

CALIFORNIA STATE UNIVERSITY SAN MARCOS

CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION
EDMS 512 Elementary Teaching and Learning
Spring Semester 2011, Monday 8:30–2:45
CRN #21358
@ Alvin Dunn Elementary School

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appointment

The Mission of the College of Education

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

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.

Course Description for Elementary Teaching and Learning II

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

Course Prerequisite

EDMS 511 and Consent of Program Coordinator.

Course Objectives

The purposes of this course are:

- to expand pre-service candidates' knowledge of (1) general learning theories, and (2) 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 candidates with content-specific teaching strategies that are effective in supporting them to teach the state-adopted academic multiple subject content standards, including physical education;
- to provide a safe environment for pre-service candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

Teaching Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject Credential and the 16 Teaching Performance Expectations. 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 may view a full text of the TPEs at <http://www.csusm.edu/coe/FormsPolicies/index.html> and find TPA info at <http://www.csusm.edu/coe/CalTPA/CalTPA.html>.

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The following TPEs are primarily emphasized in EDMX 512 in the artifacts indicated:

TPE 6d – Engaging and supporting all learners (Matrix and IEP/Chapter Presentation)

- *Candidates for a Teaching Credential know and use principles of universal design to differentiate instruction and develop accommodations and modifications in curriculum, assessment, and instruction in order to ensure that special populations including students with identified disabilities, students with behavior intervention plans, and students considered gifted and talented have access to and actively participate in the general education core curriculum. They can articulate the rationale for inclusive educational opportunities for all students. They are familiar with major disability characteristics and strategies for accommodating those differences in the classroom. They know the eligibility criteria for special services (e.g., special education, gifted and talented services). They are familiar with their legal and ethical responsibility to participate in the Individual Education Program (IEP) process and implement students' IEPs with integrity. They use pre-referral processes, such as the Student Success Team (formerly Student Study Team) and consultation with general and special education colleagues to minimize referral of students to special education or other exceptional services. They collaborate with special educators and other specialized support personnel to plan, teach, and assess students with special characteristics for whom they are responsible. They use natural peer supports (e.g., partner learning, peer tutoring, classroom meetings), collaborative teaching and learning methods, and other appropriate materials and technologies (including assistive technologies) to a) create a caring classroom community in which students value one another's differences, b) develop the social competence of and relationships among class members, and c) meet the educational and social/emotional needs of individual students.*

TPE 10 – Instructional Planning (One-Month Plan)

- *Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.*

TPE 14 - Educational Technology (One-Month Plan, IEP/Chapter Presentation, and Matrix)

- *Candidates plan and design effective learning environments and experiences supported by technology.*
- *Candidates implement curriculum plans that include methods and strategies for applying technology to maximize student learning.*
- *Candidates use technology to enhance their productivity and professional practice.*

Required Texts and Required Web Sites

- Grant, Carl. A., & Gillette, Maureen. (2006). *Learning to teach everybody's children: Equity, empowerment and education that is multicultural*. Thomson & Wadsworth. (**Also used in EDMS 511**)
- Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2010). *Exceptional lives: Special education in today's school* (6th ed). Upper Saddle River, NJ: Pearson, Merrill Prentice Hall. (**Also used in EDMS 511**)
- Villa, R. A.. and Thousand, J. S. (2005). *Creating an Inclusive School* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. (**Also used in EDMS 511 and EDUC 350**)
- CA K-12 Physical Education Standards for CA Public Schools
<http://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>
- Alvin Dunn Elementary School: <http://www.smusd.org/ad/site/default.asp>
- Teach Like a Champion videos: <http://www.youtube.com/watch?v=r1CMvuFLfxc>

Recommended Texts

- McCarney, S. B., & Wunderlich, K. C., (2009). *Pre-referral intervention management* (3rd ed.). Mt. Laurel, NJ: Hawthorne Publishing.
- Tomlinson, C. A. (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. Connect at this site:**
<http://pac.csusm.edu/search~S5?/atomlinson/atomlinson/1%2C27%2C52%2CB/frameset&FF=atomlinson+caro+1a&1%2C%2C8>

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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*)

Candidates with Disabilities Requiring Reasonable Accommodations

Candidates 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. Candidates authorized by DSS to receive reasonable accommodations should meet with me during office hours in order to ensure confidentiality.

All-University Writing Requirement:

In keeping with the All-University Writing Requirement, all 3-unit courses must have a writing component of at least 2,500 words. This will be met through written reactions and reflections related to assigned readings/assignments.

CSUSM Academic Honesty Policy

Candidates will be expected to adhere to standards of academic honesty and integrity, as outlined in the 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.

Candidates are responsible for honest completion of their work. 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 candidate 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 assignment, or for the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean and Associate Dean of the College of Education, the Multiple Subject Program Coordinator, and the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Grading Policy

All candidates 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 work is late (e.g., an "A" assignment that is submitted one class session late will be marked down to a "B"). Exceptions will be handled on a case-by-case basis, as determined by the instructor.

It is expected that candidates will proofread and edit their assignments prior to submission. Candidates will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. An assignment's grade will be negatively affected as a result of this oversight. Each written assignment will be graded on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc). Use of the rubric provided with each assignment prior to submission is recommended.

Attributes of Highly Effective Credential Candidates:

Candidates will conduct themselves in ways 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.

The following is an expansion of these expectations:

“Generally Accepted Attributes of Highly Effective Teachers”

(as seen in pre-service programs)

(Roberts & Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin, Keating, & Bachman, 2003; Johnson & Johnson, 1994)

- 1) **General class attendance, promptness, participation:** on time, respects time boundaries (i.e., breaks), regular attendance, and actively participates.
- 2) **Attention to classroom discussion protocols:** respects time limitations, recognizes and respects the perspectives of fellow classmates, gives wait time, listens actively, uses non-interruptive skills, mediates disagreements by working to understand others’ perspectives and finding common ground, genuinely encourages all to participate.
- 3) **Social and cooperative skills (as illustrated in cooperative projects):** assumes responsibility of one’s roles, is open to consensus and mediation, effectively communicates ideas, attends group meetings, is dependable, respects others’ ideas, expects quality work from self and colleagues, manages time effectively, uses organizational skills and leadership skills, is assertive but not aggressive, uses reflection as a means of evaluation, motivates and offers positive reinforcement to others.
- 4) **Attention to assignments:** meets time deadlines, produces quality products, responds cooperatively to constructive criticism, uses rubrics or other stipulated criteria to shape an assignment, prioritizes tasks and performs/supervises several tasks at once.
- 5) **General classroom demeanor:** is professional, creative, kind, sensitive, respectful, has a sense of humor, is supportive of fellow classmates and instructors; recognizes others’ perspectives as valid; works to include all “voices” in the classroom; is aware of/responsive to issues and behaviors that might marginalize colleagues in the classroom.
- 6) **Flexibility:** is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; “bounces back” easily; can work calmly under stress.
- 7) **Openness to and enthusiasm for learning:** can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and metacognition of learning across the curriculum and within discipline areas; takes advantage of learning opportunities and seeks out additional opportunities for learning.

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Course Assignments

Assignment	Due Date	Point Value
Attendance, Participation, Professionalism	Ongoing	15
Tutoring reflections	Due in class same day as tutoring session	
Revised philosophy, letter of introduction, and résumé)	2/28	
Exceptionality Matrix (collaborative assignment)	2/7	25
IEP Role-Play/Turnbull Chapter Presentation	2/14	15
IEP Process Observation and Report	Prior to week 8 by at least 5 days	20
Month-Long Curriculum Mapping	3/7	25
		Total: 100

Grading Scale

A = 93-100	A- = 90-92	
B+ = 87-89	B = 83-86	B- = 80-82
C+ = 77-79	C = 73-76	C- = 70-72
D = 60-69	F = 59 or lower	

You must earn a C+ or higher in this course to meet the requirements of your credential.

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College Of Education, all candidates are expected to attend all classes and participate actively. Should the candidate 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 infer candidates may assume they are automatically excused from class or may make up missed class. This is up to the instructor's discretion.**

At minimum, a candidate 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 candidates miss two class sessions (one whole day), they may not be able to receive a grade higher than a "C"; if they are late or leave early for more than three sessions, the highest possible grade earned will be a "C." For any combination of the two, candidates will not receive a grade higher than a C. **If a candidate misses any class in which group work is being conducted, the candidate will have 5 points automatically deducted from his/her grade for that project. Notification of absences, tardiness, or need to leave class early does not infer candidates may assume they are automatically excused from class time or may make up missed class. This is up to the instructor's discretion.**

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

EDMS 512 ASSIGNMENTS

Attendance, Participation and Professionalism (15) Ongoing

The Attendance Policy adopted by the College of Education (1997) will be used to determine the percentage of candidates' attendance. Candidates will also be observed by the instructor and evaluated according to their advance preparation of readings and timely submission of assignments; respectful participation in all settings (e.g., whole group, small group, in/outside of class); and carefully considered, culturally aware approaches to solution-finding. Participation in every class session is key to success in this course. Candidates will conduct themselves in ways generally expected of those who are entering the education profession in these areas: attention to classroom discussion protocols; social and cooperative skills (as illustrated in cooperative projects); general classroom demeanor; and openness to and enthusiasm for learning. Please refer to page 4 of this syllabus for expanded discussion of these attributes.

Exceptionality Matrix (25 Points)

Due 2/7

Learner Objective: Knowledge of U.S. special education disability categories; and Gifted and Talented, including accompanying learner characteristics and needed supports for success in general education

Assessment: By creating a matrix of exceptionalities, candidates apply their knowledge of assessment that is nondiscriminatory, processes for determining a student's eligibility for special education or other support services, and the teacher's role in developing IEPs.

Resource(s):	Title and Necessary Information:
Textbook	Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2010). <i>Exceptional lives. Special education in today's Schools</i> . (6 th ed.) Upper Saddle River, NJ: Pearson Education, Inc. Ch. 5-16, as assigned
Internet sites	<p style="text-align: center;">Information regarding IDEA and 13 handicapping conditions</p> <p>Here is a sampling of additional useful sites: Ideas for teaching students who are gifted, learning disabled, visually or hearing impaired, emotionally disturbed, physically challenged, or those who have AD/HD: http://www.teachervision.fen.com/special-education/new-teacher/48460.html</p> <p>Ideas for students with autism: http://www.child-autism-parent-cafe.com/autism-students-in-inclusive-classrooms.html</p> <p>Traumatic brain injury: http://www.fldoe.org/ese/pdf/trauma.pdf (Particularly look at the Appendix information)</p> <p>Intellectual disability (formerly Mental Retardations): http://www.theteachersguide.com/MentalRetFactSheet.html and http://www.brighthub.com/education/special/articles/35921.aspx</p>

Task Guidelines for the Exceptionality Matrix

Candidates will work in small groups (as assigned) to apply their knowledge of the categories of disability recognized by the Individuals with Disabilities Education Act (IDEA/IDEIA), and the category of Gifted and Talented.

Candidates will create a table or graphic organizer, of the given special education disability and other given categories. Include in any of the dimensions below a minimum of **2 examples of technology** from which a student with this category

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would benefit. The 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 dimensions:

1. The names of the category (Provided)
 2. A brief **description of the learning and/or social behaviors** associated with this category (See Turnbull text & sites)
 3. **Assessments** appropriate to use to determine the degree of or presence of this category (See Turnbull text & sites)
 4. Adaptation/modifications in **curriculum, materials, goals (content)** (See Turnbull text & sites)
 5. Adaptation/modifications in **classroom environment (process)** (See Turnbull text & sites)
 6. Adaptation/modifications in **teaching practices (process)** (See Turnbull text & sites)
 7. Adaptation/modifications in **assessments** required of the student (**product**) (See Turnbull text & sites)
- ...and again, **two examples of technology** in any two categories

*** Candidates will make one copy of their matrix page for each classmate and the course instructor. We will be putting together a resource file with the matrices for your work as a teacher!**

Turnbull chapters for the categories on the matrix: Learning Disabilities (Chapter 5), Communication Disorders (Chapter 6), Emotional or Behavioral Disorders (Chapter 7), Attention-deficit/Hyperactivity Disorder (Chapter 8), Intellectual Disability (Chapter 9), Severe and Multiple Disabilities (Chapter 10), Autism (Chapter 11), Physical Disabilities and Other Health Impairments (Chapter 12), Traumatic Brain Injury (Chapter 13), Hearing Loss (Chapter 14), Visual Impairments (Chapter 15), Gifted and Talented (Chapter 16)

Disability Characteristics Matrix Expectations

Element	Expectations
1. Category Title	Specific IDEA category name + Gifted or Talented
2. Description of categories under IDEA	Detailed description of characteristics, incidence, and educational implications for each of the disability categories
3. Assessment	Detailed description of formal and informal assessment procedures used to determine presence/degree of disability.
4. Curriculum Modification [CONTENT]	Modification in content (curriculum, materials or goals) for each disability named
5. Classroom Environment Modification [PROCESS]	Modification in classroom environment for each disability named
6. Process Modification [PROCESS]	Modification in teaching practice/process assessment for each disability named
7. Assessment Modification [PRODUCT]	Modification in learning product assessment for each disability named

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Rubric for Exceptionality Matrix

25 points

Elements	Does Not Meet Expectations (0)	Beginning to meet Expectations (1)	Approaching Expectations (2)	Meets Expectations (3.6)
Description of Category	No assignment submitted; assignment submitted after due date	Many gaps in describing category	Appropriate description of category with good details	Specific, clear, detailed description of given category
Description of Assessments to Determine Category	No assignment submitted; assignment submitted after due date	Many gaps in reporting assessments used to determine given categories	Appropriate assessment to determine given categories in some, not all instances	Appropriate assessment to determine given categories in all instances
Curriculum Modification	No assignment submitted; assignment submitted after due date	Few curriculum and materials modifications for given categories	Some appropriate curriculum and materials modifications for some, not all given category	Appropriate curriculum and materials modifications for each given category
Classroom Environment Modification	No assignment submitted; assignment submitted after due date	Few classroom environmental modifications for given categories	Some classroom environmental modifications for given categories	Classroom environmental modifications for all given categories
Process Modification	No assignment submitted; assignment submitted after due date	Little use of teaching practices aligned with the given category	Some use of teaching practices aligned with the given category	Appropriate teaching practices that assist the given category
Assessment Modification	No assignment submitted; assignment submitted after agreed upon due date	Few or inappropriate assessment modifications included and not modified to meet students' needs	Some appropriate assessment modified to meet students' needs in most categories	Assessments are modified for students in all categories
Technology Embedded in two categories	No assignment submitted; assignment submitted after agreed upon due date	Technology embedded in one grid category , although not necessarily appropriate	Technology embedded appropriately in one grid category	Technology embedded appropriately in a minimum of 2 grid categories
Total Points Earned:				/25

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Mock IEP/ Exceptionality Chapter Presentation (15 points) Due 2/14

Learner Objectives: Through text readings, previous assignment completion (Matrix), discussions, and lectures, present a mock IEP Team Meeting on a given category of exceptionality.

Assessment: Working in a small group, candidates will perform during class a mock IEP Team Meeting related to a given text chapter.

Resources	Title and Necessary Information:
Textbook/chapters	Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2010). <i>Exceptional lives: Special education in today's schools</i> . (6 th ed.). Upper Saddle River, NJ: Pearson Education, Inc. Chapter 5-16
Internet Site	Tomlinson, C. A. (1999). <i>The differentiated classroom: Responding to the needs of all learners</i> . Alexandria, VA: Association for Supervision and Curriculum Development. (Available free through CSUSM e-books library.) http://pac.csusm.edu/search~S5?/atomlinson/atomlinson/1%2C27%2C52%2CB/frameset&FF=atomlinson+carol+a&1%2C%2C8

Prerequisite skills:

- Become “experts” on a given category by thoroughly reading a given chapter from the Turnbull text.
- Engage the class in the presentation by periodically checking for understanding.
- Taking the roles of general education teacher, special education teacher, principal, parent, and speech and language pathologist, candidates will present a brief mock IEP using the format described in class.
- Group will prepare and disseminate to class a one-page “Inclusion Tips for Children who ___”
- Candidates will write an elegant objective for the IEP, as described in class.

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Rubric for Mock IEP/ Exceptionality Chapter

15 points

Elements	Beginning to Meet (0-1 point)	Meets (3 points)	Points
Preparation	Most group members completed most of the assigned tasks to prepare for their chapter presentation and mock IEP.	Completed the matrix with information from your chapter presentation and is useful to the classroom teacher when assisting students to access the content standards.	
Presentation	Most group members presented their chapter and participated in the mock IEP with some gaps in content accuracy and adherence to given IEP Team Meeting requirements.	Overall, group members presented their chapter and participated in the mock IEP with professionalism and accuracy in the assigned content; adherence to given IEP Team Meeting requirements.	
Engaging the Class and Checking for Understanding	Most group members somewhat engaged their audience in their presentation. Group members neglected to/rarely periodically check for understanding.	Overall, the group members engaged the class well throughout their presentation. Group members checked for understanding throughout their presentation.	
Technology integration within the lesson	Group members neglected to include or minimally and ineffectively included technology in their presentation	Group members effectively and professionally included technology in their presentation	
Inclusion Tips Handout	Group members created and posted or otherwise disseminated a one-page handout of inclusion tips for a child in the given category late, incomplete, with misinformation, and/or did not follow directions precisely	Group members created and posted or otherwise disseminated a one-page handout of inclusion tips for a child in the given category on time, complete, accurate information, and completed precisely according to given directions	
Total Points			/15

Revised Philosophy of Education/Letter Application/Résumé
 (This is a required assignment included in the *Participation* points of the course.)

Due 2/28

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

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

Resource(s):	Title and necessary information:
Textbooks	<p>Grant, C., & Gillette, M. (2006). <i>Learning to teach everyone's children: Equity, empowerment, and education that is multicultural</i>. Belmont, CA: Thomson Wadsworth.</p> <p>Ch. 2, 6, 8, & Epilogue</p> <p>Villa, R. A., & Thousand, J. S. (2005). <i>Creating an inclusive school (2nd ed.)</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Ch. 1, 2, 3, 5, & 7</p>

Pat I: Task Guidelines for *Philosophy Statement*:

In your revised philosophy statement, endeavor to include each of the following teaching considerations:

- **Your educational philosophy**

Identify your educational philosophy and describe what you believe about students as learners, the learning process, assessment, families as partners, and how to meet students' needs.

- **Your instructional approach**

Describe the challenges you anticipate in a class in which you have typical and atypical students, including gifted students, English learners, and students with special needs. What challenges will you have as you plan teaching and assessment strategies? In your response, reference theories of first and second language, inclusion strategies, and literacy development. Discuss your instructional approaches, including differentiation, co-teaching, Response to Intervention 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."

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Part II: Letter of Introduction

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 socio-economic status). You may refer to district, school and classroom experiences.
- How do your philosophy, management, and instructional approaches create a democratic and socially just classroom?
- Why are you a strong candidate for this position?
- Why are you interested in this job?

Part II: The Résumé

Include a professional résumé addressing your education and teaching experiences. Look at modes of résumés for structural ideas. Consider seriously the advice and information shared with you by the guest speaker about job applications.

Rubric for Revised Philosophy

Elements	Beginning to meet	Approaching	Meets
Philosophical beliefs regarding curriculum and instruction based on knowledge and personal beliefs.	Philosophy statements that are stated without a clear connection with curriculum, and learning without all students' needs being addressed with no relationship to knowledge and personal understanding. No citations of sources	Statements of philosophy that are not clearly related to curriculum, learning, assessment, and instruction with regard to individual student's needs addressed with little relationship to knowledge and personal understanding. One citation of source.	Clearly stated philosophy based on curriculum, learning, assessment, and instruction with regard to individual student's needs addressed based on knowledge and personal understanding. Two citations of sources
Management and engaging students in their learning based on knowledge and personal beliefs	Management of students is clear with some understanding of engagement based on individual student's 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.

Rubric for Letter of Introduction and Résumé:

Elements	Beginning to meet	Approaching	Meets
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.
Résumé	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.

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One-Month Curriculum Map and Integrated Thematic Lesson Design (25 points)

Due 3/7

Learner Objectives: In small groups, candidates will collaboratively plan a *month-long thematic calendar, or curricular map*, for an elementary classroom and create an integrated lesson design.

- Assessment:**
1. Candidates will collaboratively create a one-month curriculum map for an elementary classroom that incorporates the following elements:
 - language arts, science, history/social science, math, physical education, health, and visual and performing arts lessons
 - resources, including technology for teacher use during instruction
 - performance outcomes
 - differentiated strategies in assessment and instruction for general education students, English learners, students with special education, and accelerated learners
 - technology for student use

 2. Candidates will collaboratively create an integrated thematic lesson design

Resources	Title and necessary information:
Textbook/chapters	<ul style="list-style-type: none"> • Grant, C. A., & Gillette, M. (2010). <i>Learning to teach everybody's children: Equity, empowerment and education that is multicultural</i>. Thomson & Wadsworth. Ch. 4 • Turnbull A., Turnbull, R., & Wehmeyer, M.L. (2010). <i>Exceptional lives: Special education in today's school</i> (6th ed.). Upper Saddle River, NJ: Pearson, Merrill Prentice Hall. • Villa, R. A., & Thousand, J. S. (2005). <i>Creating an inclusive school</i> (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. Ch. 6&7
Internet Site(s)	<ul style="list-style-type: none"> • Tomlinson, C. (1999). The differentiated classroom: Responding to the needs of all learners. Alexandria, VA: Association for Supervision and Curriculum Development. (Available free through CSUSM e-books library.) • CA K-12 Physical Education Standards for CA Public Schools http://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf • Alvin Dunn Elementary School: http://www.smusd.org/ad/site/default.asp • ELD and grade level content standards – http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stdn.pdf

Prerequisite skills:

- Teacher candidates can create appropriate technology applications for use in instruction and assessment,
- Teacher candidates are able to develop a schedule and course activities (performance skills).
- Teacher candidates are able to create curriculum and instruction based on content, process, and product (Tomlinson, 1999).
- To differentiate curriculum and instruction, teacher candidates are able to use information about students' readiness range (skills, reading, thinking & processing), learning profiles, interests, talents, and culture (Tomlinson, 1999).
- Teacher candidates are able to identify strategies to meet the needs of
 - Students learning English (including differentiation for Beginning, Intermediate, and Advanced levels)
 - General education students
 - Students with special needs
 - Student who are accelerated learners (GATE)

Task Guidelines for Month-Long Curriculum Mapping and Integrated Lesson Design

Candidates will:

1. work collaboratively in given groups of four or five.
 - a. @ two candidates in each group will address Science, Math, the Arts, and PE.
 - b. @ two other candidates will address Reading and Language Arts (reading and writing), History/Social Science, and Health.
 - c. If a fifth member, that candidate will address PE and Health
2. select a grade level for the month-long curriculum map.
3. use the Alvin Dunn Elementary School calendar to reference school activities, testing, teacher's manuals, and pacing guides.
4. select content standards and use blue prints (or templates) in the curricular frameworks to address in the one-month plan.
5. create a detailed one-month plan to show your understanding of appropriate sequencing of each of the curricular areas.
6. create *one* integrated thematic lesson design that includes math, physical education, language arts, and the visual and performing arts (VAPA).

Note: Use the grid on the following page to guide your assignment completion.

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Checklist and Guide for Month-Long Curriculum Map

	√	Reading and Language Arts	Math	History/ Social Science	Science	VAPA	Health	PE
School Calendar								
Classroom Description								
Curricular-Specific State Standards								
Standards-Specific Performance Skills								
Instruction and Assessment Strategies: Learning Disabilities - reading/writing								
Instruction and Assessment Strategies: English Learners								
Instruction and Assessment Strategies: GATE								
Choices re: Multiple Intelligences								
Calendar Matrix								
Completed Integrated Lesson Design								
Assessments (E, PM, S)		E: PM: S:	E: PM: S:	E: PM: S:	E: PM: S:	E: PM: S:	E: PM: S:	E: PM: S:
Resources and Teacher Technology								
Student Technology								

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Rubric: Month-Long Curriculum Map and Integrated Lesson Design

25 Points

Elements and Potential Points	Beginning to Meet	Approaching	Meets	Points earned
Class Description and Demographics (1)	Description is unclear, not well organized, and/or incomplete	Description is somewhat clear, organized, and may be incomplete	Description is clear, well organized, and through	
Calendar Matrix (8) With All Required Elements	Few/Some required elements of the Month-Long Curriculum Map are addressed in the matrix. Many gaps.	Most/All required elements of the Month-Long Curriculum Map are addressed in the matrix. Some gaps.	All required elements of the Month-Long Curriculum Map are thoroughly addressed in the matrix.	
Curricular-Specific State Standards (3)	Few of the content standards have a thematic connection and there is little connection to the performance skills.	Some of the content standards have a thematic connection and some are related to the performance skills.	All content standards are correctly thematically connected. The performance skills are strongly related to the mastery of the content standards.	
Standards-Specific Performance Skills (3)	The performance skills are somewhat engaging and connected to the content standards. Not all students are presented with challenging materials.	Some performance skills are engaging and directly related to the content standards; some of the strategies and content are challenging for students.	Performance skills are engaging and clearly designed to help students meet mastery of content standards. Strategies and content for all students is challenging.	
Integrated Lesson Design (8) Instruction and Assessment Strategies: <ul style="list-style-type: none"> • Learning Disabilities -reading/writing • English Learners • GATE Choices re: Multiple Intelligences Student Technology Assessments: <ul style="list-style-type: none"> • Entry-Level • Progress Monitoring • Summative 	<p>There are few connections to the content standards and performance skills.</p> <p>Assigned content areas not well integrated.</p> <p>No differentiation to meet the special needs of students (LD, EL, GATE).</p> <p>No variety of activity choices to accommodate multiple intelligences.</p> <p>No student technology included.</p> <p>Insufficient levels of assessment included.</p>	<p>Instruction and assessments are related to performance skills, but do not reflect a connection to the content standards. (or vice-versa)</p> <p>Some integration of assigned content areas.</p> <p>Some differentiation of instruction and assessment are evident.</p> <p>Some variety of activity choices to accommodate multiple intelligences.</p> <p>Fewer than two types of technology included.</p> <p>Fewer than three levels of assessment included.</p>	<p>Instruction and assessments are directly related to the content standards and performance skills.</p> <p>All content areas are authentically integrated.</p> <p>Differentiation of instruction and assessment are clearly evident.</p> <p>Wide variety of activity choices to accommodate multiple intelligences.</p> <p>At least two types of technology included.</p> <p>All assessment levels are included in the design.</p>	
Resources(2)	There is a minimal or no resources with some pacing that is appropriate.	Some resources are used other than the textbook with appropriate pacing.	Resources sited involve text books, websites, technology, and teacher's creativity based on appropriate pacing.	

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The IEP Process (20 Points) Due by 3/9 (at least 5 days prior to last class session)

Learner Outcomes: Knowledge of nondiscriminatory assessment processes for making a child eligible for special education, and the teacher’s role in developing IEPs. To gain insight and understanding of the roles and responsibilities of the general education teacher and other team members in the IEP process. To articulate the roles and processes observed in an IEP meeting.

Assessment: Candidates synthesize their knowledge of nondiscriminatory assessment, processes for appropriate placement of a child eligible for special education, and the teacher’s role in developing an IEP by attending an IEP meeting, interviewing a general and special education IEP team member, and writing a 3-page paper to determine:

- 1) A resource list of the special education and related services personnel in the school and district in which the candidate is assigned to do clinical practice.
- 2) A reflective paragraph highlighting the IEP Team’s communication and problem-solving ability, and the parents’ role in the process.
- 3) Examining and reporting on the assessment processes for a student referred for a special education evaluation in their assigned school. This should include the assessment team member responsibilities, and identify
- 4) Description of the school’s assessment processes, including impression of parents’ understanding of the assessment procedures and results.
- 5) Suggestions for improvement in the assessment processes, if appropriate.
- 6) Impressions of an IEP meeting in terms of team communication, creative problem solving, and family centeredness.
- 7) Evaluation of the role of the classroom teacher.
- 8) Any improvements in the process observed or questions you still have based on what was learned in class, observed in the IEP meeting, or prompted by the teacher/staff interviews.

Resource(s):	Title and Necessary Information:
Texts/chapters	<p>Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2010). <i>Exceptional lives. Special education in today’s schools</i>. (6th ed.). Upper Saddle River, NJ. Pearson Education, Inc. Ch. 1, 2 & 5-16</p> <p>Villa, R. A., & Thousand, J. S. (2005). <i>Creating an inclusive school (2nd ed.)</i>. Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 1, 2, 3, 4 & 7</p>
Internet Sites These sites given are a mere sampling of online resources, and none are necessarily considered to be definitive resources. Please feel free to explore other sites on your own.	<p>Review of Student Success Team: http://www.cde.ca.gov/ls/ai/dp/sb65sst.asp</p> <p>Ideas for teaching students who are gifted, learning disabled, visually or hearing impaired, emotionally disturbed, physically challenged, or those who have AD/HD: http://www.teachervision.fen.com/special-education/new-teacher/48460.html</p> <p>Ideas for students with autism: http://www.child-autism-parent-cafe.com/autism-students-in-inclusive-classrooms.html</p> <p>Traumatic Brain Injury: http://www.fldoe.org/ese/pdf/trauma.pdf (Particularly see Appendix info)</p> <p>Intellectual Disability (formerly Mental Retardations): http://www.theteachersguide.com/MentalRetFactSheet.html and http://www.brighthub.com/education/special/articles/35921.aspx</p> <p>U.S. Dept. of Education IDEA: http://idea.ed.gov/explore/home (This OSERS IDEA Home Page site provides a detailed explanation of IDEA.)</p>

Task Guidelines for the IEP Process

Today's teachers will have students with identifiable disabilities in their classrooms. When the Student Success Team (SST) [<http://www.cde.ca.gov/ls/ai/dp/sb65sst.asp>] process--within the RtI process--is not satisfactory, a recommendation for the development of an Individualized Education Program (IEP) may be the next step.

When interviewing and observing IEP Team members and meetings, 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? 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? What is the evidence of/how are the following addressed in the IEP?:
 - 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 why, if the student does not participate in such assessments;
 - The projected start date, frequency, location, and duration of modifications/services;
 - Brief discussion of how the student's progress toward annual goals will be assessed.

School-Based Activities

Interview one of the special education support personnel and a general education teacher. Prepare a list of questions ahead of time and write their responses on the same questionnaire. 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 general education teacher. Include this information in the paper you write. With permission of the parent(s), attend an IEP meeting as a non-participant observer. While observing, use your own knowledge of the IEP Process to assess the presence or absence of best practices apparent during the meeting. Write a 3-page reflection that focuses upon what you observed and ways in which to optimize IEP team communication, general education teacher's involvement, creative problem solving, and family centeredness based on your current knowledge.

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Rubric for IEP Process

20 Points

Elements	Beginning to meet 3 points	Approaching 4 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 student's needs.	Understands the process. Knows the roles and responsibilities of the team members. Some reflection on the effectiveness and some improvement based on the student's 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.	
General education teacher's responsibilities	Identifies the role of the general education teacher without providing reflection of their contributions.	Explains what the general education teacher's role in the meeting with some reflection and evaluation.	Identifies, reflects, and evaluates the general 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:				/20

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Tentative Course Schedule

Day	Date	Topic	Related Reading & Materials Done Prior to Class	Assignments Due
1	1/24	<p><i>The art of teaching is the art of assisting discovery. ~Mark Van Doren</i></p> <p>Introductions; Class Norms and Rotating Roles Syllabus & Assignments Class Time Structure</p> <p><i>How do you make a great teacher?– Bill Gates</i> http://www.youtube.com/watch?v=1lcZbRY_bYs&feature=related</p> <p>“Educationese”</p> <p>TPE 6D and 14</p>	G&G: Ch. 2	<p>Bring texts to every class.</p> <p>Bring hard copy of syllabus to class.</p> <p>Tutoring Reflection [Behavior Management Needs and Techniques]</p>
		<p>Categories of Exceptionality Special Education Law Matrix Group Work: Assignment of Turnbull Chapters PE Standards: Gr. K + http://www.youtube.com/watch?v=JIFjqtMN40</p>		
2	1/31	<p><i>The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child. ~Carl Jung</i></p> <p>Curriculum Standards Frameworks Universal Access http://www.calstat.org/closingachievementgapmessages.html</p>	TTW: Ch 1-2 G&G: Ch. 4 (140-166)	<p>Tutoring Reflection [Attention Span and Motivation Strategies]</p>
		<p>Matrix Group Work PE Standards: Gr. 1</p>		
3	2/7	<p>Assessments http://www.cde.ca.gov/ta/tg/sr/resources.asp and http://www.startest.org/cst.html Nondiscriminatory Assessment The Importance of Collecting Classroom Data Community Assessment Information to Parents and Students</p>	G&G: Ch. 5&12 TTW: Ch. 1, 4, + Various Chapters assigned individually	<p>Exceptionality Matrix</p> <p>Tutoring Reflection [Grading and Evaluating]</p>
		<p>The IEP Process + Working with Families Becoming Experts: Group Presentation Prep Work Sample: http://www.youtube.com/watch?v=1XJqNhWWqtk (-) PE Standards: Gr. 2</p>		

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4	2/14	<p><i>To teach is to learn twice. ~Joseph Joubert, Pensées, 1842</i></p> <p>Response to Intervention (RtI²) Differentiated Instruction http://www.youtube.com/watch?v=7zBKAT3Ie_s&feature=channel Culturally Relevant and Responsive Teaching</p>	TTW: Ch.3	<p>Mock IEPs by Category “Experts”</p> <p>Post/Copy Inclusion Tips for Whole Class</p> <p>Tutoring Reflection [Cultural Relevance]</p>
		<p>Presentations: Mock IEPs by Category “Experts”</p> <p>PE Standards: Gr. 3</p>		
5	2/21	<p><i>Teachers are expected to reach unattainable goals with inadequate tools. The miracle is that at times they accomplish this impossible task. ~Haim G. Ginott</i></p> <p>Integrating Curriculum Unit Planning: Curriculum Mapping Beginning the Month-Long Integrated Curriculum Map</p>	G&G: Ch. 8	<p>Tutoring Reflection [Instructional Strategies]</p>
		<p><i>The secret of teaching is to appear to have known all your life what you just learned this morning. ~Author Unknown</i></p> <p>A Personal Philosophy of Education Developing a Letter of Introduction and Résumé TPE Portfolio Reminder</p> <p>1:00-2:15 Guest Speaker: Diana Sanchez, M. Ed. Career Counselor/Education Liaison CSUSM Career Center</p> <p>PE Standards: Gr. 4</p>		
6	2/28	<p><i>The best teachers teach from the heart, not from the book. ~Author Unknown</i></p> <p>Cont. Month-Long Integrated Curriculum Map</p>		<p>Revised Philosophy; Letter of Introduction; Resume</p> <p>Tutoring Reflection [Differentiation]</p>
		<p>Cont. Month-Long Integrated Curriculum Map</p> <p>PE Standards: Gr. 5</p>		

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7	3/7	<p><i>Who dares to teach must never cease to learn. ~John Cotton Dana</i></p> <p>Natural peer supports Peer Tutoring</p> <p>Behavior Management http://www.teachervision.fen.com/classroom-discipline/resource/6283.html</p>		<p>Month-Long Integrated Curriculum Map</p> <p>Tutoring Reflection [Reporting Student Progress to the Teacher]</p>
		<p>Co-Teaching</p> <p>PE Standards : Gr. 6</p>		
8	3/14	<p><i>Teaching is the profession that teaches all the other professions. ~Author Unknown</i></p> <p>Teaching as a Profession</p> <p>In Loco Parentis</p> <p>Behavior Management Redux</p>	<p>G&G Ch. 6 and Epilogue</p>	<p>IEP Observation due BY 3/9/11</p> <p>Tutoring Reflection</p>
		<p>Teachers' and Students' Rights and Responsibilities</p> <p>Becoming a Multicultural Teacher</p> <p>Carl & Maureen's Top Ten List</p> <p>PE Standards: Choice</p> <p>Course Evaluations</p>		

NOTE: IEP Observation Report due date is flexible, but is due no later than 5 days prior to the last class (3/9).