUE

CLASS 25 W 12/4 Models of Classroom Management for Democratic Classrooms
It is noble to be good, and it is nobler to teach others to be good—and less trouble!
(Mark Twain)

Exploring Models of Classroom Management for Democratic Classrooms/Guest Speaker

CLASS 26 M 12/9 Professional Learner-
How are you going to be as a Teacher?
Putting it all together: What did we learn?
How are you going to prepare your students to be global citizens and become aware of issues that affect the planet?

CLASS 27 T 12/10 & W 12/11 Individual Conferences 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.

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 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 children’s literature or writing
   1 that incorporates drama, art, movement or music
   1 that incorporates project-based learning (the project may 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 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 to provide access to grade-level standards/objectives.

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 SCIENCE and/or SOCIAL STUDIES standards.
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

3 Such as multiple ways of representing content; concrete models; modeling strategies of scientific inquiry; providing graphic organizers, rubrics, or sample work.
4 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.
E. Assessment-Each lesson has a Formative (ongoing) and Final Summative assessment.

I. 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.

II. Practicum Project

Part A. Plan and teach 3 lessons in mathematics* 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.)

1. 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.

2. Planning
   a. What was the goal of your lesson?
   b. Why was that your goal? How did the goal respond to the…
      i. Standards?
      ii. Assessed needs of students?
      iii. Future outcomes?
   c. 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.]

3. 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]

4. 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?
5. 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?

Part B. Focus Student Reflection-
1. With assistance from your practicum teacher, identify a focus student to observe during the semester (preferably a student who is working below grade level proficiency.)

2. Discuss your general observations of your focus student for the entire semester with regard to **learning strengths and learning challenges**. What did your master do that worked particularly worked well? What did not work well? How did the master teacher attempt to differentiate the instruction for your focus student’s academic needs. Please be subject-specific in your reflection.

SCORING RUBRIC FOR PRACTICUM PROJECT

3 Above Standard: The candidate demonstrates exceptional ability to reflect upon lesson and focus student’s learning needs. 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 and focus student’s learning needs. 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 and focus student’s learning needs. 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.

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**Portfolio Reflection Sheet**

**Activity:**

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.)

**Web-based Learning Connection(s) (TPE 14)**

List one internet site that could support teachers and/or students in learning the content and give a one sentence description.

url:

Description:

**Connection to Global/International Ideas**

Does this entry have a connection to Global/International Topic? If so, briefly explain.

**Theory into Practice**

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.

*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.)*

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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>
</tr>
</thead>
<tbody>
<tr>
<td>I.  Mid-term (Unit)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>II. Practicum Project</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>III. Portfolio</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</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.

**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.

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**Statement on Plagiarism**

Students are responsible for knowing what plagiarism is and avoiding it. Students who commit plagiarism are subject to penalties that may include suspension or expulsion from the university. Plagiarism occurs when individuals present the words and/or ideas of others as if they are their own. To avoid plagiarism, you must give credit to your source whenever you use:

- another person’s idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotations of another person’s actual spoken or written words; or
- a paraphrase of another person’s spoken or written words. If you wish more information on what plagiarism is and how to avoid it please see [http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml). (The bulleted material above is from this website.)
References


