

COURSE OUTLINE

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education
Department of Elementary Education

EPC 315: Psychological Foundations of Learning & Teaching (3)

THE MICHAEL D. EISNER COLLEGE OF EDUCATION'S CONCEPTUAL FRAMEWORK

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to Excellence through Innovation. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic **excellence** in the acquisition of professional knowledge and skills.
- We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
- We value ethical practice and what it means to become **ethical and caring professionals**.
- We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
- We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities of diverse learners**.
- We value **creative and reflective** thinking and practice.

I. CATALOG DESCRIPTION

EPC 315. Psychological Foundations of Learning and Teaching (3)

This course should be taken only by students intending to enroll in a K-12 teacher preparation program.

Study of the theory and research of educational psychology to backgrounds and needs. These principles of educational psychology form a foundation of knowledge about teaching that is built upon in subsequent courses in teaching methods and practice. Topics studied include learning, motivation, development (cognitive, language, socio-emotional, physical and moral) and their relationship to learning and instruction, cognition, assessment, classroom management and individual and group differences in learning. Implications for teaching students from culturally and linguistically diverse backgrounds, as well as students with special needs, are considered throughout the course. Students begin to develop a professional portfolio and spend a minimum of 20 hours participating and/or observing in public schools. Integration of coursework and fieldwork provides students the opportunity to complete various assignments in preparation for meeting Teacher Performance Expectations (TPE).

II. COURSE OBJECTIVES

- A. Candidates begin to develop a professional perspective on teaching that includes an ethical commitment to teach every student effectively. (TPEs 6.1-6.9.)
- B. Candidates learn how developmental, social, emotional, cognitive, linguistic, and pedagogical factors impact student learning outcomes, and how a teacher's beliefs, expectations, and instructional skill strongly affect individual learning. (TPEs 1.1, 1.2, 1.6, 1.8, 2.1-2.6, 3.2, 3.6, 4.1, 4.2, 4.4-4.8, 6.1-6.8.)

- C. Candidates learn about positive interventions and supports that promote optimal social-emotional growth, development, and individual responsibility to create a caring classroom environment that promotes productive student learning for a diverse and inclusive student population. (TPEs 1.1, 1.3, 1.6, 2.1-2.6, 5.8, 6.3, 6.6, 6.7.)
- D. Candidates are introduced to standards-based lesson planning and universal principles of instructional design, as well as the California Common Core or state-adopted academic content standards, and the Elementary Education Department’s lesson plan format. Candidates learn about the professional obligation to study examples of lesson plans that include differentiated instruction or modifications based on diverse learning needs of the full range of learners, for example struggling readers, students demonstrating atypical development, English learners, and advanced learners. (TPEs 3.1-3.8, 4.1-4.8, 6.1, 6.2, 6.6.)
- E. Candidates learn about their own values and biases to develop positive behavior supports and plan effective strategies and techniques for crisis prevention, conflict management, and resolution in ways that contribute to respectful, effective learning environments, including recognizing and defusing situations that may lead to student conflict or violence. (TPEs 2.1-2.6, 6.1, 6.2, 6.5.)
- F. Candidates develop strategies that encourage ongoing communication with students and families, student engagement, and interdisciplinary learning activities that incorporate the arts, are relevant, meaningful, and that address students’ individual backgrounds, needs, and interests. (TPEs 1.1-1.8, 2.1-2.6, 3.2, 3.3, 3.4, 4.1, 4.2, 4.4, 4.7, 4.8, 6.1, 6.2.)
- G. Candidates read, analyze, discuss, and evaluate professional literature pertaining to teacher effectiveness research and use sources of professional information to develop a practical Classroom Management Plan that includes effective research-based classroom strategies, diverse and inclusive teaching techniques, optimal classroom environment design, parent involvement strategies, and positive classroom management procedures. (TPEs 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.6, 1.8, 2.1-2.6, 3.1-3.8, 4.1-4.8, 5.1, 5.2, 5.6-5.8, 6.1-6.3, 6.6.)
- H. Candidates are introduced to the use of educational technology and how teachers can use technology to facilitate the teaching and learning. (TPEs 1.8, 1.4, 2.2, 3.6, 3.7, 3.8, 4.4, 4.6- 4.8, 6.6.)
- I. Candidates understand the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) (TPEs 1.8, 4.1, 4.4, 5.1-5.8.)

III. COURSE CONTENT

The Multiple Subject Credential program provides extensive opportunities for candidates to (a) learn to teach the content of the state-adopted preschool and K-12 academic content standards to all students; to use state-adopted instructional materials; and to assess student progress and to apply these understandings in teaching preschool and K-12 students; (b) know and understand the foundations of education and the functions of schools in society; and (c) develop pedagogical competence as defined by the Teaching Performance Expectations (TPEs) provided in the Appendix. In this course, the following TPEs are variously introduced, practiced, and assessed (as indicated):

TPE 1: Engaging and Supporting All Students in Learning	
1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	Introduced & Practiced
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.	Introduced & Practiced
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.	Introduced & Practiced
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.	Introduced
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.	Introduced & Practiced
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 among 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.	Introduced & Practiced
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.	Introduced & Practiced
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.	Introduced
TPE 2: Creating and Maintaining Effective Environments for Student Learning	
1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.	Introduced, Practiced, & Assessed
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.	Introduced & Practiced
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	Introduced
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.	Introduced
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	Introduced & Practiced
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.	Introduced, Practiced, & Assessed

TPE 3: Understanding and Organizing Subject Matter for Student Learning	
1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	Introduced& Practiced
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.	Introduced& Practiced
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.	Introduced
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 representing, expressing, and engaging students to demonstrate their knowledge.	Introduced
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.	Introduced & Practiced
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	Introduced
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 and the use of Creative Commons license, and maintaining Internet security.	Introduced
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	Introduced& Practiced
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	
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.	Introduced
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.	Introduced& Practiced
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.	Introduced
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: <ul style="list-style-type: none"> • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and use of community resources and services as applicable. 	Introduced
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students	Introduced & Practiced

with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)	
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.	Introduced
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.	Introduced& Practiced
8. Use digital tools and learning technologies across learning environments as appropriate to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.	Introduced& Practiced
TPE 5: Assessing Student Learning	
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.	Introduced& Practiced
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.	Introduced
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.	Introduced
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.	Introduced
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.	Introduced
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.	Introduced
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.	Introduced
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.	Introduced
TPE 6: Developing as a Professional Educator	
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.	Introduced & Practiced
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.	Introduced& Practiced
3. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	Introduced & Practiced
4. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	Introduced
5. 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.	Introduced & Practiced
6. 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.	Introduced& Practiced

7. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.	Introduced& Practiced
8. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.	Introduced& Practiced
9. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.	Introduced

In addition, this class addresses the following California Program Standards & includes CASEL components:

Program Standard 1: Program Design & Curriculum	
In order to prepare candidates to effectively teach all California public school students, key elements within the program’s curriculum include	Introduced& Practiced
<ul style="list-style-type: none"> • typical and atypical child and adolescent growth and development 	
<ul style="list-style-type: none"> • human learning theory 	Introduced& Practiced
<ul style="list-style-type: none"> • social, cultural, philosophical and historical foundations of education 	Introduced
<ul style="list-style-type: none"> • subject-specific pedagogy 	Introduced
<ul style="list-style-type: none"> • designing and implementing curriculum and assessments 	Introduced
<ul style="list-style-type: none"> • understanding and analyzing student achievement outcomes to improve instruction 	Introduced
<ul style="list-style-type: none"> • understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status 	Introduced& Practiced
<ul style="list-style-type: none"> • and knowledge of the range of positive behavioral supports for students. 	Introduced, Practiced, & Assessed

CASEL has identified five interrelated sets of cognitive, affective, and behavioral. The definitions of the five competency clusters for students are:

1. Self-awareness: the ability to accurately recognize one’s emotions and thoughts and their influence on behavior. this includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.
2. Self-management: the ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. this includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
3. Social awareness: the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
4. Relationship skills: the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. this includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
5. Responsible decision making: the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others

This foundations course, the official first course for the post-baccalaureate teacher credential program,

focuses on practical applications of teacher effectiveness research, motivation theory, child development, and principles of learning and instruction in specific relation to lesson design, family involvement, meeting individual student needs, designing effective learning environments, and classroom management. Each candidate develops a Comprehensive Teaching Plan describing strategies for supporting positive behavior, reducing bullying and conflicts, and creating a respectful, safe, organized, inclusive, and caring learning environment.

IV. METHODS AND PROCEDURES

Teaching credential candidates are required to integrate and apply skills and knowledge gained in university coursework to the lesson plan assignment and the classroom management plan assignment. The following methods and procedures will help move students toward attainment of the course objectives:

1. Lectures
2. Assigned readings
3. Demonstration lessons by the professor
4. Discussions
5. Small group work
6. Self-assessment and reflection
7. Classroom instruction and classroom management videos or online modules
8. Analysis and role-playing exercises
9. Complete assignments that emphasize connecting theory to practice
10. Reflect on and connect assignments to the TPEs

V. EVALUATION AND GRADING

The course is point driven and the final course grade will be calculated using the traditional letter grades of A - F including plusses and minuses where applicable. Grading will be based on the following:

1. Class participation in discussions and role-playing exercises.
2. Quizzes/tests/examinations.
3. Other written assignments and online activities
4. Preparation of the Signature Assignment: Classroom Management Plan that meets the needs of all students (Common Assignment).
5. Class participation.
6. Self-assessment and reflection activities
7. Connecting applied assignments to the appropriate TPEs

VI. STUDENT LEARNING OUTCOMES

Common Assignment:

Students will develop The Signature Assignment: Classroom Management Plan describing strategies for supporting positive behavior, reducing bullying and conflicts, and creating a respectful, safe, organized, inclusive, and caring learning environment.

After completing-this course, students will be able to:

1. Develop research-based strategies to work with families and support student learning that demonstrates they understand and value the socioeconomic, cultural, and linguistic background,

funds of knowledge, and achievement expectations of students, families, and the community and use these understandings not only within the instructional process but also to establish and maintain positive relationships in and outside the classroom so student learning is optimized.

2. Develop research-based instruction, learning techniques, classroom management, and assessment strategies that demonstrate knowledge about the major concepts, principles, and theories related to human learning, achievement, cognitive, linguistic, social, emotional, moral and physical development of children.

3. Demonstrate developing knowledge and skills to implement and interpret classroom and standardized assessments for the purpose of guiding instruction and advancing student achievement.

4. Demonstrate knowledge and beginning skills in reflecting on, assessing and adjusting instructional practices to optimize impact on student learning and more effectively meet the standards of their profession, the Teaching Performance Expectations (TPEs).

5. Apply knowledge and understanding of the California Standards for the Teaching Profession in the process of developing a portfolio and a Management Plan that will illustrate the student's ability to analyze, evaluate, and then design research-based strategies to create a comprehensive teaching plan that meets the needs of all students.

Course Overview: Instructor Sample

Course: EPC 315: Psychological Foundations of Learning & Teaching

Instructor:

Day/Time: Room:

About This Course:

EPC 315 is an intensive introduction to the science and practice of teaching. Course content focuses on knowledge of self, knowledge of learning, and knowledge of teaching specifically as they relate to the development of effective and efficient classroom practices. Information will be presented in the form of readings and lectures, as well as in-class and on-line discussions. There is an explicit expectation that students think critically about all of the information they're given, as well as the assignments they're asked to complete for this course - including, most significantly, the observations they make in the field, and the analyses/conclusions they draw from those observations. The objective of this course is to provide students with the knowledge, skills, and confidence they need to enter the field of teaching prepared to more successfully meet all of its challenges.

Attendance:

Is mandatory, and will be documented for each lecture. Missing three classes will seriously affect your grade; five or more absences may result in a failing grade.

Materials Required:

- Course Syllabus- Electronic agreement via Syllabus Choice Agreement:
- Agreement via Acknowledgment of Course Responsibility/Commitment:
- Textbook: E-text: "*Learn to Learn to Teach to Learn*," or **Instructor's choice**
- EPC 315/500Activities Packet Supplemental Reader, **Instructor's option**
- Field Journal Packet- **Required**
- Portfolio & Management Plan Notebook (1-1/2" clear view, 3-ring binder with 3 notebook dividers, and five tabbed or clear dividers) **Required**

Assignments

#1 Suitcase poem- **Instructor's option**

#2 Mandated Reporting Online Course & Certificate **Required**

#3 Lesson Plan Videos Worksheet - **Instructor's option**

#4 Four Self-assessments - **Instructor's option**

#5 Eggan Science Video Worksheet - **Instructor's option**

#6 Module 1 Homework: Moodle - E-text - **Instructor's option**

#7 Module 2 Homework: Moodle - E-text - Word Cloud/Tagxedo - **Instructor's option**

#8 Module 3 Homework: Moodle - E-text - **Instructor's option**

#9 Module 4 Homework: Moodle - E-text - **Instructor's option**

#10 Module 5 Homework: Moodle - E-text - **Instructor's option**

#11 Module 6 Homework: Moodle - E-text - **Instructor's option**

#12 Module 7 Homework: Moodle - E-text - **Instructor's option**

#13 Module 8 Homework: Moodle - E-text - **Instructor's option**

#14 Module 9 Homework: Moodle - E-text - **Instructor's option**

SIGNATURE ASSIGNMENT- SEE APPENDIX A: FIELD JOURNAL & B: MANAGEMENT PLAN

#15 Field Journal/MP: Section 1: Assessment Brochure & Matrix **Required**

#16 Field Journal: Section 2: Planning & Teaching Observation/analysis **Required**

#17 Field Journal/MP: Section 2: Planning & Teaching Application/Practice **Required**

#18 Field Journal: Section 3: Parent Interviews Data/Analysis Interviews **Required**

#19 Field Journal/MP: Section 3: Parent Interviews Application/Practice **Required**

#20 Field Journal: Section 3: Teacher Interview & Reflection **Required**

#21 Field Journal: Section 4: Classroom Layout Observation/Analysis **Required**

#22 Field Journal/MP: Section 4: Classroom Layout Application/Practice **Required**

#23 Field Journal: Section 5: Student Demographics Observation/Analysis **Required**

- #24 Field Journal/MP: Section 5: Student Demographics Application/Practice **Required**
- #25 Field Journal: Section 6: Classroom Rules & Procedures Observation/Analysis **Required**
- #26 Field Journal/MP: Section 6: Classroom Rules & Procedures Application/Practice **Required**
- #27 Portfolio Organization with Artifact Reflection **Required**
- #28 Management Plan Organization - all sections with appropriate headings **Required**
- #29 Self-care Emergency Kit - <http://moodmeterapp.com/>
- #30 TPE Quiz - **Instructor's option**
- #31 Tickets out - **Instructor's option**
- #32 Attendance & Participation **Required**
- #33 O/P Paperwork- Letter on Letterhead - Documentation log **Required**

Grading Scale: A plus minus grading system will be used. All assignments must be submitted. Any missing assignments will result in loss of assignment points & an additional 20 points.

Week 1: Intro to You, the Course and What Teaching Entails

Are you in the right class? General course requirements, objectives & expectations

Advise all students NOT on teacher track to take EPC 314 **Required**

Review: O/P Information, assignments, On-line Survey & sign up. **Required**

Review: Syllabus **Required**

Watch: Our Mission (powtoon) - **Instructor's option**

Discuss: Course Expectations & Commitment Policy-Read around- **Required**

Watch: Word Crimes (video) - **Instructor's option**

Complete: Name Tags - **Instructor's option**

Discuss HW: Syllabus Responsibilities & Expectations - Agreement **Required**

Review HW: Grade level choice survey - **Instructor's option**

Review HW: Suitcase Poem & Collage - **Instructor's option**

Required Homework: Placement Survey

Optional Homework: Suitcase poem & collage, Grade level survey

(TPEs: 6.2, 6.3)

Week 2: Getting to Know You & Figuring Out Where We are headed

Getting to Know Us - Connecting & Creating A Safe Place

Share: Suitcase Poems - **Instructor's option**

Complete: Prompt - *Why do you want to be a teacher?* - **Instructor's option**

Review: Maslow **Required**

Complete Maslow Feeling Activity (AP) **Instructor's option**

Discuss: Self-Care, Mindfulness , & Impact on Learning **Required**

Review: Self-Care Emergency Kit Assignment - <http://moodmeterapp.com/> **Required**

Discuss: SEL- Class Charter -RULERS - **Instructor's option**

Discuss: The semester ahead End-goals & nature of teaching **Required**

Discuss: TPE's **Required**

Review: Portfolio & Management Plan as evidence of your ability to meet TPEs- **Required**

Review HW: Portfolio & Management Plan Format & Covers for each section **Required**

Optional Homework: E-text-Mod. 1, "Introduction", MP Cover pages & notebook, Reflection Core Commitments (AP)

(TPEs: 1.5, 2.1, 2.2, 2.3,) (CASEL 1-5)

Week 3: Assessing Ourselves as Potential Teacher Candidates

Personal Development, Family & Peers -

Complete: Journal Prompt: I wish my teacher knew - **Instructor's option**
Discuss: Family systems, friendships, peer status & impact on learning **Required**
Introduce: Teacher Interview **Required - due at a later date but need time to gather data**
Introduce: Parent Interview **Required - due at a late but need time to gather data**
Discuss: Parental Styles **Required**
Review: Bronfenbrenner **Required**
Complete: Self Bioecological system chart - **Instructor's option**
Watch: "The First Year" and activity @ Bioecological influences. - **Instructor's option**
Review HW: Who Are You & Cultural Identity Chart - **Instructor's option**
Discuss HW: Mandated Reporting <http://educators.mandatedreporter.ca.com/> **Required**
Review HW: Review Self Assessments - **Instructor's option**
Required Homework & Mandated Reporter certificate,
Optional Homework: *E-text-Mod. 2, Self-Concept & Mod. 6, "Personal, Social & Moral Dev." Self- Word Cloud discussion, Watch Gardner Video, & Four Self-assessments)*
(TPEs: 1.5, 2.1, 2.2, 2.3, 6.2, 6.6, 6.7) (CASEL 1,2)

Week 4: Development: Personal, Social & Moral Personal, Social
 SEL, Identity, Self-Concepts/Esteem, & Social Competence **Focus: Student Demo**

Complete Journal Prompt: Mr. Rabb - How do your Bioecological influences impact you?
Discuss: Reaction to film - **Instructor's option**
Discuss & share: Personal assessment results - **Instructor's option**
Watch: Erikson Video - **Instructor's option**
Review: Erickson/Marcia **Required in all sections**
Complete: Resolving Crisis (AP) - **Instructor's option**
Discuss: Ethnic, Gender, & Cultural Differences & impact on learners & learning **Required**
Discuss: Self Concept, Self Esteem, & Social Competence/Self-efficacy - **Required**
Review: What is Abuse **Required**
Complete: Impact of Abuse (AP)- **Instructor's option**
Share: Word Cloud/Tagxedo Post - **Instructor's option**
Complete: Spectrum Strengths & Weakness-Activity - **Instructor's option**
Optional Homework: *E-text-Mod. 3, "Assessment, Lesson Plans, & Environ." Eggan Videos & Planning & Teaching/Observation & Analysis "a" questions based on Eggan Science Video. (Field Journal pgs.18-25part "a"), Classroom Lesson Videos & Quiz*
(TPEs: 1.5, 2.1, 2.2, 2.3, 6.2) (CASEL 3-5)

Week 5: Your role in Education: Moral, Social-emotional, & Academic.
 Effective Teaching Strategies & Lessons to address those components. **Focus: Planning & Teaching**

Complete Starter: Communication & Effective teaching. (AP) - **Instructor's option**
Write: IOL statements & connecting to TPEs - **Required**
Complete: What is the role of Teachers - IOL writing practice (AP-1st Year) **Instructor's option**
Review: Moral development - Kohlberg, Piaget, Gilligan, etc. **Required**
Complete: Kohlberg Activity (AP) - **Instructor's option**
Review: Behavior - Pro-social, Aggressive & Advancing Moral development **Required**
Discuss: Bloom's Taxonomy - **Required**
Complete: Bloom Activity (AP) **Instructor's option**
Review: Lesson Plan Format **Required**
Discuss: Direct Instruction & Assessment Bias **Required**

Review: Eggan Video - **Instructor's option**

Discuss: Effective Lesson Planning & Assessment **Required**

Complete: Planning & teaching part "b" in class **Instructor's option**

Review HW: Planning & Teaching Application to Practice Assignment **Required**

Required Homework: *Planning & Teaching (Observation/Analysis, & Application to Practice)*

(**TPEs:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 6.1) (**CASEL 2-5**)

Week 6: Standards, Objectives & Assessments

Role of standards, objectives & assessment in instruction and learning. **Focus: Assessment**

Review: Effective Objective, Outcomes & Assessment

Complete: Familiar Sayings Activity - **Instructor's option**

Discuss: Assessment **Required**

Complete: A Better Way To Say It. - **Instructor's option**

Review: Group Work & Team Rapport **Required**

Review: Assessment Brochure **Required**

Review: Standardized tests **Required in all sections**

Work in Groups: Develop brochure plan & Complete Group Contract

Required Homework: *Assessment Brochure*

(**TPEs:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 6.2, 6.3) (**CASEL 2-5**)

Week 7: Understanding Assessments & Effective Communication

Effective Assessment Tools - **Focus: Assessment**

Share: Brochures **Required**

Review: Mean, Median, Mode **Required**

Complete: Mean, Median, Mode **Instructor's option**

Review: Standardized tests **Required**

Check in: Teacher Interview **Required - due in two weeks**

Check in: Parent Interview **Required - due in two weeks**

Review: Emails & newsletters **Required**

Discuss HW: Assessment Matrix **Required**

Required Homework: *Assessment Matrix*

Optional Homework: E-text- *Mod 4- "Development" & Mod. 7 - "Exceptional Learners"*

(**TPEs:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 6.2, 6.3) (**CASEL 2-5**)

Week 8: Typical, A-Typical Cognitive Development & Exceptional Learners

Cognitive development & Exceptional Learners **Focus: Student Demographics**

Discuss: Maturation & Learning Piaget **Required**

Review: Piaget & Vygotsky **Required**

Review: Kahneman **Required**

Complete: What is Learning Activity (AP) **Instructor's option**

Complete: Piaget Activities - **Instructor's option**

Review: Intellectual & behavioral Differences & Impact on Learners & Learning **Required**

Review: Laws, Expectations & IEPs **Required**

Discuss: Ability Grouping & Impact on Learners **Required**

Complete: Reading Disability Exercise - **Instructor's option**

Discuss: Exceptional Children **Required**

Complete: Case Studies - **Instructor's option**

Complete: Who Gets The Heart - **Instructor's option**

Required Homework: Parent Interview-ALL sections (Raw data, analysis, & Application to Practice)

Optional Homework: E-text -Mod 5- "Language, Intelligence & The Brain" & Mod. 7 "Diversity"

(**TPEs:** 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.4, 4.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 6.1, 6.2, 6.4, 6.5)
(**CASEL 2-5**)

Week 9: Development: The Brain, Language, Intelligence & Learning Styles -

Impact of language & brain on learning **Focus: Student Demographics-**

Review: Neurological Gender Differences & impact on learning **Required**

Complete: Increase Gender Differences Activity - **Instructor's option**

Discuss: Learning & the Brain Styles and Impact on Learners **Required**

Discuss: Views of Intelligence/Giftedness - Gardner, Levine, Sternberg, Spearman, Etc. **Required**

Complete: Applying Gardner's Theory - **Instructor's option**

Complete: Can You Read This? - **Instructor's option**

Complete: Five Properties of Language/ Language acquisition, ELD **Required**

Complete: Is this Language? - **Instructor's option**

Complete: "Yech Ottry Iggy Mongs" - **Instructor's option**

Review HW: Student Demographics Assignment **Required**

Optional Homework: E-text-Mod 8- "Motivation & Learning"

(**TPEs:** 1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.5, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 6.1, 6.2, 6.4, 6.5)
(**CASEL 1-5**)

Week 10: Motivating Learners & Establishing Rules:

Motivating Learners: Interest, & Effort - **Focus: Classroom Rules and Procedures**

Complete: An Exercise in Learning - **Instructor's option**

Complete: What is Motivation - **Instructor's option**

Discuss: Theories & Causes of Motivation **Required**

Complete: Extrinsic & Intrinsic - **Instructor's option**

Complete: How to increase intrinsic motivation - **Instructor's option**

Discuss: Teacher Effect on Motivation **Required**

Required Homework: Student Demographics Assignment (Observation/Analysis, & Application to Practice)

(**TPEs:** 1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.5, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 6.1, 6.2, 6.4, 6.5)
(**CASEL 1-5**)

Week 11: Behavioral & Cognitive Approaches to Motivation & Establishing Rules:

Understanding various approaches to motivation - **Focus: Classroom Rules and Procedures**

Discuss: Classical Conditioning Pavlov **Required**

Complete: Classical Conditioning Everyday - **Instructor's option**

Discuss: Operant Conditioning: Types of Reinforcers **Required**

Complete: Operant Conditioning - **Instructor's option**

Review: Guidelines for Punishment & Impact on student's **Required**

Complete: Shaping Behavior - **Instructor's option**

Review: Behavioral Expectations & Impact on Learners **Required**

Optional Homework: E-text -Mod 9- "Managing The Classroom"

(**TPEs:** 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.2, 4.7, 4.8, 6.1, 6.2, 6.4, 6.5) (**CASEL 1-5**)

Week 12: Management & Instruction: Focus: Classroom Environment & Layout -

Review: Effective Layout Designs **Required**

Required in all sections

Review: Classroom Layout Assignment. **Required**

Discuss: Principles of Classroom Management **Required**

Review: Managing the Class & Impact on Learners & Learning **Required**

Review: Kounin **Required**

Complete: Time Usage - **Instructor's option**

Complete: Violence in Schools - **Instructor's option**

Required Homework: *Rules & Procedures Assignment (Observation/Analysis, & Application to Practice)*

(TPEs: 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.2, 4.7, 4.8, 6.1, 6.2, 6.4, 6.5) (CASEL 1-5)

Week 13: Thanksgiving Break/Spring Break- No Class This Week

(Shift as needed per semester)

Required Homework: *Classroom Layout Assignment (Observation/Analysis, & Application to Practice)*

(TPEs: 1.1, 1.4, 1.6, 2.1, 2.2, 2.3, 2.5, 4.2, 4.7, 4.8, 6.2, 6.4, 6.5) (CASEL 1-5)

Week 14: Reflective Practitioner: Reflecting on yourself as a learner & potential teacher

Discuss: Impact of self-care on you, as a learner

Share: Self-Care Emergency Kit

Review: Artifact Reflection **Required in all sections**

Required Homework: *Artifact Reflection, & Self-care Emergency kit*

(TPEs: 6.1, 6.2, 6.4, 6.5) (CASEL 1-2)

Week 15: Putting it All Together: Management Plans & Portfolio Grading

Completed Management Plan - Last Week of Class

Bring: Management Plan & Portfolio & all Application to Practice Assignments printed out as clean copies. **Required in all sections**

Organize: Management Plan & Portfolio **Required in all sections**

Share: Management Plans & Reflect **Required in all sections**

Grade: Comprehensive Teaching Plan & Portfolio **Required in all sections**

Take: TPE Quiz - **Instructor's option**

Submit: Extra Credit or One Rewritten Assignment - **Instructor's option**

(TPEs: Signature Assignment: See Below)

EPC 315/500: Management Plan-Signature Assignment & Field Journal

(TPEs: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 6.1, 6.2, 6.3, 6.4, 6.5,)
(CASEL 1-5)

Effective teachers are shrewd classroom managers who develop strategies and systems that allow them to handle a variety of practical, pedagogical, curricular, and administrative tasks with tranquility and efficiency. But ineffective teachers, without detailed comprehensive plan for teaching in place, can find themselves constantly fighting losing classroom battles and becoming increasingly discouraged. These teachers demonstrate chronic difficulties sustaining student attention, often struggle through lessons, and waste a great deal of instructional time trying to control disruptive student behavior.

Because research shows that many new teachers with poor comprehensive plans for teaching skills burn out and leave the teaching profession within five years, we want to be sure you understand the process of developing a clear, management plan now. By thoughtfully planning you can begin your teaching with an organized, supportive, productive environment that promotes the learning of all students and prevents the most common behavior problems.

During this semester you will have many opportunities to learn about designing lessons, communicating with parents, meeting students' individual needs, creating an effective learning environment, establishing rules and procedures that honor and respect all students, and managing a productive classroom. Additionally, in our CSUN classroom we will discuss ideas and techniques related to classroom management, complete exercises and assignments to help learn management principles, and view videos that demonstrate management techniques. Applying the knowledge you gain through these activities, you will complete this assignment of a management plan for teaching.

Assignment

Your assignment is to prepare a partial management plan for teaching that can become part of your professional portfolio. Your plan will consist of written responses to the prompts outlined below. The information you need to respond to the prompts can be obtained from assigned readings, as well as observations in schools, observational reports, class notes, previous observation and teaching experiences, videos, library resources, online resources, school districts, and school site documents. To respond to some prompts you will need to visit a school, interview a teacher as well as interview three parents. If a response you write contradicts a practice recommended in your readings or by the professor, explain why the practice in your plan is better. Your management plan will be graded by applying the scoring guide given at the end of this assignment.

Management Plan Format

Front Cover: Ms./Mrs./Mr. _____ Management Plan

Divider/Page Heading: **I. Introduction & Strategies for Diverse Learners**

USE SECTION 5: STUDENT DEMOGRAPHICS (APPLICATION TO PRACTICE)

Divider/Page Heading: **II. Rules, Consequences & Procedures**

USE: SECTION 6: Rules & Procedures (WORKING OBSERVATIONS & ANALYSIS)

Divider/Page Heading: **III. My Classroom Environment:**

USE: SECTION 4: CLASSROOM LAYOUT (APPLICATION TO PRACTICE)

Divider/Page Heading: **IV. Planning for Effective Instruction & Assessment:**

USE: SECTION 2: PLANNING & TEACHING (APPLICATION TO PRACTICE)

Divider/Page Heading: **V. Communicating with Parents**

USE: SECTION 3: PARENT INTERVIEW (APPLICATION TO PRACTICE)

Divider/Page Heading: **VI. Understanding Assessment**

USE: SECTION 1: ASSESSMENT (WORKING OBSERVATIONS, ANALYSIS & APPLICATION TO PRACTICE)

Assignment #9 Organization Rubric: Comprehensive Plan For Teaching

Writing: Meets minimal professional standard? Yes _____ No _____

Cover is clear and includes title & name	1 pts.
Each of the 6 sections has a proper heading and is clearly organized and readable. & the plan contains all appropriate materials	9 pts
<u>The plan is organized, easy to read and neat</u>	<u>10 pts</u>

Total: **20 pts**

Sample page headings and assignment templates are listed below.

I: My Amazing & Delightful Diverse Fourth Grade Class



USE SECTION 5: STUDENT DEMOGRAPHICS (APPLICATION TO PRACTICE)

Type a complete, but concise and focused response to each of the following questions. Use 1/2" margins, double-spacing, 12 point font, spell check, and include your name at the top of every page (in both Word and Open Office, you can create a header that will automatically do this for you). (total value 50 pts)

(TPEs: 1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.5, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 6.1, 6.2, 6.4, 6.5)

(CASEL 1-5)

1. In 250 words or less, describe the grade level and kind of class to which you feel you can reasonably be expected to be assigned for your first year of teaching in the greater Los Angeles area. This is a first-person narrative introducing your class as if it were real. The class you describe must contain both English language learners, as well as at least two students with special physical, emotional, or learning needs. Your description should provide relevant details about where, what, and who you'll be teaching including: grade level, age range, gender breakdown, ethnic/cultural background, socio-economic status, family/living situation, dominant learning styles, and special physical/learning/language needs. (10 pts)

2. Describe some of the strategies you will implement to maximize the ability of your students to learn in the following areas by providing *all* of the information requested: (40 pts)

A) Needs/Behaviors Related to Age (4 pts)

- 1) Detail one strategy you will use to accommodate these kinds of needs/behaviors
- 2) What effect will your strategy have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning.
- 3) Identify why the strategy you provided is valid in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.
- 4) Describe how your strategy meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE.

B) Needs/Behaviors Related to Cognitive Development (4 pts)

- 1) Detail one strategy you will use to accommodate these kinds of needs/behaviors, the effect it will have on students.
- 2) What effect will your strategy have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning.
- 3) Identify why the strategy you provided is valid in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.
- 4) Describe how your strategy meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE.

C) Needs/Behaviors Related to Moral Development (4 pts)

- 1) Detail one strategy you will use to accommodate these kinds of needs/behaviors, the effect it will have on students.
- 2) What effect will your strategy have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning.
- 3) Identify why the strategy you provided is valid in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.
- 4) Describe how your strategy meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE.

D) Needs/Behaviors Related to Psychosocial Development (4 pts)

- 1) Detail one strategy you will use to accommodate these kinds of needs/behaviors, the effect it will have on students.
- 2) What effect will your strategy have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning.
- 3) Identify why the strategy you provided is valid in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.
- 4) Describe how your strategy meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE.

E) Needs/Behaviors Related to Learning Style Difference (4 pts)

- 1) Detail one strategy you will use to accommodate these kinds of needs/behaviors, the effect it will have on students.
- 2) What effect will your strategy have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning.
- 3) Identify why the strategy you provided is valid in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.
- 4) Describe how your strategy meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE.

F) Needs/Behaviors Related to Gender Difference (4 pts)

- 1) Detail one strategy you will use to accommodate these kinds of needs/behaviors, the effect it will have on students.
- 2) What effect will your strategy have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning.
- 3) Identify why the strategy you provided is valid in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.
- 4) Describe how your strategy meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE.

G) Needs/Behaviors Related to Ethnic/Cultural Difference (4 pts)

- 1) Detail one strategy you will use to accommodate these kinds of needs/behaviors, the effect it will have on students.
- 2) What effect will your strategy have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning.
- 3) Identify why the strategy you provided is valid in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.
- 4) Describe how your strategy meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE.

H) Needs/Behaviors Related to Socio-Economic Difference (4 pts)

- 1) Detail one strategy you will use to accommodate these kinds of needs/behaviors, the effect it will have on students.
- 2) What effect will your strategy have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning.
- 3) Identify why the strategy you provided is valid in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.
- 4) Describe how your strategy meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE.

I) Needs/Behaviors Related to Physical, Emotional, and Learning Difference (4 pts)

- 1) Detail one strategy you will use to accommodate these kinds of needs/behaviors, the effect it will have on students.
- 2) What effect will your strategy have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning.
- 3) Identify why the strategy you provided is valid in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.
- 4) Describe how your strategy meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE.

J) Needs/Behaviors Related to Language Fluency Difference (4 pts)

- 1) Detail one strategy you will use to accommodate these kinds of needs/behaviors, the effect it will have on students.
- 2) What effect will your strategy have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning.
- 3) Identify why the strategy you provided is valid in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.
- 4) Describe how your strategy meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE.

II. My Essential Rules, Consequences & Procedures

CLOSE TO HOME

JOHN MCPHERSON



Mrs. Mutner liked to go over a few of her rules on the first day of school.

USE SECTION 6: RULES & PROCEDURES (APPLICATION TO PRACTICE)

Type a complete, but concise and focused response to each of the following questions. Use 1/2" margins, double-spacing, 12 point font, spell check, and include your name at the top of every page (total value 100 pts) (TPEs: 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.2, 4.7, 4.8, 6.1, 6.2, 6.4, 6.5) (CASEL 1-5)

1. Use the outline below to generate the comprehensive set of the rules, procedures, and policies you will establish as a teacher to effectively/efficiently manage your classroom in a way that maximizes the ability of all of your students to learn. Keep your answers brief and to the point.

A) Statement of Intent (10 pts)

- 1) Grade and age of student for which your rules, procedures, and policies are designed.
- 2) Statement describing the type of learning environment you intend to create in your classroom. What is the mood you are you hoping to set? (i.e. vibrantly collaborative, creative and flexible v. quietly welcoming, self-directed, and disciplined).
- 3.) List one specific strategy you will employ to create this type of environment. Be specific.
- 4.) Identify the impact on learning your strategy will have. Be specific and make sure you clearly state a measurable impact on learning.
- 5.) Describe how the strategy you've described above meets one or more TPEs, identified by number and heading, and including a citation, in quotes, from the specific section of text to which you're referring.

B) Rules (14 pts)

- 1) List of rules outlining the expectations you have of students and/or their behavior
- 2) Rationale behind # of rules and intent of each.
- 3) Means by which students/parents will initially be made aware of rules
- 4) Means by which students will be expected to learn/remember rules
- 5) Developing, implementing, communicating, and maintaining rules are important for classroom management. Identify how/why your rules positively impact student learning. Be specific and provide a concrete measurable positive impact on learning.
- 6) Identify why your rules are valid in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.
- 7) Describe how Developing, implementing, communicating, and maintaining your rules meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE.

C) Procedures (38 pts total)

1) List the transitional procedures you will teach/expect students to use for: (12pts)

- a) Transitioning into the classroom at the start of the school day. For example, do all students enter at once, or a few at a time? Explain where students will put their coats, backpacks, lunches, lunch tickets, show-and-tell items, homework, and notes from home.

- b) Transitioning into/out of the classroom For lunch, recess, assemblies, etc. How do student get ready, get items and get dismissed for each?
- c) Transitioning out of the classroom at the end of the school day. How do the get materials, clean up, etc.?
- d) Developing, implementing, communicating, and maintaining transitional procedures are important for classroom management. Identify how/why your transitional procedures positively impact student learning. Be specific and provide a concrete measurable positive impact on learning.
- e) Identify why your transitional procedures are valid in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.
- f) Describe how Developing, implementing, communicating, and maintaining your transitional procedures meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes.

2) Talking Procedures: Describe how you will manage talking among students. (12pts) Address the following:

- a) Explain all situations when student talking will be allowed or not allowed , what level of loudness for each situation, and why.
- b) Explain how you will tell students what level of loudness in talking is allowed in different situations. (e.g., have signals, charts, etc.) Provide a visual example of your noise chart/system.
- c) How/when will you establish this system with your students? How you will maintain it.
- d) Developing, implementing, communicating, and maintaining talking procedures are important for classroom management. Identify how/why your talking procedures positively impact student learning. Be specific and provide a concrete measurable positive impact on learning.
- e) Identify why your talking procedures are valid in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.
- f) Describe how Developing, implementing, communicating, and maintaining your talking procedures meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes,

3) List of the behavioral procedures you will teach/expect students to use for: (14pts)

- a) Provide one procedure for getting student attention.
- b) Provide one procedure for asking/answering questions during lecture.
- c) Provide one procedure working in groups
- d) Provide one procedure working in pairs
- e) Provide one procedure distributing and collecting instructional equipment, materials, and, supplies
- f) Provide one procedure completing submitting, and retrieving graded homework

g) Provide one procedure to deal with requests to use the bathroom

h) Provide another procedure you will employ to better manage time, resources, and behavior in the classroom (i.e. teaching assistants, parent volunteers, student jobs, peer instruction/grading, etc.) being explicit about how/when/why it'll be used.

i) Developing, implementing, communicating, and maintaining transitional procedures are important for classroom management. Identify how/why your transitional procedures positively impact student learning. Be specific and provide a concrete measurable positive impact on learning.

j) Identify why your behavioral procedures are valid in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.

k) Describe how Developing, implementing, communicating, and maintaining your behavioral procedures meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes.

D) Policies (8 pts)

1) Provide one policy you will establish with regard to acceptance of late/incomplete work.

2) Provide one policy you will establish/enforce with regard to failure to follow classroom procedures.

3) Developing, implementing, communicating, and maintaining clear policies are important for classroom management. Identify how/why your transitional procedures positively impact student learning. Be specific and provide a concrete measurable positive impact on learning.

4) Identify why your policies are valid in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.

5) Describe how Developing, implementing, communicating, and maintaining your policies meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes.

E) Motivation, Reinforcement, and Modeling the Behavior You Seek to Elicit (18pts)

1) Describe the primary means by which you intend to motivate student compliance with classroom rules, procedures, and policies.

2) Describe the primary means by which you intend to reinforce, or reward students for compliance.

3) Describe the steps you will take to ensure that consequences for non-compliance are delivered in ways that actively demonstrate the understanding of, respect for, and sensitivity you have to the overall emotional safety/welfare of both the student(s) in question, as well as the class as a whole.

4) Motivating students to follow rules is important for classroom management. Identify how/why your plan to motivate, reinforce and model rules positively impact student learning. Be specific and provide a concrete measurable positive impact on learning.

5) Identify why your plan to motivate, reinforce and model rules are valid in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.

6) Describe how your plan to motivate, reinforce and model rules meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes,

F) Design of Rules (12 pts)

Using the software program of your choice, create an 8-1/2" x 11" flyer listing your classroom rules for students to take home, share with their parents, and post for future reference. The layout, language, font style/choice, and use of color/graphics should *clearly* reflect both the kind of teacher you are, and the kind of learning environment you seek to create in your classroom. It should be visually engaging, well organized, easy to read, and *absolutely* free of any errors in spelling/grammar (12 pts)

III: My Fabulously Effective Classroom Environment



USE SECTION 4: CLASSROOM LAYOUT (APPLICATION TO

PRACTICE)

(Total Value 50 pts)

(TPEs: 1.1, 1.4, 1.6, 2.1, 2.2, 2.3, 2.5,

4.2, 4.7, 4.8, 6.2, 6.4, 6.5) (CASEL 1-5)

1. Using the software of your choice, generate a detailed floor plan depicting how you would *ideally* arrange/use a standard 30'x32' classroom space to provide for the comprehensive instructional needs of grade level being taught. Include all elements listed in Section II.A.3, as well as those in Section II.A.4 you feel are necessary or helpful in some way to achieving your goal. (10 pts)

2. Select the ten (10) most significant elements you've incorporated in your design. Then for each element you list explain how, why, and/or in what ways it works to facilitate ability to learn with at least one quote with proper citation from a reliable education article that supports the value of that element. (4 pts each/40 pts total)

A. 1) Detail one physical element you will you've incorporated in your classroom design and the effect it will have on students.

2) What effect will this element have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning.

3) Identify why the element you provided is valid in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.

4) Describe how the element you've incorporated meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE. Provide the number, heading, and exact quote of one TPE this strategy meets.

B. 1) Detail one physical element you will you've incorporated in your classroom design and the effect it will have on students.

2) What effect will this element have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning.

3) Identify why the element you provided is valid in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.

4) Describe how the element you've incorporated meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE. Provide the number, heading, and exact quote of one TPE this strategy meets.

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3) Identify why the element you provided is valid in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.

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2) What effect will this element have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning.

3) Identify why the element you provided is valid in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.

4) Describe how the element you've incorporated meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE. Provide the number, heading, and exact quote of one TPE this strategy meets.

- G. 1) Detail one physical element you will you've incorporated in your classroom design and the effect it will have on students.
- 2) What effect will this element have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning.
- 3) Identify why the element you provided is valid in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.
- 4) Describe how the element you've incorporated meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE. Provide the number, heading, and exact quote of one TPE this strategy meets.
- H. 1) Detail one physical element you will you've incorporated in your classroom design and the effect it will have on students.
- 2) What effect will this element have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning.
- 3) Identify why the element you provided is valid in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.
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- I. 1) Detail one physical element you will you've incorporated in your classroom design and the effect it will have on students.
- 2) What effect will this element have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning.
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4) Describe how the element you've incorporated meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE. Provide the number, heading, and exact quote of one TPE this strategy meets.

IV. Planning for Effective Instruction & Assessment:



USE SECTION 2: PLANNING & TEACHING (APPLICATION TO PRACTICE)

Type a complete, but concise and focused response to each of the following questions. Use 1/2" margins, double-spacing, 12 point font, spell check, and include your name at the top of every page (in both Word and Open Office, you can create a header that will automatically do this for you). (total value 50 pts)

(TPEs: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 6.1) (CASEL 2-5)

1. Using the following outline, detail the guidelines/strategies you will implement when developing lesson plans and instructional practices in preparation for your first year in the classroom:

A) Lesson Planning: (4 pts)

- 1) 1) Detail one strategy you will use to introduce lesson plans, instructional practice or new concepts to students that promotes a connection to prior knowledge.
- 2) What effect will it have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning.
- 3) Identify why the strategy you provided is important in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.
- 4) Describe how your strategy meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE.

B) Student Engagement (4 pts)

- 1) Detail one strategy you will use in lesson planning or implementation to promote student engagement that includes integrating visual and/or performing arts?
- 2) What effect will it have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning.
- 3) Identify why the strategy you provided is important in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.
- 4) Describe how your strategy meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE.

C) Use of Multimedia and Technology (4 pts)

- 1) Detail one strategy you will use in lesson planning or implementation that uses a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
- 2) What effect will it have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning.

3) Identify why the strategy you provided is important in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.

4) Describe how your strategy meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE.

D) Use of Authentic Materials and Manipulatives (4 pts)

1) Detail one strategy that uses authentic materials and manipulatives to maximize learning opportunities for linguistic, cultural, & developmental differences in students.

2) What effect will it have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning.

3) Identify why the strategy you provided is important in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.

4) Describe how your strategy meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE.

E) Peer Collaboration (4 pts)

1) Detail one strategy that promotes student-to-student communication you will use in lesson planning or implementation to promote peer collaboration to enhance learning.

2) What effect will it have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning.

3) Identify why the strategy you provided is important in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.

4) Describe how your strategy meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE.

F) Providing for the Diversity of Learning Styles and Needs (4 pts)

1) Detail one strategy you will use in lesson planning or implementation to support diversity of learning styles and needs.

2) What effect will it have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning.

3) Identify why the strategy you provided is important in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.

4) Describe how your strategy meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE.

G) Assessment of Instructional Understanding (4 pts)

1) Detail one strategy related to assessment of instructional understanding that you will use in lesson planning.

2) What effect will it have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning.

3) Identify why the strategy you provided is important in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.

4) Describe how your strategy meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE.

H) Practice and Feedback (4 pts)

1) Detail one strategy you will use to ensure students are given adequate opportunity to practice new concepts OR how you will ensure timely and adequate feedback is provided for all students.

2) What effect will it have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning.

3) Identify why the strategy you provided is important in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.

4) Describe how your strategy meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE.

I) Draft a comprehensive plan and schedule for the first day (8:30am-2:50pm) of class that includes: (18 pts)

A) A list of your objectives (2 pt)

B) A list of the information you intend to get from your students (2 pt)

C) A list of the information/materials you intend to provide to your students (2 pt)

D) A list of the all activities planned, and the purpose/function of each (2 pt)

E) A standard schedule identifying what you'll be doing, when, & for how long (10 pt)

V. Communicating with Parents

Parent-Teacher Conference



Collaborating for Success

USE SECTION 3: PARENT INTERVIEW (APPLICATION TO PRACTICE)

Completed assignments must be typed. Use 1/2" margins, double-spacing, 12 point font, spell check, and include your name at the top of every page (in both Word and Open Office, you can create a header that will automatically do this for you). **Total Value: 75**

**(TPEs: 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.4, 4.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 6.1, 6.2, 6.4, 6.5)
(CASEL 2-5)**

1. Parent Introductions (45 pts.)

A) Compose a 2-page newsletter introducing yourself to parents to be sent home with students on the first day of school. Your goal is to create the kind of first impression that establishes your interest in, and ability to work with them to make their child's learning experience as positive, meaningful, and productive as possible. This will require more than simply providing them with your name and contact information. Design the newsletter with clear sections that will be used for every newsletter to follow. For Example: a teacher's corner information about important topics, all about you - introducing different class members, upcoming events, current academic topics, etc. Design this newsletter like the first one for the year. Think about what they don't, but definitely need, or might simply want to know. Tone, word choice, syntax, grammar, and spelling *all* matter. **(20 pts)**

B) Resource Sheet for Teachers & Parents - complete this form (located at the end of this section of your field journal), distill the information it contains down to a single typed page for use by parents, and attach it to the back of your introductory letter.

C) Family Focus Resource and Empowerment Center Resource Sheet - complete this form (also located at the end of this section of your field journal), distill the information you obtain down to a single typed page for use by parents, and attach it to the back of your introductory.

D) Developing newsletters and providing resources for parents are effective strategies. How do these strategies positively impact student learning. Be specific and provide a concrete measurable positive impact on learning.

E) Identify why developing newsletter and providing resources are important in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.

F) Describe how your strategy meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE.

2. Parent/Teacher Conferences (30 pts)

A) List three things you will do to prepare to conference with parents and explain how/why each preparation is important. For example: *I will clean and organize my room so parents can see that I am a responsible, organized educator.*

- 1.
- 2.
- 3.

B) List three things you will do to motivate parents to schedule/attend conferences about student learning progress, explain how/why each motivator will be effective.

- 1.
- 2.
- 3.

C) Briefly describe two ethical guidelines you will follow when conferencing with parents, and explain how/why each guideline is important.

- 1.
- 2.

D) Make a checklist of seven things you will do, or talk about with every parent when you meet to conference about student learning progress, and explain how/why each step is important. For example. *1. I will greet the parents at the door to make them feel welcome and appreciated. This sets a positive tone.*

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

E) Developing, implementing, and conducting effective parent/guardian conferences are effective strategies to increase communication and support family involvement. How do these strategies positively impact student learning. Be specific and provide a concrete measurable positive impact on learning.

F) Identify why parent conferences are important in terms of the theories and concepts discussed in class. Support your reasoning with a quote properly cited from the text or other academic resource.

G) Describe how the strategy of creating effective parent communication and conferences meets one TPE. Identify the TPE number and heading. Also include the exact citation, in quotes, from the specific section of the TPE to which you're referring and how the strategy meets that TPE.

SECTION 3: PARENT INTERVIEW (APPLICATION TO PRACTICE: ADDENDUM 1)

RESOURCE SHEET FOR TEACHERS & PARENTS WORKSHEET

Please use the internet and your experience to identify the general services each of these educational professionals provide. You do not need specific names of people.

Duties	Why you might refer a parent/caregiver	GENERAL AVAILABILITY
Principal		
Assistant/Vice Principal		
Elementary Instructional Specialist (AP/EIS)		
Main Office Staff		
Nurse		
Facility Manager/Maintenance Staff		
Resource Staff/Instructors		
Special Day Class Instructors (SDC)		
Paraprofessionals/Assistants		
Special District Service Providers		

USE SECTION 1: ASSESSMENT: Brochure & Observation & Matrix (60 points.)

(TPEs: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 6.2, 6.3) (CASEL 2-5)

ASSESSMENT BROCHURE

Your group will be assigned a topic below. Create a brochure that answers all parts of the question. Provide clear examples, resources and strategies on how to use these types of assessment tools to improve student learning. You will participate in creating a group presentation and a handout on your particular question that will serve as a resource for your colleagues. Students will be assessed separately on the assessment tools so please provide clear, accurate information.

A1 Identify informal assessments that assess learning. Provide examples. How are they used to assess the students' progress in subject areas such as reading and math? How might one use informal assessments? Provide a quote with the appropriate citation that identifies how this assessment tool clearly impacts learning.

A2 Identify authentic/performance assessments. Provide examples. How are they used to assess the students' progress in subject areas such as reading and math? How might one use authentic assessments? Provide a quote with the appropriate citation that identifies how this assessment tool clearly impacts learning.

A3 Identify feedback & rubrics. What types of feedback are there? What type of Feedback is most useful? How do teachers give feedback? What should teachers have students do with feedback? How can feedback promote student learning? What are rubrics? How are they use to provide feedback? Provide examples. How are they used to assess students' work? How might one use rubrics? Provide a quotes with the appropriate citation that identifies how these assessment tools clearly impact learning.

A4 Identify diagnostic tests. Differentiate between formal diagnostic tests and informal ones. Provide examples. How are they used to assess students' levels in subject areas such as reading and math? How might one use formal diagnostic tests? Provide a quote with the appropriate citation that identifies how this assessment tool clearly impacts learning.

A5 Identify formative & summative assessments. Provide Examples. How are they used to assess students' levels in subject areas such as reading and math? How might one use these assessments? Provide quotes with the appropriate citation that identifies how these assessment tools clearly impact learning.

A6 Identify formal assessments that assess learning. Differentiate between typical formal assessments and standardized tests. Provide examples. How are they used to assess the students' progress in subject areas such as reading and math? How might one use formal assessments? Provide a quote with the appropriate citation that identifies how this assessment tool clearly impacts learning.

Assessment Brochure Rubric

Clearly identifies and defines what the assessment tool(s) is/are.	3 pts.
Identify one example of this assessment tool and how it can be used in the classroom. Clearly identify how the specific assessment tool will have a positive impact on learning, and support the use of this tool and its impact on learning with an actual quote including the appropriate APA citation.	4 pts
Identify a second example of this assessment tool and how it can be used in the classroom. Clearly identify how the specific assessment tool will have a positive impact on learning, and support the use of this tool and its impact on learning with an actual quote including the appropriate APA citation.	4 pts
Identify a third example of this assessment tool and how it can be used in the classroom. Clearly identify how the specific assessment tool will have a positive impact on learning, and support the use of this tool and its impact on learning with an actual quote including the appropriate APA citation.	4 pts
Accuracy of information and its ability to complete the Assessment Matrix	10 pts.
Completion of Matrix	24 pts.
Group participation and contribution	20 pts.
<u>Neatness and execution of handout</u>	<u>6 pts.</u>
	Total: 75

pts.

SECTION I: ASSESSMENT MATRIX: You will be required to complete the assessment matrix to assess your understanding of assessment tools. You will use the brochures developed in class to complete the matrix. Please be sure that the information you provide in your brochure is thorough and accurate. You will be graded on the ability of others to complete the matrix using the information you have provided. The matrix is worth 24 points and the format is an addendum at the end of this section

After completing the Assessment Brochure, please rate each of the members in your group **(including yourself)** with regard to their contribution to your course project on a scale of from 0 to 4 using the following criteria matrix. Each group member will turn one in with the groups brochure.

	Ability to Work with the Group	Amount of Effort	Dependability	Intellectual Contribution	Overall Contribution to Project
0	Never showed up or was disruptive of the group process	None	Wasn't / Never turned in anything	Never said anything	None
1	Participated, but wanted to go in a different direction than the group		Got things done, but usually late		Minimum
2	Okay	About what was expected	Usually got things done on time	Was helpful	Average
3	Always participated, made sure everyone had a chance to participate.		Always got things done on time		Above Average
4	Helped get the group moving without dominating it.	Did the whole thing	Could be counted on to pick up the slack	Provided thoughtful, meaningful suggestions	Wouldn't have been possible without her/him

Name List each members' name below including yourself.	Ability to Work with the Group	Amount of Effort	Dependability	Intellectual Contribution	Overall Contribution to Project

SECTION 1: ASSESSMENT MATRIX (24 POINTS)

Type of Assessment Tool	Definition	Specific Examples	How Can Tool Be Used to Enhance Student Learning? IOL	How is this type of assessment used in the classroom and why?
1. Informal Assessment				
2. Authentic/Performance Assessment				
3. Feedback & Rubrics				
4. Diagnostic Tests: Formal & Informal				
5. Formative & Summative Assessment				
6. Formal Assessment & Standardized Tests				

If information in the brochure is not clear on Matrix, please indicate that.

VII. RESOURCES

Some suggested textbooks/resources:

Canter, L. (2014) *Lee Canter's classroom management for academic success*. (4th ed.).
Bloomington, IN: Solution Tree.

Evertson, C. M., Emmer, E. T., & Worsham, M. E. (2006). *Classroom management for elementary teachers*. Boston: Pearson/A and B.

Nagode, L., & Stohl, E (2015) *Learn to learn to teach to learn*. Northridge, CA: CSUN.

Slavin, R. (2012) *Educational psychology: Theory and practice*. (10th ed.). Boston: Allyn & Bacon

Sternberg, R. J., (2009) *Educational psychology*. (2nd ed.). Boston: Pearson.

Stohl, E. (2014). *EPC 315/500 Activities packet*. Northridge, CA: CSUN.

Wong, H. (2009). *The first days of school: How to be an effective teacher*. (4th ed.)
Mountain View: Harry K. Wong Publications.

Woolfolk, A. (2012). *Educational psychology*. (12th ed.). Boston Pearson.

Publications of state and national professional organizations:

California Association for Bilingual Education (CABE):

<http://www.bilingualeducation.org/>

California Commission on Teacher Credentialing:

www.ctc.ca.gov/credentials/CREDS/elementary.html

California Preschool Instructional Network: <https://cpin.us>

California Department of Education: <http://www.cde.ca.gov/re/pn/rc>

California Reading Association (CRA): <http://www.californiareads.org>

Council for Exceptional Children: <http://www.cec.sped.org>

Education Resources Information Center (ERIC): <http://www.eric.ed.gov>

ERIC Clearinghouse on Elementary and Early Childhood Education:

<http://ecap.crc.illinois.edu/eecearchive/index.html>

International Literacy Association: <http://www.literacyworldwide.org>

Los Angeles Unified School District (LAUSD): <http://www.lausd.k12.ca.us>

National Association for Bilingual Education (NABE): <http://www.nabe.org>

National Council of Teachers of English (NCTE): <http://www.ncte.org>

National Center on Educational Statistics (NCES): www.nces.ed.gov

Reading Rockets (National Multimedia Literacy Initiative): www.readingrockets.org

Teachers of English to Speakers of Other Languages (TESOL): <http://www.tesol.org>

What Works Clearinghouse (WWC): <http://ies.ed.gov/ncee/wwc/>

Standards and resources available on the Internet:

1. CSUN Generic Lesson Plan See:

<http://www.csun.edu/eisner-education/elementary-education/student-resources>

2. CSUN Generic Lesson Plan Explanation. See:

<http://www.csun.edu/eisner-education/elementary-education/student-resources>

3. *A look at kindergarten through grade six in California public schools: Transitioning to the common core state standards in English language arts and mathematics.* (2011). California Department of Education. See:

<http://www.fullertonsd.org/wpcontent/uploads/2013/09/alookatkthrugrade6.pdf>

4. *California common core state standards for English language arts and literacy in history/ social studies, science, and technical subjects.* (2013) California Department of Education. See:

<http://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

5. *Overview of the California English Language Development Standards and Proficiency Levels.* (2012). California Department of Education.

See: <http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf>

6. *California English Language Development Standards.*(2012). California Department of Education.

See: <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

7. *Appendix C: Theoretical Foundations and Research Base for California's English Language Development Standards.* See:

[http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/domain/171/eld/App C Reading.pdf](http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/domain/171/eld/App%20C%20Reading.pdf)

8. *Common Core State Standards in Mathematics.* (2010).

See: <http://www.cde.ca.gov/be/st/ss/documents/ccsmathstandardaug2013.pdf>

9. California State Department of Education. (2013). *Next generation science standards (NGSS) for California public schools, kindergarten through grade twelve.* <http://www.cde.ca.gov>

10. *History-Social Science Content Standards.* (1998). California Department of Education. See: <http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

11. *Visual and Performing Arts Content Standards.* (2001). California Department of Education.

See: <http://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf>

12. *Physical Education Model Content Standards.* (2005). California Department of Education.

See: <http://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>

13. *Health Content Standards.* (2008). California Department of Education.

See: <http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>

14. *Language objectives: The key to effective content area instruction for English learners* by Jennifer Himmel. (2012). See:

<http://www.colorincolorado.org/article/49646/>

15. *Effective literacy and English language instruction for English learners in the elementary grades.* (2007).

See: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/20074011.pdf

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American Psychological Association Zero Tolerance Task Force. (2008). Are zero

tolerance policies effective in the schools? An evidentiary review and recommendations. *American Psychologist*, 63, 852-862.

Anderson, J.R. (1995). *Learning and memory: An integrated approach*. New York: Freeman.

Andrew, M. D., Cobb, C. D., & Giampietro, P. J. (2005). Verbal ability and teacher Effectiveness. *Journal of Teacher Education*, 56(1), 343-354.

Arter, J., & McTighe, J. (2001). *Scoring rubrics in the classroom*. Thousand Oaks: Corwin.

Baer, G. G. (2015). Preventative classroom strategies. In E. T. Emmer & E. J. Sabornie (Eds.), *Handbook of classroom management* (2nd Ed.) (pp. 15-39). New York: Taylor and Francis Group.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman

Beck, I. L., McKeown, M.G., & Kucan, L. (2013). *Bringing words to life: Robust Vocabulary Instruction*. New York: Guilford .

Becker, B. E., & Luthar, S. S. (2002). Social-emotional factor affecting achievement outcomes among disadvantaged students: Closing the achievement gap. *Educational Psychologist*, 37(4), 197-214.

Bender, W.N. (2004). *Learning disabilities: Characteristics, identification, and teaching strategies* (5th ed.). Boston: Pearson.

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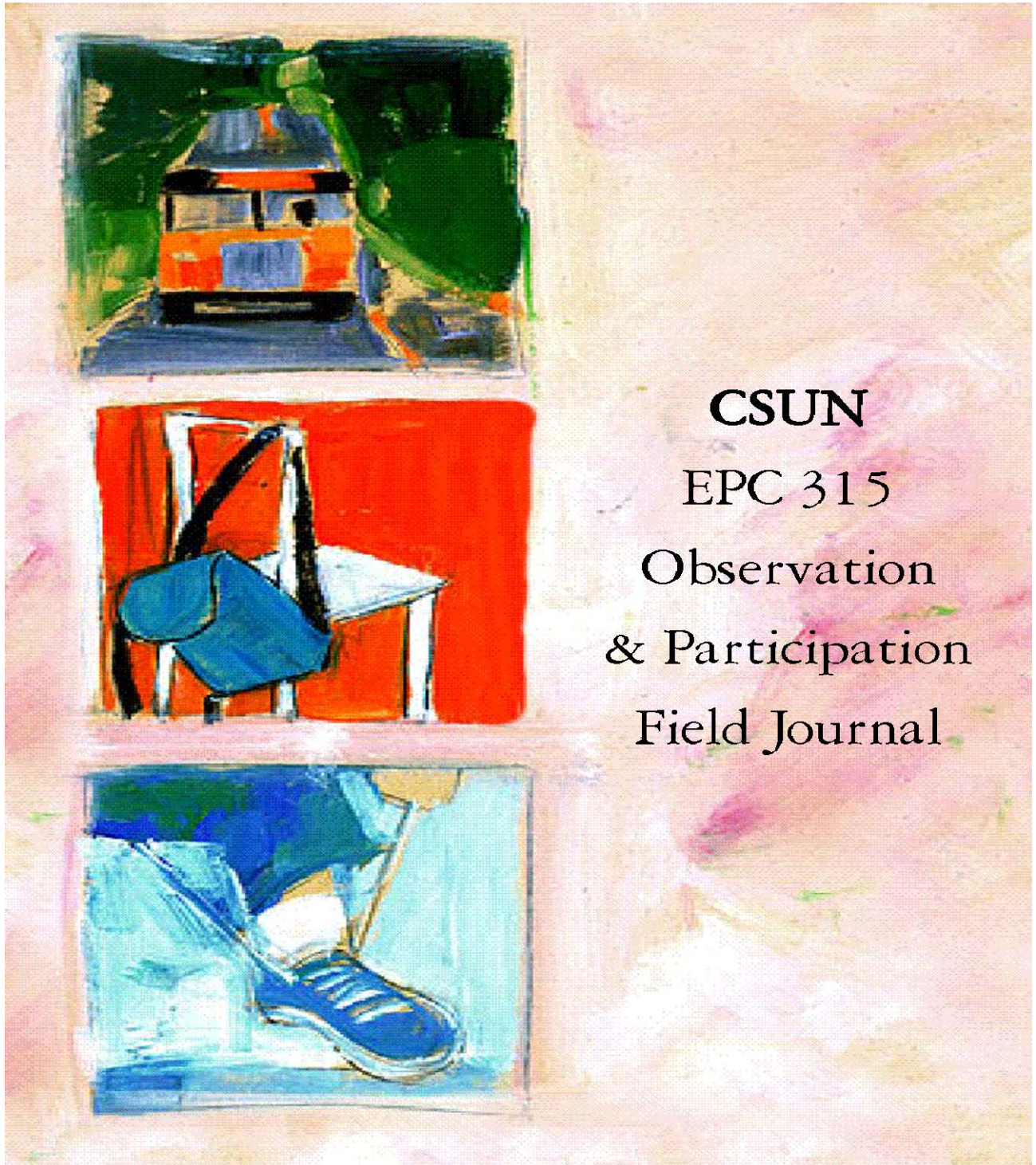
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CSUN
EPC 315
Observation
& Participation
Field Journal

TPES: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 6.1, 6.2, 6.3, 6.4, 6.5,)
(CASEL 1-5)

Department of Elementary Education

Professionalism Requirements in Field Experiences

Participating in school-based field experiences is a time of transition from the world of being a student to that of the teacher. It is the responsibility of the teacher preparation program to advance in every way possible, the knowledge base, abilities, and professional sensibilities of the teacher candidate in this transition. What follows is a list of requirements to promote opportunity for candidate success in field experiences.

Appearance and Attire	
First impressions are important and can be lasting. As you enter the school as a professional, do your best to present yourself as a professional.	
Guideline	Rationale
<p>Women: Slacks, appropriate shorts, dress, skirt, blouse, polo shirt, T-shirt (appropriate style) Footwear appropriate to the job: Flats, loafers, tennis shoes</p> <p>Men: Slacks or casual pant; sport shirt or polo shirt, worn out or tucked in as appropriate; Casual shoe or tennis shoe</p>	<p>Avoid wearing jeans or denim unless the day's activities specifically call for such clothing. It is not appropriate for women in the school setting to wear clothing that exposes the midriff, spaghetti straps, halter tops, T-shirts with inappropriate logos, short-short skirts and shorts, tight-tight pants and tops, revealing tops. Rubber slippers/flip-flops/zoris are not appropriate.</p> <p>Likewise, men should avoid wearing jeans to teaching unless the days activities warrant and certainly should never arrive at school in grunge-wear, excessively large/baggy clothing, droopy pants with exposed underwear; T-shirts and other attire with inappropriate logos; and hats unless on an outdoor fieldtrip.</p> <p>A teacher candidate should dress in a manner so as to conceal tattoos and body piercings in unusual places.</p>

When on the School Grounds	
As a student teacher, you are a guest and a visitor to the school campus. Please inquire into policies regarding parking on campus, signing into and out of campus, and use of the facilities.	
Guideline	Rationale
Ask about, learn, and follow rules for parking on and around the campus.	Don't park in areas that are clearly off-limits to you, e.g., the Principal's or Cafeteria Manager's designated parking space. Don't park in spaces commonly understood to be reserved for teachers and staff at the school.
Ask about, learn, and adhere to school policy for signing in and out of school.	The school's primary concern is the safety of its children. Please follow all school policies as a visitor on the campus.
Inform your supervising/host teacher and/or the front office if you must be absent from fieldwork or student teaching due to emergency or illness.	Assume your responsibilities as a fieldwork student or student teacher as if you were the actual teacher. If at all possible, provide the supervising teacher with plans for lessons that you were scheduled to teach.
Check on policy of student teacher use of teacher's lounge during recess and lunch breaks.	Due to the number of teachers at some elementary schools, the teacher's lounges at many schools are suffering from over crowding. Please do not assume that you have free use of the lounge. Discuss the matter with your supervising teacher.

Personal Attributes	
Certain personal qualities are a good match with the challenges and responsibilities of teaching, and the student teaching experience should be a time during which you begin to apply those attributes to the teaching setting.	
Guideline	Rationale
Take initiative.	Don't wait for your supervising teacher to ask you to complete a task or fulfill a responsibility that has been put before you. You have been provided a guideline for your involvement in fieldwork. Adhere to it.
Get organized.	The effective teacher is an organized teacher. Teachers fulfill hundreds of tasks on a daily basis and an organized teacher will make maximum use of time in the school day.
Be open to feedback and suggestions.	Seek input from your supervising teacher on how to improve your practice. Put suggestions from your university supervisor and supervising teacher into practice.
Be punctual.	A habit of tardiness in a person who has assumed the responsibility of caring for children is a potentially disastrous mixture. Please be sure to schedule the other elements of your life so that you can arrive and remain at your school during the required hours.
Plan well in advance for the day's teaching.	As a guideline, submit lesson plans to your supervising teacher at least 24 hours prior to teaching them.
Use discretion in your communications.	Don't engage in gossip about any one on the school grounds, including students. Carefully monitor your conversations with others for appropriateness to the educational setting.
Keep communication open.	Open communication is critical to a successful fieldwork experience. Confer with the supervising teacher on a regular basis to discuss your practices. Provide the teacher with a comment/feedback journal.
Participate fully in the life of the school.	Use this time as an opportunity to demonstrate to others that you are fully committed to your profession. Attend back-to-school and open house events, attend faculty meetings and professional development workshops (as appropriate), etc.

Dear Students;

EPC 315, EPC 500 each requires 20 hours of Observation and Participation (OP). The Elementary Education Field Experience Office will assign you a school placement to complete your OP hours. In order to earn a passing grade in any of these classes you must document your OP hours with the following forms:

- **OP Check-In Form / Documentation Form (required)**: On your first visit to your OP site during one of the designated "Check-in Days", complete this form to verify that you have arranged a consistent schedule of OP hours with your 'Host Teacher'. Your OP Check-In Form will calendar a schedule that shows how you plan to complete all of the required OP hours. If you are completing OP hours at two different sites, please complete an OP Check-In Form for each site (e.g. if you are a private school TA who is completing 10 hours of your OP at a private school and 10 hours of OP at a public school).
- Complete this part of the form to document your OP hours. If you are taking two classes requiring OP hours, you need to complete two separate documentation logs, one for each class.
- **Special Circumstance Request (only if you qualify)**: Complete the special circumstance survey & form if you are requesting to complete your OP hours at a school of your employment, or at a school near home (**you must live at least 30 miles away from CSUN and outside of the "Valley"**). You must verify your special circumstance and obtain instructor approval/signature to complete OP hours at the requested school site (note: ELPS 203 school site must be culturally diverse).

All Completed Forms should be turned into your course instructor.

Acceptance of LATE FORMS will be at the discretion of the course instructor

Note: Fraudulent use of OP Forms will result in a failing grade in the associated class and possible disciplinary action by the Department of Elementary Education.

Before you begin your OP, be sure to read the attached Professional Guidelines and obtain a TB clearance (offered at the Student Health Center: (818) 677-3666).

DO NOT CALL THE SCHOOL, UNLESS THERE IS AN EMERGENCY OR ILLNESS, WHICH PREVENTS YOU FROM COMPLETING YOUR SCHEDULED OP HOURS

If you have any questions, you can contact the following:

Elementary Field Experience Office: ED 1209,

Email: elemst@csun.edu, or

Coordinator: Kelly Riese Phone : 677-3183 kelly.riese@csun.edu

PLACE ON SCHOOL SITE LETTERHEAD

(Date)

Instructor _____
California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330-8265

Dear Course Instructor _____:
Professor's Name

.....(*Your name here*).....has my permission to complete (*her/his*)
(*please state the number*) hours of observation and
participation on our school campus. In fulfilling her/his course
requirement for: EPC 315 or EPC 500 for the _____term. I understand that
the observation and participation hours are above and beyond the regular
scheduled work hours.(*Your name here*)..... will be completing course
assignments, as well as, actively engaging with the children and assisting the
teacher during instructional class time.

Sincerely,

(Principal or administrator's signature)

(Principal or administrator's name and title)

No other signature will be accepted!

Special Circumstance Form

1. Please enter your name (Last, First).

Please enter your name (Last, First).

2. Please enter your student ID #.

Please enter your student ID #.

3. Please enter your CSUN email address.

Please enter your CSUN email address.

**4. Which class are you completing this Special Circumstance Survey for?
Please select 1 class only.**

- EED 477A
- EPC 315
- ELPS 203

**5. Are you concurrently enrolled in another class that requires O/P hours?
Please check all that apply.**

- EED 477A
- EPC 315
- ELPS 203

Which Special Circumstance did your CSUN instructor approve? Please check 1 only.

- TA at a Public School- I am a TA at a public school and will be allowed to complete ALL of my O/P hours at my school of employment.
- TA at a Private School- I am a TA at a private school and will be allowed to complete HALF of my O/P hours at my school of employment (only half of your O/P hours can be completed at a private school; the other half must be completed at a public school).
- Distance- I live outside of "the Valley" and will be allowed to complete ALL of my O/P hours at a public school near my home (the Special Circumstance school must be public and outside "the Valley").

**7. Please enter your Special Circumstance school information.
NOTE- Please leave the "signature/date boxes" blank.**

SCHOOL	<input type="text"/>
DISTRICT	<input type="text"/>
SCHOOL PHONE #	<input type="text"/>
PRINCIPAL'S NAME	<input type="text"/>
PRINCIPAL'S SIGNATURE/DATE	<input type="text"/>
CSUN COURSE INSTRUCTOR'S NAME	<input type="text"/>
CSUN COURSE INSTRUCTOR'S SIGNATURE/DATE	<input type="text"/>

8. You must obtain signatures from your CSUN instructor and school principal indicating their approval by _____(week 5 of the semester).

OP Special Circumstance School Site (ELPS 203 school site must be culturally diverse: 30 hours of O/P)

OP Check-In FORM

Print Student Name (Last, First) _____ Student ID# _____

Class Name: EPC 315 Instructor _____ ClassSection# _____

Preparation to complete OP Hours:

✓ TB Test Completed: _____

✓ OP School Site Information:

School: _____ Address: _____

Phone: _____ District: _____

Host Teacher: _____

Grade Level: _____ Classroom #: _____

- ✓ The above student has checked-in for his/her Observation and Participation hours.
- ✓ A date for the host teacher interview is set and a schedule has been established by the host teacher and the student for a total of **20** hours:

Interview Date: _____

Start Date: _____

End Date: _____

- ✓ Letter on school Letter head has been signed and attached. (Special Circumstances)

X _____ X _____

Host Teacher Signature Date Student Signature Date

CHECK-IN DAYS:

****Wednesday-Friday (see calendar or by pre-arrangement with school administrator)****

All Check-In Forms DUE on schedule (see calendar)

Submit original to your course instructor

Student keeps one copy and submits a second copy to the host teacher

EARLY FIELD EXPERIENCE VERIFICATION

Print Name Student _____ ID # _____

Prior to submission of your application for admission to a credential program, you must have participated in an early field experience with a group(s) of school-aged children appropriate for the student population with whom you will be working. This experience must have taken place **within the last five years** and must consist of at least forty-five clock hours of paid or volunteer experience. Examples of acceptable experiences include: teacher aid or assistant, substitute teacher, camp counselor, coach, volunteer with Boy Scouts, Girl Scouts, YMCA.**

This form **MUST BE SIGNED** by your supervisor or other appropriate person and the hours must be met prior to the admission semester.

1. Setting: Classroom School Related (_____)
 Non School Related (_____)

2. Approximate Age of Children: From: _____ years to _____ years old

3. Number of Children: Approximately _____

4. Please explain what you participated in _____

5. Dates of Field Experience: From ____/____ to ____/____

6. Total Hours: _____

Have your supervisor or other appropriate person sign to verify your experience.

Supervisor's Signature _____ Date _____

Position/Title _____

Institution _____

**If you are applying for a program through an option such as ITEP/FYI/JYI and are in the process of completing your field experience this semester, please describe how and when you will complete your Early Field Experience prior to the next semester's start. If you completed your experience at a prior time, you do not need to obtain a signature.

FIELD JOURNAL GRADING RUBRIC

Grading of all field journal work will be based on: 1) provision of *all* information requested in the *format* requested; 2) clarity of the information being provided; 3) extent to which, when asked, a direct connection is made between action/strategy and impact on learning (IOL); and timeliness of submission. Partial credit will *always* be given for any attempt to provide the information requested.

- As a teacher, you are expected to have mastered the use of the English language, sentence structure, syntax, grammar, spelling, and punctuation. Errors in, or consistent problems in any of those areas will therefore be brought to your attention *only* so you are aware of them and can take appropriate action to correct/address them - they will *not* effect your grade unless their is no improvement after being given consistent, meaningful, and concise feedback.

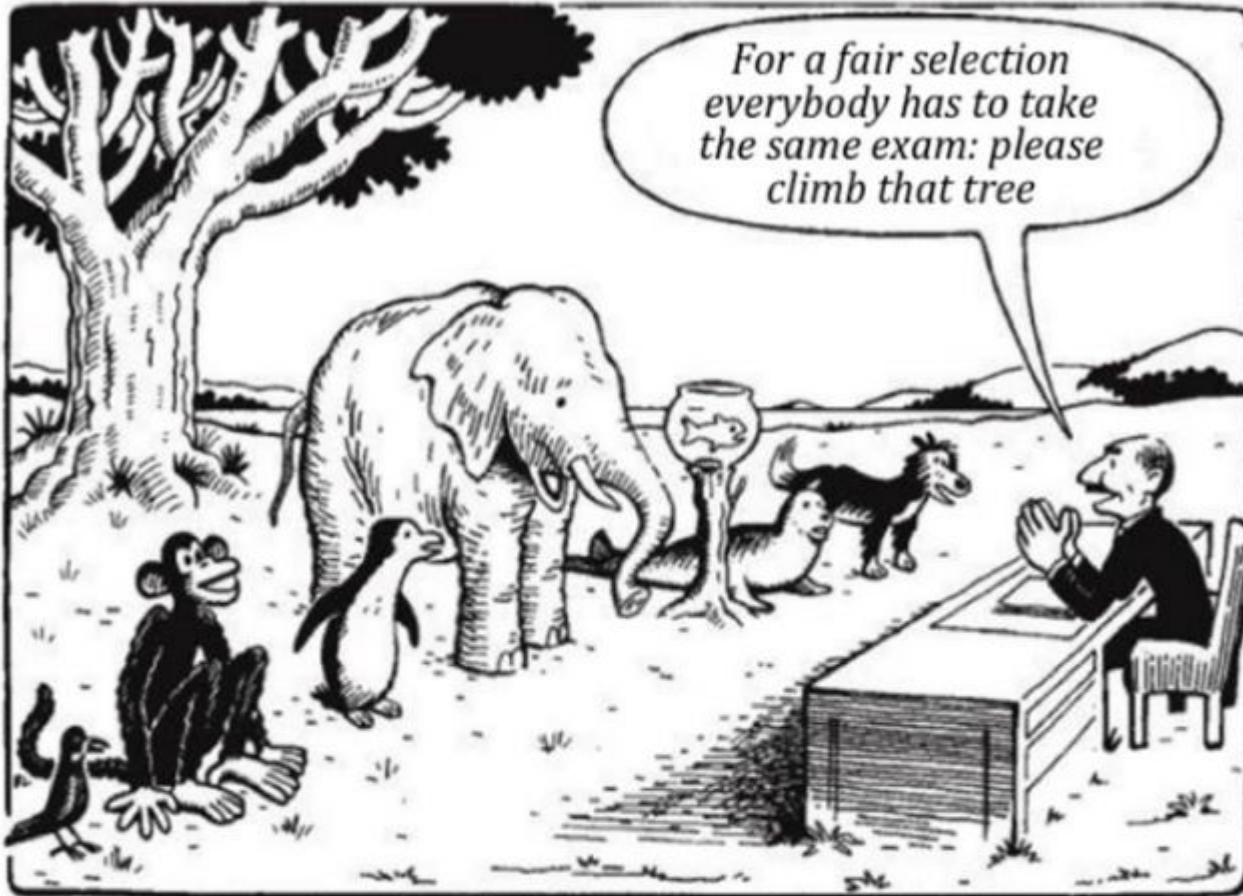
NOTES ON THE ORGANIZATION OF FIELD JOURNAL ASSIGNMENTS

The information you are expected to provide has been broken down into six different areas of concentration: Interviews: assessments of learning; lesson planning and instructional practice; host teacher observation/interview; parent interactions; classroom design; host teacher observation/interview; diversity of student learning needs; and management of classroom time/resources/behavior; and, The information you are expected to provide for each area of concentration consists of three different elements: the collection of static data; the collection of dynamic, or observable data and its analysis; and, the development of strategic plans that apply what you've learned to your intended instructional practice.

You are expected to collect all static data *prior* to beginning active observation in your host classroom. This will involve, not only completing your parent interviews, but also arranging a visit to your host school for the purpose of viewing the room in which you'll be working, and meeting/interviewing your host teachers on a wide range of subjects in every area of concentration.

The focus of field journal work will move sequentially through each area of focus, starting with interviews of parents and the in-class completion of the analysis and strategic plans related to parent interaction as well as host teacher interview. Understanding your field and the expectations of the people your serve is essential to your future success as an educator. Although you are encouraged to make dynamic observations in every area of concentration during each of your host class visits, be aware that you have limited time to complete those observations, make your analysis, and generate the strategic plans that apply what you've learned to your future instructional practice in the first area of concentration, classroom design/layout, on which we'll be focusing - so allocate your time/efforts accordingly.

SECTION 1: ASSESSMENT



Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein

SECTION 1: ASSESSMENT (WORKING OBSERVATIONS, ANALYSIS & APPLICATION TO PRACTICE)

ASSESSMENT: Brochure & Observation & Matrix

ASSESSMENT BROCHURE

Your group will be assigned a topic below. Create a brochure that answers all parts of the question. Provide clear examples, resources and strategies on how to use these types of assessment tools to improve student learning. You will participate in creating a group presentation and a handout on your particular question that will serve as a resource for your colleagues. Students will be assessed separately on the assessment tools so please provide clear, accurate information.

A1 Identify informal assessments that assess learning. Provide examples. How are they used to assess the students' progress in subject areas such as reading and math? How might one use informal assessments? Provide a quote with the appropriate citation that identifies how this assessment tool clearly impacts learning.

A2 Identify authentic/performance assessments. Provide examples. How are they used to assess the students' progress in subject areas such as reading and math? How might one use authentic assessments? Provide a quote with the appropriate citation that identifies how this assessment tool clearly impacts learning.

A3 Identify feedback & rubrics. What types of feedback are there? What type of Feedback is most useful? How do teachers give feedback? What should teachers have students do with feedback? How can feedback promote student learning? What are rubrics? How are they use to provide feedback? Provide examples. How are they used to assess students' work? How might one use rubrics? Provide a quotes with the appropriate citation that identifies how these assessment tools clearly impact learning.

A4 Identify diagnostic tests. Differentiate between formal diagnostic tests and informal ones. Provide examples. How are they used to assess students' levels in subject areas such as reading and math? How might one use formal diagnostic tests? Provide a quote with the appropriate citation that identifies how this assessment tool clearly impacts learning.

A5 Identify formative & summative assessments. Provide Examples. How are they used to assess students' levels in subject areas such as reading and math? How might one use these assessments? Provide quotes with the appropriate citation that identifies how these assessment tools clearly impact learning.

A6 Identify formal assessments that assess learning. Differentiate between typical formal assessments and standardized tests. Provide examples. How are they used to assess the students' progress in subject areas such as reading and math? How might one use formal assessments? Provide a quote with the appropriate citation that identifies how this assessment tool clearly impacts learning.

Assessment Brochure Rubric

Clearly identifies and defines what the assessment tool(s) is/are.	3 pts.
Identify one example of this assessment tool and how it can be used in the classroom. Clearly identify how the specific assessment tool will have a positive impact on learning, and support the use of this tool and its impact on learning with an actual quote including the appropriate APA citation. recommendations is included.	4 pts
Identify a second example of this assessment tool and how it can be used in the classroom. Clearly identify how the specific assessment tool will have a positive impact on learning, and support the use of this tool and its impact on learning with an actual quote including the appropriate APA citation. recommendations is included.	4 pts
Identify a third example of this assessment tool and how it can be used in the classroom. Clearly identify how the specific assessment tool will have a positive impact on learning, and support the use of this tool and its impact on learning with an actual quote including the appropriate APA citation. recommendations is included.	4 pts
Accuracy of information and its ability to complete the Assessment Matrix	10 pts.
Completion of Matrix	24 pts.
Group participation and contribution	20 pts.
<u>Neatness and execution of handout</u>	<u>6 pts.</u>
Total: 75 pts.	

SECTION I: ASSESSMENT MATRIX: You will be required to complete the assessment matrix to assess your understanding of assessment tools. You will use the brochures developed in class to complete the matrix. Please be sure that the information you provide in your brochure is thorough and accurate. You will be graded on the ability of others to complete the matrix using the information you have provided. The matrix is worth 24 points and the format is an addendum at the end of this section

After completing the Assessment Brochure, please rate each of the members in your group (*including yourself*) with regard to their contribution to your course project on a scale of from 0 to 4 using the following criteria matrix. Each group member will turn one in with the groups brochure.

	Ability to Work with the Group	Amount of Effort	Dependability	Intellectual Contribution	Overall Contribution to Project
0	Never showed up or was disruptive of the group process	None	Wasn't / Never turned in anything	Never said anything	None
1	Participated, but wanted to go in a different direction than the group		Got things done, but usually late		Minimum
2	Okay	About what was expected	Usually got things done on time	Was helpful	Average
3	Always participated, made sure everyone had a chance to participate.		Always got things done on time		Above Average
4	Helped get the group moving without dominating it.	Did the whole thing	Could be counted on to pick up the slack	Provided thoughtful, meaningful suggestions	Wouldn't have been possible without her/him

Name List each members' name below including yourself.	Ability to Work with the Group	Amount of Effort	Dependability	Intellectual Contribution	Overall Contribution to Project

SECTION 1: ASSESSMENT MATRIX (24 POINTS)

Type of Assessment Tool	Definition	Specific Examples	How Can Tool Be Used to Enhance Student Learning &/or Development? IOL	How is this type of assessment used in education and why?
1. Informal Assessment				
2. Authentic/Performance Assessment				
3. Feedback & Rubrics				
4. Diagnostic Tests: Formal & Informal				
5. Formative & Summative Assessment				
6. Formal Assessment & Standardized Tests				

If information in the brochure is not clear on Matrix, please indicate that.

SECTION 2: PLANNING & TEACHING

JUST KIDDING



SECTION 2: PLANNING & TEACHING (WORKING OBSERVATIONS & ANALYSIS)

(total value 32 pts)

PT1. Implementation of Lesson Plan/Instructional Practice (4 pts)

a. Observe: Describe the extent to which the instructional practices of your host teacher consistently include those aspects of lesson planning that involve the explanation of subject matter/objectives, drawing connections to previously studied material, presenting new information in a multiplicity of styles/formats, and providing students with opportunities to ask questions, practice, get feedback, and achieve mastery prior to summative assessment.

b. Analyze: Analyze the extent to which the lesson design you've observed had a discernible impact on the ability of one or more students in this class to learn. Use theories about lesson design to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

EXAMPLE -TPE 3.2: When the teacher organizes lessons that connect to prior knowledge and presents content in a multiplicity of styles. He/she "use(s) knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter..."

PT2. Student Engagement (4 pts)

a. Observe: Describe the extent to which your host teacher's instructional practices appears to interest, hold the attention of, actively engage, and sustain student focus on the information being presented.

b. Analyze: Analyze the extent to which the instructional practices you've observed had a discernible impact on the ability of one or more students in this class to learn. Use theories about student attention/engagement to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

PT3. Use of Multi-Media and Technology (4 pts)

a. Observe: Describe the extent to which your host teacher uses multi-media and/or digital technology (music, film, television, video, powerpoint, overheads, etc.) to assist with instruction, and with what observable effect on overall student interest/behavior.

b. Analyze: Analyze the extent to which the use of multi-media and/or digital technology you observed had a discernible impact on the ability of one or more students in this class to learn. Use theories about the use of multi-media and/or digital technology to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

PT4. Use of Authentic Materials and Manipulatives (4 pts)

a. Observe: Describe the extent to which your host teacher uses authentic materials and/or manipulatives to assist with instruction, and with what observable effect on overall student interest/behavior.

b. Analyze: Analyze the extent to which the use of authentic materials and/or manipulatives you observed had a discernible impact on the ability of one or more students in this class to learn. Use theories about the use of authentic materials and/or manipulatives to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

PT5. Peer Collaboration (4 pts)

a. Observe: Describe the extent to which your host teacher groups or pairs students to assist with instruction, and with what observable effect on their overall interest/behavior.

b. Analyze: Analyze the extent to which the peer collaboration you observed had a discernible impact on the ability of one or more students in this class to learn. Use theories about peer collaboration to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

PT6. Providing for the Diversity of Learning Styles and Needs (4 pts)

a. Observe: Describe the extent to which the instructional practices of your host teacher actively incorporated strategies to provide for the full range of individual student learning styles and needs of students present in the class.

b. Analyze: Analyze the relative benefits/detriments to both teachers, and class as a whole, of developing and implementing instructional practices that consistently provide for such a broad spectrum of learning needs. Use theories about diverse teaching strategies to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

PT7. Assessment of Instructional Understanding (4 pts)

a. Observe: Describe the activities in which you observe your host teacher engaging to assess student understanding of the information being presented *as* it's being presented.

b. Analyze: Analyze the extent to which the activities you observed resulted in a discernible effect on instruction and/or student engagement with instruction? Use theories about instructional strategies to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

PT8. Practice and Feedback (4 pts)

a. Observe: Describe the ways in which you observe your host teacher's instructional practices providing students with opportunities to ask questions, discuss, practice, be formatively assessed, and given feedback to facilitate their appropriation of new information/concepts.

b. Analyze: Analyze the extent to which these opportunities seem appropriate and/or adequate to needs of the students, and with what discernible impact on their ability to learn as a whole. Use theories about opportunities to ask questions, discuss, practice, be formatively assessed, and given feedback to facilitate their appropriation of new information/concepts to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

SECTION 3: PARENT & HOST TEACHER INTERVIEWS



Midway through the interview, Wayne decides to see how well the applicant handles stress.

Interviewing parents and your host teacher will give you a clearer understanding of the expectations of those you serve and what your job requires. According to a study conducted by two DePaul University industrial-organizational psychologists, individuals who are unclear of how their job fits into the overall work picture of their field are more likely to exhibit carelessness and the inability to make clear distinctions on which aspects of their job are most important. "This study clearly shows that employees vary greatly with regard to how accurately they understand the critical function of their jobs," say study authors, Erich C. Dierdorff and Robert S. Rubin, both professors in the Kellstadt Graduate School of Business at DePaul.

As an educator, understanding the requirements of your job, what is expected of you, and how teaching plays out in the "real" world is critical to your success. Interviewing parents will give you insights into to what they want from a teacher and what aspects of teaching are most important to them and their children. Interviewing the host teacher will help you better understand which strategies and skills work best and when. You will also be able to observe and assess how one's educational philosophy translates into action. Does the teacher adhere to his/her theoretical philosophy when it is applied to classroom layout, classroom management, lesson planning and implementation, etc.?

Gathering information from your host teacher prior to the start of your observation will not only help you connect with your host teacher it will also set the foundation for your future observations. All parent interviews and host teacher interviews are to be completed prior to the start of your classroom observations.

SECTION 3: PARENT INTERVIEW & ANALYSIS (60 PTS)

RAW DATA

Ask, and get complete answers to all of the following questions from three different parents, one of whom must have been born and/or primarily educated outside of the United States. These interviews must be typed! Total Value: (42 pts)

1. First Parent Interview (14 pts)

A) Name(s) : _____

B) Date/time/location of Interview: _____

C) Country of Birth or Primary Education: _____

D) Number & Age of All Children: _____

E) Number & Grade of Children Currently in School: _____

F) On a scale of 0-10, how important to them is the academic success of their child/children?

G) What are the three most important things they feel they do on a regular basis to help their child/children succeed academically? How, why, or in what ways do they feel this is helpful?

1)

2)

3)

H) What are the three most important things they feel a teacher/school can do to help their child or children succeed academically? How, why, or in what ways do they feel this would be helpful?

1)

2)

3)

I) What would they like their child/children to do after graduating from high school?

J) What is the one thing they feel teachers and/or the school can do to best ensure that happens? How, why, or in what ways do they feel this would help ensure that outcome?

K) On a scale of 1-10, how would they rate the relationship they currently have with their child's teacher? What is the one thing they think most effects the way they feel about this relationship? What, if anything, do they feel could be done to improve the way they feel about it?

L) What is their current single greatest concern about the experience their child is having with their teacher, in the classroom, and/or at school in general?

2. Second Parent Interview (14 pts)

Ask, and get complete answers to all of the following questions from three different parents, one of whom must have been born and/or primarily educated outside of the United States. These interviews must be typed!

A) Name(s) : _____

B) Date/time/location of Interview: _____

C) Country of Birth or Primary Education: _____

D) Number & Age of All Children: _____

E) Number & Grade of Children Currently in School: _____

F) On a scale of 0-10, how important to them is the academic success of their child/children?

G) What are the three most important things they feel they do on a regular basis to help their child/children succeed academically? How, why, or in what ways do they feel this is helpful?

1)

2)

3)

H) What are the three most important things they feel a teacher/school can do to help their child or children succeed academically? How, why, or in what ways do they feel this would be helpful?

1)

2)

3)

I) What would they like their child/children to do after graduating from high school?

J) What is the one thing they feel teachers and/or the school can do to best ensure that happens? How, why, or in what ways do they feel this would help ensure that outcome?

K) On a scale of 1-10, how would they rate the relationship they currently have with their child's teacher? What is the one thing they think most effects the way they feel about this relationship? What, if anything, do they feel could be done to improve the way they feel about it?

L) What is their current single greatest concern about the experience their child is having with their teacher, in the classroom, and/or at school in general?

3. Third Parent Interview (14 pts)

Ask, and get complete answers to all of the following questions from three different parents, one of whom must have been born and/or primarily educated outside of the United States. These interviews must be typed!

A) Name(s) : _____

B) Date/time/location of Interview: _____

C) Country of Birth or Primary Education: _____

D) Number & Age of All Children: _____

E) Number & Grade of Children Currently in School: _____

F) On a scale of 0-10, how important to them is the academic success of their child/children?

G) What are the three most important things they feel they do on a regular basis to help their child/children succeed academically? How, why, or in what ways do they feel this is helpful?

1)

2)

3)

H) What are the three most important things they feel a teacher/school can do to help their child or children succeed academically? How, why, or in what ways do they feel this would be helpful?

1)

2)

3)

I) What would they like their child/children to do after graduating from high school?

J) What is the one thing they feel teachers and/or the school can do to best ensure that happens? How, why, or in what ways do they feel this would help ensure that outcome?

K) On a scale of 1-10, how would they rate the relationship they currently have with their child's teacher? What is the one thing they think most effects the way they feel about this relationship? What, if anything, do they feel could be done to improve the way they feel about it?

L) What is their current single greatest concern about the experience their child is having with their teacher, in the classroom, and/or at school in general?

SECTION 3: PARENT INTERVIEW ANALYSIS: SAMPLE RESPONSE)

SAMPLE RESPONSE TO PARENT INTERVIEW ANALYSIS

A. Summarize parent concern.

"Parent 1 is most concerned about her child not fitting in, or being accepted by peers due to the fact that he has four arms."

B. Analyze the impact on learning in relation to Maslow's hierarchy of needs.

"It is important that her child find acceptance among peers because, according to Maslow, the need to feel a sense of belonging must be met before a child is fully available to learn."

C. Describe one concrete strategy you could employ in the classroom to specifically meet this need.

" To facilitate a sense of belonging for this child, and all children in my classroom, I could: 1) encourage students to leave their social comfort zone by giving them a "passport" to document the number of times they have a positive interaction with a classmate, having them create a "customs stamp" with which they'll document these interactions in each other's passports, writing at least 2 different "travel" recommendations every grading period that will be posted on a bulletin board set aside for that purpose, and periodically collecting passports, monitoring the extent to which students are interacting with one another, rewarding them for the travels they've completed, and encouraging them to go even further in the weeks ahead."

D. Support:

According to the article, *The Importance of Belonging*, by Amanda Enayati, "Belonging is primal, and fundamental to our sense of happiness and well-being.

Belonging is a psychological lever that has broad consequences, writes Walton. Our interests, motivation, health and happiness are inextricably tied to the feeling that we belong to a greater community that may share common interests and aspirations.

Isolation, loneliness and low social status can harm a person's subjective sense of well-being, as well as his or her intellectual achievement, immune function and health. Research shows that even a single instance of exclusion can undermine well-being, IQ test performance and self-control."
(<http://www.cnn.com/2012/06/01>)

E. Connect: Connect how the strategy you've described above meets one TPE. Identify the TPE by number and heading, and including a citation, in quotes, from the specific section of text to which you're referring.

TPE 11: Social Environment – When I use strategies to help students feel like they are connected and belong in the classroom, I show that I can, “*respond appropriately to sensitive issues and classroom discussions & help students learn to work responsibly with others and independently.*” (TPE 11)

SECTION 3: PARENT INTERVIEW (ANALYSIS)

Type a complete, but concise and focused response to each of the following questions. Use 1/2" margins, double-spacing, 12 point font, spell check & include your name at the top of every page Print & attach all interview worksheets to back prior to submitting for grade/feedback. **Total Value: (18 pts)**

1. A) Summarize the primary concern voiced by **parent 1** in Q6 above (1 pt)

 B) Analyze and draw at least one clear and specific connection between the concern/problem described in terms of Maslow's hierarchy of needs (1 pt)

 C) Describe one concrete strategies you could employ as a teacher to better meet those needs in the classroom and thus attempt to address this particular concern/problem (1 pts)

 D) What effect will your strategy have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning. (1 pt)

 E) Support your strategy with a citation that validates how your strategies positively impact learning. (1 pt)

 F) Connect how the strategy you've described above meets one TPE. Identify the TPE by number and heading, and including a citation, in quotes, from the specific section of text to which you're referring. (1 pt)

3. A) Summarize the primary concern voiced by **parent 2** in Q6 above (1 pt)

 B) Analyze and draw at least one clear and specific connection between the concern/problem described in terms of Maslow's hierarchy of needs (1 pt)

 C) Describe one concrete strategies you could employ as a teacher to better meet those needs in the classroom and thus attempt to address this particular concern/problem (1 pts)

 D) What effect will your strategy have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning. (1 pt)

 E) Support your strategy with a citation that validates how your strategies positively impact learning. (1 pt)

 F) Connect how the strategy you've described above meets one TPE. Identify the TPE by number and heading, and including a citation, in quotes, from the specific section of text to which you're referring. (1 pt)

4. A) Summarize the primary concern voiced by **parent 3** in Q6 above (1 pt)

 B) Analyze and draw at least one clear and specific connection between the concern/problem described in terms of Maslow's hierarchy of needs (1 pt)

C) Describe one concrete strategies you could employ as a teacher to better meet those needs in the classroom and thus attempt to address this particular concern/problem (1 pts)

D) What effect will your strategy have on students, and how will it impact ability to learn? Be specific and provide a concrete measurable positive impact on learning. (1 pt)

E) Support your strategy with a citation that validates how your strategies positively impact learning. (1 pt)

F) Connect how the strategy you've described above meets one TPE. Identify the TPE by number and heading, and including a citation, in quotes, from the specific section of text to which you're referring. (1 pt)

4. Circle each of the following elements you see being used/displayed:

Current Assignments - Assignment Objectives - Vocabulary/Spelling Lists - Event/Activity Reminders - Daily Schedule - Standards - Classroom Rules - Student Job Assignments - Student Behavior Charts - Inspirational Posters/Messages - Student Artwork/Assignments - Informational Posters/Maps - Clock - Intercom - Telephone

Desks in Rows - Desks in Pod/Group Units - Desks in Other Arrangement

Reading Library - Reading Area - Rug - Reading Chair - Computers/Computer Area - Television - Projector/Overhead & Screen - Speakers/Source for Music - Art Supplies/Art Area - Science Supplies/Science Area - Playhouse - Sand Table or Other Kinesthetic Learning Area

Classroom Pencil Sharpener - Pencil Supply - Notebook Paper Supply

Natural Light - Fluorescent Light - LED Light - Incandescent Light

Thermostat - Air Conditioning Unit - Fan - Windows with Latches

Other (please describe):

5. On a scale of 0-10, rate the general impression you get of this room:

- A) Dirty to Clean
- B) Cluttered to Organized
- C) Cramped to Spacious
- D) Dark to Light
- E) Suffocating to Airy
- F) Noisy to Quiet
- G) Uncomfortable to Comfortable
- H) Neutral to Colorful
- I) Disinterested to Inviting
- J) Unobtrusive to Motivating/Inspirational

6. Other (list/describe here):

B: STUDENT DEMOGRAPHICS (Checklist - To be completed by host Teacher or your observation) (4 PTS)

1. Number of students currently enrolled in host class? _____ Age range? -----
Number of girls? _____ Boys? _____

2. What percent of students represent each of the following ethnic/cultural backgrounds:

African-American _____ Latino _____ Asian _____
Native American _____ Hebrew/Israeli _____ Middle Eastern _____
Indian _____ Other _____ Unknown _____

3. To your knowledge do any of your current students' families actively practice the following religious faiths:

Christianity _____ Judaism _____ Muslim _____
Buddhism _____ Hinduism _____ Other _____ Unknown _____

4. To your knowledge do any of your current students live in each of the following non-traditional household situations:

Single divorced parent _____ Single widowed parent _____ Step parent _____
Half/step sibling _____ Same gender parent _____ Multi-partner parent _____
Adoptive parent _____ Foster parent _____ Other _____ Unknown _____

5. What percent is the estimated breakdown of student household socio-economic status: For example 10% over \$100,000, 60% \$20,000-50,000

Below \$20,000/year _____ 20,000-50,000/year _____ 50,000 - 100,000/year _____
Over 100,000/year _____ Unknown _____

6. To your knowledge are any of your current students receiving, or eligible for the free/reduced school lunch program _____ Unknown _____

7. To Your knowledge do any of your current students have at least one parent who is:

Self-employed/works out of the home _____ Employed part-time, or unemployed by choice _____
Unable to find more than part-time work _____ Experiencing involuntary long-term unemployment _____
Sight/hearing impaired or physically disabled _____ Suffering from a serious medical condition _____
Being treated for a chronic mental disorder _____ Receiving food stamps/public assistance _____

Under incarceration or on parole/probation ____ Going through a divorce or other traumatic event ____

Unknown _____

8. What percent is the estimate of the number of students living:

In a house/condo owned by their parent(s) _____ In a house/condo rented by their parent(s) ____ In an apartment rented by their parent(s) _____ In a mobile home or trailer _____

In a shared housing situation _____ In a foster home _____

In two households per a custody agreement _____ Unknown _____

9. To your knowledge are any of your current students known to be:

Sight/hearing impaired _____ Physically disabled _____ Managing a chronic medical condition _____

Living with an obvious physical deformity or scarring _____

Under treatment for a serious medical condition _____ Suffering from severe to morbid obesity _____

Undergoing regular psychiatric treatment/care _____ Unknown _____

10. To your knowledge have any of your current students been a victim of, or witness to:

Domestic violence _____ Physical/sexual/emotional abuse _____

Violent, hate, or gang-related crime _____ Home invasion/robbery _____

Drug/alcohol addiction _____ Unknown _____

11. To your knowledge have any of your current students *known* to have been diagnosed with a condition that impairs their ability to learn in some way? _____

12. Do you suspect any of students might be diagnosed with a condition that impairs their ability to learn in some way if tested? _____

13. Percent of students identified as English Language Learners _____

14. Percent of students you believes have a demonstrated preference for learning:

Visually _____ Auditory _____ Kinesthetically _____ Via lecture/demonstration _____

Via instructor-led class discussion/activities _____ Via peer-led group discussion/activities _____

Via one-on-one instructor/peer interaction _____ Unknown _____

15. Additional student data you and/or host teacher considered relevant to developing a full understanding of the diversity of situations and needs present in the class you'll be observing.

C: CLASSROOM MANAGEMENT (HOST TEACHER INTERVIEW - To be completed by host Teacher or via your observation (4 PTS)

- 1. Summarize your, the host teacher's, general philosophy or approach to management of time, resources, and behavior in the classroom.**

- 2. What roles do you, the host teacher feel you have to play in order to effectively manage time, resources, and behavior in the classroom?**

- 3. What do you, the host teacher consider to be the single greatest, and most common challenge that must be met in order to effectively manage time, resources, and/or behavior in the classroom?**

- 4. What strategies do you, the host teacher, employ specifically to reduce the amount of time spent on mechanics of (getting students in/out of the classroom, collecting permission slips/homework, taking attendance, copying/distributing instructional materials, retrieving/storing instructional equipment and supplies, transitioning students from instruction to independent study within a lesson, transitioning students from one subject or activity to another, grading student work, etc.)?**

- 5. What strategies do you, the host teacher employ specifically to reduce the amount of time spent on managing disruptive or otherwise inappropriate student behavior?**

D: PLANNING & TEACHING (HOST TEACHER INTERVIEW- To be completed by host Teacher or your observation (4 PTS)

1. On a scale of 0-10, how regularly do you, the host teacher, incorporate each of the following into planning for and presenting instruction:

- | | |
|---|--|
| A) Lecture | B) Textbook readings |
| C) Reading of other, non-textbook written materials | D) Worksheets |
| E) Written assignments | F) Manipulative and authentic materials |
| G) Whole class discussion | H) Pair sharing |
| I) Whole class discussion | J) Film, video, and other multi-media |
| K) Computers and other on-line or digital technology | L) Independent in-class study |
| M) Homework | N) Hands-on activities |
| O) Guided practice | P) Independent practice |
| Q) Direct Instruction | R) Other |

2. What subjects are taught by others outside the classroom (music, art, computer technology, etc.)? To what extent, if any, do you, the host teacher, collaborate with outside instructors to reinforce or supplement material being taught in class?

3. On a scale of 0-10, how often do you, the host teacher, incorporate the following in lesson planning:

- A) Outlines/ideas learned in school**
- B) Outlines/ideas borrowed from other teachers**
- C) Outlines/ideas dictated by administrators and/or previous teachers of the same class**
- D) Outlines/ideas found in books, journals, magazines, newsletters, and/or online**
- E) Outlines/ideas developed in practice**
- F) Other (please identify)**

4. On a scale of 0-10, how often do you, the host teacher, actively revisit/revise lesson plans?

5. On a scale of 0-10, how often do you, the host teacher, incorporate the following kinds of assessment of student engagement/understanding in your lesson planning and instructional practice:

- A) Visually check of student expressions and body language
- B) Questioning, or requesting questions from the class as a whole
- C) Questioning , or requesting questions from a select student
- D) Having students volunteer to do work at the board
- E) Requesting that a select student do work at the board
- F) Talking with students individually
- G) Talking with parents
- H) Having students complete/submit practice sheets, assignments, and quizzes
- I) Having students complete summative written assignments and/or tests
- J) Other (please identify)

6. On a scale of 0-10, what instructional strategies do you, the host teacher regularly employ to engage, and facilitate learning for diverse students and students with exceptional needs.

- | | |
|--|---|
| A) Visuals | B) Auditory devices |
| C) Computers and other on-line or digital technology | D) One-on-one aide |
| E) Parent volunteer | F) Manipulative and authentic materials |
| G) Para-professional | H) Student partner |
| I) Hands-on activities | J) Film, video, and other multi-media |
| K) Computers and other on-line or digital technology | L) Open-ended projects |
| M) Altered assignments | N) Hands-on activities |

E: ASSESSMENT (HOST TEACHER INTERVIEW)- To be completed by host Teacher or your observation (4 PTS)

1. On a scale of 0-10, how often do you, the host teacher, use the following as a means of informal assessment to measure individual student progress with learning

- | | |
|---------------------------|-------------------------|
| A) Worksheets_____ | B) Written assignments |
| C) Whole class discussion | D) Independent practice |
| E) Whole class discussion | F) Observation |
| G) Homework | H) Presentations |

2) On a scale of 0-10 how often, and in what ways do you, the host teacher provide students with feedback about their progress?

- | | |
|------------------|-------------------|
| A) Daily verbal | B) Daily Written |
| C) Weekly verbal | D) Weekly written |

3) On a scale 0-10 to what extent, and in what ways do you, the host teacher use informal assessments of learning to inform and/or revise lesson planning and instructional practice?

4) On a scale of 0-10, how often do you, the host teacher, use the following as a means of formal assessment to measure individual student progress with learning

- | | |
|-----------------------|----------------------------------|
| A) Standardized Tests | B) Written reports, essays, etc. |
| C) Essay questions | D) Class-work |
| E) Projects | F) Multiple Choice Quizzes |
| G) Homework | H) Oral Presentations |

5. On a scale of 0-10, how do you, the host teacher, feel about standardized testing.

- A) It is a fair, objective, and accurate indicator of student learning and/or ability to learn.
- B) It is a fair, objective, and accurate indicator of instructional strength/excellence.
- C) It is an effective way to use results to reconsider/revise lesson planning and/or instructional practice.

6. On a scale of 0-10, how often do you, the host teacher, use rubrics and how important are they?

- | | |
|----------------|---------------|
| A) Use rubrics | B) Importance |
|----------------|---------------|

Section 3.B: Teacher Interview Reflection: (60 points)

Meet with your group and reflect on the information you gathered from the teacher interviews. Compare and contrast your findings and then answer the following questions. Each person will take notes in class and then the group will complete a final reflection and turn it in for a grade.

1) After comparing layouts discuss what you discovered optimized learning in the class and what areas might present a problem in terms of the physical classroom layout and design. (10 pts)

2) Discuss how much most teachers knew about the demographics of their students and comment on the impact their level of knowledge might have on classroom learning. Why is understanding the demographics important and how can you use that knowledge to improve student learning. Be specific and provide examples from your group's observations. (10 pts)

3) Compare and contrast the general philosophies you discovered in your teacher interviews. Did the teachers exhibit strategies that coincided with their philosophy. What challenges did most teachers face and what were some effective and ineffective strategies they employed. What would you do based on this reflection? (10 pts)

4) What rules and procedures did you observe? How did they compare to what others observed? Where there specific strategies that stood out? Why? After discussing what you observed with your group, identify three strategies you'll use and why. (10 pts)

5) What sort of lessons were observed. How well did teachers create, introduce and implement their lessons. Identify key lesson parts observed and discuss their effectiveness and/or ineffectiveness and why? (10 pts)

6) What sort of assessments did your group observe in the classrooms. How well did teachers utilize assessment results? Did teachers prepare students for assessment? If so then how? After comparing and contrasting your group observations what would you do in terms of assessment. (10 pts)

After completing the Group Teacher Reflection Project, please rate each of the members in your group (*including yourself*) with regard to their contribution to your course project on a scale of from 0 to 4 using the following criteria matrix. Each member will turn one in with the group reflection.()

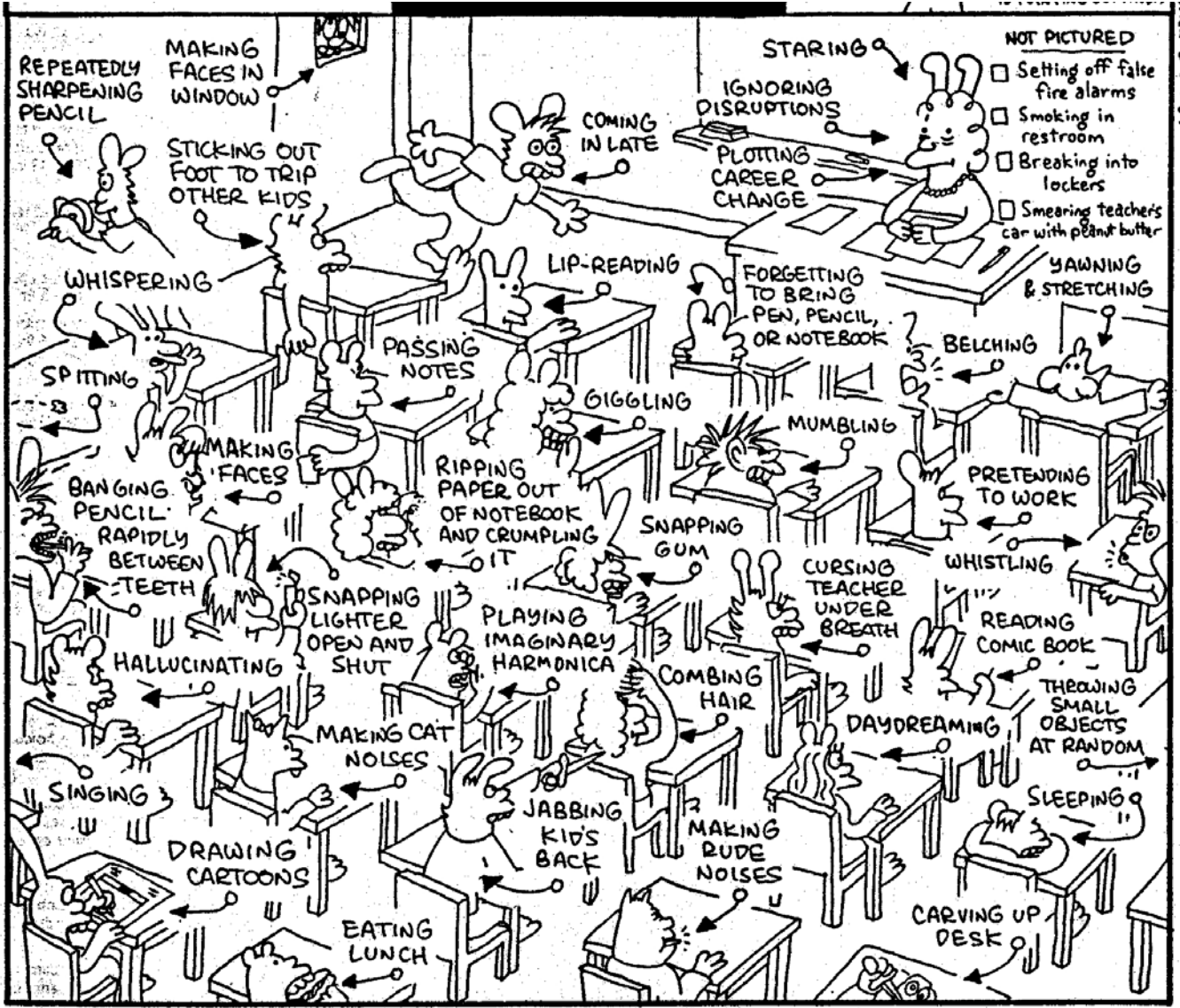
	Ability to Work with the Group	Amount of Effort	Dependability	Intellectual Contribution	Overall Contribution to Project
0	Never showed up or was disruptive of the group process	None	Wasn't / Never turned in anything	Never said anything	None
1	Participated, but wanted to go in a different direction than the group		Got things done, but usually late		Minimum
2	Okay	About what was expected	Usually got things done on time	Was helpful	Average
3	Always participated, made sure everyone had a chance to participate.		Always got things done on time		Above Average
4	Helped get the group moving without dominating it.	Did the whole thing	Could be counted on to pick up the slack	Provided thoughtful, meaningful suggestions	Wouldn't have been possible without her/him

Student's last name	Ability to Work with the Group	Amount of Effort	Dependability	Intellectual Contribution	Overall Contribution to Project

Comments:

SECTION 4: CLASSROOM LAYOUT

PLATE 5-187



SECTION 4: CLASSROOM LAYOUT: WORKING OBSERVATIONS/ANALYSIS (SAMPLE RESPONSE)

SAMPLE RESPONSE TO CL1. STUDENT DESK ARRANGEMENT ASSIGNMENT

a. **Observe:** On a scale of 0-10, rate the overall ease with which students are able to:

- 1) Get to/from and use their desks 7
- 2) See, hear, and be seen by the teacher from their desks 4
- 3) See the blackboard/whiteboard & other visual aids from their desks 7
- 4) Interact with one another at their desks 2
- 5) Avoid being distracted by one another, or activity/noise outside of class at their desks 4

b. **Analyze:** "Arranging desks in rows to face the white board makes it possible for students to see/hear the teacher during lecture (and for the teacher to watch/monitor students from her desk during independent study), but it doesn't lend itself very well to students being able to see, hear, and/or interact with each other. During whole class discussions, students have difficulty making eye contact with one another to gauge peer response/acceptance - that, combined with not always being able hear the comments being made, seems to limit their interest in/ability to really participate in this kind of activity. Rearranging desks for group/pair work, on the other hand, is really noisy and takes a lot of time. Students have to shift focus from mental to physical work, and seem to have a hard time shifting back again which requires the teacher to focus on getting everyone settled down and back on task instead of facilitating/monitoring the work itself. All of these factors combine to keep students from remaining focused on, and engaged with the material being presented - making it harder for them to appropriate it."

c. **Connect:** Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

TPE 2.3: When a teacher sets up desks in a way that allows all students to share ideas and collaborate with one another. The teacher will "establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn..."

SECTION 4: CLASSROOM LAYOUT (WORKING OBSERVATIONS & ANALYSIS)

(total point value 32 pts)

CL1. Student Desk Arrangement (4 pts)

a. Observe: On a scale of 0-10, rate the overall ease with which students are able to:

- 1) Get to/from and use their desks
- 2) See, hear, and be seen by the teacher from their desks
- 3) See the blackboard/whiteboard & other visual aids from their desks
- 4) Interact with one another at their desks
- 5) Avoid being distracted by one another, or activity/noise outside of class at their desks

b. Analyze: Analyze how these factors contribute to, or detract from individual ability to learn. Use theories about desk arrangement to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

CL2. Utilization of Floor Space (4 pts)

a. Observe: On a scale of 0-10, rate the overall ease with which room size and layout allow students to:

- 1) Get into, and out of the classroom
- 2) Move around the classroom
- 3) Get to the equipment, materials, and supplies they need to do their work
- 4) Avoid disturbing/distracting others with their movements

b. Analyze: Analyze how these factors contribute to, or detract from individual ability to learn. Use theories about floor space to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

CL3. Utilization of Wall Space (4 pts)

a. Observe: Answer the following questions about what you see on the walls:

- 1) How many bulletin boards does the room have? 0 1 2 3 4 5 6 7 8 9 10 10+
- 2) How often are the bulletin boards changed? Never Daily Weekly Monthly Other
- 3) On a scale of 0-10, how colorful do the walls appear? 0 1 2 3 4 5 6 7 8 9 10
- 4) Are there posters/messages that reinforce vocabulary and/or concepts? Y N
- 5) Are classroom rules posted (Y N)? Student jobs (Y N)? Student behavior charts (Y N)?
- 6) How often does the teacher refer to what's on the walls? Never Occasionally Regularly
- 7) How often do you see students refer to what's on the walls? Never Occasionally Regularly

b. Analyze: Analyze how these factors contribute to, or detract from individual ability to learn? Use theories about wall space to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

CL4. Use of Space to Build Community (4 pts)

a. Observe: On a scale of 0-10, rate the extent to which you observe the physical environment actively working to establish/reinforce a sense of community for students in the following ways:

- 1) Display of student assignments and/or artwork 0 1 2 3 4 5 6 7 8 9 10
- 2) Recognition of role students play in managing classroom 0 1 2 3 4 5 6 7 8 9 10
- 3) Recognition of student interests/accomplishments outside of class 0 1 2 3 4 5 6 7 8 9 10
- 4) Accommodation of special student physical needs 0 1 2 3 4 5 6 7 8 9 10
- 5) Provision of individual, personal space (desks, cubbies, etc.) 0 1 2 3 4 5 6 7 8 9 10
- 6) Reinforcement of classroom rules 0 1 2 3 4 5 6 7 8 9 10

b. Analyze: How do these factors contribute to, or detract from individual ability to learn? Use theories about using the classroom's physical environment to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

CL5. Use of Space to Motivate Attendance and Effort (4 pts)

a. Observe: On a scale of 0-10, rate the extent to which you observe the physical environment actively working to motivate students to engage more fully/deeply in the learning process through the use of visuals that:

- 1) Inspire/motivate learning 0 1 2 3 4 5 6 7 8 9 10
- 2) Recognize individual academic achievement 0 1 2 3 4 5 6 7 8 9 10
- 3) Recognize individual non-academic achievement 0 1 2 3 4 5 6 7 8 9 10
- 4) Recognize collective academic achievement 0 1 2 3 4 5 6 7 8 9 10
- 5) Recognize collective non-academic achievement 0 1 2 3 4 5 6 7 8 9 10
- 6) Clarify academic and behavioral expectations 0 1 2 3 4 5 6 7 8 9 10

b. Analyze: How do these factors contribute to, or detract from individual ability to learn? Use theories about the physical environment to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

CL6. Use of Space to Facilitate/Encourage Collaboration (4 pts)

a. Observe: On a scale of 0-10, rate the extent to which you observe the physical environment actively working to facilitate/encourage collaboration in the following ways:

- 1) Arrangement of student desks 0 1 2 3 4 5 6 7 8 9 10
- 2) Presence of areas for group discussion/work 0 1 2 3 4 5 6 7 8 9 10
- 3) Posted rules of conduct for group discussions/work 0 1 2 3 4 5 6 7 8 9 10
- 4) Display/recognition of group efforts 0 1 2 3 4 5 6 7 8 9 10

b. Analyze: How do these factors contribute to, or detract from individual ability to learn? Use theories about designing opportunities to collaborate in the physical environment to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

CL7. Presence of Supplementary Books/Technology to Facilitate Learning (4 pts)

a. Observe: On a scale of 0-10, rate the extent to which you observe the physical environment actively working to encourage student use of books/technology to facilitate learning:

- 1) Presence of, and student access to supplementary reading materials 0 1 2 3 4 5 6 7 8 9 10
- 2) Presence and comfort of a designated reading area 0 1 2 3 4 5 6 7 8 9 10
- 3) Presence of, and student access to computers & other technology 0 1 2 3 4 5 6 7 8 9 10
- 4) Provision of instructions/rules for use of computers & technology 0 1 2 3 4 5 6 7 8 9 10
- 5) Evidence of teacher's use of supplementary materials/technology 0 1 2 3 4 5 6 7 8 9 10

b. Analyze: How do these factors contribute to, or detract from individual ability to learn? Use theories about access to computers, technology and/or books to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

CL8. Cumulative Impact of Physical Environment on Ability to Learn (4 pts)

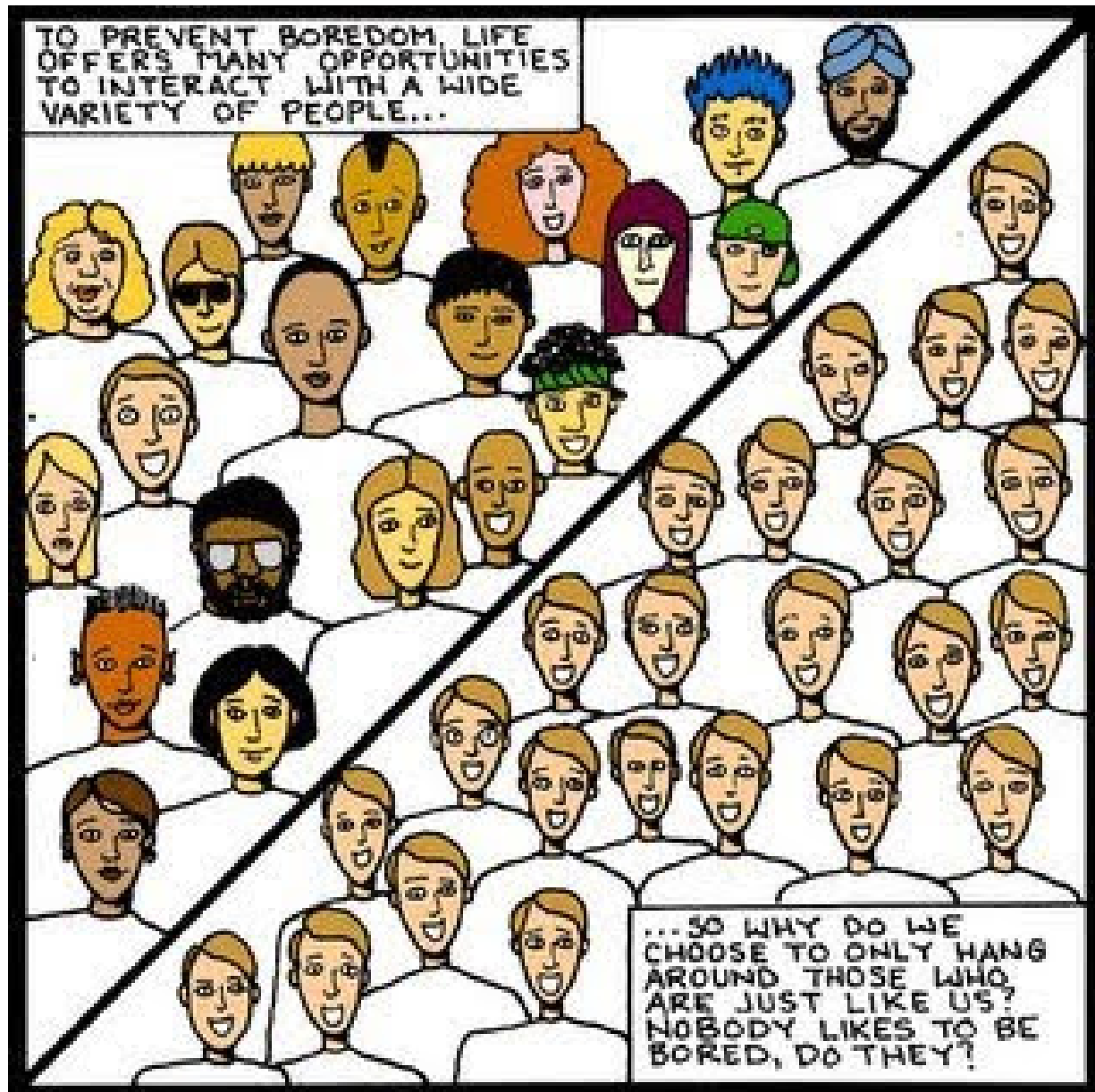
a. Observe: On a scale of 0-10, rate the extent to which you observe the physical environment effecting student ability and comfort in each of the following areas:

- 1) Getting into, out of, and moving around the classroom 0 1 2 3 4 5 6 7 8 9 10
- 2) Accessing personal/classroom equipment, materials, and supplies 0 1 2 3 4 5 6 7 8 9 10
- 3) Seeing/hearing direct instruction 0 1 2 3 4 5 6 7 8 9 10
- 4) Being seen/heard during direct instruction 0 1 2 3 4 5 6 7 8 9 10
- 5) Hearing/contributing to group discussions 0 1 2 3 4 5 6 7 8 9 10
- 6) Staying alert, motivated and engaged in learning 0 1 2 3 4 5 6 7 8 9 10

b. Analyze: How do these factors *collectively* contribute to, or detract from individual ability to learn? Use theories about the physical environment to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

SECTION 5: STUDENT DEMOGRAPHICS



SECTION 5: STUDENT DEMOGRAPHICS (WORKING OBSERVATIONS & ANALYSIS)

(Total Value 40 pts)

SD1. Behaviors Related to Age (4 pts)

a. Observe: Describe one behavior related to age that all students in class seem to exhibit at times, and one behavior that stands out as atypical for this group. What strategies does the teacher use to address the age of students in the classroom?

b. Analyze: Analyze the behavior you've observed in terms of its relationship to student age. What is the impact on the class, individual students, and learning? Use theories about age to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

SD2. Behaviors Related to Piaget's Theory of Cognitive Development (4 pts)

a. Observe: Describe one behavior related to cognitive development all students in class seem to exhibit at times, and one behavior that stands out as atypical for this group. Identify the level of development and connect to a theory discussed in class. What strategies does the teacher use to address different levels of cognitive development?

b. Analyze: Analyze the behavior you've observed in terms of its relationship to Piagetian theories of cognitive development. What is the impact on the class, individual students, and learning? Use theories about Piaget's Cognitive development to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

SD3. Behaviors Related to Moral Development (Piaget, Kohlberg, Gilligan) (4 pts)

a. Observe: Describe one behavior related to moral development that all students in class seem to exhibit at times, and one behavior that stands out as atypical for this group. Identify the stage and provide an example. What strategies does the teacher use to address different levels of moral development?

b. Analyze: Analyze the behavior you've observed in terms of its relationship to Kohlberg's, Piaget's or Gilligan's theory of moral development. What is the impact on the class, individual students, and learning? Use theories about moral development to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

SD4. Behaviors Related to Erickson's Theory of Psychosocial Development (4 pts)

a. Observe: Describe one behavior related to psychosocial development all students in class seem to exhibit at times, and one behavior that stands out as atypical for this group. Identify the stage and provide an example. What strategies does the teacher use to address different levels of psychosocial development?

b. Analyze: Analyze the behavior you've observed in terms of its relationship to Erickson's theory of psychosocial development. What is the impact on the class, individual students, and learning? Use theories about Erikson to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

SD5. Differences Related to Learning Style (4 pts)

a. Observe: Describe student interest in, engagement with, and reaction to the various ways your host teacher presents new information/ideas to the class. Identify the specific styles you observe and provide examples. What strategies does the teacher use to address different learning styles?

b. Analyze: Analyze what you've observed in terms of how often and well it seems to cater to the diversity of learning styles actually present in the classroom. Use theories about learning styles to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

SD6. Differences Related to Gender (4 pts)

a. Observe: Describe the general attitude each gender group in class seems to have about the other, as well as how they typically interact with, and treat classmates of both the same and opposite gender. Does the teacher treat the students differently? Does the teacher use mix seating to ensure less talking and distractions? Are there the subtle ways in which the teacher focuses on boys and girls differently?, Does the teacher or students feed into stereotypes, like boys allowed to be more aggressive while girls are expected to be more quiet? Does the teacher call on boys more often in math, and girls more in English LA? Does one gender participate in a subject more than the other?

b. Analyze: Analyze what the attitudes/interactions you've observed say about the understanding, acceptance, and respect students actually have for one another based on gender. What is the impact on the class, individual students, and learning? Use theories about gender to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

SD7. Differences Related to Ethnic/Cultural Background (4 pts)

a. Observe: Describe the general attitude each ethnic/cultural group in class seems to have about the other, as well as how they typically interact with, and treat classmates of both the same and different ethnic/cultural backgrounds. How does the teacher can not only model and encourage tolerance, respect and empathy, but also teach such important attitudes? Does he/she as use books and materials that promote cultural sensitivity, awareness and empathy ?

b. Analyze: Analyze what the attitudes/interactions you've observed say about the understanding, acceptance, and respect students actually have for one another based on ethnicity/culture. What is the impact on the class, individual students, and learning? Use theories about ethnicity/culture to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

SD8. Differences Related to Socio-Economic Status (4 pts)

a. Observe: Describe how often, and in what ways you hear students talk about, or otherwise relate to one another on the basis of what they have or don't have. What is the reaction or response from peers. What strategies does the teacher have in finding out whether there are some kids who are in lower SES and what they might do regarding resources (having paper and pencils on hand, which they can give out in a way that doesn't embarrass students), or working with parents?

b. Analyze: Analyze how the behavior/interactions you've observed both reflect and subliminally impact the student's ability to optimize learning. Are feelings of individual self worth involved? What is the impact on the class, individual students, and learning? Use theories about SES to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

SD9. Differences Related to Disability/Impairment, Behavioral, or Other Concern (4 pts)

a. Observe: Describe the general awareness of, interest in, and accommodations made by students for classmates who are made noticeably different as a result of some obvious injury, impairment, disability or behavior. How does the teacher model and encourage tolerance, respect and empathy, or teach such important attitudes? What strategies does the teacher use to address students with an obvious injury, impairment, disability or behavior?

b. Analyze: Analyze how the attitudes/interactions you've observed reflect and reinforce the idea that disability equates to inability . What is the impact on the class, individual students, and learning? Use theories about differences to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

SD10. Differences Related to Language Fluency (4 pts)

a. Observe: Describe the general attitude exhibited toward, accommodations made for, and interactions had by students fluent in the English language with those who are not. What strategies does the teacher have in finding out language proficiency? What resources are used in the class to promote language development? Do students interact more with those who share the same first language?

b. Analyze: Analyze how the attitudes/interactions you've observed reflect and reinforce the idea that inability to understand/use a language is indicative of a lack of intelligence. What is the effect on both classroom dynamics and ability of non-native-speakers to learn. Use theories about language fluency to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

SECTION 6: Rules & Procedures

CLOSE TO HOME

JOHN MCPHERSON



Mrs. Mutner liked to go over a few of her rules on the first day of school.

SECTION 6: CLASSROOM MANAGEMENT (WORKING OBSERVATIONS & ANALYSIS)

(total value 20 pts)

RP1. Teacher Roles (4 pts)

a. Observe: Describe the roles you observe the teacher filling in the classroom, as well as those the students look to the teacher to fill for them.

b. Analyze: How do the roles your host teacher plays meet student expectations and impact classroom management? What is the overall impact on ability to learn per the theories we've studied in class? Use theories about the roles teachers play to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

RP2. Rules (4 pts)

a. Observe: Describe the extent to which students seem to be aware of, comfortable with, and able/willing, to conform to classroom rules as described by your host teacher.

b. Analyze: Analyze how students' awareness of, comfort with, and ability/willingness to conform to classrooms rules impacts the management of time in the classroom. What is the overall impact on ability to learn per the theories we've studied in class? Use theories about rules to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

RP3. Procedures (4 pts)

a. Observe: Describe the extent to which students are aware of, comfortable with, and able/willing to follow the classroom procedures described by your host teacher.

b. Analyze: Analyze the how the level of comfort with, and ability to follow classroom procedures impacts the management of time in the classroom. What is the overall impact on ability to learn per the theories we've studied in class? Use theories about classroom procedures to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

RP4. Transitions (4 pts)

a. Observe: Describe the extent to which students are aware of, comfortable with, and able/willing to follow established routines for transitioning in/out of the classroom and within a lesson as well as between lessons.

b. Analyze: Analyze how transitional routines impacts the management of time in the classroom, What is the overall impact on ability to learn per the theories we've studied in class? Use theories about transitions to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

RP5. Enforcement (4 pts)

a. Observe: Describe when, why, and how often students fail to follow classroom rules/procedures/routines, and what is the response from both your host teacher and other students.

b. Analyze: Analyze how student misbehavior effects learning in the classroom. Are the misbehaviors being effectively managed. Why or why not? Do these management strategies have an unintentional cost on students? How so? What is the overall impact on ability to learn? Use theories about enforcement of rules/procedures to clarify and explain your assessment of your student's engagement/understanding.

c. Connect: Identify a TPE that describes the strategy you observed the teacher using in response "a" above. Write your response including specifically what the teacher did and how it meets the TPE. Be sure to identify the TPE by number and include a citation, in quotes, from the specific section of the TPE to which you're referring.

EPC 315 Model Syllabus-- Linking

TPE 1 Engaging and Supporting All Students in Learning

- 1.1- pages A:12, 14, 15
- 1.2- pages A:12, 13, 15
- 1.3- pages A:12, 13, 15
- 1.4- pages A:12, 13, 14, 15
- 1.5- pages I:10, 11, P:12, 13, 15
- 1.6- pages P:12, 13, 14, 15
- 1.7- pages A:12, 13, 15
- 1.8- pages P:12, 13, 15

TPE 2 Creating and Maintaining Effective Environments

- 2.1- pages P:10, 11 A:13, 14, 15
- 2.2- pages I:10, 11, 12 A:13, 14, 15
- 2.3- pages I:10, 11, 12 A:13, 14, 15
- 2.4- pages P:13 A:14, 15
- 2.5- pages A:13 A:14, 15
- 2.6- pages A:13, 15

TPE 3 Understanding and Organizing Subject Matter for Student Learning (Social Studies and Visual-Performing Arts)

- 3.1- pages P:12, 15
- 3.2- pages P:12, 15
- 3.3- pages I:12, 15
- 3.4- pages P:12, 15
- 3.5- pages P:12, 15
- 3.6- pages I:12, 15
- 3.7- pages I:12, 15
- 3.8- pages I:12, 15

TPE 4 Planning Instruction and Designing Learning Experiences for All Students

- 4.1- pages I:12, 13, 15
- 4.2- pages A:12,13, 15
- 4.3- pages P:12,15
- 4.4- pages P:12, 13, 15
- 4.5- pages I:12 P:13,15
- 4.6- pages I:12, 13, 15
- 4.7- pages I:12, P:13,14, 15
- 4.8- pages P:12, 13, 14, 15

TPE 5 Assessing Student Learning

- 5.1- pages A:12, 15
- 5.2- pages I:12, 13, 15
- 5.3- pages P:12, 13, 15
- 5.4- pages I:12, 13, 15
- 5.6- pages I:12, 13, 15
- 5.7- pages I:12, 13, 15
- 5.8- pages I:12, 13, 15

TPE 6 Developing as a Professional Educator

- 6.1- pages A:12, 13, 14, 15
- 6.2- pages P:10, 12 A:13, 14, 15
- 6.3- pages P:10, 12, 15
- 6.4- pages I:13, 14, 15
- 6.5- pages I:13, 14, 15
- 6.6- pages P:11
- 6.7- pages I:11

Assignments Listed and Linked
Management Plan link on [A: p. 15](#)

Assessments are included in assignment links