

**Education/Multiple Subject (EDMS) 512
Elementary Teaching and Learning II (3 units)**

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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

Infused Competencies

Authorization to Teach English Learners Senate Bill (SB) 2042

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

Special Education

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

Technology

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

Instructor	Office	Office Hours	Phone	E-mail Address
Dr Nancy Dome	UH 416	By Appointment	760.750.8539	ndome@csusm.edu
Dr William DeJean	UH 323	By Appointment	760.750.8516	wdejean@csusm.edu

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.

Teacher Performance Expectations (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, Best Practices I Movie)

TPE 9 – Instructional Planning (Long Range Plan, Peer Teaching)

TPE 14 – Educational technology (Long Range Plan, Best Practices I Movie)

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 is 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.

Required Text

- Tomlinson, C. A. (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 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).

Accommodation for Disabilities

Please discuss your needs with the instructor within the first week of the semester & contact Disabled Student Services, 5025A Craven Hall, (760) 750-4905 or (760) 750-4909 (TDD).

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.

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

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

Course Assignments

Long Range Plan	20 points
IEP	10 points
Philosophy Statement/Letter	10 points
Demonstration Lesson – I Movie	10 points
TaskStream Submissions	10 points
Disability matrix	10 points
Silk Scarf Lesson Plan	10 points
Hot Topic	5 points
Attendance/Participation	15 points
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.

CLAD Competencies

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

Course Outline
(Timeline Subject to Change pending “Teachable” Moments)

Date	Topic	Assignment
Session 1 1/26/05	Introduction/Course Overview Community Building Revisit CSTP, Student teaching reflection	
Session 2 2/2/05	Year Long Plan Introduction Chapter - Hot Topic	CR: Themes Three Bring Content Standards
Session 3 2/9/05	Introduction to Disability Matrix Introduction to Demo Lesson and I Movie Chapter - Hot Topic	Choate: Chapter 2 Villa: Chapter 3 Meet in Computer Lab:
Session 4 2/16/05	Preview IEP Assignment Video - IEP Intro to Philosophy Letter Chapter - Hot Topic	CR: 511 Theme Three – Universal Design Process IEP Lecturette
Session 5 2/23/05	Assessing Reasoning Start Silk scarf Painting – Lesson Plan Chapter – Hot Topic Disability Matrix DUE	CR: Theme Four
Session 6 3/2/05	Connecting to Students Finish Silk Scarf painting – Lesson Plan Chapter – Hot Topic	
Session 7 3/9/05	Connecting to Students Differentiated Design – Scarf Lesson Plan Due - Presentation Chapter – Hot topic	CR: Theme Two Villa: Chapter 6
Session 8 3/16/05	Year Long Plan Work Session Chapter – Hot Topic IEP Assignment DUE	Long Range Planning Material Core Content Standards Disability Matrix
Session 9 3/23/05	Teacher as Professional: Reflective Practice Case Analysis # 1 Chapter - Hot Topic	http://www.nbpts.org http://www.iste.org
Session 10 4/6/05	Philosophy of Teaching – Jigsaw Chapter – Hot Topic First Electronic Portfolio Submissions DUE	
Session 11 4/13/05	Teacher Professionalism Case Analysis # 2 Chapter – Hot Topic Activity:	http://www.btsa.ca.gov CR: Villa: Chapter 2
Session 12 4/20/05	California Standards for the Teaching Profession – how does it all fit together? Year Long Plan - Revisit Final Philosophy Statement DUE	http://www.cde.ca.gov/standards
Session 13 4/27/05	Teacher Professionalism: Working in partnership with parents Chapter – Hot Topic Activity:	http://www.csusm.edu (review descriptions of various Master’s programs)

Session 14 5/4/05	Best Practices I Movie - Presentation Due Reflection - What do you expect this time around? Electronic Portfolio DUE Year Long Planning Due	
Session 15	Independent Study	

CR = Compiled Reader: Marion, Valadez, and Woo (2003).

Philosophy Statement/Letter Application Points

10

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

Assessment: Word processed philosophy of teaching statement letter

Resource(s):	Title and necessary information:
Textbook/pages	Villa, R. A. & Thousand, J. S. (1995). <u>Creating an Inclusive School</u> . Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 1, 2, 3, & 7 Choate, J.(2000). Basic principles of inclusive instruction. In J.S. Choate (Ed.) <u>Successful inclusive teaching: Proven ways to detect and correct special needs</u> (3 rd ed.) Boston: Allyn & Bacon. Chapters 1 & 16

Task Guidelines for Philosophy Statement/Letter of Application

Introduction & Conclusion points

2

Tell the reader what you will be addressing in this letter. Make sure you identify what educational philosophy, management approach, and instructional strategies frame your teaching practice.

- **Contextually describe the student populations you are prepared to teach (culture, language, gender, ability, and social economic status). You can refer to district, school and classroom experiences.**
- **How do your philosophy, management, and instructional approach create a democratic and socially just classroom?**
- **Why are you a strong candidate for this position?**
- **Why are you interested in this job?**

Your educational philosophy

1 point

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

Your management approach

1 point

Describe how you will create a supportive and positive learning environment for this diverse population of students to promote educational equity and positive intercultural relationships within the classroom and specify why these practices contribute to the creation of a democratic classroom.

Describe your primary methods, approaches, and strategies and how you organize instruction to promote educational equity and positive intercultural relationships within the classroom and specify why these practices contribute to the creation of a democratic 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 points	_____ / 10
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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

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 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	<p>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)</p> <p>Chapter 1</p>
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)	<p>www.dssc.org/frc/frcl.htm This Federal Resource Center for Special Education site provides general information about and news pertaining to special education as well as special technical assistance information.</p> <p>www.ed.gov/offices/OSERS/IDEA This OSERS IDEA Home Page site provides a detailed explanation of IDEA.</p> <p>www.pitsco.com/pitsco/specialed.html This Pitsco's Launch site to special education resources links you to many useful special education and disability related sites.</p> <p>www.hood.edu/seri/serihome.htm This Special Education Resources on the Internet site is a collection of internet-accessible information resources of interest to those involved in fields related to special education.</p>

Task Guidelines for the IEP Process

Today's teachers will have students with identifiable disabilities in their classrooms. When the Student 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 your 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

Long Range 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 an 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 defined by Carol Ann Tomlinson (1999).
- Teacher candidates are able to use information about students' readiness range (skills, reading, thinking & information), learning profiles, interests, talents, and culture to differentiate curriculum and instruction (Tomlinson, 1999).
- Teacher candidates are able to identify strategies to meet the needs of
 - Students learning English (including differentiation for Beginning, Intermediate, and Advanced levels)

- 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 you 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 – “Best Practices” I Movie

10 Points

Learner Outcomes: Create a “Best Practices” video based on lessons you taught during your student teaching placement and other exemplars of good teaching you have witnessed.

Assessment: Completed I Movie on your “best Practices.”

Preparation- Carefully select the strategies you wish to present and create the I Movie.

Process

Small groups will work together to create a 3-5 minute “Best Practices” video using I Movie. There will be several technology requirements which must be included for a passing grade. These components include but are not limited to: downloading images from the Internet, using digital video and uploading DV into I Movie, scanning and editing photos, using I Movie as an editing tool to create the video. Topics must be pertinent to today’s issues and creativity is strongly encouraged. There will be class time to instruct on the process, but access to a Mac computer outside of class will be necessary. A tentative timeline follows:

ACTIVITIES

- 1) Download/scan photos
- 2) Interview expert written/videotape
- 3) Video editing using I movie
- 5) Video duplication

TIMELINE

Week 2
Weeks 3-4
Weeks 8
Week 12

At your presentation, you will be required to turn in a 1-2 page written response on the following:

- Explain why you chose your strategies and why they are considered “Best Practices.”
- To what extent did the group as a whole achieve the goals of the assignment?
- How well did the strategies connect with students’ background and developmental information?
- What might you do differently to improve the video?
- How will you use this activity in your future classroom?
- What is your overall feeling about this assignment?

Hot Topics in Education

5 Points

A group of students will report briefly to the class a current event related to assigned text. The articles can cover any subject area or grade level as long as it is applicable to the readings. Each member of the group will provide one artifact to be reported to the group. You can obtain your articles from educational journals, magazines, local newspapers, and the Internet. You do not have to write a report for this assignment. Please provide the professor with a copy of your article with your name printed or typed on it for purposes of grading. **A 1 page overview of chapter is to be distributed to class at time of presentation.**

Silk Scarf Lesson Plan

10 Points

A group of students will create a lesson plan loosely based on the scarf painting activity done in class. You are encouraged to be creative and innovative. The actual project should act as a spring board for original ideas. Use the lesson plan format provided in EDMS 511.

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

Task Guidelines for Taskstream

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