



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

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

**SOCIALSCIENCE METHODS
FALL 2017**

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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.)

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. 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 #
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
2	Thinking carefully about what students need to learn and the implications for teaching practice and instructional design, including adaptations of instructional texts and use of various technologies to meet the instructional needs of diverse learners (e.g., English learners, students with special needs).	1-5	3-6	1.1, 1.3, 1.8, 2.5, 3.2, 3.3, 4.1, 4.7
3	Utilizing strategies to assess student learning throughout the learning process.	1, 3, 5	2, 3	1.8, 2.5, 5.2, 5.3
4	Beginning to understand what it means to be a reflective practitioner.	4	4, 6	1.8, 4.8, 6.1
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.	1 - 5	4, 6	1.5, 3.4, 4.7 5.3
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	1, 3	1-4	4.3, 5.2, 5.3
8	Development of a critically reflective teaching disposition that seeks out opportunities for professional growth.	2	4, 5	1.5

*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/sbedraftthssfw.asp>

California Department of Education. (2004). *Visual and Performing Arts Framework for California Public Schools Prekindergarten Through Grade Twelve*. Sacramento, CA: California Department of Education. This document should be downloaded from the web at <http://www.cde.ca.gov/ci/vp/cf/index.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/>

California County Superintendents Educational Services Association. (2008). *K-6 Visual and Performing Arts Curriculum Guide: Examples of Integrated Lessons*. Los Angeles, CA: Los Angeles County Office of Education.
<http://csesaarts.org/tools/k-6-visual-performing-arts-curriculum-guide/>

Recommended Social Studies Resources

National Council for the Social Studies - <http://www.ncss.org/>
California History-Social Science Project - <http://csmc.ucop.edu/chssp/>
Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Classrooms - <http://www.peacecorps.gov/wvs/publications/bridges/>
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/>
A Teacher’s Guide to the Holocaust (Elementary Version) - <http://fcit.usf.edu/HOLOCAUST/activity/Intermed.htm>
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>
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

EDUC 289A Social Science Methods
Hoyle, H.

Course/Requirements/Assignments		Points	TPEs Assessed
1	Weekly Literature Circle & Assignments	25%	1.3, 1.5, 1.7, 4.5, 4.8
2	Technology Project	15%	1.5, 4.8
3	* Lesson Cycle Portfolio	60%	1.5, 3.1, 3.3, 3.4, 4.3, 5.1, 5.3

* Signature Assignment

1. Weekly Literature Circle and Assignments:	25%
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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. Technology Project

This project gives you the opportunity to focus on using technology in the classroom to increase the learning of all students. This assignment involves you practicing the use of technology in the classroom to improve student learning. Details will be delivered in class.

3. LESSON CYCLE PORTFOLIO-SIGNATURE ASSIGNMENT

DUE: December 5th

LESSON CYCLE PORTFOLIO (LCP) PROJECT DESCRIPTION

This project offers you the opportunity to practice planning, teaching ("enacting" per TPA language), reflecting on, and learning from the lessons you create for students. This project also allows you to demonstrate your developing capabilities in relation to the California Teaching Performance Expectations (TPEs).

- You will be required to complete two Lesson Cycles during the fall quarter.
- Which lessons you work on are entirely up to you. Please consult your Master teacher and this instructor.
- These should be lessons you will teach in your placement setting.
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NOTE:

- Round 1 of the LCP includes assessment analysis as required for TPA #3.
- Round 2 of the LCP integrates all teaching skills as required for TPA #4.

The finished portfolio you submit must:

- Be submitted by the due dates listed for each Round unless alternative arrangements have been made with your instructor's permission. Each Round is designed to build upon the previous Round. Feedback must be incorporated.

Reminders:

- Read the requirements for each section carefully and don't wait until the last moment to begin working on the project.

- Define any specific terms you think might be unfamiliar to us and avoid using acronyms or abbreviations unless you're sure we'll know what you mean.

Due in class December 5th.

Assessments and Grading Criteria

	4-point scale equivalent	Letter grade equivalent	Description of candidate performance
MEETS FEW EXPECTATIONS	1	D	The candidate's performance/product demonstrates an overall lack of proficiency in many of the skills/TPEs assessed. Some required parts of the performance/product are missing and some required parts of the performance/product are inaccurate.
MEETS SOME EXPECTATIONS	2	C	The candidate's performance/product demonstrates partial, inconsistent proficiency in the skills/TPEs assessed. Some required parts of the performance/product are incomplete, limited, ambiguous or inaccurate.
MEETS EXPECTATIONS	3	B	The candidate's performance/product demonstrates proficiency in all aspects of the skills/TPEs assessed. All required parts of the performance/product are complete and accurate.

EXCEEDS EXPECTATIONS	4	A	The candidate's independent, unassisted performance/product clearly, consistently, and convincingly demonstrates high levels of proficiency in all aspects of the skills/ TPEs assessed. The performance/product goes beyond completion and accuracy by demonstrating strong evidence of original, creative thought and/or sophisticated insight into the students and the context. Performance/product exceeds expectations in ways that are appropriate, meaningful, relevant, accurate, clear, and detailed. The performance/product's added features are deliberately aimed at maximizing and deepening learning for all students in the class.
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1. 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.

2. 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 all missed content and in-class work. Make up work must be prearranged with the instructor.

Absence Policy

- 1 absence – 5% deducted from final grade if professor is notified
- 2 absences – 10% deducted from final grade
- 3 or more absences – You may be dropped

Camino Course Management System

To access course materials and participate in online activities, please be sure to review Camino.

Reminders, tools, readings and assignment descriptions will be made available through this online course management system.

The professional conduct requirement includes the 5 dimensions described below:

- Participation** ED 291 students will engage in respectful, thoughtful participation in class activities and discussion - as evidenced in their speaking, listening, and writing. Students should take responsibility for their own learning and support the learning of their peers.
- Preparation** Class assignments must be completed before the class session in which they are due so everyone can participate fully in class activities. Students should bring all relevant course materials and a **hard copy** of written assignments to class. In the event of an absence, assignments are still due per course outline.
- Communication** Email and our Camino website will be our primary means of communication outside of class. You must check your SCU email account every day to ensure you maintain a connection with your classmates and me.
- Responsible Use of Technology** Electronic devices will be used only in ways directly related to ED 291 class activities in progress. Phones should be stored away and silent; computers and PDAs should be used only in direct support of the class activity in progress.

Attendance

Attendance. Regular attendance at all class meetings is a requirement in this program. For each class session you miss, 10 percentage points will be deducted from your final grade for the course. Each of you will be granted one Emergency Release (ER). Your ER excuses you from one class session with half the grade penalty (loss of 5 percentage points instead of 10). To use your ER you must notify me by email or phone BEFORE class. Save your ER for medical issues, family demands, car trouble, etc.

Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences so I can make the necessary accommodations. All other absences are unexcused and will affect your grade.

Punctuality. Coming to class (and returning from breaks) on time and ready to learn is another course requirement. When you arrive, please sign in using the sheet provided. Your first lateness will be excused; your second lateness will cause 1 percentage point to be deducted from your final course grade; your third lateness will cause an additional 4 percentage points to be deducted. More than three late arrivals indicate a serious problem; this situation will be dealt with at my discretion.

Note: Points lost due to poor attendance and/or lack of punctuality are deducted from your final grade. A student with excellent grades on assignments and other aspects of professional conduct can earn a poor course grade as a result of excessive absence or chronic lateness.

Attendance and punctuality are the only policies with the immediate potential to impact your course grades. However, your instructors gather data documenting your adherence to the remaining policies listed here through ongoing observation and documentation. These data are a primary factor in our program's assessment of your mastery of TPE 12- "Professional, ethical, and legal obligations."

If I feel you are not meeting all the expectations spelled out below, I will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer my support in helping you reach those expectations. If I do not contact you with a concern, you can assume you are satisfying these requirements. However, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact me at any time and I will be glad to share my assessment with you.

Absence from class. Because so much of the course content is learned through participation in class activities and learning experiences, it is not possible to make up for missing a class session. However, there are ways you can engage with the content, join the conversation, and try to fill the knowledge gaps that are the result of your absence. If you must miss a class session, do the following things:

1. Complete and submit on time all assignments due for the class session
2. Download and review the PowerPoint presentation and any handouts and discussion notes from class (all posted on Camino)
3. Talk with your classmates to get their sense of the main "take-aways" of the session.

Disability Accommodations

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations. While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources

office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information, you may contact Disabilities Resources at 408-554-4109.

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

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 University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University.

Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (ECPPM Graduate Bulletin, 2016-2017)

COURSE SCHEDULE

DATE & CLASS SESSION	TOPICS	READINGS DUE	OTHER TASKS
Sep 19 Class #1	<ul style="list-style-type: none"> • Course overview • Introduction to Methods • Description of Lesson Cycle Portfolio 	Wiersma, A. (2008) A Study of the Teaching Methods of High School History Teachers, The Social Studies, May-June.	
Sep 26 Class #2	<ul style="list-style-type: none"> • History of Methods • Decision chart activity 	<p>Malikow, M (2006) How to Engage Students in Controversial Issues. Kappa Delta Pi Record. Spring.</p> <p>Heid, K. (2008) Care, Sociocultural Practice, and Aesthetic Experience in the Art Classroom. Visual Arts Research</p>	Schedule Visits
October 3 Class #3	<ul style="list-style-type: none"> • Experiencing levels of inquiry learning • Assessing students during hands-on learning experiences • Speaking 	<p>Aveanu, V (2015) Creativity as a Sociocultural Act. The Journal of Creative Behavior.</p> <p>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.</p>	Bring data from lesson to class
October 10 Class #4 Online Class Activities	<ul style="list-style-type: none"> • Learning cycles • Identifying student misconceptions 	<p>Yousaf, S., Aziz, S., Hassan, H., (2012) Effectiveness of Maps & Globes in Social Studies' Teaching. International J. Soc. Sci. & Education.</p> <p>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</p> <p>Brown, C., & Dotson, K., (2007) A Case Study Using Digital Primary Source Documents. TechTrends.</p>	Round 1 of LCP Due Online submission
October 17 No Class	No Class	No Class	
October 24 Class #5	<ul style="list-style-type: none"> • Textbook analysis • Connecting inquiry learning to Enduring Understandings and lesson planning 	<p>Truong-White, H., (2015) Digital Storytelling for Transformative Global Citizenship Education. Canadian Journal of Education</p> <p>Harris, R., & Reynolds, R., (2014) The history curriculum and its personal connection to students from minority ethnic backgrounds J. Curriculum Studies.</p> <p>Averyi, P., Levy, S., & Simmons, A. (2013) Deliberating Controversial Public Issues As Part of Civic Education. The Social Studies.</p> <p>Vecchio, D. (2004) Immigrant and Ethnic History in the United States Survey. The History Teacher.</p>	LCP round 1 returned

<p>October 31 Online Class Activities Class #6</p>	<ul style="list-style-type: none"> • Managing and motivating students in an interactive classroom • Continued inquiry in the classroom 	<p>Yogev, E., (2013) On the need to strengthen political-critical thinking in history education. Springer Science.</p> <p>Harris, R., & Reynolds, R., (2014) The history curriculum and its personal connection to students from minority ethnic backgrounds</p> <p>J. Curriculum Studies.</p> <p>Averyi, P., Levy, S., & Simmons, A. (2013) Deliberating Controversial Public Issues As Part of Civic Education. The Social Studies.</p>	
<p>November 7 Class #7</p>	<ul style="list-style-type: none"> • Differentiation strategies • Ethics • Learning from, iterations of, and feedback on student work 	<p>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,.</p> <p>Marshall, J., Horton, R (2011) The Relationship of Teacher-Facilitated, Inquiry-Based Instruction to Student Higher-Order Thinking. Inquiry and Student Thinking.</p>	<p>Bring data from lesson to class</p>
<p>November 14 Class #8</p>	<ul style="list-style-type: none"> • Concept maps • Compiling our toolkit of methods 	<p>Metzgers, S. (2010) Maximizing the Educational Power of History Movies in the Classroom The Social Studies.</p> <p>Roberts, S (2011) Using Counterfactual History to Enhance Students' Historical Understanding. The Social Studies</p>	<p>Round 2 of LCP Due</p>
<p>November 28 Class #9</p>	<ul style="list-style-type: none"> • Course synthesis 	<p>Reisman, A. (2012) The 'Document-Based Lesson': Bringing disciplinary inquiry into high school history classrooms with adolescent struggling readers J Curriculum Studies.</p> <p>Roberts, S (2011) Using Counterfactual History to Enhance Students' Historical Understanding. The Social Studies.</p>	
<p>December 5 Class #10</p>	<ul style="list-style-type: none"> • LCP Presentations • Narrative evaluations 		

Methods Lesson Cycle Portfolio-Signature Assignment

GUIDELINES FOR LESSON CYCLE PROJECT: Plan-teach-reflect-apply portfolio

This assignment provides clear you with the opportunity to document your engagement in the lesson cycle: planning and teaching a lesson, reflecting on student learning outcomes, and applying what you learned to subsequent lessons. You will have the opportunity to practice this three times during the winter quarter. The assignment also allows you to demonstrate your developing capabilities in relation to the California's Teaching Performance Expectations (TPEs).

The lessons you choose for this signature assignment must

- address the target content area identified by you in your Teaching Goal. When setting a goal, be SMART – specific, measurable, attainable, realistic and timely.
- be observed and assessed by either your field supervisor or your master teacher or both
- enable you to complete all the required sections listed in these guidelines

The finished portfolio you submit must

- have 5 clearly marked sections
- contain all the materials specified for each section (use the checklist on the last page!)
- be submitted the last class meeting

Portfolio Section 1. PLAN

This section of the portfolio should include the following materials:

A. Decision chart

How did you determine the learning objectives/procedures/assessment of student learning for this lesson?
Discuss/describe

a. The degree to which you considered

- State academic content standards
- Adopted textbook or instructional materials
- Your students' prior knowledge, background experiences, interests
- The needs of your students who are English Learners
- The needs of your students with learning exceptionalities
- Your students' current levels of knowledge and skill related to this topic
- Input from colleagues, administrators, or SCU faculty coaches
- Information gleaned from websites
- Resources/instructional materials beyond those adopted by the Diocese
- Your own expertise and knowledge of this content
- Your experiences teaching this content in previous years
- Other issues you believed were relevant

b. The ways those considerations shaped your decisions regarding the plan for the lesson

c. The rationale behind your decisions

Please do your best to document everything you took into consideration when you determined the objectives for this lesson—it's okay if the chart is long. Structure your decision chart using the following format:

B. Lesson plan and teacher-developed instructional materials

Provide a complete lesson plan (using the format typically used at your school site). Include any supplemental instructional materials you developed or used (a PowerPoint, handouts, graphic organizers, student worksheets, etc.). Please note: We should be able to see evidence of all the decisions mentioned in "Column b" of your Decision Chart in your lesson plan.

Portfolio Section 2. TEACH

This section of the portfolio should include the following materials:

A. Copy of your SCU Field Supervisor/Master Teacher's evaluation of this lesson (The first two lessons you will turn in the formative evaluation. The final portfolio will include the summative evaluation)

B. Copy of your self-assessment of this lesson using the same form used by the person observing you

C. Annotated lesson plan and annotated teacher-developed instructional materials

Print a second copy of lesson plan and teacher-developed instructional materials provided in Section 1; use a colored pen to insert descriptions of what actually happened when you taught the lesson to your students. Note the changes you made while you were teaching (things you added and things you skipped) and what prompted you to make those changes. You can also note unexpected responses from students, unforeseen problems, happy accidents, or any other forces that caused you to depart from your plan.

D. Leveled packets of student work

Please provide evidence of student achievement of (or progress toward) the lesson objectives. Include examples of the full range of student achievement levels: we would like to see several examples of work you would consider outstanding, proficient, borderline, and poor. Use a paper clip to separate work at each level (so you'll end up with 4 leveled packets). On the front of each leveled packet, please include a cover sheet that (1) specifies the level of the work in the packet; and (2) indicates the key criteria you used when selecting work you felt represented that level: what were the key traits that made this work outstanding rather than proficient or proficient rather than poor. See example below:

Leveled Packet Cover Sheet

Level: Outstanding

Key traits: All the work in this packet demonstrates

- Mastery of the lesson objectives
- Heightened level of insight, detail, or creativity

Portfolio Section 3. REFLECT

This section of the portfolio should include the following materials

A. Reflective activity A: Analysis of your Decision Chart from Section 1

Looking back, how effective were the decisions you made when you were planning the lesson? Please copy your Decision Chart and add a 4th column called "but/and" and describe the outcome of each of your planning decisions. See example below:

B. Reflective activity B: Analysis of leveled packets

Print a second copy the cover sheets you made for each leveled packet. Beneath your discussion of the key traits that anchored the work at that level, add a second paragraph that discusses YOUR impact on the learning outcomes represented in that packet. How did your instruction, your feedback, your classroom learning environment, your support, your materials, your lesson plan, your knowledge of the students, the adaptations you made to the lesson, and your decisions create the conditions that led those students to achieve at that particular level?

C. Reflective activity C: Considering your Teaching Goal for this quarter

Write a short narrative that describes (a) the relationship between this lesson and your Teaching Goal in this content area; and (b) what impact, if any, teaching this lesson had on your progress toward your Teaching Goal.

D. Reflective activity D: Narrative response to reflective activities A and B

After you have revisited your decision chart and carefully considered your impact on your students' learning outcomes in this lesson, go back and re-read the self-assessment you completed after you were observed for your lesson (included in Section 2). Then, write a short narrative that describes the impact of Reflective Activity A, B, and C on your perceptions of your teaching performance in this lesson. What do you see now that you didn't see when you self-assessed immediately after teaching the lesson?

Portfolio Section 4: APPLY

This section of the portfolio should include the following materials

A. List of take-aways

Make a list of the important and practical realizations/decisions you took away from completing Portfolio Section 3. Please note: We should see clear connections between the work presented in Portfolio Section 3 and your list of take-aways.

B. Application of take-aways

Provide a lesson plan (for a lesson taught after the Signature Assignment lesson) that contains concrete evidence of the application of one of your take-aways. Please highlight the sections of the plan related to your take-away and indicate which take-away you're referencing.

C. Narrative: Impact of take-aways

Write a short narrative that describes (1) why you chose to apply that particular take-away in that specific lesson; (2) the result you hoped the take-away would help you achieve and why you expected it would have that impact; (3) the degree to which the take-away achieved the desired result.

Portfolio Section 5: SELF-ASSESS

This section of the portfolio should include the following materials

A. Supervisor Summative Assessment Reflection

Include a copy of the Summative assessment form completed by your supervisor and write a short narrative reflection about how you have progress toward your learning goal. Also include at least two concrete steps you plan to take in order to achieve each goal.

B. Methods Assignment Rubric Self-Assessment

Download a copy of the CSTP Assignment Rubric from our Camino website. Assess your performance on your Signature Assignment in relation to each of the 6 standards. In the space beneath each standard, please explain how you determined your rating for that standard. Each standard should look something like this:

Methods
Portfolio Submission Checklist

Portfolio Section 1. PLAN

- A. Decision chart
- B. Lesson plan and teacher-developed instructional materials

Portfolio Section 2. TEACH

- A. Copy of your SCU Field Supervisor/Master Teacher's evaluation of this lesson
- B. Copy of your self-assessment of this lesson using the same form used by the person observing you
- C. Annotated lesson plan and annotated teacher-developed instructional materials
- D. Leveled packets of student work

Portfolio Section 3. REFLECT

- A. Reflective activity A: Analysis of your Decision Chart from Section 1
- B. Reflective activity B: Analysis of leveled packets of student work
- C. Reflective activity C: Considering your Teaching Goal for this quarter
- D. Reflective activity D: Narrative response to reflective activities

Portfolio Section 4: APPLY

- A. Take-aways
- B. Application of take-aways
- C. Narrative: Impact of take-aways

Portfolio Section 5: SELF-ASSESS

- A. Supervisors Summative Assessment
- B. Completed Methods Assignment Rubric Self-Assessment

Methods Signature Assignment Rubric

Score	1	2	3	4
	Unsatisfactory	Basic	Proficient	Distinguished
Domain A: Making Subject Matter Comprehensible to Students	Teacher's knowledge of subject matter and/or content standards is inaccurate. Content is presented with little or no attention to student understanding. No efforts are made to provide every student with access to grade-level academic content.	Teacher's knowledge of subject matter and/or content standards is limited. Content is presented with some attention to student understanding. Inconsistent efforts are made to provide every student access to grade-level academic content.	Teacher has accurate knowledge of subject matter and/or content standards. Content is presented in ways that support student understanding. Consistent, effective efforts are made to provide every student access to grade-level academic content.	Teacher has deep knowledge of subject matter and/or content standards and uses that knowledge to enhance student understanding of the content. Every student is regularly given access to grade-level and enriched academic content.
Domain B: Assessing student learning	Student learning is assessed rarely and/or using tools that provide little useful data. Few efforts are made to collect and analyze learning data and/or to use data to set learning goals or inform instructional decisions.	Student learning is assessed regularly but with limited and/or inconsistent use of varied tools. Data are considered in limited ways when making instructional decisions.	Student learning is assessed frequently, using a range of tools. Data are collected, analyzed, and applied to make effective, appropriate decisions about students' need for enrichment, differentiation, or additional support.	Student learning is assessed systematically using a range of assessment tools. All curricular and instructional decisions are data-driven. Quantitative data are entered into a database used by groups of teachers to support repeated and varied analyses of student learning.
Domain C: Engaging and supporting Students in Learning	Provides little to no evidence of building on students' prior knowledge, responding to student interests or considering student learning needs. Teaching may be inappropriate, arbitrary, or lack thoughtful attention to every student.	Provides minimal evidence of building on students' prior knowledge, responding to student interests, or considering students' learning needs. Efforts to attend thoughtfully to every student may be limited or inconsistent.	Provides clear evidence of building on students' prior knowledge, responding to student interests, and considering students' learning needs. Efforts to attend thoughtfully to every student are appropriate and successful.	Provides evidence that consistently and clearly demonstrates thoughtful knowledge of and attention to every student's learning needs. Each student is working on tasks that are challenging and achievable.
Domain D: Planning instruction and designing learning experiences for all students	No effort to assess students' knowledge or to set learning goals. Instructional plans and materials do not reflect student needs. Little or no variation in teaching strategies.	Minimal effort to assess students' knowledge; learning goals are vague or inappropriate. Instructional plans and materials show cursory attention to student needs. Occasional variation in teaching strategies.	Consistent, ongoing effort to assess students' knowledge and to set appropriate learning goals. Instructional plans and materials are responsive to student needs and can be easily adjusted. Many relevant and effective teaching strategies are used.	Learning goals and instructional plans are continually updated in response to ongoing collection and analysis of student learning data. Teaching strategies are thoughtfully selected to maximize student learning.

<p>Domain E: Creating and maintaining effective environments for student learning</p>	<p>Learning is frequently disrupted by inappropriate student behavior. Few or no students complete their work or achieve learning objectives. No evidence of high academic expectations or appropriate supports for all students.</p>	<p>Learning is occasionally disrupted by inappropriate student behavior. Some students complete their work and achieve learning objectives. Some evidence of high academic expectations and/or appropriate supports for all students.</p>	<p>Inappropriate student behavior is redirected with minimal disruption of learning. Most students complete their work and achieve learning objectives. Clear evidence of high academic expectations and appropriate supports for all students.</p>	<p>Instructional time is rarely disrupted by inappropriate student behavior. All students complete their work and achieve learning objectives. A great deal of evidence indicates high academic expectations and appropriate supports for all students.</p>
<p>Domain F: Developing as a professional educator</p>	<p>Few efforts to engage in professional growth or to collaborate with colleagues to strengthen practice. Little to no reflection on student learning.</p>	<p>Cursory efforts to engage in professional growth. Work with colleagues focuses inconsistently on improving practice. Reflection centers on self-assessment rather than on student learning.</p>	<p>Visible efforts to engage in professional growth. Works with colleagues to analyze student learning data and to plan instruction. Reflection focuses consistently on ways to improve student learning outcomes.</p>	<p>Ongoing participation in professional growth experiences focused on new strategies to increase the academic success of every student. Establishes and leads data analysis teams and lesson study groups with colleagues. Mentors novice teachers and provides curricular and instructional leadership at the school.</p>