

ADDENDUM TO COURSE OUTLINE OF RECORD

LASC LEARNING OUTCOMES MATRIX

Course Name & Number: EDUC 205- Diversity in Education Term Fall Year 2015
 Faculty Participants: Marini Smith
 Approved by: LO Committee Chair: Laura Manyweather Date _____
 Department Chair _____ Date _____
 Curriculum Committee Chair _____ Date _____

<input checked="" type="checkbox"/> Course <input type="checkbox"/> Program <input type="checkbox"/> Administrative

The student will ... (Learning Outcome—identify at least 2 LOs)	As measured by the following method.... (Assessment strategy/tool)	And, if applicable, scored by the following learning Rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (include results & evaluation if already assessed)	Recommendations to improve teaching and learning. (include planned modifications if assessment results have already been analyzed)
1. Learning Outcome Demonstrate effective teaching strategies (including current, research-based practices in the field of culturally responsive pedagogy) for integrating all children into the classroom and minimize cultural barriers to education. <input type="checkbox"/> Institutional # ___ <input checked="" type="checkbox"/> Program # <u>1</u>	1 SLO's will be assessed through student scores of the lesson demonstration assignment. 70% of students obtaining a score of 70% or better on lesson demonstration assignment.	A= 100-90% B= 89-80% C= 70-79% D= 60-69% F= 59% or below 70% of students obtaining a score of 70% or better lesson demonstration. Rubric attached.	Spring 2015- Assess Using the benchmark, <i>at least 70% of students will score 70% or above on the lesson demonstration assignment</i> the results are the following: Class 1 Average: 74% Fall 2015- Analyze Results Students have met benchmark.	Students have met benchmark. In order to improve student performance, instructor will introduce lesson planning format prior to middle of term. In addition, instructor will provide two lesson examples (instead of just one).

<p>2. Learning Outcome</p> <p>Observe a K-12 classroom and analyze the degree to which which diversity and needs of exceptional students are met.</p> <p><input type="checkbox"/> Institutional # ___ <input checked="" type="checkbox"/> XProgram # <u>2</u></p>	<p>SLO's will be assessed through observation notes any analysis of observation (the degree to which diversity and needs of exceptional students are met).</p> <p>70% of students obtaining a score of 70% or better on observtion assignment.</p>	<p>A= 100-90% B= 89-80% C= 70-79% D= 60-69% F= 59% or below</p> <p>70% of students obtaining a score of 70% or better on observation assignment.</p> <p>Rubric attached.</p>	<p>Spring 2016- Implement Improvement Plan: In order to improve student performance, instructor will introduce lesson planning format prior to middle of term. In addition, instructor will provide two lesson examples (instead of just one).</p> <p>Using the benchmark, <i>at least 70% of students will score 70% or above on the lesson demonstration assignment</i> the results are the following: Class 1 Average: 91%</p> <p>Spring 2015- Assess Using the benchmark, <i>at least 70% of students will score 70% or above on the observation assignment</i> the results are the following: Class 1 Average: 81%</p> <p>Fall 2015- Analyze Results Students have met benchmark.</p>	<p>Students have met the benchmark. Will continue to utilize improvement plan practices to maintain progress.</p> <p>Students have met benchmark. To continue this trajectory, the students will model observation strategies using virtual examples (i.e. videotaped lessons) in the classroom.</p>
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			<p>Spring 2016-Implement Improvement Plan:</p> <p>Using the benchmark, <i>at least 70% of students will score 70% or above on the observation assignment</i> the results are the following: Class 1 Average: 86%</p>	<p>Students have met the benchmark. Will continue to utilize improvement plan practices to maintain progress.</p>
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Approved by Learning Outcomes Committee 09/15/2015 Approved by Academic Senate Date _____

EDUC 205 Spring 2015

Assignment #4- Written Lesson Plan

You will follow the 8 +1 step lesson plan format to create a lesson on the topic/grade level of your choosing. Your lesson plan will be based on the California Content Standards/Common State Standards and will include adaptations for diverse learners. **Written Lesson Plan due May 19th.**

8 + 1 Step Lesson Plan Template

Your Name:

Date

Grade Level:

Subject:

Learning Goals:

Standard(s):

Objectives: SWBAT

Anticipatory Set (bell work) (approximate time):

Direct Instruction (approximate time):

Guided Practice (approximate time):

Closure (approximate time):

Independent Practice (approximate time):

Required Materials and Equipment:

Assessment and Follow-Up:

Adaptations for Diverse Learners

Originally Adopted by LASC Academic Senate, 9/14/10

GATE:
 EL:
 SPED:

Demonstration Lesson: Assessment Rubric

	Exemplary (A)	Proficient (B)	Competent (C)	Inadequate (D)	Comments
Lesson Plan	<p>A complete and thorough written lesson plan with clearly-stated and highly-appropriate objectives and a detailed outline of teaching and learning activities that fulfill all 9 components of the lesson requirements.</p> <p>50 points</p>	<p>A complete written lesson plan with appropriate objectives and an outline of teaching and learning activities that fulfill most of the 9 lesson requirements</p> <p>40 points</p>	<p>A written lesson plan with adequate objectives and an outline of the teaching and learning activities that fulfill some of the 9 lesson requirements</p> <p>30 points</p>	<p>A written lesson plan with inappropriate or no objectives and an outline of the teaching and learning activities that fulfills few to none of the 9 lesson requirements</p> <p>20 points</p>	

ching Demonstration	A teaching demonstration that is well-prepared, engaging, and student-centered; a lesson that meets the 15-minute time limit, teaches the objective clearly, accurately, and effectively, and fulfills all of the required elements 40points	A teaching demonstration that is well-prepared and student-centered; a lesson that meets the time limit, teaches the objective clearly and accurately, and fulfills most of the required elements 30 points	A teaching demonstration that is somewhat prepared; a lesson that attempts to meet the time limit, teaches the objective accurately, and fulfills some of the required elements 20 points	A teaching demonstration that is unprepared; a lesson that does not meet the time limit (way too short or too long); does not address the objectives; does not fulfill the required elements 10 points	
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Name: _____

Grade: _____

EDUC 205- Lesson Demonstration Assignment

You will conduct a 20-minute demonstration lesson on the topic/ grade level of your choosing. You will engage your peers as though they are your students and you will provide any necessary resources and materials. The lesson plan template will be provided by the instructor and will be submitted on the due date. **Due:**

When **preparing** your lesson, be sure to do the following:

- You may choose *any* grade level (K-12) and *any* content area (language arts, math, science, social science, art, music, physical education). For example, you may do a kindergarten lesson on shapes/colors, or you might do an 11th grade a lesson analyzing the causes leading up to WWII.
- Use the 8+1 step lesson plan template when writing your lesson, and thoroughly complete *each* section
- Be sure to include the Common Core/California Content Standard in the Objectives section. You can find standards at <http://www.cde.ca.gov/be/st/ss/index.asp> (California Department of Education)
- Use as much detail as possible when explaining each section, i.e. indicate what the teacher will be doing and/or what the student will be doing, indicate what handout or resource is being used, etc. A simple rule of thumb is to ask yourself, “If a substitute teacher were to walk in tomorrow to teach this lesson, would they be able to successfully do so by following my lesson plan?”
- Practice presenting your lesson beforehand so you can gauge how long it will take to deliver- 20 minutes will fly by very quickly!

When **presenting** your lesson (week of May 26th), be sure to do the following:

- Explicitly communicate the **standards and objectives** to students
- **Check for understanding** throughout the lesson: this can be done simply with a “thumbs up”, turn and talk, cold call, etc.
- Go through all **8 steps of the lesson plan** (you don’t have to present the section for special populations, but it should be included on your written lesson plan!)
- Since you must navigate between direct instruction, guided practice, and independent practice, you may be short on time. In this case, you need to plan, “**Which parts of my lesson are crucial enough to be done full out, and which parts of my lesson could be explained to the ‘class’?**” For example, I may make sure I give my students enough time to actually discuss intelligence and read the article, but I may have to simply explain the brain narrative writing assignment, rather than having the students actually do the writing.
- **Provide all of the necessary materials** that students will use during the lesson demonstration

Demonstration Lesson: Peer Feedback Form for _____

Things that went well:

Evaluator’s Name: _____

- I really liked the way you . . .
- My favorite part of your mini-lesson was . . .
- The best part of your mini-lesson was . . .
- Good job on your . . .
- I liked how you . . .

Suggestions for next time:

- You might try . . .
- Maybe you could . . .
- I wonder what would happen if you . . .
- Another idea would be to . . .

Demonstration Lesson: Peer Feedback Form for _____

Things that went well:

Evaluator's Name: _____

- I really liked the way you . . .
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- You might try . . .
- Maybe you could . . .
- I wonder what would happen if you . . .
- Another idea would be to . . .

Demonstration Lesson Reflection (10 points):

After completing your demonstration lesson and reading the feedback from your peers, reflect and respond to the following questions:

1. How did you prepare for your lesson?

2. How do you feel your lesson went? To what do you attribute these feelings?

3. What do you feel was successful about your lesson? What do you feel needs improvement?

4. How might you use your peers' feedback to modify this lesson in the future (be specific)?

5. How is your lesson plan connected to diversity? Be specific and apply your lesson to concepts learned in class.

Assignment # 3- Diversity Observation Checklist: You will spend at least five hours observing an urban K-12 classroom. Please use this checklist as a guide during your observations. In addition to this checklist, you will present your findings in approximately five typed pages of notes taken during your observations, as well as a one-page reflection. **This assignment is worth 100 points and is due on November 12th.**

Criteria	Yes or No?	Examples or Comments
The teacher manages student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection.		
The teacher establishes a classroom atmosphere that respects individuals and their culture.		
Students interact positively with one another.		
The teacher communicates learning objectives to students.		
There is a clear beginning, middle, and end of the lesson.		
There is a combination of direct instruction, guided practice, and independent practice.		
The teacher monitors student learning during instruction (checks for comprehension).		
The teacher provides opportunities for student-to-student interaction.		
The teacher (or students) poses critical-thinking questions.		
The teacher provides multicultural/culturally responsive content.		
The students are engaged throughout the lesson.		

Reflection Questions to Consider:

1. How were all students included in the lesson?
3. In what pedagogical style is the class conducted, e.g. lecture, discussion, etc.?
4. What role does the instructor take during class – information giver, moderator, resource person, etc.?
5. How does his/her role influence the dynamics of the class?
6. How is the class period organized and how does the organization affect the presentation of the material?
7. What types of questions does the instructor ask during class: knowledge-based, comprehension, application, analysis, synthesis, or evaluation? How does the type of question affect the students' responses?
8. In what way(s) does the instructor:
 - o begin and end the class period? How does this influence the current class period and set-up the next one?
 - o shift between lecture, presentation, discussion or questioning modes?
 - o interact with students?
 - o elicit responses/questions from students? Are there any gender biases? Other biases?
 - o follow up student questions or comments?
 - o react to silence after asking a question or soliciting a response from the students?
 - o respond when not knowing the answer to a question?
 - o approach teaching a difficult topic or confusing point?
 - o involve the students throughout the class? How do the students react to the different techniques?
 - o change the pace of the class?
 - o challenge students to think beyond the class itself?
9. How does the teacher motivate students?
10. Does teacher use strategies that would be effective across various socioeconomic environments?
Are the strategies seemingly geared towards urban, diverse (learning, culture, etc.) students?
11. What connections can you make form concepts discussed in class?
12. What strategies would you implement in your own classroom? Why?
13. What suggestions would you have for the teacher to enhance the lesson?

Assignment # 4- Letter to Obama

As part of the revision process, two students will review your assignment and provide feedback. As appropriate, please incorporate the feedback and submit your revised assignment on the due date. You will receive 3 points for each “yes” as part of your draft grade.

Criteria	Yes or No?	Examples or Comments
In the first paragraph, the author introduced him/herself and the topic to the reader.		
The author selected an appropriate topic for issue #1 and thoroughly explained the issue.		
The author provided a clear, realistic, and compelling recommendation to improve issue #1.		
The author selected an appropriate topic for issue #2 and thoroughly explained the issue.		
The author provided a clear, realistic, and compelling recommendation to improve issue #2.		
The author selected an appropriate topic for issue #3 and thoroughly explained the issue.		
The author provided a clear, realistic, and compelling recommendation to improve issue #3.		
The author selected an appropriate topic for issue #4 and thoroughly		

explained the issue.		
The author provided a clear, realistic, and compelling recommendation to improve issue #4.		
The tone of the letter is formal and appropriate for the intended audience.		
The author used the appropriate business letter format.		