Mission Statement of the College of Education, CSUSM

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

Instructor	**Office**	**Office Hours**	**Phone**	**E-mail Address**
Anne René Elsbree	UH 417	By appointment	750.4384	aelsbree@csusm.edu
Jan Christinson	UH 406	By appointment	750.8512	jchristi@csusm.edu

Class meets @ Woodland Park Middle School M-F 8:45-3:15 pm See Super Syllabi for dates.

Course Description
This course requires participation in public schools and other education-related contexts.
This course is designed:
- to extend preservice candidates' understandings about numerous philosophies of teaching and learning;
- to inform preservice candidates about key concepts and procedures as they relate to students learning English and students with special education labels;
- to encourage further infusion of technology into curriculums.

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

Required Texts
- Tomlinson, Carol Ann. (1999). *The Differentiated Classroom: Responding to the needs of all learners.* Alexandria, VA: Association for Supervision and Curriculum Development.
  ISBN # 0-87120-342-1 (Available free through CSUSM ebooks library.)
- Taking Center Stage
- Register for TaskStream Electronic Portfolio @ www.TaskStream.com (register for 1 year minimum).

Recommended Texts
- Choate, J. S. (2000). *Successful inclusive teaching (3rd ed.).* Needham, MA: Allyn & Bacon.
- Villa, R, & Thousand, J. (1995). *Creating and inclusive school.* Alexandria, VA: ASCD.

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)

Teacher Performance Expectation (TPE) Competencies
The course objectives, assignments, and assessments have been aligned with the CTC standards for the 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:

TPE 6d – Engaging and supporting all learners (SST, IEP, & Strategy Matrix)
TPE 9 – Instructional Planning (Long Range and Unit Plan)
TPE 14 – Educational technology (Long Range and Unit Plan)

Using **www.taskstream.com** you will upload 2 or more pieces of evidence and write a reflective narrative explaining how you have met the TPE. Each narrative must include a paragraph for each of the following:
a) description of the what portion of the TPE are you addressing
          (Include identification of the pieces of evidence you are presenting.)
b) analysis of how each piece of evidence meets the expectations of the TPE
          (One paragraph on each piece of evidence.) and
c) reflection of what you learned and how this new learning will make you a highly qualified teacher.

Accommodation for Students with Disabilities
Please discuss your needs with the instructor within the first week of the semester & contact Disabled Student Services. Students 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.

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

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

Plagiarism
All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 5th edition. Failure to do so may result in failure of the course.

Attendance is mandatory.
Due to the interactive nature of courses in the College, and the value placed on the contributions of every student, **students are expected to prepare for, attend, and participate in all classes**. For extenuating circumstances contact the instructors **before** class is missed, and make arrangements to make up what was missed. At minimum, a student **must attend more than 80% of class time**, or s/he may not receive a passing grade for the course.

Each absence (or 3 tardies/early departures) will reduce a grade by 10 points (one full grade). For example if a student earns 95 % and is absent 2 times = 95 – 2(10) = 75 points = C.

A student may negotiate to make up one absence. **Notification of absence does not warrant an excuse.**

Make up assignments - Students may make up one absence by attending an approved educational conference. Students must complete the following tasks to earn make-up credit:
1. attending an educational conference
2. giving a verbal report in class and
3. provide paper resources for peers and instructor.

Here is a list of local educational conferences to be considered:

January 18-21, 2006   National Association of Bilingual Education, NABE 2006
Convention Center, Phoenix, Arizona   nabe@nabe.org, 202-898-1829

January 29 - February 1, 2006   American Association of Colleges for Teacher Education
Manchester Grand Hyatt, San Diego, CA   http://www.aacte.org/Events/meeting_exhibits.htm

February 2-5, 2006   North Coast Education Summit (Education · Democracy · Social Justice)
Humboldt State University, Arcata, California 707.826.3735   http://www.humboldt.edu/~edsummit/

February 3-4, 2006   California TASH: Equity, Opportunity & Inclusion of Persons with Disabilities
CALTASH 24th Annual Statewide Conference, San Francisco Airport Marriott, Burlingame, California
Ann Halvorsen, CALTASH Board member, cal-tash@sbceo.org, 510-885-3087

February 3-5, 2006   California Association of Teachers of English (CATE)
Adventures in Anaheim-An "E" Ticket Experience, Hyatt Regency Orange County, Garden Grove, California
Jo Anne Mitchell, cateweb.org, 323-660-1440

February 24-25, 2006   Southern California Kindergarten Conference, Inc.
SCKC 20th Annual Conference, Hilton Burbank Airport & Convention Center, Burbank, California
Darrin Cowie, SCKC@SOCAL.RR.COM, 818-363-0441

March 1-4, 2006   California Association for Bilingual Education, CABE 2006
San Jose McEnery Convention Center, San Jose, California
Maria S. Quezada, maria@bilingualeducation.org, 626-814-4441

March 3-5, 2006   California Council for the Social Studies, Town & Country Inn, San Diego, California
Jacqueline Purdy, ccssorg@earthlink.net , 661-533-2277

 March 10-11, 2006   Advancement Via Individual Determination (AVID)
AVID/College Board 2006 National Conference, Hyatt Regency La Jolla at Aventine, San Diego
Michelle Schneider, mschneider@avidcenter.org, 858-623-2843

March 10-12, 2006   CACE (California Association of Compensatory Education)
Statewide Conference: Building Communication Between School and Home
Crowne Plaza Hotel, LAX, Los Angeles Judy Goddess, goddess2@mindspring.com, 415-759-1994

April 6-9, 2006   California Teachers of English to Speakers of Other Languages Statewide Conference
Bill Graham Auditorium, San Francisco, California   Vicki Pabley, vickipabley@yahoo.com,

April 29, 2006   Hansen Symposium, CSUSM

For other conference options see   http://www.cde.ca.gov/re/ca/cc/index.asp

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.

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 include a component (10%) of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:

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

Course Assignments

Long Range Plan	20 points
SST & IEP	10 points
Philosophy Statement/Letter	10 points
TaskStream Submissions (TPEs 6d, 9 & 14)	30 points
Strategy Matrix	10 points
Professional Demeanor	10 points
Social Justice Assignment	10 points
Total	**100 points**

Grading Scale

A= 90-100   B=80-89   C= 70-79   D=60-69   F=59 or lower.

Please note assignments are due whether or not you are present in class that day.

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

College of Education Attendance Policy
Due to the interactive nature of courses in the College, and the value placed on the contributions of every student, **students are expected to prepare for, attend, and participate in all classes**. For extenuating circumstances contact the instructors **before** class is missed, and make arrangements to make up what was missed. At minimum, a student **must attend more than 80% of class time**, or s/he may not receive a passing grade for the course.

Each absence (or 3 tardies/early departures) will reduce a grade by 10 points (one full grade). For example if a student earns 95 % and is absent 2 times = 95 – 2(10) = 75 points = C.

A student may negotiate to make up one absence. **Notification of absence does not warrant an excuse.**

_____   _____
student's name printed   **Spring Placement**

_____   _____
signature   **date**

_____   _____   _____
home telephone   **cell phone**   **email**

Attendance/Participation
You may make up one absence by attending an approved educational conference.

Session 1 _____	Session 6 _____	Session 11 _____
Session 2 _____	Session 7 _____	Session 12 _____
Session 3 _____	Session 8 _____	Session 13 _____
Session 4 _____	Session 9 _____	Session 14 _____
Session 5 _____	Session 10 _____	Session 15 _____

Professional Demeanor   ____ 10 %

Assignments (90 %)	Percentage/Points	Due Dates TBA
Philosophy Statement/Letter/Resume	___ / 10 points	_____
Strategy Matrix	___ / 10 points	_____
SST & IEP	___ / 10 points	_____
Social Justice Assignment	___ / 10 points	_____
TaskStream Submissions (TPEs)	___ / 30 points	_____
Unit Plan	___ / 20 points	_____
Total for Assignments		____ 80 %

Total   **____ / 100 %**

= ____ Grade

Grading Scale

A= 90-100	B=80-89	C= 70-79	D=60-69	F=59 or lower.

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

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

Course Outline
(Timeline Subject to Change pending "Teachable" Moments)

Date	Topic	Assignment
Session 1 Jan 17 am ARE	Semester Overview Community Building – Class Jobs Review	TBA
Session 2 Jan 17 pm ARE	Course Overview – Review Syllabus Connecting Pedagogy to Students' Needs Cluster Map Bart & Adapt a lesson catering to Bart's needs for content, process & product	Syllabus (available online) Democratic Education Chapter (Anne René will provide in class) Read Tomlinson (1999) entire text before class. Memorize Tomlinson (1999) p. 15, 16 & 85 HW: Cluster Map Yourself Upload on TaskStream on TPE 6d
Session 3 Jan 19 am JC	Unit Planning Assignment Select Topic Standards-unwrapping, backwards design TPE expectations	TBA
Session 4 Jan 23 pm ARE	Differentiation: Write a lesson plan for Feb 15 Letter of Application & Resume Preview	Read Tomlinson (1999) entire text. Memorize p. 15, 16 & 85 Get feedback from Anne René before you leave.
Session5 Jan 24 am JC	Effective Teaching Strategies Unit Schedule	Bring all unit work from social studies and science
Session 6 Jan 26 pm ARE	SST: Video & Role Play Preview Strategy Matrix	Read SST Lecturette emailed by Anne René Choate (2004) Ch 16 Read Strategy Matrix Example Read Career Guide for Educators @ http://www.csusm.edu/careers/ Due Draft of Letter and Resume
Session 7 Jan 30 pm JC	Differentiation	Bring all unit work
Session 7.5 Extra Session Feb 1 pm ARE	Plan Team Teaching in Woodland Park Class. Use lesson plan written on Jan 23rd	
Session 8 Feb 7 am JC	Assessment Technology	Bring all unit work
Session 9 Feb 14 pm ARE	Prep for Teaching Social Justice in Chorus Class on Feb 15 (Content/Process/Product) Have students create a representation of social justice (letter/words/music/images).	Read Tomlinson (1999) entire text. Memorize Tomlinson (1999) p. 15, 16 & 85 Have lesson plan approved before you leave class.
Session 10 Feb 15 am ARE	Teach Social Justice Lesson in Chorus Finalize the product. Critically reflect on lesson and write up reflection as TPE 6d evidence.	Bring all needed materials for teaching. Up load all on Taskstream by Feb 19 at 11 pm: Social Justice Lesson Plan Social Justice Representation. Reflection on Lesson Plan Write up TPE 6d & request feedback
Session 11 Feb 23 pm JC	Unit Workshop	Bring all unit work from science and social studies

Session 12 Feb 24 am ARE	IEP: Video, Identify Differences between SST & IEP, Practice writing an IEP goal	Read IEP Lecturette emailed by Anne René Villa & Thousand (1995) Chapter 2 Choate (2004) Ch 1 Udvari-Solner, Villa, Thousand (2002) Tomlinson (1999)

Session 13
Feb 24 pm
ARE
	Strategy Matrix Workshop
	Letter & Resume Workshop
		Read through Draft Matrix
		Choate (2004) Ch 2 & 15
		Udvari-Solner, Villa, Thousand (2002)
		Tomlinson (1999 & 2001)
		Read Career Guide for Educators
		  @ http://www.csusm.edu/careers/
		Proof Peers Paper before you come to class.
		Bring: Resources for Support Strategies,
		Template for Disability Matrix, & Computer
		Due Feb 25 at 11 pm:
		  TPE 6d
		  Matrix, &
		  Letter and Resume

Session 15 Feb 28 pm ARE	Technology & Social Justice Sharing	
Session 16 Mar 2 pm JMcD &JC	Unit Presentations	Present Final Unit Plans

Philosophy Statement/Letter Application   10 Points

Learner Objectives: Refinement of a personal philosophy of teaching and creation of a letter of application
Assessment: Word processed philosophy of teaching statement letter.

Chapters:	Title and necessary information:
1,2,3 & 7	Villa, R. A. & Thousand, J. S. (l995). Creating an inclusive school. Alexandria, VA: Association for Supervision and Curriculum Development.
1 & 16	Choate, J.(2000). Basic principles of inclusive instruction. In J.S. Choate (Ed.) Successful inclusive teaching: Proven ways to detect and correct special needs (3rd ed.) Boston: Allyn & Bacon.

Checklist for Philosophy Statement/Letter of Application
Paragraph One & Four
_____ Did your introduction cover the following:
- Identify position you are seeking and your credential qualifications
- Contextually describe the student populations you are prepared to teach (culture, language, gender, ability, and social economic status). Refer to your successful district, school and classroom experiences.
- How do your philosophy, curriculum, instruction and management approach create a democratic and socially just classroom?
- Why are you a strong candidate for this position?
- Why are you interested in this job?

Paragraph Two
_____ Did you identify your belief about curriculum and provide an example?

_____ Did you identify your belief about instruction and provide an example?

_____ Did you identify your belief about management and provide an example?

_____ Did you identify yourself (race, class gender, ability, sexuality…)?

Paragraph Three
_____ Did you identify the students you are prepared to teach?

_____ Did you identify if these identities between you and your students are
         similar or different and what you do to connect with your students based
         on this similarity or difference in order to help your students learn?

Organization & Preparation
_____ Did you keep your paper within the 1 page limit?

_____ Did you connect to educational theory?

_____ Are all of your drafts and comments from peers and instructor included in this submission?

_____ Total Points
    10

Philosophy Paper/Letter of Application Writing Guide

Paragraph 1: Letter Introduction

1. Identify position you are seeking and your credential qualifications
   - Contextually describe the student populations you are prepared to teach (culture, language, gender, ability, and social economic status). Refer to your successful district, school and classroom experiences.
   - How do your philosophy, curriculum, instruction and management approach create a democratic and socially just classroom?
   - Why are you a strong candidate for this position?
   - Why are you interested in this job?

Paragraph 2: Belief Enactment

Identify how you create a democratic/socially just classroom/equitable/inclusive - learning environment for your students through your curriculum, instruction and management approach.

Name a belief you have about curriculum. Give 1-2 examples of what you do when you pick out curriculum that exemplifies this belief.

Name a belief you have about instruction. Give 1-2 examples of what instructional strategies you use that exemplify this belief.

Name a belief you have about classroom management/discipline. Give 1-2 examples of what you do that exemplifies this belief and creates a classroom that is safe and promotes learning for all.

Identify how these three approaches used together will enable you to meet all students needs.

Paragraph 3: Personal Pedagogy

Name 5-10 characteristics that address **your identity**	examples	Name 5-10 characteristics that address **your students' identities**
	race/ethnicity nationality socioeconomic class (free or reduced lunch) gender language ability sexuality geography age…	

Pick an identity you and your students have in common.

Your identity		Your students' identity

Our similar identities can be tools to help us connect with students and to support learning. How do you connect with your students using your similarities? Pick one example from your teaching experience.

Our differences often can be obstacles in learning, but they do not have to be. We do not need to be of the same identities of our students to be an effective teacher and to support all students to learn. We just need to use strategies that help us turn the obstacles into tools. Pick an identity you have that is different from your students.

Your identity		Your students' identity

What actions do you take to still connect with students with this identity even though you are different from one another? Pick one example from your teaching experience.

Paragraph Four: Closing

Restate your desire to fill the position and your qualifications.

Thank them for their time and consideration.

Strategy Matrix   **10 Points**

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

Assessment: Students apply their knowledge of nondiscriminatory assessment, processes
                       for making a child eligible for special education, and the teacher's role in
                       developing IEPs by creating a matrix of strategies. Written products and class
                       discussions evidencing assessment above

Resource(s):	Title and necessary information:
Textbook Chapters 2 & 15	Choate, J.S. (2000) *Successful inclusive teaching: Proven ways to detect and correct special needs (3rd ed.)* Boston: Allyn & Bacon. (ISBN 0-205-30621-7)

Task Guidelines for the Strategy Matrix

Students will work in small groups to apply their knowledge of the categories of disability recognized by the
Individuals with Disabilities Education Act (IDEA) by creating a visual representation (table, graphic organizer, or
other) of the 13 special education categories covered under IDEA, along with 3 covered under ADA and 9 others,
total of 25. 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 category label
3. One assessment appropriate to use to determine the presence or degree of the category label
4. One typical adaptation/modification in **curriculum, materials, goals (content)**
5. One typical adaptation/modification in **classroom environment (process)**
6. One typical adaptation/modification in **teaching practices (process)**
7. One typical adaptation/modification in **assessments** required of the student **(product)**

Suggestion: Consider using the landscape paper layout (File>Paper Size>Orientation: click Landscape), and
having only 3 or 4 categories listed per page. This will give you adequate space to include all of the dimensions
listed above.

Disability Characteristics Matrix Expectations

Element	Expectations
Description of Categories	Detailed description of characteristics, incidence, and educational implications for each category.
Assessment to Identify Presence of Labeled Category	Detailed description of formal and informal assessment procedures used to determine presence/degree of label.
Curriculum Modification	Modification in content (curriculum, materials or goals) for each category named
Classroom Environment Modification	Modification in classroom environment for each category named
Process Modification	Modification in teaching practice/process assessment for each category named
Product Modification	Modification in learning product assessment for each category named
Total	

Student Study Team (SST) Process   **5 points**

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

Assessment: Teacher candidates apply their knowledge of the SST processes for avoiding special education referral by participating in a simulation of an SST meeting regarding a child with a selected classroom challenge.

Teacher candidates create an annotated bibliography of articles and Web sites that provide information about the student's challenge and strategies for supporting the student to be successful in the class

Resource(s):	Title and necessary information:
Textbook/pages	Choate, J.S. (2000). *Successful inclusive teaching: Proven ways to detect and correct special needs (3rd ed.),* pp 1-17. Boston: Allyn & Bacon. (ISBN 0-205-30621-7) Ch 16
Supplemental Print Material	SST Lecturette by Dr. Jacqueline Thousand, CSUSM, College of Education
Video/segment	Video Segment # 1 "Promoting Success for All Students" *The Inclusion Series* (1998) Weland Prods/KCET and Allyn & Bacon. (ISBN 0-205-29111-2) Video Segment # 3 "Working Together – The Collaborative Process" *The Inclusion Series* (1998) Weland Prods/KCET and Allyn & Bacon. (ISBN 0-205-29111-2)

TASK AND GUIDELINES

Context
The Student Study Team (SST) process is a general education function and general education teacher responsibility. It is a state-mandated prevention and intervention process and structure that must exist at every California school. The SST process is designed to address students' learning needs PRIOR to even thinking about referral for special education assessment. Some disabilities are more obvious and present themselves prior to school entry. Other high incident disabilities such as learning disabilities (e.g., language, mathematics, written expression) often develop in response to academic demands. Further, there are a great many children without disabilities who struggle in school because English is not their first language or because the instructional approaches used by their teachers do not match their learning styles (i.e., preferred areas of Multiple Intelligences). Most students respond positively when their classroom teachers seek ideas and support from professional peers through the SST process.

Objectives
The objectives of having you participate in a mock SST meeting are to give you the opportunity to:
*   demonstrate effective use of the SST model
*   demonstrate the various roles of the SST members
*   examine support options for students based upon their unique individual characteristics
*   demonstrate the use of pre-referral strategies as the preferred response (over formal special education referral) to resolve problems
*   clarify the initial procedures involved in identifying students for special education support

Preparation
*   Read the SST Lecturette and Chapter 16 of Choate.
*   Visit a Web site that you find
*   Watch the video segments #1 and #3 of the Inclusion Series that models the SST process and the elements of effective collaborative teaming.

Assignment Description
Each class member will be assigned to an SST team of 5 members. Each member of the group will fulfill one of the following roles and the corresponding assigned tasks. Each member will participate in a SST role play. Each student will write up a reflection on his/her group experience.

Roles	**Tasks**
PREVIOUS TEACHER	DATA SHEET/SUMMARY SHEET
PARENT	DATA SHEET/SUMMARY SHEET
CURRENT TEACHER	DATA SHEET/SUMMARY SHEET
RESOURCE SPECIALIST	DATA SHEET/SUMMARY SHEET
ADMINISTRATOR	DATA SHEET/SUMMARY SHEET

The Tasks:

- Complete a data sheet of observed characteristics of the student's behavior and learning or behavioral challenges, how the child's characteristics affect school performance, and possible strategies for supporting the student.

- Complete the SST Summary Sheet with each column filled out in items that will be covered in the of SST role play

- Answer guiding questions provided

- On your own, find two annotated bibliographies per team member of articles and/or web sites that provide information about the challenging student characteristic and strategies for supporting the student. Each annotation is to include a starting paragraph the briefly summarizes the article. A second paragraph will summarize your reaction (e.g., interesting new information, conflicting perspectives, challenging point) to the article. Use APA format in referencing the article or web site.

- After completing the in class SST role play and discussion, go to your electronic portfolio and write a response to these prompts:
  - Articulate the rationale for inclusive educational opportunities for all students.
  - What were the strengths and needs of the student you had an SST meeting for?
  - What principles of universal design guided the groups decision for differentiating instruction?
  - What strategies were identified to support the student? Provide examples of 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 the student.
  - Describe what your role will be at future SST meetings?
  - How will you prepare for SST meetings?
  - What was useful about this experience?
  - How will this experience inform your teaching?

For further reading:
Kluth, Paula., Villa, Richard., & Thousand, Jaquelyn. (Dec. 2001/Jan 2002). 'Our school doesn't offer inclusion' and other legal blunders'. *Educational Leadership, 59 (4),* 24 – 27.

SST Summary Form   **Date of Meeting _____**

Teacher_____**School** _____

Team_____   _____

Student _____

Primary Language_____ **Grade**____ **DOB** ____ **Parents** _____   **M**____   **F** ____

STRENGTHS	CONCERNS	KNOWN INFORMATION	KNOWN MODIFICATIONS (+/-)	QUESTIONS	STRATEGIES/ BRAIN STORM	ACTIONS	WHO/ WHEN
							Follow Up Date

Student Study Team (SST) Simulation Rubric for In-class Activity
(This will not be graded, but it can be a great tool to evaluate the success of the SST meeting.)

Element	Developing	Meets Expectations	Exceeds Expectations	Total
Know School Families (Student Data Sheet, Intervention Plan and Meeting Interactions)	No indication that the school took the time to know the family and their needs.	Some of the needs of the family were understood, i.e. family members, language, literacy, family dynamics.	There is a description of the family (in Data Sheet) and the family's needs are taken into consideration in planning the student's intervention plan.	
Knows Student (As Indicated on Student Data Sheet, Intervention Plan and Meeting Interactions)	Some of the student's strengths, needs, language, and culture are understood.	The student's strengths, needs, language, and culture are understood and addressed in plan.	The student's strengths, needs, language, and culture are understood so well that the team can incorporate the child's life outside of school into the plan.	
Development of Interventions	The intervention plan is brief and vague.	The intervention plan demonstrates an understanding of the student's uniqueness and addresses the student's strengths and needs.	The intervention plan demonstrates an understanding of student's uniqueness and addresses the student's strengths and needs for cognitive, affective and psychomotor objectives.	
Implementation and Monitoring Interventions	There is no clear plan how interventions will be implemented or monitored.	There is a clear plan for implementing and monitoring interventions.	There is a clear plan for implementing and monitoring interventions. A plan is set to communicate progress of interventions to all school and family members.	
Use of Resources	No resources were mentioned in the intervention plan.	School resources were identified in the intervention plan.	School, community, and family resources were considered and identified in the intervention plan.	
Continued on next page				

Element	Developing	Meets Expectations	Exceeds Expectations	Total
Role Representations	Minimum of 5 SST roles were represented.	More than 5 SST roles were represented and modeled the responsibilities of each member.	More than 5 SST roles were represented with a detailed description of each member in SST Binder addressing relationship w/ student, unique talents, background, interests, and experiences that make this individual an invaluable member of team.	
Facilitation	Facilitator keeps team focused on student's needs and developing and intervention plan.	& facilitator is accountable for time, encourages input from all members, and diffuses emotionally charged statements, making corrections non-defensively.	& facilitator goes above and beyond to help team find win/win solutions.	
Recording	The recorder listens carefully for key words and ideas, organizes and records input into appropriate categories.	& a visual aid is created for participants to see key issues for student and the proposed interventions. A seat recorder transfers the visual model to regular- sized paper as a record of meeting.	& the seat recorder clarifies information documented on regular-sized paper and how it represents the visual aid and what was discussed at the meeting.	
Follow SST Steps (Student Summary Sheet & Meeting Interactions) 1. Pre-SST intervention 2. SST referral 3. Family invited & meeting arranged 4. Team meets and follow up date set 5. Interventions implemented and monitored 6. Follow up meeting	75 % of SST Summary Sheet completed & 5 or less SST steps implemented.	90% of SST Summary Sheet completed & all 6 steps implemented.	100% of SST Summary Sheet completed & all 6 steps implemented.	
SST Binder 1. SST Summary Sheet 2. Student Data Sheet 3. Binder 4. Cover Sheet 5.Annotated bibliographies available	Completes 4 or less.	Completes all 5.	Completes all 5 with detail & professionalism.	
Total				

SST Reflection Rubric

Element	Beginning to Meet Expectations	Approaching Expectations	Meets Expectations	Total
Content Strategies	A minimum of 1 content strategy was described to support student	A minimum of 1 content specific strategy was described to support the learner taking into consideration the students strengths and areas of need	A minimum of 2 content specific strategies were identified with consideration of the students strengths, needs, readiness range, learning profile, talents and interests.	
Process Strategies	A minimum of 1 process strategy was described to support student	A minimum of 1 process specific strategy was described to support the learner taking into consideration the students strengths and areas of need	A minimum of 2 process specific strategies were identified with consideration of the students strengths, needs, readiness range, learning profile, talents and interests.	
Product Strategies	A minimum of 1 product strategy was described to support student	A minimum of 1 product specific strategy was described to support the learner taking into consideration the students strengths and areas of need	A minimum of 2 product specific strategies were identified with consideration of the students strengths, needs, readiness range, learning profile, talents and interests.	
Your Role at SST Meetings	Generally describe what you will do at the SST meeting	Generally describe what you will do to prepare for the meeting and do at the meeting.	Describe in detail what you will do to prepare for a SST meeting, what you will do at the meeting and what you will do to implement the SST plan.	
How SST Roleplay Experience Informs your Teaching	Describe how this experience has effected the way you think about these meetings	& describe how this experience has effected your expectations of SST meetings	& describe how your actions will be informed by this experience	
Total				/ 5

The IEP Process   **5 Points**

Learner Outcomes: Knowledge of nondiscriminatory assessment, processes for making a child
                        eligible for special education, and the teacher's role in developing IEPs

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

1) Creating their own "Best Practices in the IEP Process
    Checklist" and use the checklist to assess the IEP
    process employed in the student's school;
2) Creating a resource list of the special education and
    related services personnel in the school and in the
    school district upon whom they can call.
3) Evaluating the assessment process in their school
    relative to assessment team member responsibilities,
    identifying learnings about the school's assessment
    processes and suggestions for improvement, if
    appropriate.
4) Evaluating an IEP meeting in terms of team
    communication, creative problem solving, and family
    centeredness.

Resource(s):	Title and necessary information:
Textbook/pages	Gable, R.A. and Hendrickson, J.M. (2000). Teaching all the students: A mandate for educators. In J.S. Choate (Ed.) <u>Successful inclusive teaching: Proven ways to detect and correct special needs</u> (3rd ed.), pp 1-17. Boston: Allyn & Bacon. (ISBN 0-205-30621-7) Chapter 1
Supplemental Print Material	Lecturette by Jacqueline Thousand, Professor, CSUSM, College of Education
Video/segment	Video Segment # 2 "Working Together: The IEP <u>The Inclusion Series</u> (1998) Weland Prods/KCET and Allyn & Bacon. (ISBN 0-205-29111-2)
Internet Site(s)	www.dssc.org/ This Federal Resource Center for Special Education site provides general information about and news pertaining to special education as well as special technical assistance information. www.ed.gov/offices/OSERS/IDEA This OSERS IDEA Home Page site provides a detailed explanation of IDEA.

Task Guidelines for the IEP Process

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

When developing an IEP, the following four questions should be addressed:

1. Who are all of the special education and related service personnel who can be called upon for support in the school and in the school district?

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.

Application Activities

In-Class Video Viewing and Analysis

View the video Segment # 2 "Working Together: The IEP" from The Inclusion Series (1998) Weland Prods/KCET and Allyn & Bacon. As you view the video, jot down notes regarding what is presented as (and what you perceive as) "best practices" or "great tips" in IEP development and implementation.

After viewing the segment, take your notes from the lecturette and the video viewing and create your own "Best Practices in the IEP Process Checklist." It is beneficial to do this in collaborative teams in and/or out of class. You will use this checklist later in an actual IEP meeting.

School-Based Activities

Can you provide complete and accurate responses to the following four questions? If so, you should have your special education credential! If not, interview your school's special education support personnel or get the information you need to answer the questions from reference materials, web sites, and so forth.

Question #1: Who are all of the special education and related services personnel who I can call upon for support in this school and in the school district?

Action: Make a list of the roles, names, responsibilities, and ways in which to contact these resources. Keep this list in your top desk drawer or in you day planner.

Question #2: How does our school staff ensure that the responsibilities of the assessment team outlined in the lecturette occur?

Action: **1)** Create a "Best Practice Checklist" based on the IEP video watched in class. **2)** Interview one of your special education support personnel. Ask how the assessment process in your school ensures that each of the responsibilities of a student's evaluation team is fulfilled. Ask Interviewee to review your checklist and provide feedback. Take notes and write a one to two-paged summary of what you learned about your school's assessment process, include suggestions for improvement, if appropriate.

Question #3: What does my School's IEP look like and does it include all of the components identified as required in the lecturette?

Action: Have your special education support persons give you the latest IEP form, if you have no students eligible for special education in your classroom (could that possibly happen?). If you have one or more students with an IEP in your classroom (a sure bet), get one of the IEPs, preferably one of the more complex IEPs. In either case, once you have an IEP in hand, locate all of the component parts required of an IEP.

Question #4: What does an IEP meeting feel like? How well are "best practices" for IEP team meetings being practiced in my school?

Action: Attend an IEP meeting of a student who is not in your classroom. Your role is that of non-participant observer. While observing use your own "Best Practices in the IEP Process Checklist," to assess the presence or absence of best practices being practiced during the meeting. Write a one to two-paged reflection that focuses upon ways in which to optimize IEP team communication, creative problem solving, and family centeredness. If you cannot find an IEP meeting of a colleague to attend, complete the checklist while watching the IEP video located in the library and write a one to two page reflection on what you saw.

Extension Activities

Expand your knowledge of special education and your role in the special education referral and implementation process by visiting the following comprehensive web sites.

www.dssc.org
This Federal Resource Center for Special Education site provides general information about and news pertaining to special education as well as special technical assistance information.

www.ed.gov/offices/OSERS/IDEA
This OSERS IDEA Home Page site provides a detailed explanation of IDEA.

IEP "CHEAT" SHEET

1. Create you own "Best Practices in the IEP Checklist"

    Ex: _____ focused on student strength
                  _____ sample of student weakness presented
                  _____ student involved

2. Resource name, role, phone number list (s)
    - responsibilities (1-2 sentences)

3. Interview
    - interview
        - 1-2 page reflection/summary
            - what did you learned?
            - overview of what the interviewee said
            - suggestions for improvement
            - feedback on "Best Practices" Checklist

4. IEP Forms – Blank or completed

5. Evaluation of an IEP (attend a meeting or watch videotaped meeting)
    - use checklist and reflect
    - 1 -2 page pape

6. Please post evidence of your learning for this assignment on TaskStream under TPE 6d.

7. Write up a 3 paragraph narrative for TPE 6d:
    a. Describe the evidence.
    b. Analyze the evidence
    c. Reflect on the evidence
       What did you learn?
       How will this new learning make you a highly qualified teacher?

Unit Planning Calendar Grid Assignment   20 points

This assignment will be in coordination with your Social Studies and Science Integration Unit. All 3 instructors will grade this assignment. This course will focus on the differentiation strategies.

Learner Objectives: The student will create an integrated unit plan.

Assessment: The student will write a unit plan that will incorporates the following elements:
- language arts lessons
- science lessons
- art lessons
- social science lessons
- a field trip
- assemblies and special programs (DARE, etc.)
- assessments
- multiple intelligence strategies
- differentiation strategies
- technology for student use
- technology for teacher use in instruction
- technology for assessment (electronic grade books, rubrics, etc.)

The calendar will integrate a schedule of events from "real" schools. The student will also write out plans for differentiated instruction and special needs instruction.

Preparation: Before beginning assignment teacher candidates read the following resources and demonstrate the ability to complete the prerequisite skills.

Resources	Title and necessary information:
Textbook/chapters	Choate, J. S. (2000) Successful inclusive teaching (3rd ed.). Needham, MA: Allyn & Bacon. Chapters16 Villa, Richard, & Thousand, Jacquelyn. (1995). Creating and inclusive school. Alexandria, VA: ASCD. Chapters 6 & 7
Internet Site(s)	Tomlinson, Carol Ann. (1999). The Differentiated Classroom: Responding to the needs of all learners. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available free through CSUSM ebooks library.) ELD Standards - http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf COE Lesson Format form CSUSM website

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,
- 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 o
    - Students learning English (including differentiation for Beginning, Intermediate, and Advanced levels)
    - Student that are accelerated learners as referred to by Piergangelo & Giuliani (2001)

Task Guidelines for Planning Calendar

Step One: You will create an integrated unit plan for this assignment. On the assigned day, bring the following artifacts to complete your assignment: a school calendar from your observation placement (see school website), a calendar grid or published planning book, and your social science and science unit plans.

Step Two: On the assigned day you be will completing your plan with the assistance of the instructor a group of three to four members. Referring to your school calendar, you will first need to block out times in your plan book for holidays, assemblies, special programs, in-service days, etc. You will then plan your curriculum into manageable blocks of time in your calendar grid or lesson plan book. The amount of time you select to cover the various content areas is dependant upon your district and/or school standards. For example, if your district mandates two hours of language arts instruction per day you must plan accordingly. You will need to provide evidence of these criteria in your finished calendar grid.

Your plan will necessarily be an integrated plan that uses Universal Design and Backward Design principles. That is to say, it will be necessary to teach science and social science throughout the day as part of your literacy instruction. Also, be sure to include assignments in all of the content areas, i.e. science, art, social studies.

You will write out all of the California state standards you will cover during the unit. Place these standards in a easily visible way so that anyone will see them. Standards should be organized using "themes" or "big ideas" Your plan must also include multiple intelligence strategies for special needs and second language students as part of differentiated instruction.

Checklist for Unit Plan

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

1. A description of your classroom context- student population, grade level, local community, etc.
2. Strategies for special needs students (at least three)
3. Strategies for second language learners (at least three)
4. Strategies for multiple intelligences
5. A planning grid
6. Technology components- assessment, instruction, student use

Note: All components are to be typed.

TaskStream Component: Individual Assignment
1. Please post evidence of your learning for this assignment on TaskStream under TPE 9 & 14.
2. Write up a 3 paragraph narrative for TPE 9 & 14:
1. Describe the evidence.
2. Analyze the evidence
3. Reflect on the evidence
    What did you learn?
    How will this new learning make you a highly qualified teacher?

Lesson Demonstration   **See Schedule for due dates.**

<u>**Learner Outcomes:**</u> Develop as an instructor by preparing and organizing a lesson for a Woodland Park class.
            (Class for lesson will be assigned by instructor.)

<u>**Assessment:**</u> Teaching activity including depth, analysis, and organization.

<u>**Preparation:**</u> Carefully select a lesson. Plan how to teach with your peers.

<u>**Process**</u>
You are required to sign up to teach one lesson for one class session in a Woodland Park Class. You will also discuss an analysis of your teaching with your peers. The activity should engage the class and allow us to examine the materials in a meaningful way.

You must provide a context and history to your lesson (i.e. Where was your placement, what were the students like, why did you teach this lesson). Provide a lesson plan to the class.

In addition, you must write and present a reflective analysis of your teaching. Respond to the following:
- Did you teach the lesson as planned? If not, what changes did you make to the lesson and why?
- How appropriate were your time allocations for the students, the content, and the planned instructional strategies and student activities?
- To what extent did the class/group as a whole achieve the academic learning goals of the lesson?
- How well did the lesson connect with the students' background and developmental information?
- In what ways did the environment in the classroom, including climate, rapport, routines, and procedures, contribute to student learning?
- In what ways was your lesson effective and what might you do differently to improve the lesson?

A lesson plan and 1-2 page reflection will be turned into the instructor.

Electronic Portfolio - TaskStream   10 points

**If you receive done for each TPEs you earn 10 points,
anything less than "done" will be 0 points.**

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

Assessment: Teacher candidates apply what they have learned from the required assignments to the TPE's designated in a cogent, first person reflection in TaskStream.

Teacher candidates will include all necessary components in their final submission of the electronic portfolio.

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

Task Guidelines for Taskstream
To demonstrate that you can merge theory and practice you will be required to formally address the following TPEs in this course:

TPE 6d – Engaging and supporting all learners (SST, IEP, & Strategy Matrix)
TPE 9 – Instructional Planning (Long Range and Unit Plan)
TPE 14 – Educational technology (Long Range and Unit Plan)

Using **www.taskstream.com** you will upload 2 or more pieces of evidence and write a reflective narrative explaining how you have met the TPE. Each narrative must include a paragraph for each of the following:
a) **description** of the what portion of the TPE are you addressing
        (Include identification of the pieces of evidence you are presenting.)
b) **analysis** of how each piece of evidence meets the expectations of the TPE
        (One paragraph on each piece of evidence.) and
c) **reflection** of what you learned and how this new learning will make you a highly qualified teacher.