

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

**EDMS 512: Elementary Teaching and Learning II
Differentiated Design for All Students
University Hall 443
Tuesday: 8:00 a.m.-2:15 p.m.**

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Office Hours: Monday and Wednesday 3:00-4:00 p.m. and by
appointment**

College of Education Mission Statement

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:

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 Prerequisites:

Successful completion of EDMS 511, competencies outlined in EDUC 422.

Course Objectives:

The objectives 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

- Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available as an e-book online.)
- Choate, J. S. (2004) *Successful Inclusive Teaching (4th ed.)* Needham, MA: Allyn & Bacon.
- Villa, R. and Thousand, J. (1995). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marion, Valadez, and Woo (2003). *Elementary Teaching and Learning*. Needham Heights, MA: Allyn and Bacon. (Compiled Reader=CR)
- TaskStream Electronic Portfolio, Must register and pay fee online prior to first class @ www.TaskStream.com (register for 1 year minimum).

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)

Accommodation for Disabilities

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.

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing effective programs for 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. The following TPE's are primarily addressed in this course:

- TPE 6d – Engaging and supporting all learners (IEP)
- TPE 9 – Instructional Planning (Year long Plan)
- TPE 14 – Educational technology ()

These TPEs will be uploaded to TaskStream as part of the course requirements. The purpose of the portfolio is to assess how well you meet the TPEs. Although all the artifacts you place (more than 1 per TPE) in your portfolio have been assessed/graded by your professors, it is not clear if you have a thorough understanding of the TPEs and can make the connection between the assignments completed in class with the teaching you have experienced and the TPEs. Your task to write a cogent reflective essay for each TPE on how the artifacts you have chosen provide evidence that shows you have demonstrated meeting each TPE. Each narrative must include a: a) description b) analysis and c) reflection.

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).*

For this class, if you are absent one day, your highest possible grade is a B. If you are absent more than one day your highest possible grade is a C, which means you may not receive a passing grade for this course. Late arrivals and early departures will affect your final grade. Absences do not change assignment due dates.

Course Requirements/Assignments

Year Long Plan	20 points
IEP	10 points
Philosophy Statement	10 points
Peer Teaching Demonstration	5 points
TaskStream Submissions	10 points
Disability matrix	10 points
Science Methods/ESL infusion	20 points
<u>Attendance/Participation</u>	<u>15 points</u>
Total	100 points

Grading Scale

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

**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.*

Grading Standards

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 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.

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.”

Schedule/Course Outline

Date	Topic	Assignment
Session 1 01/18/05	Introduction: Course Outline and Community Building Activity	In class process
Session 2 01/18/05	Philosophy Assignment- Delineation of key elements	In class process
Session 3 01/25/05	Disabilities Matrix- Introduction and Workshop	In class process
Session 4 01/25/05	Teaching Demonstrations (2) Lesson and Debriefing	In class process
Session 5 02/01/05	IEP- Introduction and Video analysis	In class process
Session 6 02/01/05	Teaching Demonstrations (2) Lesson and Debriefing	In class process. Due: Philosophy Letter (TaskStream entry)
Session 7 02/08/05	Three Month Plan- Bring school calendars and support materials	In class process
Session 8 02/08/05	Teaching Demonstrations (2) Lesson and Debriefing	In class process
Session 9 02/15/05	ESL Science Integration Project- Bring a Science Lesson from Internet	In class process Due: Disabilities Matrix project in hard copy form.
Session 10 02/15/05	Teaching Demonstrations (3) Lesson and Debriefing	In class process
Session 11 02/22/05	Jigsaw Learning- Discipline Models Readings from Instructor	In class process
Session 12 02/22/05	Teaching Demonstrations (2) Lesson and Debriefing	In class process Due: IEP cheat sheet in hard copy form.
Session 13 03/01/05	Teaching Demonstrations (2) Lesson and Debriefing	In class process
Session 14 03/01/05	Workshop time- Work on course work as needed.	Inside or outside class work time.
Sessions 15 03/08/05	Mock Interviews	In class process
Session 16 03/08/05	Closure Event	Due: Science Integration Project and Three Month Plan

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 micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <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

specify why these practices contribute to the creation of a democratic classroom (Charles, 2000). Use your personal experiences as an observer or student teacher to support your argument.

Your instructional approach

1 point

Describe the first and second language and special education challenges you anticipate the students in this class will face. In your response, reference theories of first and second language, inclusion strategies, and literacy development.

Your personal identity

3 points

How do your own personal values and biases affect the teaching and learning of students?
How does your identity and experiences influence your responses for numbers

1. your educational philosophy
2. your management approach
3. your instructional approach, including differentiation for students with special needs and English Language Learners

Citations from at least two sources

1 point

Honor work of others within paragraph writing. One of the most valuable components I try to implement from Alfie Kohn's *Beyond Discipline* (1996) is his belief that individuals misbehave when their basic needs have not been met.

If you use a quote make sure you include the following: author, date, page of quote

Resume

1 point

Include a professional resume addressing your education and teaching experiences.

Total

_____ / 10 points

Disability Matrix 10 Points

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

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

Resource(s):	Title and necessary information:
Textbook Chapters 2 & 15	Choate, J.S. (2000) <i>Successful inclusive teaching: Proven ways to detect and correct special needs (3rd ed.)</i> Boston: Allyn & Bacon. (ISBN 0-205-30621-7)
Supplemental Lecture	"The Categories of Disability" –Instructor, CSUSM, College of Education
Online Course Supplement	WebCT Disability Data Resources

Task Guidelines for the Disability matrix

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

creating a table, graphic organizer, or other visual representation of the thirteen (13) special education disability categories presented in this course. Your table must take the form of a word-processed table or an Excel chart, or any other organizational scheme that clearly illustrates each of the following seven dimensions:

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

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

The IEP Process

10 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 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> (3 rd 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/frc/frcl.htm This Federal Resource Center for Special Education site provides general information about and news pertaining to special education as well as special technical assistance information. www.ed.gov/offices/OSERS/IDEA This OSERS IDEA Home Page site provides a detailed explanation of IDEA.

	<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>
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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/frc/frcl.htm

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

www.ed.gov/offices/OSERS/IDEA

This OSERS IDEA Home Page site provides a detailed explanation of IDEA.

www.pitsco.com/pitsco/specialed.html

This Pitsco’s Launch site to special education resources links you to many useful special education and disability related sites.

www.hood.edu/seri/serihome.htm

This Special Education Resources on the Internet site is a collection of internet-accessible information resources of interest to those involved in fields related to special education

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 (or video)
 - use checklist and reflect
 - 1 -2 page paper

Three Month Planning Calendar Grid Assignment 20 points

Learner Objectives: The student will plan a three month long calendar for an elementary classroom.

Assessment: The student will write a three month plan for an elementary classroom that 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 our 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) <u>Successful inclusive teaching (3rd ed.)</u> . Needham, MA: Allyn & Bacon. Chapters 16 Villa, Richard, & Thousand, Jacquelyn. (1995). <u>Creating and inclusive school</u> . Alexandria, VA: ASCD. Chapters 6 & 7
Internet Site(s)	Tomlinson, Carol Ann. (1999). <u>The Differentiated Classroom: Responding to the needs of all learners</u> . Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available free through CSUSM ebooks library.) ELD 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 Three Month Planning Calendar

Step One: You will create a own three month plan for this assignment. On the assigned day, bring the following artifacts to complete your assignment: a school calendar from your observation placement, 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 three month 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 three months. 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 Three Month Plan

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

1. A copy of the district/school calendar (photocopies are fine)

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

Note: All components are to be typed. How you organize your planning grid is a matter of style. If you have questions about formats discuss them with your instructor.

Lesson Demonstration

5 Points

Learner Objectives: Develop as an instructor by preparing and organizing a lesson around a lesson you taught during your student teaching placement.

Assessment: Teaching activity including depth, analysis, and organization.

Preparation- Carefully select a lesson. Plan how to teach to your peers.

Process

You are required to sign up to teach one lesson for one class session. You will also discuss an analysis of your teaching with your peers. **The whole activity should be no more than 20 minutes.** The activity should engage the class and allow us to examine the materials in a meaningful way. Select a lesson that you'd like to have feedback on. **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

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)	<p>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.</p> <p>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.</p>

Task Guidelines for Taskstream

The purpose of the portfolio is to assess how well you meet the TPEs. Although all the artifacts you place (more than 1 per TPE) in your portfolio have been assessed/graded by your professors, it is not clear if you have a thorough understanding of the TPEs and can make the connection between the assignments completed in class with the teaching you have experienced and the TPEs. Your task to write a cogent reflective essay for each TPE on how the artifacts you have chosen provide evidence that shows you have demonstrated meeting each TPE. Each narrative must include a: a) description b) analysis and c) reflection.

Learner Objectives: The students will create ESL support materials for a lesson in science.

Assessment: The students will create ESL materials that support a science lesson from the Internet. The students will create a CD Rom that contains a PowerPoint demonstration of the lesson. The CD Rom will also contain copies of other documents used for teaching the lesson, i.e. worksheets, flashcards, etc. The students will write a report about the experience of creating these materials.

Step One: You will work in a group of four to complete this assignment. A group should be made of no more than three individuals.

Step Two: Find a science lesson from the Internet. Make sure your selected lesson fits into the established California teaching standards. The grade level of the lesson does not matter. Study the lesson noting the major concept(s) of the lesson. For example, your lesson may be about States of Matter- Liquid to Gas. Study other content relevant to the lesson. For example, you may need to isolate vocabulary words, repeated phrases or ideas. After you have determined these major concepts and ideas you will develop some kind of second language support item. This is the next step in the process.

Step Three: Your ESL support item will have to be burned on to a CD Rom. In the past, students have created any number of interesting materials to support science instruction. Examples of ESL support materials included PowerPoint slide shows of the steps of an experiment, slide shows of key vocabulary words with pronunciation drill included, short interviews with the teacher re-explaining the lesson, and puzzles and games. In creating your CD Rom you may use any variety of technology. You can use digital cameras, video recorders, PowerPoint, Word, etc.

What form of language support you chose to use for your lesson is completely up to your group. Once you create your CD please also create some kind of pencil and paper worksheet to serve as follow up to the activity. The worksheet, puzzle, or game can be typed up in Word and then later burned into the CD along with the support activity. In this way, a student using your CD can print up her own follow up work to be completed at her desk.

Step Four: Once you have burned your CD Rom write up a short report. Please fill out the attached report form and hand it in with your materials on the due date.

ESL Science Support Materials Report Format

Lesson Title _____

Group Members Names _____

Course Title and Instructor's Name _____

California Science Standards _____

Respond to the following questions in two to three paragraphs.

Why did you select this lesson?

How did you determine the linguistic support needed for second language students?

Do you believe students can use the materials alone or with a teacher's assistance?

Note (Please attach a copy of your experiment with this report)