



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

**Department of Education
MATTC
EDUC 289A (3 Units)**

**SOCIAL SCIENCE METHODS
FALL 2020**

Professor: Harold Jules Hoyle Ph.D.	Course Meeting: Tuesdays,
5:00-8:00 PM	
Office: Room 241, Guadalupe Hall	Classroom: Online
Office Hours: By Appointment	
Email: hhoyle@scu.edu	Office Phone: 408 554-6010

Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

MS/SS Teaching Credential Program Learning Goals (PLGs)

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Gender Inclusive Language

This course affirms people of all gender expressions and gender identities. If you go by a different name than what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org

Land Acknowledgment

Santa Clara University occupies the unceded ancestral homeland of the Ohlone and Muwekma-Ohlone people.

Wellness Statement

This is a very strange time. And we are all anxious. So, take care, especially now. Do your best in this class (and all of your classes). And cut yourself a break. Be kind to

others and yourself. Get plenty of sleep, drink lots of water, move, get outside, and pay attention to beauty that isn't coming to you on a screen. Eat good food; enjoy friends and family; look for opportunities to connect with others in new ways; pray, meditate or otherwise attend to your spirit. And ask for help when you need it. Lots of folks, including me, are here to support you. These resources may be especially helpful:

<https://www.scu.edu/wellness/>

The Wellness center provides resources to aid and promote student well-being. It is home to three student groups: the Peer Health Educators, the Violence Prevention Educators, and the Collegiate Recovery Program.

<https://www.scu.edu/cowell/counseling-and-psychological-services-caps/>

Santa Clara students are provided counseling sessions at no cost with Counseling and Psychological Services. Due to COVID-19, in Fall 2020 these services will be offered remotely.

See website for details and eligibility.

<https://www.scu.edu/osl/culture-of-care/>

If you are concerned for the mental or physical welfare of one of your peers, the Compassionate and Responsive Educators website provides resources for recognizing and helping someone in distress.

Course Description

This course is designed to enable single subject credential candidates to develop the pedagogical content knowledge necessary to teach their specific academic subject effectively to all students. Special attention is paid to developing candidates' ability to use Specially Designed Academic Instruction in English (SDAIE) skills to give all students equitable access to curriculum content. We will also focus on inclusive practices that support students with identified disabilities and 504 plans in LRE. All single subject credential candidates are required to take the Methods I and Methods II block in the content area aligned with the credential they are seeking. Single subject credential candidates in art and music should enroll in the social sciences methods course block.

Course Objectives

This course will develop students' knowledge of or skills through the...	Standard/Goals Addressed			
	DG #	PLG #	TPE #	MMTPE#

1	Becoming familiar with the scope and sequence of the content of secondary standards in terms of content and processes based on state and national standards, focusing on a balanced approach that addresses all aspects of academic proficiency and literacy. Review and appraisal of the California History Social-Science Curriculum Framework and Content Standards for grades 6-12.	1, 2	1, 2, 5, 6	1.1, 1.8, 3.2 3.3	1.1, 1.2
2	Thinking carefully about what students need to learn evidenced-based high leverage practices and the implications for teaching practice and instructional design, including adaptations of instructional texts and use of various technologies in order to provide students with disabilities and English learners, equitable access to the content and experiences aligned with the state-adopted core curriculum.	1-5	3-6	1.1,1.3, 1.8, 2.5, 3.2, 3.3, 4.1, 4.7	1.2, 1.4, 1.7, 2.4, 2.10, 3.1, 4.2, 4.3, 4.4
3	Utilizing strategies to assess student learning throughout the learning process. Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.	1, 3, 5	2, 3	1.8, 2.5, 5.2, 5.3	1.7, 2.1, 2.6, 2.7, 2.8, 4.3, 5.6
4	Beginning to understand what it means to be a reflective Practitioner to meet the needs of linguistic, cultural, socio-economic differences, and students with identified disabilities and Traumatic Brain Injury and accompanied physical limitations.	4	4, 6	1.8, 4.8, 6.1	2.2, 2.3, 2.4, 2.5 4.5
5	Planning and implementing lessons within a unit plan that meets the educational needs of all learners and specifically English learners and students with special needs and their families including alternative settings.	1 - 5	4, 6	1.5, 3.4, 4.7 5.3	2.4, 4.2, 4.3, 4.4, 4.6
6	Joining and engaging with a professional organization for social science teachers.	4	4, 6	6.1	
7	Creation of a performance-based assessment task and rubric that evaluates and documents student learning in key aspects of the curriculum unit. Development of assessment skills to Know how to appropriately administer assessments according to the established protocols for each assessment for facilitating the participation in the assessment of students with complex communications needs	1, 3	1-4	4.3, 5.2, 5.3	5.6
8	Development of a critically reflective teaching disposition that seeks out opportunities for professional growth.	2	4, 5	1.5	6.1
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard					

Required Text(s) and Readings-Selected readings on Camino.

Document Downloads

California Department of Education. (2016). *History-Social Science Framework for California*

Public Schools, Kindergarten through Grade 12. Sacramento, CA: California Department of Education. This document, referred to in class as “the H-SS Framework” or simply “The Framework,” should be downloaded at <http://www.cde.ca.gov/ci/hs/cf/sbedrafthssfw.asp>

California Department of Education. (updated 2013). *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, Kindergarten through Grade 12.* Sacramento, CA: California Department of Education. This document should be downloaded from the web at <http://www.cde.ca.gov/re/cc/>

Recommended Social Studies Resources

National Council for the Social Studies - <http://www.ncss.org/>
California History-Social Science Project - <http://csmp.ucop.edu/chssp/>
Engaging Students with Disabilities in Civic Action:
https://www.socialstudies.org/sites/default/files/part_1_-_ncss_-_2019.11.23_accesscivics-swd_1.pdf
Federal Resources for Educational Excellence - <http://www.free.ed.gov/HandSS.cfm>
KQED History Detectives - <http://www.pbs.org/opb/historydetectives/educators/>
PBS Teachers Social Studies - <http://www.pbs.org/teachers/socialstudies/>
EDSITEment: National Endowment for the Humanities - <http://edsitement.neh.gov/>
SCORE History/Social Science - <http://score.rims.k12.ca.us/>
Teacher Resources at the Library of Congress - <http://www.loc.gov/teachers/index.html>
Teacher Resources at the National Archives - <http://www.archives.gov/education/>
Picturing Modern America 1880-1920 - <http://cct2.edc.org/PMA/>
Smithsonian Education - <http://www.smithsonianeducation.org/educators/>
Houghton Mifflin History/Social Science - <http://www.eduplace.com/ss/socsci/ca/>
California Vistas Social Science McGraw Hill -
<http://www.mhschool.com/ss/ca/eng/launchpad/index.html>
Social Studies Harcourt Publishers - <http://www.harcourtschool.com/hss/>
California Department of Education History/Social Science - <http://www.cde.ca.gov/ci/hs/>
California History Social Science Teachers -
<http://www.cahistorysocialscience.com/teachers.cfm?lang=en>
Social Studies: California History -
<http://myteacherpages.com/webpages/4thgradeworld/socialstudies.cfm>
The Oakland Museum of California - <http://museumca.org/>
Resources for Teaching Social Responsibility: <http://www.teachablemoment.org/>
Teaching About Diversity - <http://www.tolerance.org/>
Gay, Lesbian, and Straight Education Network -
<http://www.glsen.org/cgi-bin/iowa/all/home/index.html>
Teachers 4 Social Justice - <http://www.t4sj.org/>

Course Requirements/Assignments

Course/Requirements/Assignments		Points	TPEs Assessed	TPE MMSN
1	Weekly Literature Circle & Assignments	20%	1.3, 1.5, 1.7, 4.5, 4.8, 6.1	1.1, 1.2, 1.7, 2.4
2	Instructional Strategies Toolkit-Doing History	20%	1.1, 1.5, 4.8	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.3
3	Assessment Project	20%	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8	1.1, 1.2, 1.7, 2.3, 2.4, 2.5, 3.1, 5.6
4	* Comprehensive Lesson Plan	40%	1.1, 1.3, 1.5, 2.5, 3.1, 3.2, 3.3, 3.4, 4.3, 4.4, 5.1, 5.3	1.1, 1.2, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.10, 4.2, 4.3, 4.4, 4.5

* Signature Assignment

1. Weekly Literature Circle and Assignments:	20%
---	------------

MMSN: Introduce 1.1, 1.2, 1.7, 2.4; UTPEs Introduce/Practice: 1.3, 1.5, 1.7, 4.5, 4.8, 6.1

You will participate in weekly literature circles based on the subject area you are teaching as a student teacher. The Literature Circle is a common discussion routine used during content area reading instruction. Students come together in small temporary groups formed by an article assigned that meet on a regular and predictable schedule to (re) read and discuss readings. Students use notes to guide both their reading and discussion and this discussion is generated by students. The teacher's role in literature circles is that of facilitator.

2. Instructional Strategies Toolkit-Doing History	20%
--	------------

MMSN: Introduce, Practice 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.3; UTPEs Introduce/Practice: 1.1, 1.5, 4.8

This course component focuses on gaining experience with using a variety of instructional strategies including behaviorally based accommodations. By the due dates listed in the Course Calendar, you will implement a variety of instructional strategies in your placement classroom, documenting your experiences. Much of this documentation is

dependent on student responses, so save student artifacts (i.e., written work, responses on a poster, etc.) when you do/see something particularly noteworthy. You may also share another instructional strategy you/your master teacher have used effectively. Additional details about this assignment will be discussed in class and posted on Camino.

3. Assessment Project	20%
------------------------------	------------

MMSN: Introduce, Practice, 1.1, 1.2, 1.7, 2.3, 2.4, 2.5, 3.1, 5.6; UTPes

Practice/Assess: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8

This course component focuses on gaining experience using a variety of assessment strategies. By the due dates listed in the Course Calendar, you will implement and interpret a variety of assessment strategies in your placement classroom, documenting your experiences with all students including English learners and students with identified disabilities. Much of this documentation is dependent on student responses, IEPs, and formative assessments such as student artifacts (i.e., written work, responses on a poster, etc.). You may also share assessment strategies you/your master teacher have used effectively. Additional details about this assignment will be discussed in class and posted on Camino.

3. Comprehensive Lesson Plan

50% DUE: December 1st

MMSN: Introduce, Practice, Assess 1.1, 1.2, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.10, 4.2, 4.3, 4.4, 4.5; UTPes Practice/Assess: 1.1, 1.3, 1.5, 2.5, 3.1, 3.2 3.3, 3.4, 4.3, 4.4, 5.1, 5.3

Develop a comprehensive two-day lesson plan. Your lesson will incorporate strategies for teaching one of the social studies subjects. You will show how you will use multiple resources in the development of your lesson, including technology and other visual aids that will enhance learning for all students, including students for whom you need to address foundational skill challenges, students who are English language learners students with identified disabilities (including head injuries), and for advanced learners who need accelerated and enriched strategies. Include specific demographic information based on the students you are teaching.

Assessments and Grading Criteria

All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.

Attendance and participation in all class meetings is required. If you are going to be absent from class, you must email or call me to inform me of your absence. You will still be responsible for any missed content.

Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.

This course is grounded in the premise that students are intrinsically motivated to deepen their thinking and enrich their teaching. With diligence and the support of instructors and peers, all students have the potential to earn outstanding grades. Student work will be graded according to the criteria specified on the rubrics for each assignment. The following guidelines drive the scores on all of the assignment rubrics.

Grading will be criterion referenced. This means that grades are based on the quality of work and professional conduct, rather than how one student's work compares to that of his/her peers. Grade concerns will be addressed individually outside of class time. Students should contact their instructors via email as soon as a concern arises.

Camino Course Management System

Canvas/Camino Course Management System

To access course materials and participate in Online activities, please be sure to review Canvas (also known as Camino). Reminders, tools, readings and assignment descriptions will be made available through this online course management system. Your SCU username and password gets you access to Canvas.

Office of Accessible Education

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (oea@scu.edu, <http://www.scu.edu/oea>) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your my OAE portal and discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks' notice recommended) to schedule proctored examinations or to arrange other accommodations. In light of COVID-19, unless otherwise stated, exams will be administered online. Students with approved testing accommodations should contact me (at least two weeks' notice recommended) prior to an exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

Accommodations for Pregnancy and Parenting

Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and child-birth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors,

supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Accessible Education (OAE) or from the Office of

Equal Opportunity and Title IX Office.

The following link provides information for students and faculty regarding pregnancy rights.

<https://www.scu.edu/title-ix/resources/pregnancy/pregnancy>.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly.

For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

"I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code."

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

Discrimination, Harassment and Sexual Misconduct (Title IX)

SCU faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of discrimination, harassment or sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available, I encourage you seek support and report incidents to the Director of Equal Opportunity and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. For more information about reporting options and resources at Santa Clara University and in the community, please visit <https://www.scu.edu/title-ix/>. If you wish to speak with a confidential resource, please visit <https://www.scu.edu/title-ix/resources/student/>

COURSE SCHEDULE

DATE & CLASS SESSION	TOPICS	READINGS DUE	OTHER TASKS
Sep 22 Class #1	Course overview • Introduction to Methods • Description of Assignments	Wiersma, A. (2008) A Study of the Teaching Methods of High School History Teachers, The Social Studies, May-June. UTPEs Introduce/Practice: 2.5	
Sep 29 Class #2	• History of Methods • Decision chart activity • Autism MMSE Introduce, Practice 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.3	Malikow, M. (2006) How to Engage Students in Controversial Issues. Kappa Delta Pi Record. Spring. UTPEs Introduce/Practice: 1.1, 2.2 Heid, K. (2008) Care, Sociocultural Practice, and Aesthetic Experience in the Art Classroom. Visual Arts Research Rama, I. Kontu, E. Prittima, R. (2019) The usefulness of the ICF framework in goal setting for students with autism spectrum disorder. Journal of International Special Needs MMSE Introduce, Practice 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.3	
Oct 6 Class #3	• Experiencing levels of inquiry learning • Assessing students during hands-on learning experiences UTPEs Introduce/Practice: 5.3 • • IEP MMSE Introduce, Practice 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7	Aveanu, V (2015) Creativity as a Sociocultural Act. The Journal of Creative Behavior. UTPEs Introduce/Practice: 2.2 Yell, M. (2020) Developing and Implementing Educationally Meaningful and Legally Sound IEPs: Bringing It All Together. Teaching Exceptional Children MMSE Introduce, Practice 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Keim, T., Luhr, E., Escobar, M., and Choudhary, M., Promoting Global Perspective and Raising the Visibility of Asia in World History: An Assignment for Pre-Service Teachers. The History Teacher.	
Oct 13 Class #4	• Learning cycles • Identifying student misconceptions	Yousaf, S., Aziz, S., Hassan, H., (2012) Effectiveness of Maps & Globes in Social Studies' Teaching. International J. Soc. Sci. & Education. Lindquist, D., (2012) Avoiding the Complex History, Simple Answer Syndrome: A Lesson Plan for Providing Depth and Analysis in the High School History Classroom. The History Teacher Brown, C., & Dotson, K., (2007) A Case Study Using Digital Primary Source Documents. TechTrends.	
October 20 Class #5	Textbook analysis Digital Story Telling	Salinas, C., & Franquiz, M., & Guberman, S., Introducing Historical Thinking to Second Language Learners: Exploring What Students Know and What They Want to Know. Social Studies; Sep/Oct2010, Vol. 97 Issue 5, p203-207, 5p Borneman, D., & Gibson, K., & Dea B., Digital Storytelling: Meeting Standards across the Curriculum in a WWII/Holocaust Unit. School Library Monthly 27 no7 16-17 Ap 2011	

October 27 Class #6	• Connecting inquiry learning to Enduring Understandings and lesson planning	Truong-White, H., (2015) Digital Storytelling for Transformative Global Citizenship Education. Canadian Journal of Education Harris, R., & Reynolds, R., (2014) The history curriculum and its personal connection to students from minority ethnic backgrounds J. Curriculum Studies. UTPEs Introduce/Practice: 1.1, 1.3, 2.2, 3.2 Averyi, P., Levy, S., & Simmons, A. (2013) Deliberating Controversial Public Issues As Part of Civic Education. The Social Studies. Vecchio, D. (2004) Immigrant and Ethnic History in the United States Survey. The History Teacher.	
Nov 3 Class #7	• Managing and motivating students in an interactive classroom • Continued inquiry in the classroom • Applying Teaching Strategies for students with head injuries MMSE Introduce Practice 1.1, 1.2, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7	Yogev, E., (2013) On the need to strengthen political-critical thinking in history education. Springer Science. Harris, R., & Reynolds, R., (2014) The history curriculum and its personal connection to students from minority ethnic backgrounds • <u>Traumatic Brain Injury: Teaching Strategies</u> MMSE Introduce Practice 1.1, 1.2, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7	
Nov 10 Class #8	• Differentiation strategies MMSE Introduce Practice 1.1, 1.2, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.3, 4.4, 4.5 • Ethics • Learning from, iterations of, and feedback on student work	Yin, Y., Shavelson, R., Alaya, C., Ruiz-Primo, M., Brandon, P., Furtak, E. (2008) On the Impact of Formative Assessment on Student Motivation, Achievement, and Conceptual Change. Applied Measurement in Education. Marshall, J., Horton, R (2011) The Relationship of Teacher-Facilitated, Inquiry-Based Instruction to Student Higher-Order Thinking. Inquiry and Student Thinking. Steele, M M. (2005). <u>Teaching Social Studies to Students with Mild Disabilities</u>. MMSE Introduce Practice 1.1, 1.2, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.3, 4.4, 4.5	
Nov 17 Class #9	• Concept maps • Compiling our toolkit of methods • Students with identified disabilities and social studies	Metzgers, S. (2010) Maximizing the Educational Power of History Movies in the Classroom The Social Studies. Roberts, S (2011) Using Counterfactual History to Enhance Students' Historical Understanding. The Social Studies Reisman, A. (2012) The 'Document-Based Lesson': Bringing disciplinary inquiry into high school history classrooms with adolescent struggling readers J Curriculum Studies. MMSE Introduce Practice 1.1, 1.2, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Roberts, S (2011) Using Counterfactual History to Enhance Students' Historical Understanding. The Social Studies.	
Dec 1 Class	• Presentations • Narrative evaluations	UTPEs Introduce/Practice: 4.6	

#10			
-----	--	--	--

APPENDIX

ASSIGNMENT 3 ASSESSMENT PACKAGE RUBRIC MMSN: Introduce, Practice, 1.1, 1.2, 1.7, 2.3, 2.4, 2.5, 3.1, 5.6

Criteria	Ratings				Pts
Standards/ Goals (1-3) are appropriate	6 pts Exemplary	5 pts Proficient	3 pts Emerging	2 pts Missing	6 pts
Learning Objectives (4-15) are directly linked to standard/goal (each standard/goal is unwrapped & attached)	6 pts Exemplary	5 pts Proficient	3 pts Emerging	2 pts Missing	6 pts
Learning Objectives: 1. written as student outcomes (specific & measurable), 2. contain verbs appropriate to the type of assessment , and 3. contain verbs that reflect skill level in the standards/goals (w/ reference to Bloom's level)	11 pts Exemplary	10 pts Proficient	7 pts Emerging	4 pts Missing	11 pts
Statement of assessment plan: design, components and timeline (include all artifacts)	21 pts Exemplary	20 pts Proficient	13 pts Emerging	7 pts Missing	21 pts
Rationale for each assessment method (at least 2)	16 pts Exemplary	15 pts Proficient	9 pts Emerging	6 pts Missing	16 pts
Statement of actions taken to ensure validity for each assessment	16 pts Exemplary	15 pts Proficient	9 pts Emerging	6 pts Missing	16 pts
Statement of actions taken to ensure reliability for each assessment	16 pts Exemplary	15 pts Proficient	9 pts Emerging	6 pts Missing	16 pts
Scoring criteria for graded assessments	6 pts Exemplary	5 pts Proficient	3 pts Emerging	2 pts Missing	6 pts
Explanation of relative assignment weights	6 pts Exemplary	5 pts Proficient	3 pts Emerging	1 pts Missing	6 pts
Rationale for weighting plan for all graded elements	6 pts Exemplary	5 pts Proficient	3 pts Emerging	1 pts Missing	6 pts
IEP Rationale for how to implement appropriate accommodations in adherence to IEP/504 accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content	6 pts Full Marks Exemplary	5 pts Proficient	3 pts Emerging	1 pts Missing	6 pts
Total Points: 116					

Assignment 4 Rubric MMSN: Introduce, Practice, Assess 1.1, 1.2, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.10, 4.2, 4.3, 4.4, 4.5; UTPEs Practice/Assess: 1.1, 1.3, 1.5, 2.5, 3.1, 3.2 3.3, 3.4, 4.3, 4.4, 5.1, 5.3

EDUC 289A Lesson Plan Assignment Rubric				
Level	Principles & Guidelines	Lesson Plan Elements	Organization & Language	Presentation

Exceed s Expect ations	· SCU lesson plan template including Universal design for learning (UDL) principles and guidelines (Bryant et. al., 2017, p. 261) are clearly evident in the lesson plan presentation	· Presents <i>all</i> of the required SCU/UDL lesson plan template elements (http://udlexchange.cast.org/home) as well as other components clearly & concisely, allowing audience to follow line of reasoning	· Organization of ideas is clear and logical with smooth transitions · Utilizes precise academic vocabulary appropriately (free of “likes”) · Elocution has clear authoritative & enthusiastic voice	· Free of spelling, punctuation, grammar, pronunciation errors · Active/attentive participation · Body language (eye contact, poise, movement) demonstrates self-confidence that holds attention of audience · Uses audio/visual aids without trouble that enhances presentation
Meets Expectat ions	· SCU/UDL principles and guidelines are <i>mostly</i> evident in the lesson plan presentation	· Presents <i>most</i> of the required elements clearly & concisely, allowing audience to follow line of reasoning	· Organization of ideas is logical · Utilizes mostly precise academic vocabulary appropriately (few “likes”) · Elocution is clear and can be heard by most classmates	· Minor spelling, punctuation, grammar, pronunciation errors · Mostly Active/attentive participation · Body language demonstrates self-confidence · Uses audio/visual aids without trouble
Appro aching Expect ations	· SCU/UDL principles and guidelines are <i>somewhat</i> evident in the lesson plan presentation	· Presents <i>some</i> of the required elements clearly & concisely	· Organization of ideas is somewhat logical · Utilizes mostly precise academic vocabulary appropriately (some “likes”) · Elocution is low and can be heard by some classmates	· Some spelling, punctuation, grammar, pronunciation errors · Some Active/attentive participation · Body language demonstrates some self-confidence · Uses some audio/visual aids with trouble
Minimum Expectati ons	SCU/UDL principles and guidelines are <i>vaguely</i> evident in the lesson plan presentation	Presents <i>few</i> of the required elements	· Logic to organization makes it difficult to follow · Utilizes everyday vocabulary · Elocution is low and cannot be heard by most classmates	· Several spelling, punctuation, grammar, pronunciation errors · Off task behavior · Body language demonstrates little self-confidence · Doesn't use audio/visual aids

