

**Education/Multiple Subject (EDMS) 511  
Elementary Teaching and Learning I (3 units)**

CRN # 22001

| <b>Instructor</b> | <b>Office</b> | <b>Office Hours</b> | <b>Phone</b> | <b>E-mail Address</b> |
|-------------------|---------------|---------------------|--------------|-----------------------|
| Karin Alexander   | UH 216        | Appointment         | 760.750.8508 | kalexander@csusm.     |

**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.

**Course Description**

This course requires participation in public schools and other education-related contexts.

This course is designed:

- to extend pre-service candidates' understandings about numerous philosophies of teaching and learning;
- to inform pre-service 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 pre-service candidates knowledge about general learning theories and experiences with a range of pedagogical practices;
- to enhance pre-service candidates' awareness of the multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings;
- to provide a safe environment for pre-service 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 TPEs are primarily addressed in this course:

TPE 6d – Engaging and supporting all learners (Student Study Team Assignment)

TPE 9 – Planning Instruction And Designing Learning Experiences For Students’ Instructional Time (Lesson Plan Assignment)

### **Required Text**

- Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everybody’s Children: Equity, Empowerment and Education that is Multicultural*. Thomson & Wadsworth.
- Turnbull, Ann & Turnbull, Rud & Wehmeyer, Michael L.. (2007). *Exceptional Lives Special Education in Today’s Schools*. (5<sup>th</sup> ed.). Upper Saddle River, New Jersey: Pearson Merrill Prentice Hall
- Villa, R. and Thousand, J. (2005). *Creating an Inclusive School (2<sup>nd</sup> ed.)*. Alexandria, VA: Association for Supervision and Curriculum Development..
- McCarney, Stephen B. (1993). *Pre-Referral Intervention Manual (2<sup>nd</sup> ed.)* Columbia, MO: Hawthorne Educational Services Inc.
- Task Stream Electronic Portfolio, Must register and pay fee online prior to first class @ [www.TaskStream.com](http://www.TaskStream.com) (register for 1 year minimum).
- Optional text: Wong, H.K. & Wong, R. T. (1998). *The first days of school: How to be an Effective Teacher*. Mountain View, CA: Harry K. Wong

### **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, 5<sup>th</sup> edition. Failure to do so may result in failure of the course.

### **College of Education Attendance Policy**

Due to the interactive nature of courses in the COE, 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. If a student misses two class sessions or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a “C”. **Notification of absences does not allow students to assume they are automatically excused from class or making up missed class.**

### **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. All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5<sup>th</sup> 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.

Please note: Assignments are due whether or not you are present in class that day. **All assignments must be submitted into the WebCT6 Assignment Drop Box by the due date and time. Do not email assignments. Do not send assignments through WebCT6 mail.**

**Course Assignments**

|                             |                   |
|-----------------------------|-------------------|
| Peer Teaching demonstration | 10 points         |
| Diversity Interview         | 10 points         |
| Lesson Plan                 | 20 points         |
| Student Study Team          | 20 points         |
| Classroom Management        | 15 points         |
| Electronic Portfolio        | 10 points         |
| Attendance/Participation    | 15 points         |
| <b>Total</b>                | <b>100 points</b> |

**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 |         |                |

| Date                 | Topic/Activities   | Readings / Assignments Due   |
|----------------------|--|--|
| Session 1<br>1/22/07 | Introduction/Course Overview<br>Community Building, Ice Breaker<br>Video-Freedom Writers<br>Personal Profile Activity<br>Multiple Intelligences<br>Intro to Differentiated Lesson Plan<br>COE Format<br>Intro to Diversity Interview | Villa/Thousand: Chapter 6  |
| Session 2<br>1/29/07 | Lucky Charms Math<br>Differentiated Lesson Plan/Student<br>Profiles/Standards and Objectives<br>Universal Design<br>Universal Design Video   | Turnbull: Chapter 2 (PRESENTATION)<br>Grant: Chapter 5 (PRESENTATION)<br><b>Diversity Interview Due</b>              |
| Session 3<br>2/5/07  | Differentiated Lesson Plan/Intro, Through<br>and Beyond<br>Kay Tolliver Video<br>ELD/SDAIE<br>Intro to Task Stream   | Grant: Chapter 4 (PRESENTATION)<br>Turnbull: Chapter 3 (PRESENTATION)<br>Handout (WebCT): Six Components of<br>SDAIE |
| Session 4<br>2/12/07 | Intro to SST Assignment<br>What is a Triad?<br>What is an SST?<br>SST Video  | Villa: Chapter 5 (PRESENTATION)<br>Turnbull: Chapter 1 (PRESENTATION)<br><b>Differentiated Lesson Plan Due</b>       |
| Session 5<br>2/19/07 | Strategies Brainstorm<br>Triad/SST Simulation<br>Intro to Classroom Management   | Grant: Chapter 3 (PRESENTATION)<br>Turnbull: Chapter 4 (PRESENTATION)<br><b>TPE 9 Due in TaskStream</b>              |
| Session 6<br>2/26/07 | Classroom Management/Community,<br>Routines, Brainstorm, Sharing<br>Research<br>Happy Reading Video  | Villa: Chapter 7 (PRESENTATION)<br>Grant: Chapter 1 (PRESENTATION)<br><b>SST Due</b>                                 |
| Session 7<br>3/5/07  | First Day of School/Discussion, Planning<br>The First Year Video<br>Diversity<br>Diversity Interview Sharing   | Grant: Chapter 2 (PRESENTATION)<br>Grant: Chapter 12 (PRESENTATION)<br><b>Classroom Management Due</b>               |
| Session 8<br>3/12/07 | What Have We Learned?<br>K-W-L Chart<br>The First Year Video<br>The Real World of Teaching: What is it<br>Really Like? Panel   | Grant: Epilogue (PRESENTATION)<br><b>TPE 6d Due in TaskStream</b><br><b>1/18/07</b>                                  |

## Differentiated Lesson Plan

20 points

**Learner Objective:** Teacher candidates will be able to design a lesson that differentiates content, process and product to maximize learning for students with diverse needs.

**Assessment:** Teacher candidates will write a lesson plan that differentiates content, process, and product for students learning English, students that are accelerated learners, and students with special needs.

**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 (3<sup>rd</sup> ed.)</u> . Needham, MA: Allyn & Bacon. Chapters 16<br>Pierangelo, Roger, & Giuliani, George A. (2001). <u>What Every Teacher Should Know about Students with Special Needs: Promoting Success in the classroom</u> . Champaign, IL: Research press.<br>Villa, Richard, & Thousand, Jacquelyn. (1995). <u>Creating an inclusive school</u> . Alexandria, VA: ASCD. Chapters 6 & 7<br>Grant, Carl. A. & Gillette, Maureen. (2005). <u>Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural</u> . Thomson & Wadsworth. Chapter 5 |
| 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.)<br>ELD Standards - <a href="http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf">http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf</a><br>COE Lesson Format form CSUSM website:<br><a href="http://lynx.csusm.edu/coe/fieldExperience/MS.Handbook.asp">http://lynx.csusm.edu/coe/fieldExperience/MS.Handbook.asp</a>  |

### Prerequisite skills:

- Teacher candidates are able to write a lesson plan using the COE lesson format.
- Teacher candidates are able to differentiate 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 Pierangelo & Giuliani (2001)
  - Students that need special education support under IDEA &/or ADA as referred to by Choate (2000), Pierangelo & Giuliani (2001), and Villa & Thousand (1995)

### Task Guidelines

1. Design a lesson plan using COE lesson format.
2. Describe what you know about the learners and their context in detail. When describing students that are learning English and their levels of language acquisition, students that are accelerated learners, and students that need special education supports under IDEA &/or ADA include, readiness range (skills, reading, thinking & information), learning profiles, interests, talents, and culture for all students.
3. Design a differentiated lesson plan. Consider the lesson you are revising, what content, process and products does the lesson incorporate? How could you revise the lesson to differentiate the content, process, or product for your students learning English, for your accelerated learners and your students with special needs? Address their individual needs based on their readiness (skills, reading, thinking & information), learning profile, interests, talents, and culture.
4. Plan Implementation Accommodations need to be provided with dignity. All students need to feel comfortable and supported to maximize learning. What will you do to create an environment so the whole community values differentiation?

## Differentiated Lesson Plan Graphic Organizer

### **Students with Special Needs**

|   |  |
|---|--|
| Differentiation Strategy: What will teacher do to meet the students needs | Assessment: What will the student do to display learning with specific differentiation. How will you assess students learning? What criteria will you use? |
| Content Differentiation   |  |
| Process Differentiation   |  |
| Product Differentiation   |  |

### **Students that are Accelerated Learners**

|   |  |
|---|--|
| Differentiation Strategy: What will teacher do to meet the students needs | Assessment: What will the student do to display learning with specific differentiation. How will you assess students learning? What criteria will you use? |
| Content Differentiation   |  |
| Process Differentiation   |  |
| Product Differentiation   |  |

### **Students Learning English - Beginning Level**

|   |  |
|---|--|
| Differentiation Strategy: What will teacher do to meet the students needs | Assessment: What will the student do to display learning with specific differentiation. How will you assess students learning? What criteria will you use? |
| Content Differentiation   |  |
| Process Differentiation   |  |
| Product Differentiation   |  |

### **Students Learning English – Intermediate Level**

|   |  |
|---|--|
| Differentiation Strategy: What will teacher do to meet the students needs | Assessment: What will the student do to display learning with specific differentiation. How will you assess students learning? What criteria will you use? |
| Content Differentiation   |  |
| Process Differentiation   |  |
| Product Differentiation   |  |

### **Students Learning English – Advanced Level**

|   |  |
|---|--|
| Differentiation Strategy: What will the teacher do to meet the students' needs? | Assessment: What will the student do to display learning with specific differentiation. How will you assess students learning? What criteria will you use? |
| Content Differentiation   |  |
| Process Differentiation   |  |
| Product Differentiation   |  |

**California State University San Marcos**  
*Differentiated Lesson Plan*



Name: \_\_\_\_\_

Teacher: Karin Alexander

Date : \_\_\_\_\_

Title of Work: \_\_\_\_\_

|  | Criteria   |  |  |  | Points |
|--|--|--|--|--|--------|
|  | 1  | 2  | 3  | 4  |        |
| <b>Facts about learners</b>  | Lists 5 students with exceptionalities             | and provides good descriptions of exceptionalities | and describes culture, learning profiles, academic abilities | and seamlessly integrates that information with differentiation to meet students' needs into the lesson plan | _____  |
| <b>Objectives and Standards</b>  | Lists 1-2 objectives that are related to standards | Lists 3 or more objectives related to standards    | and states what students will learn                          | and states how learning will be demonstrated (assessment)  | _____  |
| <b>Product Differentiation: Modifications for assessment and criteria for judgement</b>  | 1-2 modifications for 1-50% of students            | 3-4 modifications for 51-74% of students           | 4 modifications for 75-100% of students                      | 5 modifications for 75-100% of students  | _____  |
| <b>Process Differentiation: Modifications for the teaching/learning process which may include environment, management considerations</b> | 1-2 modifications for 1-50% of students            | 3-4 modifications for 51-74% of students           | 4 modifications for 75-100% of students                      | 5 modifications for 75-100% of students  | _____  |
| <b>Content Differentiation: Modification of the content or curriculum which may include materials or academic goals</b>                  | 1-2 modifications for 1-50% of students            | 3-4 modifications for 51-74% of students           | 4 modifications for 75-100% of students                      | 5 modifications for 75-100% of students  | _____  |
|  |  |  |  | <b>Total----&gt;</b>   | _____  |

## Universal Backwards Lesson Design

|                  |                                 | WHAT?   |
|------------------|---------------------------------|---|
| BEFORE<br>LESSON |                                 | <ul style="list-style-type: none"> <li>• Facts about the learner</li> <li>• Content/Context</li> <li>• Product/Assessment</li> <li>• Management/Discipline considerations</li> </ul>  |
| DURING<br>LESSON | I<br>N<br>T<br>O                | <ul style="list-style-type: none"> <li>• Anticipatory set</li> </ul>  |
|                  | T<br>H<br>R<br>O<br>U<br>G<br>H | <ul style="list-style-type: none"> <li>• Teacher Input               <ul style="list-style-type: none"> <li>○ Direct Instruction</li> <li>○ Modeling                   <ul style="list-style-type: none"> <li>▪ Exemplars/Non-Exemplars</li> <li>▪ Demonstration</li> </ul> </li> </ul> </li> <li>• Guided Practice/Progress Modeling               <ul style="list-style-type: none"> <li>○ Scaffolds and Supports</li> <li>○ Monitor and Adjust, if needed</li> <li>○ Check for understanding</li> </ul> </li> <li>• Independent Practice/Formative Assessment               <ul style="list-style-type: none"> <li>○ Benchmark Criteria for Assessment</li> </ul> </li> <li>• Closure/Summative Assessment               <ul style="list-style-type: none"> <li>○ Students summarize learning</li> <li>○ Check that objectives were met</li> </ul> </li> </ul> |
|                  | B<br>E<br>Y<br>O<br>N<br>D      | <ul style="list-style-type: none"> <li>• Transfer               <ul style="list-style-type: none"> <li>○ Extension Activities                   <ul style="list-style-type: none"> <li>▪ Research Projects</li> <li>▪ Home Fun</li> <li>▪ Enrichment Activities</li> </ul> </li> </ul> </li> </ul>  |
| AFTER<br>LESSON  |                                 | <ul style="list-style-type: none"> <li>• Reflection               <ul style="list-style-type: none"> <li>○ Successes to repeat</li> <li>○ Revisions to make</li> </ul> </li> </ul>  |



## Lesson Plan Format

### I. **CONSIDERATIONS BEFORE THE LESSON**

#### **Facts about the Learners**

Who are my students and how do they learn?  
What forms of communication do my students use?

#### **Content/Context**

Content area(s) or discipline(s)  
Grade level(s)  
Content standards addressed  
Lesson's Objectives  
Prior knowledge and skills

#### **Product/Assessments**

In what varied authentic ways will students demonstrate accomplishment of the objectives?  
What criteria will you use to judge students' success for each objective?

#### **Management/Discipline Considerations**

What materials and resources are needed?  
How will you incorporate technology?  
How will you handle the room arrangement?  
How will you handle student grouping?  
How will you handle student transitions and misbehavior?

### II. **OPENING THE LESSON/ INTO**

Anticipatory Set - How will you motivate and focus students?

### III. **PROCESS/STEPS OF INSTRUCTION/ THROUGH**

#### **A. Teacher Input**

1. How will you describe and model skills?
2. How will you provide examples and non-examples?
3. How will you teach to the objective(s)?
4. How will you actively involve all students?
5. What will the teacher do?
6. What will the student do?

#### **B. Guided Practice**

1. How will students practice alone?
2. How will you check for understanding?
3. What will your interventions consist of if the objectives are not being met?

#### **C. Independent Practice/Formative Assessment**

What benchmark criteria will you look for to assess if students are meeting the objectives?

#### **D. Closure/Summative Assessment**

How will you have students summarize their learning?  
How will you assess students have met the objectives?

### IV. **AFTER THE LESSON/BEYOND**

#### **A. Transfer**

How will you structure opportunities for students to continue practice and transfer learning?

#### **B. Reflection**

1. What went well in the lesson and was it relevant and worthwhile?
  1. What evidence do you have that the lesson went well?
  2. What changes will you make to enhance learning?
  3. What benefits do these changes have for the students and your effectiveness as a teacher?

## Student Study Team (SST) Process

20 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 a Pre-Referral/Triad and SST meeting regarding a child with selected classroom challenges.

Teacher candidates create an annotated bibliography of 2 articles or Web sites that provide information about the student's challenge and strategies for supporting the student to be successful in the class

| <b>Resource(s):</b>         | <b>Title and necessary information:</b>  |
|-----------------------------|--|
| Textbook/pages              | Choate, J.S. (2000) <u>Successful inclusive teaching: Proven ways to detect and correct special needs</u> (3 <sup>rd</sup> ed.) Boston: Allyn & Bacon. (ISBN 0-205-30621-7) Chapters 1 & 16  |
| Supplemental Print Material | SST Lecturette by Jacqueline Thousand, Professor, CSUSM, College of Education  |
| Video/segment               | Video Segment # 1 "Promoting Success for All Students" <u>The Inclusion Series</u> (1998) Weland Prods/KCET and Allyn & Bacon. (ISBN 0-205-29111-2)<br><br>Video Segment # 3 "Working Together – The Collaborative Process" <u>The Inclusion Series</u> (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 seeks ideas and support from professional peers through the SST process.

#### **Objectives**

The objectives of having you participate in a mock Pre-Referral/Triad SST meeting are to give you the opportunity to:

- demonstrate effective use of the SST model
- examine 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 2 web sites that you find or read 2 articles that you choose
- Watch the video segments #1 of the Inclusion Series that models the SST process and the elements of effective collaborative teaming.

### Assignment Description

#### **The Tasks:**

- Complete a Pre-Referral/Triad packet with 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.
- Meet in a Triad model and discuss your student.
- Complete the SST Summary Sheet with each column filled out in items that would be covered in an SST.
- Conduct a simulated SST meeting.
- On your own, find two annotated articles and/or web sites that provide information about the challenging student characteristics and strategies for supporting the student. Each annotation is to include a starting paragraph that briefly summarizes the article. A second paragraph will summarize your reaction (e.g., interesting new information, conflicting perspectives, challenging point) to the article. Explain how the article or website would support modifications or strategies for your student. Each article or website reflection needs to be one page. Use APA format in referencing the article or web site.
- In a 2 page reflection respond to the following prompts.
  - Articulate the rationale for inclusive educational opportunities for all students.
  - What were the strengths and needs of the student you had a Pre-Referral/Triad and SST meeting for?
  - What principles of universal design guided the group's 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, P., Villa, R., & Thousand, J. (Dec. 2001/Jan 2002) 'Our school doesn't offer inclusion' and other legal blunders. Educational Leadership, 59 (4), 24 – 27.

**California State University San Marcos**  
*Student Study Team Assignment*

Name: \_\_\_\_\_

Teacher: Karin Alexander

Date : \_\_\_\_\_

Title of Work: \_\_\_\_\_

|  | <b>Criteria</b>   |   |  |  | <b>Points</b> |
|--|---|---|--|--|---------------|
|  | 1   | 2   | 3  | 4  |               |
| <b>Completion of Pre-referral/Triad form and SST request</b> | Forms are incomplete  | Forms are complete but short  | Forms are complete with 8 fair interventions or strategies   | Forms are complete with 8 excellent interventions or strategies  | —             |
| <b>Completions of SST Summary and Student Interview</b>      | Forms are incomplete  | Forms are complete with less than 6 bullet points per column                            | Forms are complete with 6 or more fair bullet points per column  | Forms are complete with 8 or more excellent bullet points per column                                   | —             |
| <b>Use of resources</b>                                      | Fewer than 2 resources used   | 2 resources used but writing is short or strategies not listed or not included in forms | 2 resources used with good summary and some strategies found in forms  | 2 resources used with excellent summary, excellent strategies stated and used in forms                 | —             |
| <b>Reflection</b>  | Reflection is shorter than 2 pages, shows insincere effort or does not demonstrate understanding of the process | Reflection is 2 or more pages with questions addressed briefly                          | Reflection is at least 2 pages demonstrating good understanding of process and clear explanation of student and strategies | Reflection is at least 2 pages with excellent demonstration of understanding of student and strategies | —             |
| <b>Overall: Student problem/strategies / interventions</b>   | Student problem is simplistic, chosen strategies or interventions not appropriate                               | 10 of 16 overall strategies are appropriate to student problem                          | 14 of 16 overall strategies are good choices for student problem   | 16 of 16 overall strategies/interventions are excellent choices to address student problem             | —             |
|  |   |   |  | <b>Total----&gt;</b>   | —             |

**California State University San Marcos**  
*Student Study Team Assignment*

Name: \_\_\_\_\_

Teacher: Karin Alexander

Date : \_\_\_\_\_

Title of Work: \_\_\_\_\_

|  | <b>Criteria</b>   |   |  |  | <b>Points</b> |
|--|---|---|--|--|---------------|
|  | 1   | 2   | 3  | 4  |               |
| <b>Completion of Pre-referral/Triad form and SST request</b> | Forms are incomplete  | Forms are complete but short  | Forms are complete with 8 fair interventions or strategies   | Forms are complete with 8 excellent interventions or strategies  | —             |
| <b>Completions of SST Summary and Student Interview</b>      | Forms are incomplete  | Forms are complete with less than 6 bullet points per column                            | Forms are complete with 6 or more fair bullet points per column  | Forms are complete with 8 or more excellent bullet points per column                                   | —             |
| <b>Use of resources</b>                                      | Fewer than 2 resources used   | 2 resources used but writing is short or strategies not listed or not included in forms | 2 resources used with good summary and some strategies found in forms  | 2 resources used with excellent summary, excellent strategies stated and used in forms                 | —             |
| <b>Reflection</b>  | Reflection is shorter than 2 pages, shows insincere effort or does not demonstrate understanding of the process | Reflection is 2 or more pages with questions addressed briefly                          | Reflection is at least 2 pages demonstrating good understanding of process and clear explanation of student and strategies | Reflection is at least 2 pages with excellent demonstration of understanding of student and strategies | —             |
| <b>Overall: Student problem/strategies / interventions</b>   | Student problem is simplistic, chosen strategies or interventions not appropriate                               | 10 of 16 overall strategies are appropriate to student problem                          | 14 of 16 overall strategies are good choices for student problem   | 16 of 16 overall strategies/interventions are excellent choices to address student problem             | —             |
|  |   |   |  | <b>Total----&gt;</b>   | —             |

## EDMS 511 Classroom Management

15 points

**Objective:** Teacher candidates will design a classroom management plan that reflects their personal educational philosophies and identifies methods of classroom discipline and management of diverse students.

**Assessment:** Teacher candidates will write a 4-page classroom management document that incorporates the following:

**Page One:** Reflection on classroom observation and interview with the teacher

**Page Two:** Discusses at least three personal philosophies of classroom community, discipline or management. These educational beliefs will be supported by at least one research-based citation using APA format.

**Page Three:** Discusses at least three classroom management strategies or methods that reflect the educational beliefs described in page two. These strategies will be supported by at least one research-based citation using APA format.

**Page Four:** Documents your resources in APA format.

### **Prerequisite skills:**

- Teacher candidates are able to identify their beliefs about teaching and learning as related to student behavior.
- Teacher candidates are able to identify strategies to meet the needs of
  - Students learning English
  - Student that are accelerated learners
  - Students that need special education support under IDEA and/or ADA

### **Task Guidelines:**

1. Complete the 3 following activities to prepare for writing your discipline plan:
  - ❖ Read 3 or more discipline theories/classroom management models from texts or websites.
  - ❖ One hour and a half of observation of a classroom focusing on the teacher's strategies for classroom management. Interview the teacher you observe about their educational beliefs and how they implement those beliefs in their classroom management plans in connection with your observation. The one page reflection sheet will connect the classroom observation and teacher interview with your management plan.
  - ❖ Watch the videos and identify what their educational beliefs are and how they implement those beliefs in their management approach.
2. Identify grade level/types of students (EL, GATE, Special education and, regular) and develop a discipline plan that has consequence and rewards that are suitable for that grade level and the students' needs.
3. Identify a minimum of three core beliefs you have about teaching and learning and how those impact your classroom management plan.
4. Discuss 3 management strategies you would like to use in a future class.

Classroom Management



Name: \_\_\_\_\_

Teacher: Karin Alexander

Date : \_\_\_\_\_

Title of Work: \_\_\_\_\_

|   | Criteria   |   |   |   | Points |
|---|--|---|---|---|--------|
|   | 1  | 2   | 3   | 4   |        |
| <b>Classroom Observation/Teacher Interview Reflection</b> | Little or no summary of observation and teacher interview with poor reflection, or document is short | Fair summary of observation and teacher interview with fair reflection                                    | Good summary of observation and teacher interview with good reflection                  | Excellent summary of observation and teacher interview with insightful reflection             | _____  |
| <b>Educational Philosophies</b>                           | Little or no explanation, fewer than 2 educational beliefs, or is missing research-based resource    | Fair explanation of 3 educational beliefs including research-based resource                               | Good explanation of 3 educational beliefs including research-based resource             | Thorough explanation of 3 educational beliefs including research-based resource               | _____  |
| <b>Classroom Management Strategies</b>                    | Little or no explanation, fewer than 2 strategies, or missing research-based resource                | Fair explanation of 3 strategies, not related to beliefs, or research-based resource is incorrectly cited | Good explanation of 3 strategies that reflect beliefs including research-based resource | Excellent explanation of 4 strategies that reflect beliefs, including research-based resource | _____  |
| <b>APA format, resources page</b>                         | APA format not followed, or resources missing  | APA format followed in one but not both sections, citations or resources are incorrect                    | APA format followed, a citation or resource are incorrect                               | APA format followed, citations correct, 2 or more resources in APA format                     | _____  |
| <b>Grammar/Spelling</b>                                   | Many grammar/spelling errors   | Some grammar/spelling errors  | Few grammar/spelling errors   | No more than 2 grammar/spelling errors  | _____  |
|   |  |   |   | <b>Total----&gt;</b>  | _____  |

**Teacher Comments:**

## Interview with a Person Different From Myself - Diversity Interview 10 Points

**Learner Outcomes:** Engage in a discussion with n ethnically different person and obtain a snapshot of their life and educational experience.

**Assessment:** Paper containing a summary of the interview and 1-2 page reflections of experience

| <b><u>Resources</u></b> | <b><u>Title and necessary information:</u></b>  |
|-------------------------|---|
| Textbook/pages          | Marion, Valadez, and Woo (2003). <i>Elementary Teaching and Learning</i> . Needham Heights, MA: Allyn and Bacon Group Differences |

### **Preparation**

1. Read the assigned chapters.
2. Brainstorm possible questions in class

### **Process**

Students may work individually to conduct an ethnographic interview of someone who is very different from themselves. To the degree possible, the students should incorporate the perspective of the interviewee and view the world from someone else's lens. The reflection should, minimally, address your impressions of the interviewee, relate the information obtained to class discussions and describe what you learned from this experience. The interview experience will be shared in class.



**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) | <a href="http://lynx.csusm.edu/coe/eportfolio/index.asp">http://lynx.csusm.edu/coe/eportfolio/index.asp</a><br>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.<br><br><a href="http://www.taskstream.com">http://www.taskstream.com</a><br>This is the TaskStream home page where you will register for Taskstream and return to when working on your electronic portfolio. |

**Prerequisite skills:**

1. Register for Taskstream.
2. On your own familiarize yourself with the TPE's that are on the Taskstream program. Be prepared to address all required TPE's

**Task guidelines:**

1. Students will send a written copy of one TPE to another student for peer editing via Taskstream email.
2. Students will send their edited copy to the instructor for comments on TPE 6D and TPE 10
3. Students will correct the TPE's based on the instructor's suggestions and send back to the instructor.

**Rubric for Taskstream**

| Element | Beginning to Meet Expectations<br>1 point | Approaching Expectations<br>2 points | Meets Expectations<br>5 points   | Total points |
|---------|---|--------------------------------------|----------------------------------|--------------|
| TPE 6D  | Sent TPE to peer                          | Sent TPE to instructor               | Sent corrected TPE to instructor |              |
| TPE 9   | Sent TPE to peer                          | Sent TPE to instructor               | Sent corrected TPE to instructor |              |
| Total   |   |                                      |                                  | /10          |

## **Peer Teaching Demonstration                      10 points**

**Learner Objectives:** Develop as an instructor by preparing and organizing class discussion around an assigned reading.

**Assessment:** Discussion activity including depth, analysis, and organization.

**Preparation-** Carefully read assigned chapter/article. As a class, create a rubric to provide clear guidelines as to what is expected.

### **Process**

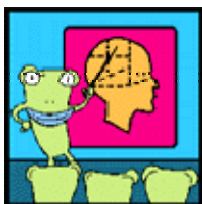
You are required to sign up to facilitate discussion on the assigned readings for one class session. You will work with a partner to prepare a 20-25 minute discussion./lesson/activity about the reading. The activity should engage the class and allow us to examine the materials in a meaningful way. In other words, don't prepare a summary lecture. This assignment will be factored into your class participation points.

## **Attendance/Participation                      15 points**

This course is designed for active learning during class sessions. In order for students to succeed and meet course objectives, teacher candidates must come to class prepared to discuss assigned readings/topics and to participate in class activities.

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

**California State University San Marcos**  
*Peer Teaching Demonstration*



Name: \_\_\_\_\_

Teacher: Karin Alexander

Date : \_\_\_\_\_

Title of Work: \_\_\_\_\_

|   | <b>Criteria</b>  |   |  |  | <b>Points</b> |
|---|--|---|--|--|---------------|
|   | 1  | 2   | 3  | 4  |               |
| <b>Organization</b>   | No attempt made  | Presentation lacks organization and has no clear focus. Difficult to follow or comprehend | Presentation is somewhat organized & the class has some understanding of the reading.                            | Presentation is well-organized & the class understands the objective of the lesson. The class gets the reading!                        | —             |
| <b>Content: Modifications for curriculum, materials and goals</b>                     | No attempt made  | Some pertinent information covered; little use of materials                               | Most pertinent information covered and fair use of materials.  | All pertinent information covered, appropriate materials presented and used effectively.   | —             |
| <b>Process: Modifications for teaching/learning process (environment, management)</b> | No attempt made  | Few strategies used. Little or no evidence of classroom management.                       | Some use of multiple strategies to facilitate learning for most students. Some evidence of classroom management. | Effective use of multiple strategies used to facilitate learning for all students. Classroom management adjusted for optimal learning. | —             |
| <b>Product: Modifications for assessment</b>  | No expectation that students will demonstrate understanding of learning objective. | Some expectation that students will demonstrate understanding of learning objective.      | Some expectation that students will demonstrate understanding of learning objective.                             | Clear expectation that students will demonstrate understanding of learning objective.  | —             |
| <b>Class engagement</b>   | No attempt made  | Little or no student involvement in the process of learning                               | Some student involvement in the process of learning.   | Student actively involved in the process of learning.  | —             |

|  |  |  |  |                      |   |
|--|--|--|--|----------------------|---|
|  |  |  |  | <b>Total----&gt;</b> | — |
|  |  |  |  |                      |   |

**Teacher Comments:**

---

Powered by TeAch-nology.com- The Web Portal For Educators! ([www.teach-nology.com](http://www.teach-nology.com))