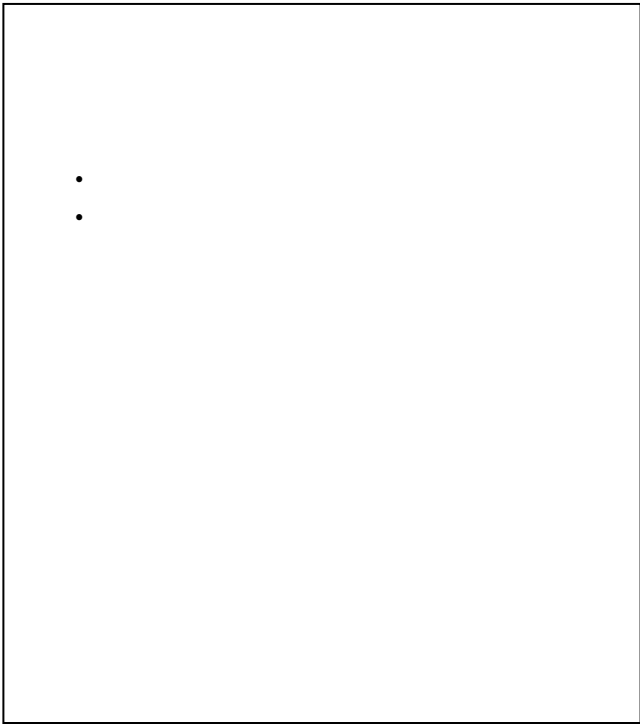# MULTIPLE
SUBJECT
CREDENTIAL
PROGRAM

Table of Contents

Section I:

My Personal Practice: Turn to the set of active participation strategies offered in the appendix of this handbook. Which strategies do you feel are appropriate for your age group and that allow

<u>Classroom Management</u>

The underlying principle of classroom management is "management is curriculum." Just like any other content area that we teach in the realm of academics, management is part of the curriculum for which we are responsible.

"It takes one fool to backtalk. It takes two fools to make a conversation of it." (Tools for Teaching, F. Jones, 2005, p. 210)

"Any time that you are working harder at discipline management than the students, you will lose." (Tools for Teaching, F. Jones, 2005, p.156)

"When thoughts are guided to focus on the positive and constructive, then the self is nourished and enriched. Self-worth is intangible, and much of its cause, as well as its effect, is a matter of choice.

Teachers should be well-planned for each lesson taught throughout the instructional day. Daily instructional objectives are an important component to the planning process. Although there are many ways that instructional objectives are presented across districts, school sites, and classrooms, there are three critical components to consider in preparing an instructional objective. Essential components to an objective include:

1. Content: What acional

A template can be utilized to organize the three parts of an objective into a statement that can be useful to use with preparing lessons and sharing with colleagues and students. The illustration below shows a common 3-part objective template:

_____

Illustration 1.3: Instructional objective template

In addition to the teacher's planning of an appropriate objective, it is important that the students also know and understand what is

*students classify, describe, discuss, identify, and explain information. Next, students demonstrate, interpret, and write about what they've learned and solve problems. In the subsequent step, students compare, contrast, distinguish, and examine what they've learned with other information, and they have the opportunity to question and test this knowledge. Then students argue, defend, support, and evaluate their opinion on this information. Finally, in the original model of Bloom's Taxonomy, students create a new project, product, or point of view. (*http://edglossary.org/blooms-taxonomy/*)*
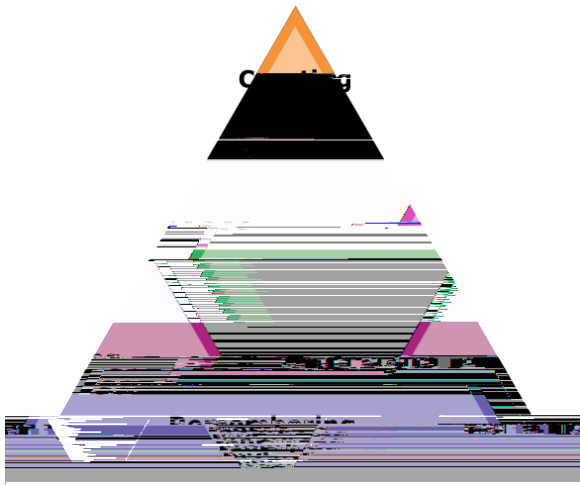

Illustration 1.4: Revised Bloom's Taxonomy

*More recently (1990s), "The 'Revised Bloom's Taxonomy,' as it is commonly called, was intentionally designed to be more useful to educators and to reflect the common ways in which it had come to be used in schools. In the revised version, three categories were renamed and all the categories were expressed as verbs rather than nouns. Knowledge was changed to Remembering, Comprehension became Understanding, and Synthesis was renamed Creating. In addition, Creating became the highest level in the classification system, switching places with Evaluating. The revised version is now Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating, in that order." (*http://edglossary.org/blooms-taxonomy/*)*

Rigor is another word that is often utilized when discussing content standards and instructional objectives. In the template above, the term "level of cognition" can be utilized to describe the rigor of the lesson. *"Depth of Knowledge also referred to as D.O.K., is the complexity or depth of understanding required to answer or explain an assessment related item or a classroom activity. The concept of depth of knowledge was developed through research by Norman L. Webb in the late 1990's. Webb identified four distinct depth of knowledge levels. The complexity of an assessment task is increasingly more difficult as the level often increases requiring multiple steps to complete."* The graphic organizer here identifies possible proving behaviors that would accompany each of the DOK levels. *http://teaching.about.com*
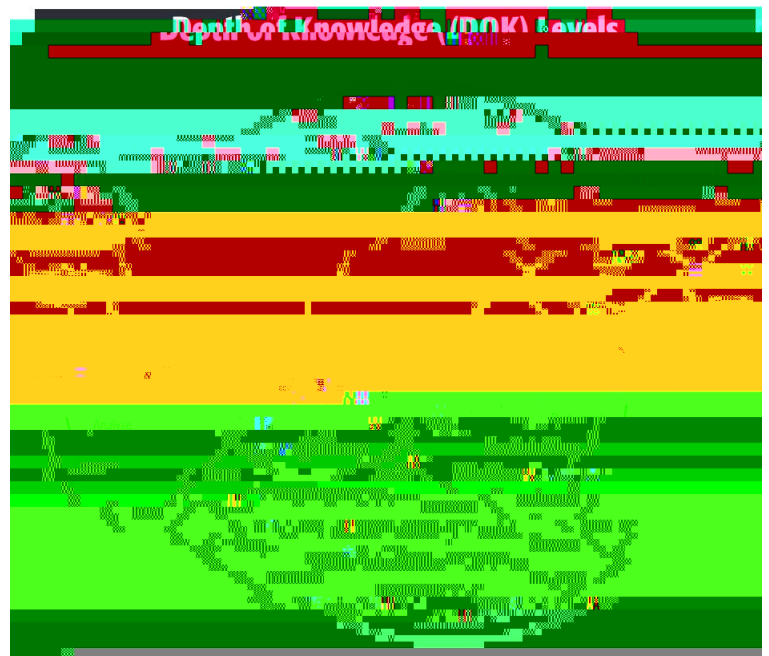

Illustration 1.5:
Norman Webb's Depth of Knowledge (DOK) Levels

"What is it that we want the student to learn? The selection of content, and specific learning outcomes from that content, must be the first decision in determining learning behavior that is appropriate to both the content and the learner.   (Madeline Hunter's Mastery Teaching, Hunter, R., 2004, p.7)

"The practice activity should match the objective. In selecting activities for practice, it is important to analyze them for this congruence. Do the activities have the student practicing the same skill that

Related Resources:

Bloom, B. S. (Ed.) (1984). *Taxonomy of Educational Objectives.* New York: Longman.

Fisher, D. & Frey, N. Better Learning Through Structured Teaching. (2015). Alexandria, VA: ASCD

Gentile, J.R. (1993). *Instructional Improvement:*

Teacher planning includes several levels of preparation. Task analysis is the process of stating an objective and then factoring out the learnings that are essential to that objective. Task analysis can include long-term planning goals (i.e. scope and sequence and units of study) and short-term planning goals (i.e. daily objectives and lesson input). Districts and/or teachers use grade level content standards to design what an entire year of instruction should include within any given subject. This is typically called a scope and sequence document. From this point, district and/or teachers break the annual plan into appropriate units of study. Finally, each unit will be organized by the teacher into manageable daily objectives (or learning targets). Each objective can further be dissected

"First, we must determine which information is basic or essential to students' understanding of the content or process and then separate that information from information that may be desirable but is supplementary and can be acquired later. That basic information must be organized, so it becomes the scaffolding, or advance organizer, to which student can add more complex information." (Madeline Hunter's Mastery Teaching, Hunter, 2004, p.48)

"Organization facilitates understanding and retention. The research has shown that when information is organized, the retention of that information increases rather dramatically. Research also shows

While preparing to write a lesson, you may find that the template below is helpful. The template includes teacher questions related to each component that will help you to think about what type of information or activity you will need to plan to achieve the purpose of the lesson.

follow   not follow the same sequence as delivering a lesson. When

nowh how

not

Lesson Plan Template

	Content Standard:
	What is the level of

Input

What information will students need to get in this lesson that is necessary to their achievement of the lesson objective/learning goal?

Task Analysis/Scaffolding: What is the most logical order for this information to be presented to the students?

What strategy will I use to deliver the information? (Direct teaching, discovery, cooperative learning, etc.)

List content and strategy here.

Model

Which part of the lesson will need examples or need to be modeled?

How will I do this?

Check for Understanding/Active Participation

What questions will I ask or what activities will I do AT THIS STEP OF THE LESSON to determine if students understand the information?

What data will I collect?

What criteria will I use to determine if I can move on to the next step of my lesson? (This is informal assessment)

Lesson Adaptations

What adaptations do I need to consider for this step of the lesson to make the instruction appropriate for my students who:

> *have a disability/IEP/504 plan*
> *are English Learners*
> *GATE*
> *have life experience outside of school that may result in the need for*

"The source of input should be based on the objective (learning outcome) of the lesson. If we want student to develop social interaction skills, we'll probably want them working together rather than listening to a lecture. If the ability to identify similarities and differences is paramount, then an activity requiring them to do so is warranted. If the initial acquisition of a new formula is the focus, a skilled teacher presentation may be most effective."   (Embedding Formative Assessment, Wiliam, D., 2015, 74)

"For maximum engagement, the level of difficulty of what we are having the student do must be correct. In the given curricular area, where does their prior learning leave off and new learning need to begin? At this point the level of task difficulty is correct. Students who are given work that they find unchallenging often spend much time off task doing other things, most of which we would rather they not do. If the task is too difficult,

the task

Related Resources:

Fisher, D. & Frey, N. Better Learning Through Structured Teaching. (2015). Alexandria, VA: ASCD

Hunter, R. (2004). Madeline Hunter's Mastery Teaching. Thousand Oaks, CA: Corwin Press

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of*

<u>Motivation</u>

As teachers, it is our job to motivate students. That may   tough at times. Are all students intrinsically motivated to be at school, in your classroom, ready to learn? No, probably not but that is not an excuse for teachers to say "Well, I can't force them to learn." True, we can't force students to enjoy and want to learn the content we're teaching but there are certainly many factors and strategies that teachers can use to enhance student motivation every day and with every student.

We will define motivation as, "a student's need or desire that activates the person to do something that will satisfy the need or desire." (Hunter, 2004). Motivation theory suggest four distinct strategies for student motivation.   motivation is not inherently good and extrinsic motivation is not inherently bad. Both are effective. The difference is that an intrincally   motivated activity will always be rewarded. Extrinsically motivated activities are rewarded in some instances, but not in others.

The table below compare the basics of etrinsic and intrinsic motivation.

Extrinsic Motivation	Intrinsic Motivation
• Not all bad • Student learn for eternal reinforcers • Rewarded in some cases but not in others • Controlled by the environment	• Not all good • Students learn for the pleasure of learning • Always reed • Controlled by the individual

Obviously, we do not need   to disc us to get students to be intrinsically motivated. If a student is intsically motivat   the reward is always there for te individual. Te strategies of importce   pertain to

unproductive. To get the most motivated worker, teachers needs to balance the:
- Amount of work
- Amount of time
- Amount of visibility

move. However, complete autonomy and isolation may allow students to get off track easily and feel as though the learning is not important enough to be monitored.

For every student, in every lesson, every day, finding the "just right" balance in level of concern varies.

Knowledge of Results refers to the relationship between when a student completes an assignment or activity and how quickly he/she knows how they did. Even in a behavioral situation, a student will be motivated to learn from the mistake, the quicker it is addressed.

Immediate and spēcsif-6(e)4(d)7(.)]TJET(

Related Resources:

Costa, A.L. & Kallick, B. (2009). *Habits of Mind Across the Curriculum: Practical and Creative Strategies for Teachers.* Alexandria, VA: ASCD

Dweck, C. (2006). *Mindset: The New Psychology of Success.* New 89.664 313.13 Td(C.)TjETQq0 03 614BT/TT0 11.04 Tf323.11 .

<u>Monitor and Adjust Process</u>

The monitor and adjust process may seem easily defined within in the title of the strategy. It also may seem like one quick teacher action. To monitor and adjust is actually more detailed than one expects and takes constant teacher observation and reflection throughout instruction.   The process begins with the teacher's role to student progress towards the objective. During this monitoring period, the teacher is making decisions about how to proceed with instruction. Questions that may enter the teacher's mind at this point include:

Monitoring the learning of the

Being able to monitor and adjust is a multi-step skill that appears to happen in a blink of an eye. A teacher follows four specific steps each and every time the monitor and adjust process is used in the classroom.

1) Elicit: The teacher elicits an overt active participation strategy. The strategy chosen must be a strategy where data could be gathered and that the teacher takes precautions that each student's response is his/her own and not copied/mimicked from a classmate (i.e. if a thumbs up/down strategy is used, it must be "heart-centered" (privately held close to the chest)
2) Check: The teacher then checks that everyone in the class is correctly eliciting one of the desired overt behaviors.
3) Interpret: The teacher must interpret the data that is gathered from the class. How many students provided the correct response? How many did not?
4) Act:

Related Quotes for Discussion:

"Teachers may adapt one or more of the curricular elements (content, process, product) based on one or more of the student characteristics (readiness, interest, learning profile) at any point in a lesson or unit." *(Differentiated classroom, Tomlinson, C., 1999, p.11)*

"When teachers become more deliberate in the ways they check for understanding, they **model** *the*

Glossary of Key Pedagogical Terms for the Teaching Profession

5E Inquiry Model

An instructional model that begins with students' current knowledge and their new ideas that relate to the current knowledge. The connections between prior knowledge and new ideas slowly form concepts. According to Herbart, the best pedagogy allows students to discover relationships among their experiences. The next step involves direct instruction where the teacher systematically explains ideas that the student could not be expected to discover. Finally, the teacher provides opportunities for the student to demonstrate their understanding.

https://bscs.org/bscs-5e-instructional-

Academic Vocabulary	General *academic vocabulary* is used to refer to words that appear in texts across several disciplines or *academic* domains. For example, Townsend (2009) *defined* general *academic vocabulary* as words "which are used across content areas, have abstract *definitions*, and are a challenge to master"
	http://onlinelibrary.wiley.com/doi/10.1598/JAAL.54.1.1/pdf
Accommodations	An accommodation is a specific change to instruction for a student with a disability. An accommodation changes the way a student receives information or is tested on the information

(CCSS)	know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live. http://www.corestandards.org/about-the-standards/
Culturally Response Teaching	A teacher's use of strategies that support a constructivist view of knowledge, teaching, and learning assists students in constructing knowledge, building on their personal and cultural strengths, and examining the curriculum from multiple perspectives, thus creating an inclusive classroom environment. https://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching.pdf
Differentiation	Differentiation means tailoring instruction to meet individual needs. Whether

Talented Education (GATE)	to develop unique education opportunities for high-achieving and underachieving pupils in the California public elementary and secondary schools. Each school district's governing board determines the criteria it will use to identify students for participation in the GATE program. http://www.cde.ca.gov/sp/gt/gt/
Growth Mindset	"In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment," writes Dweck. Students who embrace growth mindsets—the belief that they can learn more or become smarter if they work hard and persevere—may learn more, learn it more quickly, and view challenges and failures as opportunities to improve their learning and skills. http://edglossary.org/growth-mindset/
Higher Order Thinking	A concept popular in American education reform that distinguishes critical-thinking skills from low-order learning outcomes, such as those attained by rote memorization. HOTS include analysis, synthesis, evaluation, interpretation, and transfer. HOTS are based on various taxonomies of learning, such as that propagated by Benjamin Bloom in his Taxonomy of Educational Objectives: The Classification of Educational Goals (1956). http://www.ctcexams.nesinc.com/Content/Docs/CalTPA_Glossary.pdf
Individualized Education Program (IEP)	An IEP defines the individualized objectives of a

Assessment	the-moment feedback to students while teaching. Informal assessments may involve a range of strategies (e.g., purposeful questions to check for understanding during the lesson; observation notes taken by the teacher while students are engaged in instructional activities; student-created representations of learning [written work, visuals, graphics, models, products, performances]; student peer review and critique; student and group reflection on the qualities of their own product, process, or performance; homework; "do nows"; exit slips). http://www.ctcexams.nesinc.com/Content/Docs/CalTPA_Glossary.pdf
Learning Target/Learning Goal	A shared learning target unpacks a "lesson-sized" amount of learning—the precise "chunk" of the particular content students are to master (Leahy, Lyon, Thompson, & Wiliam, 2005). It describes exactly how well we expect them to learn it and how we will ask them to demonstrate that learning. Although teachers derive them from instructional objectives, learning targets dif93e 418.06 138.86 reW* nBT/TT0 11.04 Tf452.0

(MTSS)   supporting students. The framework of MTSS is a "way of doing business" which utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System o f Supports helps schools and districts **to organize** resources through alignment of academic standard esources

	comprehension and skill acquisition that they would not be able to achieve without assistance. Like physical scaffolding, the supportive strategies are incrementally removed
	http://www.ctcexams.nesinc.com/Content/Docs/CalTPA_Glossary.pdf
Self-Assessment	Refers to students evaluating their own learning, based on criteria, and objectively reflecting on and critically evaluating their progress and academic development in the content area.

encourage students to take an interest in STEM subjects at an early age. This should be beneficial to them when they enter the jobs market, and in turn it should benefit the greater economy. It is a simple definition with a straight forward goal.

http://www.stemschool.com/articles/what-is-stem-education

Section III:

Teacher Preparation Alignment

Overview: Upon completion of your preliminary credential program and in tandem with your first teaching position, you will

Directions: With your University Supervisor and/or Master Teacher, discuss your student teaching experience and evaluation(s), the Teacher Performance Expectations (TPE) and corresponding Teacher Performance Assessment (TPA) results, and university course content and grades. Reflect upon   ,   , and   leading into your first teaching position. Use the space below (and additional pages as needed) to write detailed notes in each area that can be shared with your future Induction Program Coordinator. Be sure to address areas of professionalism, lesson design and assessment, lesson implementation and assessment, and classroom management. Your documented reflection on this form will support the creation of an Individualized Learning Plan (ILP) during your Induction experience.

Identify your top three strengths and describe evidence to support your claim:

Identify

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.

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

TPE 2: Creating and Maintaining Effective Environments for Student Learning

1. Promote

TPE 3:

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.

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.

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

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.

2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

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.

4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

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.

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.

8. Use assessment data, including information from students' IEP,

TPE 6:

4a: Active Participation Toolbox

A-B Partner Teach
With designated roles in place, the teacher can ask A-B partners to complete various tasks in an effective, efficient time frame.
- Partner A, tell Partner B the two most important things you have learned so far about _____. Partner B add two more details after Partner A has shared.
- Partner A, define_____in your own words. Partner B will then give two examples of_____.
- Partner B, list 3 sources of _____. Partner A, list 3 sources of _____.

Attentive Listening
Students put their pencils down during the teacher input and are not allowed to take notes as the teacher is giving content information. After each step of input, (every 2-3 minutes) the teacher stop.94 526.39 Td(as)TjETQq0 0 612 792 reW* nB2y6 Tf0.03612 79

Exit Slip/ Evidence Bag

Hand Signals

Teacher asks for a response from class with a private gesture with the hands. Most effective to teacher (as a check for understanding) when students keep gestures close to their chest so other students can't see their answer. Examples include:

- Thumbs up/down
- Open/closed fist
- One finger/two fingers
- Arms crossed/uncrossed

Idea Wave

- Each student lists 3 to 5 ideas about the assigned topic.
- A volunteer begins the "idea wave" by sharing one idea
- The student to the right of the volunteer shares one idea; the next student to the right shares one idea.
- The teacher directs the flow of the "idea wave" until several different ideas have been shared.
- At the end of the formal "idea wave," a few volunteers who were not included can contribute an idea.

Jigsaw

- Students read different passages from the same text (or selections from several texts) becoming the expert with the specified text.
- The "experts" lead discussion or share the information from their specific reading with a specific group or the entire class.

K – W – W – L

What I Know – Where I learned it – What I want to know - What I Learned

This strategy helps students organize, access, and reflect on learning which increases comprehension and

Quick-write / Reflection

Use a quick-write to activate background knowledge, clarify issues, facilitate making connections, and allow for reflection.

- Students write for a short, specific amount of time about a designated topic related to…

Socratic SeTQrnTQak676.42 Td( )TjETQq0 0 612 792 reW* nBT/TT0 14.816a1t0/TT0 9.96 Tf432.82

Horizontal Lesson Template (Direct Instruction)
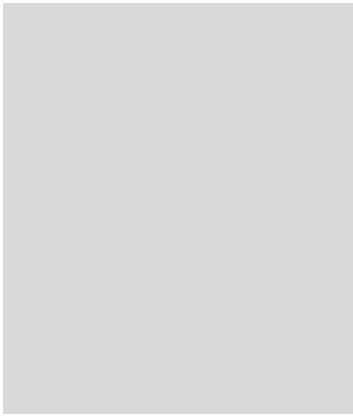
Terminal Objective (plan 1st):
Content Standards Reference:

Introduction (plan last)	Body of Lesson (plan 2nd)
Anticipatory Set ↓	Input →

Vocabulary Strategies Lesson

Terminal Objective: Given a non-fiction article and appropriate graphic organizers, students will analyze vocabulary words by using strategies (word structure, context clues, apposition, and prior knowledge) and discussing word meanings with

Procedure Lesson: Entering the Classroom

Terminal Objective: Given a step-by-step tutorial, students will know the steps to enter the classroom according to the prescribed procedure without error.	
Introduction	Body of Lesson

Anticipatory Set
Think for a minute about this scenario. You are outside a movie theater. You are waiting for the ticket booth to open. There is a large group of people waiting, but there is no line. Finally one ticket window opens and everyone runs to it. What problems will start to arise? *Lead students to discuss pushing, shoving, people getting hurt, people having a difficult time actually buying a ticket, or hearing any announcements*

Pre-writing Using Graphic Organizers

...and writing to compose and sequence a...

Reading Standards for Informational Text K–5

Kindergartners	Grade 1 Students	Grade 2 Students
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.	2. Identify the main topic and retell key details of a text.	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Grade 3 Students	Grade 4 Students	Grade 5 Students

4d: Sample Standards   Next Generation Science Standards

http://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp
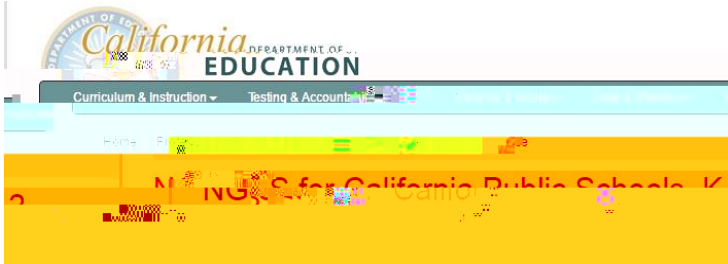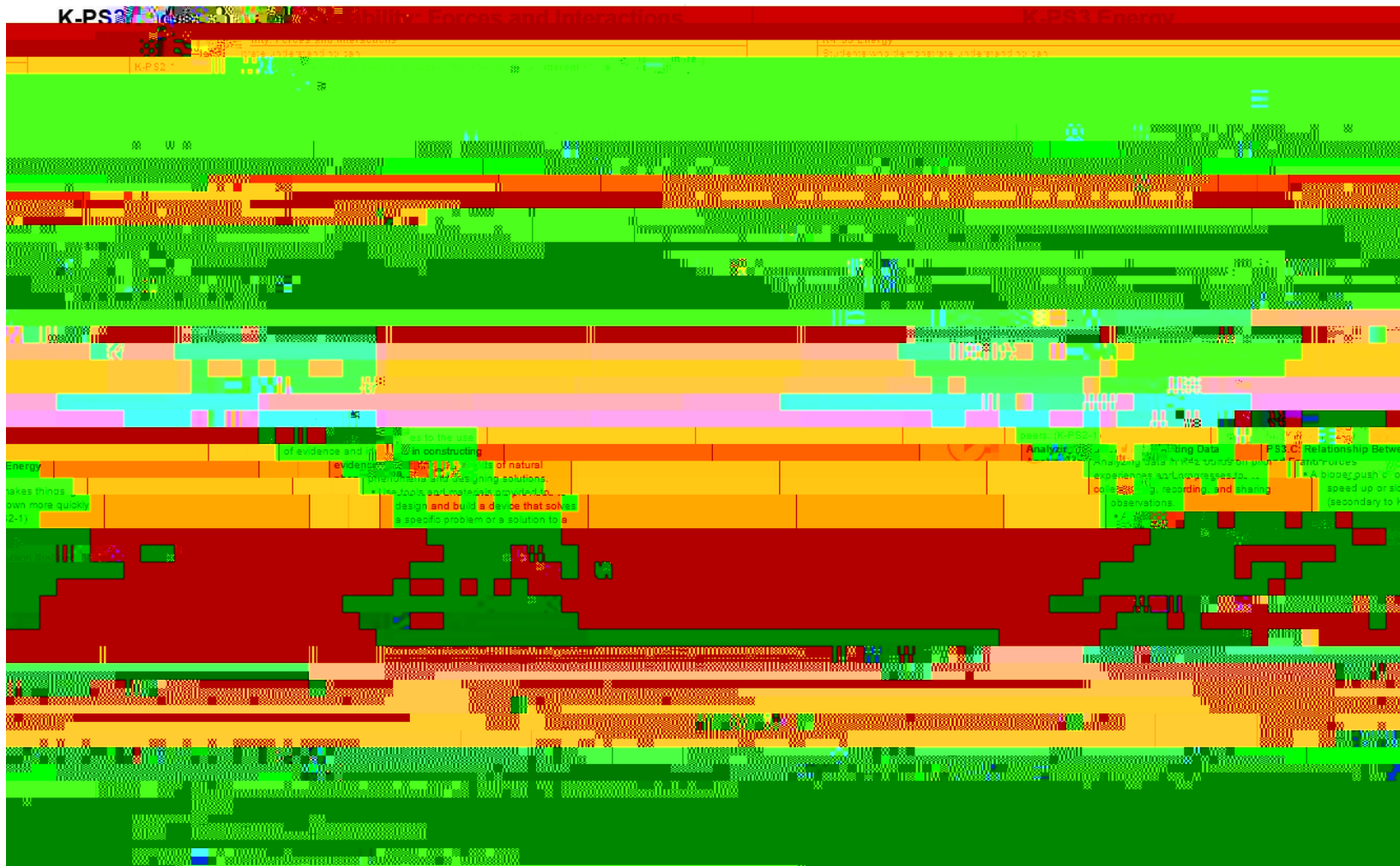
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Skowron, J. (2001). *POWERFUL Lesson Planning Models.* Arlington Heights, IL: Skylight
     Professional Development.

Stronge, J. (2007). *Qualities of Effective Teachers.* Alexandria33 706.56 Td[(L)7(es)8(so)11(n)]TJETQq0 0 612 T/TT0 11.04 Tf274