Education/Multiple Subject (EDMX) 512 Elementary Teach & Learning II
Summer 2008 CRN 30123   University 373
<u>Elementary Teaching and Learning II (3 units)</u>

Mission Statement of the College of Education, CSUSM

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

Infused Competencies

Authorization to Teach English Learners Senate Bill (SB) 2042
This program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is addressed by SB 2042. The competencies needed to teach these students are met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework.

Special Education
Consistent with the intent to offer a seamless teaching credential in the College of Education, this course
will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology
This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

Instructor	Office Hours	Phone	E-mail Address
Ginny Sharp	after class	(760) 212-1240	gsharp@sharpsnet.com
Leslie Mauerman	after class	(760) 846-0401	lmauerman@csusm.edu

Course Description Elementary Teaching and Learning

Focuses on developing an advanced understanding of learning theory and instructional practice in integrated and inclusive elementary classroom. *This course is aligned with California's SB 2042 Standards. Prerequisite: Consent of Program Coordinator.*

Course Objectives

The purposes of this course are threefold:
- to expand pre-service candidates knowledge about general learning theories and experiences with a range of pedagogical practices;
- to enhance pre-service candidates' awareness of the multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings;
- to provide a safe environment for pre-service candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPE's in this course.
TPE 6d – Engaging and supporting all learners (Student Study/IEP Assignment)
TPE 14 – Educational Technology

Required Text

- Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural.* Thomson & Wadsworth.
- Tomlinson, Carol Ann. (1999). *The Differentiated Classroom: Responding to the needs of all learners.* Alexandria, VA: Association for Supervision and Curriculum Development. (Available as an e-book online.)
- Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2007). *Exceptional Lives: Special Education in Today's Schools, 5th Ed.* Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall.
- Villa, R. A. and Thousand, J. S. (2005). Creating an Inclusive School (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Task Stream Electronic Portfolio, Must register and pay fee online prior to first class @ www.TaskStream.com (register for duration of credential program).

Recommended Texts

- Stephen B. McCarney (2006) *Pre-referral Intervention Manual,* Hawthorne Educational Services
- Harry K. Wong Harry Wong Publications 1998 *The First Days of School*

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during office hours in order to ensure confidentiality.

Writing: In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words.

Plagiarism

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Grading Policy

All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due. **All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to a "B"). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor. All work can be re-submitted for a higher grade with 5 points deducted: 20 point paper deducted to 15, 15 point paper deducted to 10.**

All students will use Times Roman 12 fonts and double spaced on all written work. It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment's grade will be negatively affected as a result of this oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance. There is a requirement of at least 2500 written words for completion of the written assignments.

Grading will also include a component of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

Course Assignments

Once month Unit Plan	20 points
IEP process/group project	15 points
Philosophy/letter of introduction/resume	10 points
TaskStream Submissions	5 points
Disability matrix	10 points
Chapter disability presentation	15 points
Student Study Team Project	20 points
Professional demeanor/attendance/participation	5 points
Total	**100 points**

Grading Scale

A= 93-100	B+=86-89	C+= 77-79	D=60-69	F=59 or lower.
A-=90-92	B=83-86	C= 73-76		
	B-=80-82	C- =70-72		

If you do not earn a C+ or higher in this course - you must repeat the course to earn your credential.

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College Of Education, all students are expected to attend all classes and participate actively.   Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*adopted by the COE Governance Community, December, 1997).* **Notification of absences does not allow students to assume they are automatically excused from class or making up missed class.** At minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. If a student misses two class sessions they may not be able to receive a grade higher than

a "C" or if they are late or leave early for more than three sessions, the highest possible grade earned will be a "C". Any combination of the two students will not receive a grade higher than a C. **If you miss class where group work is being conducted you will have 5 points deducted from your grade on that project.**

While this syllabus is carefully planned, it may be modified at any time in response to the needs and interests of the class.

CROSS-CULTURAL, LANGUAGE AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	*I. The Nature of Culture*
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for both English language development and content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second- Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally- responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	*III. Cultural Contact*
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

Philosophy Statement/Letter Application/Resume   10 points

Learner Objectives: Refinement of a personal philosophy of teaching and creation of letter of application and resume.

Assessment: Word processed philosophy of teaching, letter of introduction, and resume.

Resource(s):	Title and necessary information:
Textbook/pages	Grant, C. & Gillette, M. (2006). *Learning to Teach Everyone's Children. Equity, Empowerment, and Education that is Multicultura*l. Australia: Thomson Wadsworth. ISBN #0-534-64467-8 Chs. 2 & 8 Villa, R. A. & Thousand, J. S. (l995). <u>Creating an inclusive school</u>. Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 1, 2, 3, & 7

Task Guidelines for Philosophy Statement to be used for TaskStream: 5 Points
Your educational philosophy
Identify you educational philosophy and describe what you believe about students as learners, the learning process, assessment, families as partners and how to meet student needs.
Your instructional approach
Describe the first and second language and special education challenges you anticipate the students in this class will face. In your response, reference theories of first and second language, inclusion strategies, and literacy development. Discuss your instructional approach, including differentiation for students with special needs and English Language Learners.
Your management approach
      Describe how you will create a supportive and positive learning environment for this diverse population of students to promote educational equity and positive intercultural relationships within the classroom and specify why these practices contribute to the creation of a democratic and active learning classroom.
      Describe your primary methods, approaches, and strategies and how you organize instruction to promote educational equity and positive intercultural relationships within the classroom and specify why these practices contribute to the creation of a democratic and engaging classroom. Use your personal experiences as an observer or student teacher to support your beliefs.
Citations from at least two sources
Honor work of others within paragraph writing:
      Example: "One of the most valuable components I try to implement from Alfie Kohn's *Beyond Discipline* (1996) is his belief that individuals misbehave when their basic needs have not been met."

Letter of Introduction   2.5 points
Tell the reader what you will be addressing in this letter. Make sure you identify what educational philosophy, management approach, and instructional strategies frame your teaching practice.
- Contextually describe the student populations you are prepared to teach (culture, language, gender, ability, and social economic status). You can refer to district, school and classroom experiences.
- How do your philosophy, management, and instructional approach create a democratic and socially just classroom?
- Why are you a strong candidate for this position?
- Why are you interested in this job?

Resume   2.5 points

Include a <u>professional</u> resume addressing your education and teaching experiences.

Rubric for philosophy: 5 Points

Elements	Does Not Meet Expectations (1)	Beginning to Meet Expectations (1.5)	Approaching Expectations (2)	Meets Expectations (2.5)	Total Points
Philosophical beliefs regarding curriculum and instruction based on knowledge and personal beliefs.	Minimal assignment submitted; assignment submitted after agreed upon due date	Philosophy statements are generally without a clear connection with curriculum, and learning without all students needs being addressed with no relationship to knowledge and personal understanding.	Statements of philosophy that are not clearly related to curriculum, learning, assessment, and instruction in regards to individual students needs addressed with little relationship to knowledge and personal understanding.	Clearly stated philosophy based on curriculum, learning, assessment, and instruction in regards to individual students needs addressed based on knowledge and personal understanding.	
Management and engaging students in their learning, based on knowledge and personal beliefs	Minimal assignment submitted; assignment submitted after agreed upon due date	Management of students is clear with some understanding of engagement based on individual students needs with knowledge and personal understanding.	Management of students is clear and some individual student learning and strategies that engage students based on knowledge and personal understanding.	Management of students clearly is related to individual student learning using strategies that engage students based on knowledge and personal understanding.	
Total Points					

Letter of introduction: 2.5 Points

Elements	Beginning to meet 1 point	Approaching 1.5 point	Meets 2.5 points	Points
Letter of introduction	Educational philosophy, curriculum, instruction, and classroom management is addressed.	Educational philosophy, curriculum, instruction, and classroom management is addressed with a connection to personal beliefs.	Educational philosophy, curriculum, instruction, and classroom management is addressed with clear professional beliefs in concise manner with clear understanding.	
Total Points				

Resume: 2.5 points

Elements	Beginning to meet 1 point	Approaching 1.5 point	Meets 2.5 points	Points
Resume	Addresses experiences in relationship to teaching.	Addresses experiences in relationship to teaching with explanations.	Addresses experiences in relationship to teaching with explanations for understanding that are clear.	
Total Points				

Disability Matrix   **10 Points**

Learner Objectives: Knowledge of U.S. special education disability categories, accompanying learner
                           characteristics, and needed supports for success in general education

Assessment: Students apply their knowledge of nondiscriminatory assessment, processes for making
                           a child eligible for special education, and the teacher's role in developing IEPs by
                           creating a matrix of disabilities.

Resource(s):	Title and necessary information:
Textbook	Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2007). *Exceptional Lives. Special Education in Today's Schools.* (3rd ed.) Upper Saddle River, NJ. Pearson Education, Inc. ISBN # 0-13-170869-4 Chs. 5-16
Internet sites	Information regarding IDEA and 13 handicapping conditions

Task Guidelines for the Disability matrix

Students will work in small groups to apply their knowledge of the categories of disability recognized by the Individuals with Disabilities Education Act (IDEA)
Create a table or graphic organizer of the thirteen (13) special education disability categories. Your table must take the form of a word-processed table or an Excel chart, or any other organizational scheme that clearly illustrates each of the following seven dimensions:

1. The name of the handicapping condition
2. A brief description of the learning and/or social behaviors associated with the disability
3. One assessment appropriate to use to determine the presence or degree of the disability
4. One typical adaptation/modification in **curriculum, materials, goals (content)**
5. One typical adaptation/modification in **classroom environment (process)**
6. One typical adaptation/modification in **teaching practices (process)**
7. One typical adaptation/modification in **assessments** required of the student **(product)**

13 Disability categories IDEA: Autism, Deaf-blindness, Deafness, Emotional disturbance, Hearing impaired, Mental retardation, Multiple disabilities, Orthopedic impairment, Other health impaired, Specific learning disabilities, Speech and language impaired, Traumatic brain injury, Visual impairment including blindness.

Disability Characteristics Matrix Expectations

Element	Expectations
Description of disability categories under IDEA	Detailed description of characteristics, incidence, and educational implications for each of the 13 categories
Assessment	Detailed description of formal and informal assessment procedures used to determine presence/degree of disability.
Curriculum Modification	Modification in content (curriculum, materials or goals) for each disability named
Classroom Environment Modification	Modification in classroom environment for each disability named
Process Modification	Modification in teaching practice/process assessment for each disability named
Assessment Modification	Modification in learning product assessment for each disability named

Rubric for Disability Matrix

Elements	Does Not Meet Expectations (1)	Beginning to meet Expectations (1.5)	Approaching Expectations (2)	Meets Expectations (2.5)	Total Points
Description / assessment	No assignment submitted; assignment submitted after agreed upon due date	Identification of the characteristics of all 13 categories with named assessment to determine degree of disability.	Description of the characteristics of all 13 categories with appropriate assessment to determine degree of disability.	Detailed description of the characteristics of all 13 categories with appropriate assessment to determine degree of disability; TPE posting.	
Curriculum and classroom environment Modification	No assignment submitted; assignment submitted after agreed upon due date	Some curriculum and materials identified with little classroom modifications to assist the student.	Statement of curriculum and materials for each handicapping conditions with some identified classroom modifications.	Appropriate curriculum, materials, and goals for each disability with appropriate classroom environment for individual students.	
Process Modification	No assignment submitted; assignment submitted after agreed upon due date	Little use of teaching practices aligned with the handicapping condition. Assessments are not aligned with teaching practices.	Some use of teaching practices aligned with the handicapping condition. Assessments that are not fully aligned with the teaching practices.	Appropriate teaching practices that assist the handicapping condition. Use of appropriate assessments directly related to teaching practices.	
Assessment Modification	No assignment submitted; assignment submitted after agreed upon due date	Assessments are not directly related to the material and not modified to meet the students' needs.	Some assessments are modified to meet the handicapping condition with little connection to the materials taught.	All assessments are modified and appropriately connected to the materials taught.	
Total Points					

Chapter Presentation (matrix)   Points: 15

Learner Objectives: Through lesson preparation and presentation determine the most important parts of the chapters to complete the special education matrix information.

Assessment: Working in a small group of students you will be assigned one of the chapters to present to the class. Your group can break down the material in any form to teach the class the material necessary to complete the matrix. One item that must be included in each presentation is some technology integration.

Resources	Title and necessary information:
Textbook/chapters	Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2007). *Exceptional Lives. Special Education in Today's Schools.* (3rd ed.) Upper Saddle River, NJ. Pearson Education, Inc. ISBN # 0-13-170869-4 Chapter 5-16
Internet Site(s)	Tomlinson, Carol Ann. (1999). The Differentiated Classroom: Responding to the needs of all learners. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available free through CSUSM ebooks library.)

Prerequisite skills:

Work in your group design a lesson to present to the class to teach the text material to complete the matrix.

Use the Lesson Design you learned to guide the development of your presentation.

You will be required to demonstrate how your group has modified the material to teach and assess the different learners.

Lesson must include:

- Outline of presentation
- Methods for checking for understanding to ensure completion of the matrix
- The presentation will be 15- 20 minutes
- **This must be an engaging lesson and not reading a power point. Use your knowledge of direct instruction to develop this lesson.**

Rubric: Presentation 10 Points

Elements	Beginning to Meet 2 point	Meets 3 points	Points
Outline	Some components of the disability with some completion of the matrix.	Clear understanding of the components of the disability to complete the matrix.	
Modification of the content	Some understanding of the academic needs learners in our class and methods for modifying the required content material.	Clear understanding of the academic needs of the learners in our class and methods for modifying the required content material.	
Modification of the process	Some knowledge and understanding of strategies for differentiating the instructional process.	Strong knowledge and understanding of strategies for differentiating the instructional process.	
Assessment for different learners (product)	Some understanding of connecting the lesson plan, student learning and assessments. (no continuous checking for understanding)	Clear understanding of how to connect the lesson plan with student learning and the assessment. (continuous checking for understanding)	
Technology integration within the lesson	Some understanding of the effective integration of technology into a lesson plan	A clear understanding of the effective integration of technology into a lesson plan	
Total Points			

The IEP Process   20 Points

<u>Learner Outcomes:</u> Knowledge of nondiscriminatory assessment processes for making a child eligible for special education, and the teacher's role in developing IEP's. To gain insight and understanding of the roles and responsibilities of the regular education and special education teacher in the IEP processes.

<u>Assessment:</u> Students apply their knowledge of nondiscriminatory assessment, processes for appropriate placement of a child eligible for special education, and the teacher's role in developing IEP by attending an IEP meeting to determine:

1) A resource list of the special education and related services personnel in the school and in the school district upon whom they can call.
2) Team's communication and problem solving appropriate and the parents role in part of the solutions
3) Evaluating the assessment process in their school relative to assessment team member responsibilities, identifying leanings about the school's assessment processes and identification of parents understanding suggestions for improvement, if appropriate.
4) Evaluating an IEP meeting in terms of team communication, creative problem solving, and family centeredness.
5) The evaluation of the role of the classroom teacher.
6) Any improvements in the process observed based on what was learned in class.

Resource(s):	Title and necessary information:
Textbook/pages	Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2007). *Exceptional Lives. Special Education in Today's Schools*. (3rd ed.) Upper Saddle River, NJ. Pearson Education, Inc. ISBN # 0-13-170869-4 Chs. 1, 2 & 5-16 Villa, R. A. & Thousand, J. S. (l995). <u>Creating an inclusive school</u>. Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 1, 2, 3, 4 & 7 Gable, R.A. and Hendrickson, J.M. (2000). Teaching all the students: A mandate for educators. In J.S.
Internet Site(s)	www.dssc.org/frc/frcl.htm This Federal Resource Center for Special Education site provides general information about and news pertaining to special education as well as special technical assistance information. www.ed.gov/offices/OSERS/IDEA This OSERS IDEA Home Page site provides a detailed explanation of IDEA. www.pitsco.com/pitsco/specialed.html This Pitsco's Launch site to special education resources links you to many useful special education and disability related sites. www.hood.edu/seri/serihome.htm This Special Education Resources on the Internet site is a collection of internet-accessible information resources of interest to those involved in fields related to special education. www.preschoolfun.org California Avenue School home page that links to NCCSE form that are used for the north county IEP.

<u>Task Guidelines for the IEP Process</u>

Today's teachers will have students with identifiable disabilities in their classrooms. When the Student Study Team (SST) process is not satisfactory, a recommendation for the development of an Individual Education Program (IEP) may be the next step.
When interviewing the following should be addressed:

1. Who are all of the special education and related service personnel who were called upon for support in the school and in the school district? If none should there have been additional resources that could have assisted with the process?
2. How does the school staff ensure that students receive nondiscriminatory evaluations and appropriate educational experiences?
3. Does the school's specific IEP meeting format address the following:
   - *Breadth of assessment*
     More than one test must be used as the basis of evaluation
     Assess all areas related to the suspected disability
   - *Administration of assessment*
     Select and administer nondiscriminatory racial and ethnic assessments
     Use trained personnel to administer assessments
   - *Timing of assessment*
     Nondiscriminatory evaluation must occur before initial placement into or out of special education
     Reevaluation occurs every three years or more frequently, if conditions warrant or parents/guardians, or teacher request
   - *Parental/Guardian notification and consent*
     Parents/guardians must be fully informed and consent to having their child assessed
     Consent for evaluation is not consent for placement into special education; separate consent is required for consent
   - Interpretation of assessment results must consider a variety of sources.
4. What does the school's specific IEP look like? Does it include and/or address the following:
   - The student's present level of educational performance, including how the disability affects the educational experience;
   - Measurable annual goals and short-term objectives;
   - The special education accommodations, related services, and other ways support will be provided to ensure the student's success;
   - The extent to which the student will participate with students who do not have disabilities in the general education and extracurricular activities;
   - Individual modifications if the student participates in standardized assessments, and explanation s for when the student does not participate in such assessments
   - The projected start date, frequency, location, and duration of modifications;
   - Brief discussion of how the student's progress towards annual goals will be assessed.

<u>In Class Interview Activities</u>
        While interviewing the member of the panels ask how the assessment process in the school ensures that each of the responsibilities of a student's evaluation team is fulfilled. Determine the role of the regular education teacher, facilitator, special education teacher, psychologist, and parent. Your team paper will include a comprehensive look at each team member's role in the IEP process. Your paper will include ways in which to optimize IEP team communication, regular education teacher's involvement, creative problem solving, and family centeredness based on your current knowledge.

Rubric IEP: 20 Points

Elements	Beginning to meet 2 points	Approaching 3 points	Meets 5 points	Points
Understanding of the IEP process	Has some understanding of the process. Identifies the members of the team and what they contributed to the team. Little reflection on the effectiveness and the improvement based on students needs.	Understands the process. Knows the roles and responsibilities of the team members. Some reflection on the effectiveness and some improvement based on the students needs.	Understands the process. Clearly defines the roles and responsibilities of each member of the team and reflects on their effectiveness. Defends suggestions for improvement based the student's needs.	
Understanding assessment	Not clear about the assessment process as it relates to qualifying for services.	Some understanding of the assessment used during the IEP meeting. Some understanding of the assessments as they relate to qualifying for services.	Discussion of assessment for qualification based on the handicapping condition. Makes a strong connection between assessment and qualifying for services.	
Regular education teachers responsibilities	Identifies the role of the regular education teacher without providing reflection of their contributions.	Explains what the regular education teacher's role in the meeting with some reflection and evaluation.	Identifies, reflects, and evaluates the regular education teacher's role and contributions during the meeting to assist the child and team in making appropriate decisions.	
Parent involvement	Understand the role of the parent with little reflection and analysis of improvement.	Understands the role of the parent with some reflection on ways to improve parent involvement.	Has a clear understanding of the parent's role by assessing and reflecting on the parent involvement. Able to provide constructive analysis of improvement of the parent involvement.	
Total Points				

Unit Plan   20 points

<u>Learner Objectives:</u>   In groups of 4 students will plan a one month long calendar for an elementary classroom.

<u>Assessment:</u>   The student will write a one month plan for an elementary classroom that incorporates the following
                        elements:
-   select one content area
-   Instructional strategies and student activities.
-   resources
-   assessments
-   differentiation strategies
-   technology for student use
-   technology for teacher use in instruction

The calendar will integrate a schedule of events from "real" schools. The student will also write out
plans for differentiated instruction and special needs instruction.
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Resources	Title and necessary information:
Textbook/chapters	Grant, C. & Gillette, M. (2006). *Learning to Teach Everyone's Children. Equity, Empowerment, and Education that is Multicultura*l. Australia: Thomson Wadsworth. ISBN #0-534-64467-8 Ch. 4 Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2007). *Exceptional Lives. Special Education in Today's Schools.* (3rd ed.) Upper Saddle River, NJ. Pearson Education, Inc. ISBN # 0-13-170869-4 Villa, Richard, & Thousand, Jacquelyn. (1995). <u>Creating and inclusive school.</u> Alexandria, VA: ASCD. Chapters 6 & 7 Villa, Richard, & Thousand, Jacquelyn. (1995). <u>Creating and inclusive school.</u> Alexandria, VA: ASCD. Chapters 6 & 7
Internet Site(s)	Tomlinson, Carol Ann. (1999). <u>The Differentiated Classroom: Responding to the needs of all learners.</u> Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available free through CSUSM ebooks library.) ELD and grade level content standards - http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf

Prerequisite skills:
- Teacher candidates can create appropriate units of study with sequencing of unit.
- Teacher candidates are able to develop a schedule and course activities (instructional strategies, and student activities).
- Teacher candidates are able to create curriculum and instruction based on content, process, and product as define by Carol Ann Tomlinson (1999).
- Teacher candidates are able to use information about students' readiness range (skills, reading, thinking & information), learning profiles, interests, talents, and culture to differentiate curriculum and instruction (Tomlinson, 1999).
- Teacher candidates are able to identify strategies to meet the needs of
  o Students learning English (including differentiation for Beginning, Intermediate, and Advanced levels)
  o Regular education students.
  o Special education students.
  o Student that are accelerated learners (GATE)

Task Guidelines for Unit Plan
You will work with 4 people in your group.
Emphasis will be put language arts
Select a grade level.
Use a school calendar from a school to reference school activities, testing, teacher's manuals, and pacing guides.
Select content standards and use blue prints to address in the1 month plan.
You will write one month in depth to show your understanding of appropriate sequencing.
Review WebCT to find an example of a unit plan. This is to be used as a guide to create your own unit plan. This is just a guide to help your understanding of the finished product.

Four Week Unit Plan Developmentally appropriate pedagogy

Contextual Information
Elements of the learning experience in a unit
        Grade *Example: identify the grade level this plan will address*
        Content Area   *Example: Language Arts, Math, Social Studies, Science*
        Subject Matter   *Example: LA: reading, writing, etc., Math: number sense, algebraic functions, etc. Social Studies: specific area within the content standards, Science: life, physical etc.*
        Time period for the learning experience   *Example: 4 weeks*
Teacher's dilemma
Based on the previous unit of study write a brief scenario of possible challenges the learners may have had when presented with this unit based on the formative and summative assessments.
Assessment Plan
EXAMPLE: Days can be flexible due to where it is placed in the unit plan. Indicate the day in the top row for your unit plan.

	DAY	DAY	DAY	DAY
Goals assessed: *Example: based on the content standards and learning goals*				
Type *Example: describe why you are using the following: Prior knowledge (pre assessment), Formative (progress monitoring), Summative (final product). What type of assessment will be given quiz multiple choice, exam from text, and other type of assessment.*				
Purpose *Example: reason for the assessment*				
Implementation *Example: how the assessment will be conducted and corrected*				
Feedback strategies *Example: how students*				

will be informed of successes and challenges				
Informing instruction *Example: determine what material will need review for identified students, the students who are near mastery and students who have learned the material and need extension.*				

Reflection of assessment:

Identify one strength in the assessment plan and explain why it is a strength in relation to the learning goals.	
Identify one weakness in the assessment plan and explain why it is a weakness in relation to the learning goals in this unit.	

Additional assessment:
Example: project what additional assessments might be needed to determine mastery of the content standards and learning goals.
Write an additional assessment:
Example: You might have found this assessment in supplementary resources or teacher made. Write the additional assessment you would use to check student understanding.

Additional assessment

Write your reasons why you feel this supplemental assessment would benefit student learning and improve your assessment plan by answering these reflective questions. *Example: Answer the reflective questions based on how you as the teacher might use these to improve the assessment plan.*

When in the plan would you use this assessment? *Example: What days would you use this supplemental assessment to give you further information on the progress of your students?*	
What goals would be assessed by this assessment? *Example: What additional information would you look for to ensure you have assessed the learning goals and content standards?*	
What type of assessment would it be? *Example: Formal or informal. Where did the assessment come from?*	
What would be the purpose of the assessment? *Example: Example: reason for the assessment and what knowledge and skills are acquired.*	
How would you implement the assessment? *Example: how the assessment will be conducted and corrected*	

What feedback strategies would you use? *Example: How would you inform students of their successes and challenges?*	
How would the results of the assessment inform instruction? *Example: determine what material will need review for identified students, the students who are near mastery and students who have learned the material and need extension.*	

Explain how the additional assessment you described improves your assessment plan.

Example: Address the teacher's dilemma and need for more information about what the students really know and understand. Determine what the possible misconceptions might be and the student progress toward achieving the learning goals.	

LONG RANGE ONE MONTH PLAN BASED ON CONTENT STANDARDS

Select one content area to complete the long range month plan using the template below.

Content area	Content standards	Resources (text book & support materials)	Instructional strategies	Student activities

RUBRIC UNIT PLAN   20 POINTS

ELEMENT	LEVEL 1=0-1 points	LEVEL 2=2-3 points	LEVEL 3= 3-4 points	LEVEL 4 = 4-5 points	TOTAL
Content Standards	Appropriate grade level content standards are missing. There is little to no connection to instructional strategies and student activities.	Content standards are inconsistent with grade level. There is minimal connection to the content standards. Instructional strategies and student activities are weakly enforced.	Content standards are relevant to grade level. Partially connected to instructional strategies and some evidence of reinforcement in student activities.	Content standards are appropriate to grade level and relevant to the lessons being taught. They are clearly listed and purposefully connected to the instructional strategies and reinforced in the student activities.	
Assessment	The assessment is inappropriate, irrelevant, and have little or no connection to the content standards. The assessments are inaccurate to gauge student's progress and to guide instruction.	The assessment provides minimal connections to the curriculum and content standards. The assessments weakly identified and minimally used to gauge student's progress and to guide instruction.	The assessment provides clear and appropriate connections to the curriculum and content standards. There are only 2 identified assessments and are partially used to gauge student's progress and to guide instruction.	The assessment is clear, consistent, and appropriately addresses the content standards. Demonstrates an accurate understanding of assessing student's needs. Pre, formative, and summative assessments are appropriately used to gauge students progress and to guide instruction.	
Instructional strategies & student activities	Instructional strategies and student activities are inaccurate or missing and unconnected to each other and the relevant content standards.	Instructional strategies and student activities are minimal and weakly connected to each other and relevant content standards.	Instructional strategies and student activities are clear and appropriately connected to each other and the relevant content standards	Instructional strategies and student activities are clear, detailed, and appropriately connected to each other and relevant to the content standards.	
Overall understanding and sequence	The plan is disorganized and lacks sequential order. Inappropriate key components of the plan are missing.	The plan has limited organization and sequencing. The key components of the plan are ambiguous and weakly connected for long-range planning, assessment, reflection, and teacher's dilemma.	The plan is clearly organized and in sequential order. All components of the detail plan are appropriate for long-range planning, assessment, reflection, and teacher's dilemma.	The plan is clearly organized and in detailed and sequential order. All components of the detailed plan include long-range planning, assessment plan, reflection, and teachers dilemma	
Total points					

Electronic Portfolio - TaskStream	5 points

Learner Objectives: Knowledge and skill in creating an electronic portfolio.

Assessment: Teacher candidates apply what they have learned from the required assignments to the TPE's designated in a cogent, first person reflection in TaskStream.
Teacher candidates will include all necessary components in their final submission of the electronic portfolio.

Resource(s):	Title and necessary information:
Internet Site(s)	http://lynx.csusm.edu/coe/eportfolio/index.asp This will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements. http://www.taskstream.com This is the TaskStream home page where you will register for Taskstream and return to when working on your electronic portfolio.

Task Guidelines for Taskstream
The purpose of the portfolio is to assess how well you meet the TPEs. Although all the artifacts you place (more than 1 per TPE) in your portfolio have been assessed/graded by your professors, it is not clear if you have a thorough understanding of the TPEs and can make the connection between the assignments completed in class with the teaching you have experienced and the TPEs. Your task to write a cogent reflective essay for each TPE on how the artifacts you have chosen provide evidence that shows you have demonstrated meeting each TPE. Each narrative must include a: a) description b) analysis and c) reflection.
Responses to TPE's 6d and 14: It is important to recognize that the TPEs are threaded throughout the credential program, as a whole, and are addressed multiple times in each course. Even though we are referencing and seeking to understand many TPEs in this course, you are specifically responsible for writing a response for TPE **and 14** in the Task Stream Electronic Portfolio. (TPE 14 will have more than 2 pieces of evidence. Please see below for special directions for TPE 14***.)

Each assigned response will relate to course assignments, discussions, and/or readings that provide a deeper understanding of the specified TPE. As you write, the goal is to describe your learning as it relates to the TPE, to analyze artifacts (assignments) and explain how they are evidence of your learning, and to reflect on the significance of your learning (the "so what") and where you need to go next related to the TPE. A four paragraph structure will help you develop your response. It is suggested to type your response into a *Word* document and paste it into Taskstream once you have proofed it for spelling, grammar and understanding.

TPE Narrative Response Structure

1st paragraph: Description
Introduction to your response that uses the words of the TPE. DO NOT restate the TPE; instead, introduce your reader to the focus of your response as it relates to the TPE. This is basically an extended thesis statement related to the TPE. Use first person language. Introduce the names of the pieces of artifact evidence you will explain and analyze in paragraph 2 and 3.

2nd paragraph: Analysis of #Artifact Evidence #1
Explain how one attached artifact is evidence of your learning related to the TPE. The key here is "evidence." How does this artifact prove that you have learned something specific related to this TPE? Describe, analyze and reflect on your artifact here.

3rd paragraph: Analysis of #Artifact Evidence #2
Explain how another attached artifact is evidence of your learning related to the TPE. Describe, analyze and reflect on your artifact here.

4th paragraph: Reflection
Reflect upon and summarize the significance of your learning overall (connected to the TPE) and explain what you still need to learn related to this TPE. This addresses the "so what?" or "the big picture" of your learning. How does knowing this impact you and students?

*** TPE 14 will be handled differently than described above. In TPE 14 you will keep paragraph 1 and then respond to each sub category using the structure from paragraph 2, though you may have more than one artifact to talk about for each category. When you finish with the sub categories, you will write a reflective paragraph which has the components of paragraph 4: Reflection.

Rubric: Taskstream 5 Points

Elements	Beginning to meet 2 points	Approaching 3 points	Meets 5 points	Points
TPE 6d and 14	Sent TPE to instructor with minimal understanding	Sent TPE to instructor with some corrections	Sent corrected TPE to instructor	

Student Study Team (SST) Process	20 points

<u>Learner Objectives:</u>   Knowledge and skill in conducting and participating in the Student Study Team general education pre-referral process

<u>Assessment:</u>   Teacher candidates in groups of 4 will apply their knowledge of the SST processes completing the SST packet and participate in the simulated SST. **Students who do not participate in the group preparation or simulation will have 5 points deducted from their grade.**

Resource(s):	Title and necessary information:
Textbooks	Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural.* Thomson & Wadsworth. Chapter 5 Villa, R. A. and Thousand, J. S. (2005). Creating an Inclusive School (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
Other Resources	Choate, J.S. (2000) <u>Successful inclusive teaching: Proven ways to detect and correct special needs</u> (3rd ed.) Boston: Allyn & Bacon. (ISBN 0-205-30621-7) Chapter 1 & 16
Web site	Visit a web site to learn more about the child you have selected

<u>TASK AND GUIDELINES</u>

<u>Objectives</u>
- demonstrate knowledge of the use of the SST model
- recognize the various roles of the SST members
- examine support options for students based upon their unique individual characteristics
- understand the use of pre-referral strategies and interventions to assist the child in class
- clarify the initial procedures involved in identifying students for special education support

<u>Preparation</u>
- Complete the Pre-referral/Triad packet with observed characteristics of the student's behavior and learning or behavioral challenges, how the child's characteristics affect school performance, and possible strategies for supporting the student. (use <u>Pre-referral Intervention Manual </u>for reference)
- In groups of 4 meet with your Triad model and discuss your student. (teacher, facilitator, parent, and referring teacher)
- Complete the SST Summary Sheet with each column filled out in items that would be covered in an SST.
- Part of the packet will address the needs of the child that your group created as well as information from your text books and web sites you visited to complete your understanding of your child and areas that you need to address as a teacher. The web sites will provide information about the challenging student characteristic and strategies for supporting the student.

Student Study Team (SST) Rubric   20 points

Element	Developing 1 point	Meets Expectations 2 points	Exceeds Expectations 4 points	Total
Completion of the Pre-referral process.	Packet complete.	Packet complete but does not show support of all the components of the SST process.	Completed packet with direct support using all the components of the SST process.	
Understands child and parent as indicated on the parent conference and student interview.	The parent conference and needs of the child are not clear.	The student's strengths, needs, language and culture are understood and are addressed in the triad conference.	The student's strengths, needs, language, and culture are understood and can incorporate the child's life outside of the school into the triad conference. Clear understanding of the child (web sites, text book reference)	
Development of interventions is found in the pre-referral triad summary sheet.	The strategies are vague and not appropriate for the student to be successful.	The strategies somewhat demonstrates an understanding of the students uniqueness with the ability to be successful.	The strategies recommended support the student's uniqueness and addresses the student's strengths and needs for academic, social/emotional, and physical objectives.	
Completion of the SST summary sheet addressing the areas needed from the checklist.	Few areas are addressed based on the students needs.	Some of the areas are addressed to assist the student.	All areas are addressed appropriate to the students needs both academically and behaviorally.	
Participation in simulation	Does not have a clear understanding of the student and does not participate appropriately.	Uses some information correctly about the child in playing the role as an SST member.	Understands the child and is able to play the selected role in their group. Gives constructive suggestions and demonstrates knowledge of the SST process.	
Total points				

Session	Date	Topic	Related reading & Materials WEBCT	Assignments due
1	7/22 a.m.	Introduction TPE 6d & 14 Overview and connections to 511	Syllabus	
2	7/22 p.m.	Matrix group project and prepare chapter presentations	WebCT: Matrix Turnbull: chapter 1 IEP	
3	7/23 a.m.	Guest speaker career center Resume/letter of introduction	Grant: chapter 8 Pursuing an Educational Philosophy Grant: chapter 5	*Turnbull Chapter 5 presentation*
4	7/23 p.m.	Philosophy Peer editing and rewrite resume, letter of introduction and philosophy	Grant: chapter 8 Pursuing an Educational Philosophy	*Turnbull chapter 6 presentation* *Letter of Introduction, resume, and philosophy papers*
5	7/24 a.m.	Differentiation: Addressing abilities of all students	Grant: chapter 5	*Turnbull chapter 7 presentation*
6	7/24 p.m.	Engaging strategies Activities for strategy presentations Blooms and Gardner	Get into groups for Unit plan: WebCT materials: Check list unit group	*Turnbull chapter 8 presentation*
7	7/25 a.m.	Understanding Assessments Unit Plan presentation	WebCT materials: Types of assessments and TPA Unit Plan	*Turnbull chapter 9 presentation*
8	7/25 p.m.	Unit plan workshop		*Turnbull chapter 10 presentation*
9	7/28 a.m.	Unit plan workshop		*Turnbull chapter 11 presentations*
10	7/28 p.m.	Groups meet to complete unit plan Share with class unit plans	Get into groups for SST WebCT materials SST: Casita SST, check list SST group, student profile	*Turnbull chapter 12 presentations* *Unit plan due* *Post to Web CT*
11	7/29 a.m.	Learning the SST process	Bring Turnbull book & materials WebCT materials for SST	*Turnbull chapter 13 presentations*
12	7/29 p.m.	Mock SST presentation		*Turnbull chapter 14 presentations* *SST due*
13	7/30 a.m.	IEP information booth	Turnbull Chapter 2 & 4	*Turnbull chapter 15 presentations*
14	7/30 p.m.	IEP panel Group Jig Saw roles & responsibilities		*Turnbull chapter 16 presentations*
15	7/31 a.m.	IEP preparation Group work		Disability matrix due IEP paper due
16	7/31 p.m.	Teaching as a profession BTSA and interview preparation	Grant chapter 2 and 4	*TPE 6d and 14 on taskstream*