**CTSE 4920(D)/7920 - Clinical Residency in Area of Specialization: Social Science Education**

**CTSE 5250(D)/6250 - Managing Middle & High School Classrooms: Social Science Education**

**Auburn University - Fall 2025**

|  |  |
| --- | --- |
| **Winslow Homer (1836–1910), The Country School** (A Country School-room in the Catskills, New England Country School) (1871), oil on canvas | What do you see here?  What is this classroom like?  Can you tell what is being taught here? |

**University Instructors:**

|  |  |
| --- | --- |
| Dr. Jada Kohlmeier  2314 College of Education  334-844-3834  [kohlmjl@auburn.edu](mailto:kohlmjl@auburn.edu) | Dr. Jesús A Tirado  2317 College of Education  203-809-5429  [jat0088@auburn.edu](mailto:jat0088@auburn.edu) |
| Mr. Matt Summerlin  2425 College of Education  513-238-4268  [mfs0025@auburn.edu](mailto:mfs0025@auburn.edu) | Ms. Megan Andrews  2425 College of Education  (661) 644 8242  [mza0283@auburn.edu](mailto:mza0283@auburn.edu) |
|  |  |
| **EdTPA Help:**  Dr. Amy Fitchett  5006 Haley Center  [azf0093@auburn.edu](mailto:azf0093@auburn.edu) | **EdTPA Course**  Wednesdays 4-5pm |

**Office Hours: By appointment & contact via email first**

**Academic Texts for CTSE 4920 and 5250:**

* College of Education Internship Handbook (over email and during orientation meeting)
* EdTPA Handbook- Social Sciences Education
* Michie, G. & Alexander-Tanner, R. (2019). *Holler if you hear me, Comic Edition.*
* Articles available on Canvas

**Course Description:**

This course introduces students to best practices for managing secondary classrooms and ethically resolving student discipline issues for a positive learning climate for all students. In addition, this course provides students with the opportunity to reflect on strategies ideally suited to the secondary social studies classroom and the practical concerns associated with the implementation of each strategy. Along with supervised teaching in a public secondary school, accompanied by scheduled discussions to analyze and evaluate the intern’s experiences.

**Course Objectives:**

In the simplest language, the goals of these courses aim to prepare you to become a teacher. We hope you will be able to:

* Participate in classroom activities that involve you in observing, describing, and analyzing classroom behavior and approaches to classroom management that will assist you in developing your own personal management approach.
* Develop a comprehensive classroom management plan that includes rules, routines, procedures, and classroom set-up for governing a typical day in your classroom; consideration of special circumstances that occur in classrooms; and considers issues of equity for students with disabilities; as well as other considerations necessary for an effective classroom management plan.
* Share positive management and discipline strategies that will enhance the interest, learning, and social development of your students while also meeting the needs of a diverse student population.
* Learn to analyze problem situations and select strategies to resolve or avoid them.
* Describe legal and ethical considerations related to classroom management and discipline procedures.
* Reflect on constructive feedback from the course instructor, Clinical Educator, and your peers, making changes in approach accordingly.
* Model professional conduct with colleagues, students, parents, and the community.
* Examine various instructional strategies ideally suited to the secondary social studies classroom with a focus on proactive management and the practical concerns associated with each strategy.
* Demonstrate competency with online tools on the PIH website, tools for synchronous and asynchronous discussion, and other web-based resources.

**Course Content and Schedule:**

* You will be at your schools throughout the whole semester (unless something happens). You are expected to call upon and practice what you’ve learned throughout your time in the program. We recommend that interns begin by observing at least a few days, then assisting their teachers with group work or with individual students who need help.
* By the second week, interns should begin to assume some teaching responsibilities and observe other teachers recommended by their Clinical Educators. During this time interns should finalize plans for their first teaching units.
* By the third week, interns should begin teaching their first units. As the semester progresses they should continue to pick up classes until they carry the full load.
* We suggest that independent, full-time teaching should continue for a minimum of four weeks. At the discretion of the Clinical Educator, the intern may begin to phase out teaching responsibilities as the semester nears its conclusion.
* We expect interns to plan systematically and to submit these plans for approval well in advance of implementing them. We expect interns’ unit planning to center on important, enduring social studies questions and issues and to feature a variety of instructional techniques.

**Course Grading:**

|  |  |
| --- | --- |
| **CTSE 4920 - *Clinical Residency*** | **CTSE 5250 - *Seminar in SSE*** |
| Class is **pass/fail** but here are the tasks:   1. Self-Assessments and Goals    1. Watermark/tk20 2. Weekly Packets (on Box) 3. 4 Lesson Plans [3 PIH] (on Box)   PWS Portfolio (on Box) | 1. Critical (Classroom Management) observations (2) – 20% course grade 2. Participation/performance in Zoom discussions (3) – 30% course grade 3. Live Discussion (Mid-Term) – 20% course grade 4. Classroom management plan – 30% course grade   *These total 100% of your grade* |

For some clarity:

PWS PORTFOLIO

EdTPA

+Additional reflections

+Updated Philosophy Paper

+PIH Planning Materials

Submission to Watermark

Course Schedule (For both classes) General Note: *Take the Breaks of your School*

|  |  |
| --- | --- |
| **Week of:** | **Due Dates and Tasks** |
| **8/15**  **&**  **Week of 8/18** | Attend all orientations and make sure you have contact with your mentor teacher  **Orientations** on 8/15 with College of Education Social Studies Education  Start WeTeach Alabama Application- https://weteachalabama.com/  Organize Box Folder (see handout)  Begin teaching at school 8/18/2025 |
| **8/25** | Fact Sheet due at the end of the week (upload to Box Folder)  Self-Assessment Due (see Handbook/Tk20) & Semester Goals in Box |
| **9/1** | First Weekly Packet by Friday (9/5 *for the week of 9/15*) @ 8am  **PWS/EdTPA Workshop on 9/5** (make sure you watch the video on Canvas)  *Bring in a draft or outline of the EdTPA Context for Learning* |
| **9/8** | Critical Observation for 5250 #1 due on Friday by 8:00 AM (email and BOX)  **Zoom session #1** - Wednesday @ 5:00 pm CST (see 5250 page)  Weekly Packet by Friday @ 8am |
| **9/15** | Weekly Packet by Friday @ 8am  Your First Clinical Observation by Friday using GoReact on Canvas  *Submit a draft of Task 1 of EdTPA* |
| **9/22** | Weekly Packet by Friday @ 8am |
| **9/29** | Weekly Packet by Friday @ 8am  *Your Second Clinical Observation* |
| **10/6** | Weekly Packet by Friday @ 8am  **Zoom Session #2** - Wednesday @ 5pm CST (see 5250 page)  **Education Interview Day – 10/9 – All Day** **@ COE Building** |
| **10/13** | Weekly Packet by Friday @ 8am  *Your Third Clinical Observation* (PIH/EdTPA) DONE THIS WEEK |
| **10/20** | Check in with Teach Alabama for Certification  Weekly Packet by Friday @ 8am  **Midterm Meeting - 10/24 - All Day @ COE Building** |
| **10/27** | Weekly Packet by Friday @ 8am  *Submit a draft of Task 2 of EdTPA* |
| **11/3** | Weekly Packet by Friday @ 8am  *Submit a draft of Task 3 of EdTPA*  **Zoom Session #3** - Wednesday 11/6 @5pm CST (see 5250 page) |
| **11/10** | Weekly Packet by Friday @ 8am  Your Fourth Clinical Observation (PIH)by this date  **Hand in Draft of PWS on 11/11** |
| **11/17** | Weekly Packet by Friday @ 8am  **Submit EdTPA to WATERMARK for Official Scoring by 11/20** |
| **11/24** | Final Clinical Observation should be done by this point  Weekly Packet by Friday @ 8am |
| **12/1** | Critical Observation/Reflection for 5250 #2 due on Wednesday by 8:00 AM (e-mail & Box)  Prepare to hand in Teacher Certification  **Upload PWS Final by 12/2** |
| **12/8** | **Final Intern Meetings (Monday 12/8**) - 9am-noon, with meetings to follow  Classroom Management Plan (Final Copy) due on Wednesday, 12/10 by 8:00 AM |

**Course Assignments:**

1. Self-Assessment, Semester Goals, and Information Sheet
   1. This is your first assignment for CTSE 4920. You will be graded based on completion.
2. Weekly Packet
   1. This packet, available on canvas, will be handed in every week but will cover lessons taught in two weeks. It includes lesson overviews that will help us stay informed about your teaching and process through the curriculum. an observation of your clinical educator, and a statement about professionalism by your clinical educator.
   2. These need to be in the Box Folder by 8am on Friday. You will need to respond to the University Supervisor’s comments by the following Monday at 8am. It is part of CTSE 4920.
3. Clinical Observations
   1. You will be observed four times over the semester. Provide a hard copy of your lesson plan to your teachers. *There is a table available on canvas explaining the purposes of each*. You will submit them over BOX. It is part of CTSE 4920.
4. Initial PIH Framework
   1. This should accompany the lesson plan to your second AND third lesson plan. You will submit them over BOX. It is part of CTSE 4920.
5. Critical Observations
   1. You will do two critical observations of your school as part of your 5250 coursework. Each observation report should be approximately 500 words long and should stem from your observations of a class period. The first one will focus on classroom management, and you should observe your Clinical Educator. The second should focus on classroom dynamics and you should observe a different teacher (same content area or another). You will submit both over BOX and e-mail.
6. PWS Packet
   1. This is your final assignment for CTSE 4920. There is a more expanded guide to this assignment later in the syllabus. You will submit the packet over BOX.
7. Classroom Management Plan
   1. This is the final assignment for CTSE 5250. You will outline your plan for how you want your classroom to run and work. There is more information later in the syllabus. You will submit them over BOX.

**The Box Folder** - Create a box folder titled [LastNameFirstname Fall 2023] in the Internship Students Work we shared with you. It will need the following subsections:

* Important Forms
  + Your Information sheet, Initial Self-Assessment and Goals (template available in BOX)
* Weekly Packets -be sure to date them-
* Critical Observations for 5250
* Observations
  + Four separate folders for each observation
    - Include in each fold, subfolders for “University Supervisor feedback” and “Lesson Plan”
* PIH Planning for Clinical Observations
* PWS Submission

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Student Teacher (you)** | **Clinical Educator** | **University Supervisor** | **Educative Purposes** | **PWS/EDTPA Purposes** |
| *Initial week* | -Complete Self-assessment and goals (to CE & US)  -Complete the Info sheet  -Set up Box | Reviews work | Reviews work | Establish Goals & schedule for the student  teacher | N/A |
| *First Observation* | -Can be your Clinical educator’s plan  -Post a video (30 mins, max) to GoReact and use prompts to highlight specific aspects | -Must review your plan and approve your weekly lesson plans | -Practice PIH Framework, lesson plan, & assessments before you teach it  -See one whole day of your lesson plan  - view recorded as well | Establish a baseline | N/A |
| *Second Observation* | -must be your Lesson Plan  -Employ a PIH Framework over a three-day span | -Must review your plan and approve your weekly lesson plans | -Review PIH Framework, lesson plan, & assessments before you teach it  -See one whole day of your lesson plan  -recorded as well | Plan and Practice some PIH and Inquiry Lessons | -practice for PWS/EdTPA Lesson |
| *Third Observation*  *\*record all of this\** | -must be your Lesson Plan  -Employ a PIH Framework over a three-day span  -Post a self Review | -Must review your plan and approve your weekly lesson plans  -Complete TK & SSE Review | -Review lesson plan before you teach it  -See one whole day of your lesson plan | A real change to show and exhibit your growth | -have three days of activities planned  -meet the requirements of an inquiry/PIH lesson  -must film: student and teacher interactions  -know about IEPs/504s in the classroom  -collect and document student work |
| *Midterm* | -Bring all your EdTPA/PWS materials to Haley  -Post your midterm review | -Complete TK & SSE midterm Review | -Complete TK & SSE Midterm Review | Provide a check in halfway through the internship | Reflection and Discussion are formative to the your PWS submission |
| *Fourth Observation* | -must be your Lesson Plan  -Employ a PIH Framework over a three-day span  -Use this as an opportunity to something new | -Must review your plan and approve your weekly lesson plans | -Review PIH Framework, lesson plan, & assessments before you teach it  -See one whole day of your lesson plan  -recorded as well | Exhibit all the learning you have done this semester | N/A |
| *Final* | -Complete Final self assessment on TK20  -Peer Review  -Debrief  -Hand in PWS | -Complete TK & SSE Review  -Complete Intern Verification | -Complete TK & SSE Review  -Complete Intern Verification | Wrap up your time in internship | N/A |

**Summary Table for Observations - These observations pertain to 4920 and PWS/EdTPA**

Note: All videos for the observation AND their lesson plans should be in your box folder as well.

For 5250:

* Zoom Session Attendance –
  + All Sessions.
  + Including Midterm and Final
* Critical Observation #1 and #2
  + Think back to 4060

Course Requirements/Evaluation:

1. Daily, punctual school attendance and professional participation in school activities for 15 school weeks.
2. Observation/teaching journal
3. Lesson/unit plans
4. Instructional experiences (4 observations/conferences by university supervisor and weekly evaluation by Clinical Educator)
5. Participation in professional and co-curricular activities
6. On-campus seminar attendance
7. Professional Work Sample including documenting the planning, implementation, and analysis of student learning on a lesson involving multiple instructional interactions during internship.

The Alabama State Board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards (AQTS) and program-specific standards. Key internship assessments aligned with the AQTS are the Professional Work Sample, Classroom Observations, and EdTPA. Assessment resources are available on Canvas and in the AU Internship Handbook.

The final internship grade (S, U) is determined by the university supervisor and the Clinical Educator based on the key assessments which include a holistic evaluation of the student’s performance throughout the semester.

Key dates of assignments are on Canvas.

EdTPA is a state-mandated external assessment of one set of lessons in your internship. Although we will support you to the degree allowed by EdTPA regulations, AU faculty have no role in awarding scores on this assessment. Rather than using this assessment of a single teaching episode, the Social Science Education program’s assessment of your performance in internship is based on program standards and takes into account all your work over the entire course of your internship. Final grades of internship are based on the assessment of AU program faculty, not those of anonymous EdTPA reviewers.

Class Policy Statements

Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.

Attendance: Attendance is required for all classes unless excused prior to class meeting.

1. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.
2. Make-Up Policy: Arrangement to make up missed work due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, make-up work will be completed within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up work will be arranged during the last three days before the final exam period begins.

Unannounced quizzes: There will be no unannounced quizzes.

AI Policy: Lesson planning is integral to teaching. It requires deep knowledge of a discipline, the modes of inquiry in that discipline, and complex understandings of one’s students (Pedagogical Content Knowledge). It is also hard. LLMs may be useful tools in developing components of a lesson plan (questions for a document, prompts for a rubric, models of a poem, etc.) but they are not a replacement for the deep thinking and procedural processing of a strong lesson based in the PIH design principles.

If you use AI generative tools for any materials for this course, it must be cited as you would cite any reference. Please use this format: OpenAI, chatGPT. Response to prompt: “Write five analytical questions for document X.” or “can you generate a letter by Charles Talleyrand that argues in favor of France negotiating a truce with Toussaint L'Ouverture in Haiti on a 7th Grade Reading level? (February 15, 2023, [**https://chat.openai.com/)**](https://chat.openai.com/)).

The material generated by these AI LLMs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity. It is each student’s responsibility to assess the validity and applicability of any AI LLM output that is submitted; you bear the final responsibility for the quality of your work.

Accommodations: Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, contact the Office of Accessibility either through AU Access or at (334) 844-2096.

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and

Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected

to demonstrate professional behaviors as defined in the College’s conceptual framework. These

professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

Justification for Graduate Credit: Graduate Students will connect all Professional Work Sample planning and reflection to pertinent research.

**Auburn University Secondary Social Sciences Education Internship Portfolio**

**Professional Work Sample Guidelines**

The intention of the professional portfolio is to highlight your growth and strength as an educator during your internship. The audience for this portfolio is first your university supervisor, and secondly any potential employer. This portfolio should illuminate your strengths as an educator including your ability to plan and implement instruction, assess learning in your students and yourself, and your ability to adjust your teaching based on careful, evidence-based reflection.

For your PWS/EdTPA lesson, you will conceptualize a PIH unit centered on an evaluative central question related to a persistent issue. Within that unit, you will plan one key lesson/learning segment, essential to the students’ ability to answer the CQ for the broader unit. A PWS lesson/learning segment (3-5 hours of instruction) in the PIH model includes assumptions of multiple instructional interactions such as a grabber, background lecture/research, individual or group construction of learning, debate and discussion, etc. For example, one Think Aloud lesson would include: (1) grabber for relevance of topic/question; (2) historical context and background (lecture, maps, etc.); (3) class reading of “Think Aloud” document of historical dilemma faced by the leader; (4) expert group research of advisor opinion on options; (5) collaborative group of advisors coming to consensus on advice to historical figure; (6) reporting and class discussion of pros/cons of decisions; (7) revelation of historical event and results; (8) individual assessment in which each student shares judgment on appropriateness of decision made by historical figure.

Part I: Lesson Planning

1. PIH Unit Frame
2. PIH Planning Log
3. EdTPA Planning Commentary: In Part 2 of the commentary, please address how you will use this knowledge of your students to make your issue/topic authentic, relevant to the specific students in your class, and incorporate multiple perspectives and intelligences.
4. Lesson Plan for PWS lesson within PIH unit: This lesson should be thoroughly scripted and all scaffolds and student materials provided.

Part II: Implementing the Lesson

1. EdTPA Instruction Commentary
2. Assessments from cooperating teacher and university supervisor: Social Sciences Classroom Observation Tool.
3. Video: Two, 10-minute (maximum), unedited segments. One segment should show you engaging the students in inquiring, interpreting, or analyzing sources. The second segment should show you scaffolding the students’ building and supporting arguments from the sources.
4. Self-Assessment of PWS/EdTPA lesson: Social Sciences Classroom Observation Tool Video.
5. Post-small group sharing reflection:
   1. What additional insights into your lesson and students did you gain through the group reflection?
   2. What changes might you make in your teaching as a result of this conversation?

Part III: Assessing Student Learning

1. EdTPA Assessment Commentary:
   1. Include both graphs AND narrative description of the whole class trends.
   2. Attend to the central focus of your lesson and the academic language needs/goals. Explain your students’ performance of the discourse patterns required for the lesson. Provide specific data from student work to support your claims.
   3. Analyze with concrete examples from student work how students used disciplinary concepts and skills to answer the authentic, persistent question/problem.
   4. Describe with detail from student work samples areas students did well and where they need to improve.
   5. Describe in detail how you will improve this lesson to improve both the whole class and individual student performance in a subsequent iteration of this lesson.
   6. Ground your analysis in social studies theory and research. Use the cheat sheet.
2. Student work: You will include three samples of student work, rubrics and your feedback. At least one student in your sample must be a student with specific learning needs. This assessment data may come in the form of products created during the lesson and/or assessments carried out at the end of the unit. You should provide the actual feedback you provided each student on the assessment.

Part IV: Professional Philosophy Statement

a. Edit your philosophy statement from 4060 to include in your portfolio.

Social Sciences Internship Portfolio (PWS) Assessment Feedback

|  |  |
| --- | --- |
| CTSE 4920 Professional Work Sample Assessment Summary | |
| Rating Indicator | Assessment |
| Planning for Multiple Instructional Interactions |  |
| Implementation and Discussion of One Instructional Interaction |  |
| Reflection |  |
| Analysis of Student Learning |  |
| Philosophy Paper |  |

4=Exemplary; 3=Competent; 2=Approaching Competence; 1=Not Approaching Competence

Part I: Planning Score:

1. One page narrative explaining where this lesson fit within the unit
2. PIH Unit Frame
3. EdTPA Planning Commentary
4. Lesson Plan

Part IIa: Implementation Score:

1. EdTPA Instruction Commentary
2. Cooperating Teacher Assessment
3. University Supervisor Assessment

Part IIb: Reflection – Collaboration Score:

1. Self-Assessment of Lesson
2. Post-group sharing reflection

Assessment of Intern Reflection on Lesson

[Ratings: 4 = Exemplary; 3 = Competent; 2 = Approaching Competence – Needs key improvements; 1 = Not Approaching Competence – Needs much improvement]

1. Lesson strengths and weaknesses are clearly and thoroughly described.
2. Specific and adequate evidence (including from video clips) is used to support claims about lesson effectiveness and student learning.
3. Consideration of student responses to the lesson includes both whole class trends and the responses of individuals who may have differed from the trend.
4. Proposed adjustments to instruction are clear and detailed. They reflect a deep understanding of theory and research on how students learn and of instructional strategies that help all students learn.
5. Feedback and discussion with peers is incorporated into a final thoughtful reflection for improving both the featured lesson and for improving general teaching practice.

Part III: Assessing Student Learning Score:

1. EdTPA Assessment Commentary with 3 samples of student work
2. University Supervisor Assessment:
   1. See comments on Analysis of Student Learning rubric (sent via e-mail)

Part IV: Philosophy Statement

1. Revised Statement reflecting changes to the statement following your time in the class.
2. Tracking of changes made

**Classroom Management Plan: Expectations, Assessment and Grading**

Your classroom management plan should be a syllabus, a parent letter, or a video addressing how you will manage your classroom. It should include a positive introduction to students and parents, classroom procedures, behavior expectations and your assessment and grading policy (or policies). The sections of the classroom management plan must include but is not limited to the following:

1. An introduction setting a positive tone for your classroom. This can include but is not limited to the following:
   1. A brief bio of who you are and/or why you wanted to teach.
   2. Major themes of the course (what will the students be learning?)
   3. What do you view as the role of parents in the process?
   4. How will you make yourself accessible to your parents?
2. A description of classroom procedures. This can include but is not limited to the following:
   1. What should students be doing upon entry to your classroom?
   2. What is your cell phone policy?
   3. What is your food/drink policy?
   4. What is your restroom policy?
   5. How and when should students communicate with you?
3. A description of behavior expectations (this section should require much thought and be as thorough as possible). This can include but is not limited to the following:
   1. The behavior expectations (rules):
      1. How should students treat/interact with you?
      2. How should students treat/interact with others?
      3. How should students treat/interact with the school property (Chromebooks, desk, etc.)
      4. How should students treat/interact with themselves?
   2. Thorough explanation of what happens when students are not meeting those expectations:
      1. First offense
      2. Second offense
      3. Third offense
      4. Fourth offense
      5. Fifth offense
4. A thorough description of your grading policy. This can include but is not limited to the following:
   1. Grading categories:
      1. Daily Work
      2. Projects
      3. Exams
   2. A description of each grading category:
      1. What does the category include?
      2. How often will the assessment be given?
      3. An explanation of how the assessment will be used (summative/formative)
   3. A thorough description of how your final grades are figured. There are several options for this but the method you choose should reflect the percentages you assigned previously.
      1. The percentage method: This method uses the percentages you assigned previously and figures the final grade based on them. Using this method you would ensure that you differentiate each type of grade in your recording method, and at the end of the grading period you would calculate a score for each category and then add each of the categories together.
      2. The overall average method: Using this method the teacher records grades as they are assigned and then calculates the percentage of points the student earned compared to the points that were possible to get the students final grade.
      3. The single point method: Assignments are given a low point value and to calculate the final grade the teacher adds all the points. Note: There are many ways this method can be successfully modified to meet differing assessment and grading needs. In classes with many assignments or when there is a long grading period teachers may find it necessary to assign some values as fractions. Example: Daily work for each week is worth one point, but each day’s class work is worth .2 points. Teachers may also choose to work around the issue of large numbers of assignments by making the final points equal 200 or 300 and then dividing the students’ final scores by 2 or 3. The teacher may choose to begin the grading period by giving each student a 100 and explaining the ways points are retained and lost. There are other ways this can be modified based on each teacher’s/class’s needs.
5. The entire grading and assessment section should follow wise practice guidelines and not have any aspects that are legally questionable. If you have any doubt about whether something might present a legal issue, please discuss this with me.
6. How do you intend to ensure that students and parents have regular and easy access to progress in your class as well as grades (e.g., email, websites)?
7. A model for this assignment will be provided during the semester. However, a rubric for this assignment is included below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assignment Section | Minimal - 1 | Functional - 3 | Exemplary - 5 | Points Earned |
|  | Plan will lead to management issues due to vague, conflicting, or insufficient details. | Plan is functional, but aspects will lead to confusion, doubt because of vague or contradictory statements. | Plan will develop a healthy classroom environment for students to take risks in exploring complex issues. |  |
| Home Communication | Home communication sets a negative/deficit tone designed to encourage humanizing and transparent communication between home, teacher, and student. Document provides little to no or confusing summary of key policies in syllabus/plan and fails to describes three-way communication between teacher, student, and home. | Home communication sets a neutral tone designed to encourage communication between home, teacher, and student. Document provides adequate summary of key policies in syllabus/plan and adequately describes three-way communication between teacher, student, and home. | Home communication sets a positive tone designed to encourage humanizing and transparent communication between home, teacher, and student. Document provides concise summary of key policies in syllabus/plan and thoroughly describes three-way communication between teacher, student, and home. | \_\_\_\_ |
| Student Policies and Procedures | States all policies clearly and adequately. Policies are consistent with wise classroom management practices and adequately explained. | All issues related to students are addressed. The reasoning behind the most important policies is thoroughly explained. | All policies are thoroughly, but concisely, explained. The reasoning behind the most important policies is persuasively explained. | \_\_\_\_\_ |
| Assessment plan and Grading Policy | States all policies clearly and adequately. Policies are consistent with wise classroom management practices and adequately explained. | All issues related to students are addressed. The reasoning behind the most important policies is thoroughly explained. | All policies are thoroughly, but concisely, explained. The reasoning behind the most important policies is persuasively explained. | \_\_\_\_\_ |
| Classroom Procedures | States all policies clearly and adequately. Policies are consistent with wise classroom management practices and adequately explained. | All issues related to students are addressed. The reasoning behind the most important policies is thoroughly explained. | All policies are thoroughly, but concisely, explained. The reasoning behind the most important policies is persuasively explained. | \_\_\_\_\_ |
| TOTAL POINTS EARNED | | | | /20 |