

Education/Multiple Subject (EDMS) 512: Elementary Teach & Learning II
Spring 2011 CRN 21356 Fridays
San Marcos Elementary School

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Mission Statement 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).

Course Description: Elementary Teaching and Learning II

EDMS 512 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 and completion of EDMS511.

Course Objectives

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

Required Text

- Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural*. Thomson & Wadsworth.
- 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.

Recommended Texts

- Stephen B. McCarney (2006) *Pre-referral Intervention Manual*, Hawthorne Educational Services
- 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.)

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)

STUDENT LEARNING OUTCOMES

Students in EDMS 512 will develop a Unit Plan to be used in their future course work that includes content standards, ELD standards, student activities, and instructional strategies with emphasis on assessment; prior knowledge, formative, ongoing, and summative. They will become familiar with the IEP process and the role of the classroom teacher. They will understand special education handicapping conditions: presentations will allow them to complete a Disability Matrix. They will continue to increase their observation skills by completing a focused observation of a student with specific diverse needs. Preparation for job application will allow the students to prepare a resume, letter of introduction, and current philosophy of education.

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 TPEs in this course: completion of 6d and 14 submitted on Taskstream.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided:

<http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

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. At a minimum, students 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. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

(Adopted by the COE Governance Community, December, 1997).

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 their instructor during office hours or, in order to ensure confidentiality, in a more private setting

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.

Grading Emphasis

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.

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.

The following grading scale will be used:

93 – 100	A	75 – 79	C+
90 – 92	A-	72 – 74	C
88 – 89	B+	70 – 71	C-
83 – 87	B	60 – 69	D
80 – 82	B-	59 – below	F

Course Requirements

- Attendance and Participation 25 points
 - Letter of introduction/resume 10 points
 - Exceptionality matrix 10 points
 - IEP paper 20 points
 - Unit Plan 20 points
 - Chapter presentation 15 points

ASSIGNMENT DESCRIPTIONS

1. Attendance, Professional Disposition, and Class Participation **25 points**

First is the expectation that you will attend all class sessions prepared to actively participate in class activities, group and individual sharing, and discussions on various topics and assigned reading. **Eight (8) points will be deducted for each absence. A student who misses more than two (2) classes will not pass this class (see the College of Education Attendance Policy). Late arrivals and early departures will constitute ½ an absence.** These measures should not be considered punitive, as students are expected to establish appropriate personal, academic and career-ladder priorities. Therefore these measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

An opportunity to earn extra credit points will be announced mid-semester. Professional, credentialed educators are evaluated on “performance of non-instructional duties and responsibilities” by their administrators. Punctuality, attendance, collaboration with colleagues, and professionalism fall under this category. Your Professional Disposition is related to how you conduct yourself in class and at a school site. Please communicate any attendance issues directly with the instructor. See the description below and the CSUSM College of Education’s Mission Statement for guidelines.

CSUSM College of Education Professional Dispositions

The California State University San Marcos College of Education fosters the development of the following professional dispositions among our candidates. Candidates increasingly reflect these dispositions in their work with students, families, and communities.

- **Social Justice and Equity:** Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.
 - **Collaboration:** Candidates learn and practice the skills of collaboration in their coursework and use them in their professional interactions with students, colleagues, parents, caregivers and those in the wider community.
 - **Critical Thinking:** Candidates analyze various professional contexts, resulting in more informed decision making about professional practice.
 - **Professional Ethics:** Candidates learn to make and act on well-reasoned, principled judgments.

- **Reflective Teaching and Learning:** Candidates critically review their professional practice and the impact it has on student success.
- **Life-Long Learning:** Candidates are committed to actively seeking new knowledge, skills and experiences throughout their career.

2. Letter of Introduction and Resume 10 Points

Learner Objectives: Create a letter of introduction and resume to be used when applying for a teaching position.

Assessment: See Rubric

Resource(s):	Title and necessary information:
Textbook/pages Diane Sanchez Career Center	Grant, C. & Gillette, M. (2006). <i>Learning to Teach Everyone's Children. Equity, Empowerment, and Education that is Multicultural</i> . Australia: Thomson Wadsworth. ISBN #0-534-64467-8 Chs. 2 & 8 Villa, R. A. & Thousand, J. S. (1995). <u>Creating an inclusive school</u> . Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 1, 2, 3, & 7

Letter of Introduction 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 5 point

Include a professional resume addressing your education and teaching experiences.

Letter of introduction and resume rubric: 10 Points

Elements	Beginning to meet 2 points	Approaching 3 points	Meets 5 points	Point s
Letter of introduction	Little information about educational curriculum, instruction, professional beliefs are presented. Little knowledge of the district philosophy is present.	Educational curriculum, instruction, professional beliefs are presented. Some knowledge of district philosophy.	Educational curriculum, instruction, professional beliefs are presented in concise manner with clear understanding. Knowledge of district philosophy.	
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				

3. Exceptionality Matrix

10 points

<u>Learner Objectives:</u>	Knowledge of U.S. special education disability categories, accompanying learner characteristics, and needed supports for success in general education
<u>Assessment:</u>	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). <i>Exceptional Lives. Special Education in Today's Schools.</i> (3 rd 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 Exceptionality Matrix

Students will work in small groups to apply their knowledge of the categories of exceptionality recognized by the Individuals with Disabilities Education Act (IDEA)

Create a table or graphic organizer of one 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. Assessments appropriate to use to determine the presence or degree of the disability
4. Adaptation/modifications in **curriculum, materials, goals (content)**
5. Adaptation/modifications in **classroom environment (process)**
6. Adaptation/modifications in **teaching practices (process)**
7. Adaptation/modifications in **assessments required of the student (product)**

13 Disability categories IDEA: 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
Description of disability categories under IDEA	Detailed description of characteristics, incidence, and educational implications for each of the disability 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 in classroom environment for each disability named

Modification	
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 Exceptionality Matrix

Elements	Beginning to meet 2 points	Meets 4 points	Points
Description and assessment	Identification of the characteristics of all categories with named assessment to determine degree of disability.	Detailed description of the characteristics of all categories with appropriate assessment to determine degree of disability.	
Curriculum Modification (Content)	Some curriculum and materials identified with little modification to assist the students.	Appropriate curriculum, materials, and goals for each disability with specific modifications to assist the students.	
Classroom Environment Modification (Process)	Some classroom modifications to assist the student.	Appropriate classroom environment that assist any handicapping condition.	
Teaching Practices Modification (Process)	Little use of teaching practices that are aligned with the handicapping condition. Assessments are not aligned with teaching practices.	Appropriate teaching practices that assist the handicapping condition. Use of appropriate assessments that directly relate to the teaching practices.	
Assessment Modification (Product)	Assessments are not directly related to the material and not modified to meet the student's needs.	Assessments are modified and appropriately connected to the materials taught.	
Total Points			/20

4. 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 teacher in the IEP processes.
<u>Assessment:</u>	<p>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 and writing a 3 page paper to determine:</p> <ol style="list-style-type: none">1) A resource list of the special education and related services personnel in the school and district.2) Team's communication and problem solving ability and the parents' role in the process.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	<p>Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2007). <i>Exceptional Lives. Special Education in Today's Schools.</i> (3rd ed.) Upper Saddle River, NJ. Pearson Education, Inc. ISBN # 0-13-170869-4 Chs. 1, 2 & 5-16</p> <p>Villa, R. A. & Thousand, J. S. (1995). <u>Creating an inclusive school</u>. Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 1, 2, 3, 4 & 7</p>
Internet Site(s)	<p>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.</p> <p>www.ed.gov/offices/OSERS/IDEA This OSERS IDEA Home Page site provides a detailed explanation of IDEA.</p> <p>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.</p> <p>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.</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) 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, 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.

School-Based Activities

Interview one of the special education support personnel and a regular education teacher. 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. Include this information in the paper you write. 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 being practiced during the meeting. Write a 3 paged reflection that focuses upon what you observed and 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:**25 Points**

Elements	Beginning to meet 4 points	Approaching 5 points	Meets 6 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				

5. Two Week Unit Plan**25 points****Learner Objectives:**

In groups of 4, students will plan a two week long thematic calendar for an elementary classroom.

Assessment:

The student will write a two week plan for an elementary classroom that incorporates the following elements:

-Content Standards in

- Language Arts
- Mathematics
- Science
- Social Studies

-California English Language Development Standards

-A variety of purposeful assessment including:

- Pre-assessment
- Prior knowledge/background knowledge assessment
- Formative assessment
- Ongoing assessment
- Informal assessment
- Summative assessment

-Remediation and extension

-Differentiation for EL, Sped, GATE, MI

-Technology, both for student use and instructional use

**The calendar will integrate a schedule of events from “real” schools. .

Resources	Title and necessary information:
Textbook/chapter	<p>Grant, C. & Gillette, M. (2006). <i>Learning to Teach Everyone's Children. Equity, Empowerment, and Education that is Multicultural</i>. Australia: Thomson Wadsworth. ISBN #0-534-64467-8 Ch. 4</p> <p>Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2007). <i>Exceptional Lives. Special Education in Today's Schools</i>. (3rd ed.) Upper Saddle River, NJ. Pearson Education, Inc. ISBN # 0-13-170869-4</p> <p>Villa, Richard, & Thousand, Jacquelyn. (1995). <u>Creating and inclusive school</u>. Alexandria, VA: ASCD. Chapters 6 & 7</p> <p>Villa, Richard, & Thousand, Jacquelyn. (1995). <u>Creating and inclusive school</u>. Alexandria, VA: ASCD. Chapters 6 & 7</p>
Internet Site(s)	<p>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.)</p> <p>ELD and grade level content standards - http://www.cde.ca.gov/re/pn/fd/documents/englishdev-stnd.pdf</p>

Prerequisite skills:

- Teacher candidates can create appropriate technology applications for use in instruction and assessment,
- Teacher candidates are able to develop a schedule and standards based activities (performance skills).
- 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
 - Students learning English (including differentiation for Beginning, Intermediate, and Advanced levels)
 - Regular education students.
 - Special education students.
 - Student that are accelerated learners (GATE)

Task Guidelines for Two Week Plan

You will work with 4 people in your group. (2 will address science/math and 2 will address LA/social studies)

Select a grade level.

Use a school calendar from a school and a classroom to reference school activities (PE, Music, Library, recess, lunch, pullout and push in, field trip etc), testing, teacher's manuals, and pacing guides.

Select essential content standards to address in the two week plan.

Checklist for Two Week Plan

The following checklist will help you create your one-month plan. Does your plan include:

1. A copy of the district/school/classroom calendar (photocopies are fine)
2. Clearly written California content standards
3. Clearly written California English Language Development Standards
4. A description of your classroom context- student population, grade level, local community, etc.
5. Strategies for three or more special needs students (Provide as a list as well as embedded in lesson plans.)
6. Strategies for three or more second language learners (Provide as a list as well as embedded in lesson plans.)
7. Strategies for multiple intelligences
8. A planning calendar grid (Includes all subject areas for each day.)
9. Lesson plans from unit from different content areas
 - a. Language Arts and Math will be taught every day
 - b. Science and Social Studies should have 4 to 5 lessons each
10. Technology components- assessment, instruction, student use

Note: All components are to be typed. How you organize your planning grid is a matter of style. We will go over the assignment in depth during class, class time will be used to work on the assignment, and organizational materials will be shared.

Rubric: Two Week Unit Plan**25 points**

Elements	Beginning to meet 3 points	Approaching 5 points	Meets 6 points	Points
Content standards	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.	
Performance skills	The performance skills are somewhat engaging and connected to the content standards. Not all students are presented with challenging materials.	Some of the performance skills are engaging and directly related to the content standards and some of the strategies and content is challenging for all students.	The performance skills are engaging and clearly designed to help students meet mastery of content standards. The strategies and content for all students is challenging.	
Assessments	There are few connections to the content standards and performance skills. No differentiation to meet the special needs students.	Assessments are related to performance skills but do not reflect a connection to the content standards. There is little differentiation for special needs students.	Assessments are directly related to the content standards and performance skills. When appropriate the assessments will be differentiated to the special needs population.	
Resources	There is a limited amount of resources with some pacing that is appropriate.	Some resources are used other than the textbook with appropriate pacing.	Resources that are sited involve text books, websites, technology, and teacher's creativity based on appropriate pacing.	
Total Points				

6. Chapter Presentation

15 points

- Learner Objectives:** Through reading and collaboration determine the most important parts of the chapter (consider the disability matrix information).
- Using lesson preparation skills, design an engaging and informative presentation to teach the material to the class
- 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.

Resources	Title and necessary information:
Textbook/chapter	Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2007). <i>Exceptional Lives. Special Education in Today's Schools.</i> (3 rd ed.) Upper Saddle River, NJ. Pearson Education, Inc. ISBN # 0-13-170869-4 Chapter 5-16
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.)

Prerequisite skills:

Work in your group design a lesson to present to the class to teach the chapter information.

Use the Lesson Design you learned last semester 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 mastery of matrix information.
- The presentation will be 15- 20 minutes

Rubric: Presentation

15 Points

Elements	Beginning to Meet 2 points	Meets 3 points	Points
Preparation	Matrix is partially completed from your chapter presentation.	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	Information is read to the class.	The presentation is understood by the presenters and information is not read to the class.	
Engaging the class	There is minimal engagement with the class. Students are receivers of information.	There is engagement with the class when appropriate to provide understanding. Students are active learners.	
Checking for understanding	There is some checking for understanding by the presenters.	Students are given opportunities to demonstrate their understanding of the material throughout the presentation.	
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			

EDMS 512 Course Schedule

The instructor reserves the right to alter the instructional timeline, add, delete, and /or change topics and assignments in response to individual and class needs.

Class	Date	Topic	Assignments
1	1/28/11	Introduction Course expectations, Assignments, syllabus TPE 6D & 14	For Next Week: Grant Chapters 1 & 2
2	2/4/11	Who are our students? A Classroom Community of Learners Chapter Presentations and Exceptionality Matrices	Preview: Chapter Presentations Exceptionality Matrix For Next Week: Turnbull Chapter 1, Grant Chapter 5
3	2/11/11	Individualized Education Plans Differentiation	Preview: IEP Paper Due: Turnbull Chapters 5, 6, 7 presentations For Next Week: Grant Chapters 4 & 8
4	2/18/11	Assessment CST Cover letter and resume	Preview: cover letter and resume Due: Turnbull Chapters 8, 9, 10 presentations
5	2/25/11	Assessment Using Assessment Data to plan instruction Unit Plan Integrating ELD and literacy through all core subjects	Preview: Unit Plan Due: Turnbull Chapters 12, 13, 14 presentations Bring draft of cover letter and resume For Next Week: http://www.ctc.ca.gov/reports/cstreport.pdf
6	3/4/11	Rubrics Standards for the teaching profession Unit Plan	Due: Turnbull Chapters 15 & 16 Presentations Due: cover letter and resume For Next Week: Grant Chapter 10

7	3/11/11	Motivation for a positive culture Creating respect/responsibility The interview process	Due: Exceptionality Matrix For Next Week: Grant Chapter 6
8	3/18/11	Teaching as a profession	Due: Unit Plan