

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

CRN 21346

MONDAY 9:00 – 3:15

Alvin Dunn Elementary, San Marcos USD

Instructor	Office Hours	Phone	Email
Bonnie Mendenhall	By Appointment Please call or email	760 803-5594	bmendenh@csusm.edu

**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**

Focuses on developing an advanced understanding of learning theory and instructional practice in integrated and inclusive classrooms.

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;

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- 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**

Admission to the CSUSM College of Education Teacher Credential Program. Successful completion of EDMS 511

**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**- Add IEP and IDEA recognized disabilities.

TPE 9 - **Instructional Planning** (Check for completeness)

TPE 10 - **Instructional Time**- Allocating and managing instructional time- Ten-Day lesson plan

TPE 14 - **Educational Technology** -Taskstream Portfolio

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) description b) analysis and c) reflection.

**Required Text**

- Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural*. Thomson & Wadsworth.
- Tomlinson, Carol Ann. (1999). *The Differentiated Classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development. (Available as an e-book online.)
- Turnbull A., Turnbull, R. & Wehmeyer, M.L. *Exceptional Lives: Special Education in Today's Schools, 5<sup>th</sup> Ed.* Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall.

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- Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Task Stream Electronic Portfolio, Must register and pay fee online prior to first class @ [www.TaskStream.com](http://www.TaskStream.com) (register for duration of credential program).

**Recommended Texts**

- Choate, J. S. (2004) *Successful inclusive teaching* (4<sup>th</sup> ed.) Needham, MA: Allyn & Bacon.

**Students with Disabilities Requiring Reasonable Accommodations**

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.

**Writing** In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately

**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.

**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."

**E-mail & Online Discussion Protocol**

Email & On-Line Discussion Protocol Electronic correspondence (e-mail and on-line discussion) is a part of your professional interactions. If you need to contact instructor or other students, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own form of nuances and meanings. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicates more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send, to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

**Things to consider:**

- Would I say in person what this e-mail specifically says?
- How could this e-mail be misconstrued?
- Does this e-mail represent my highest self?
- Am I sending this e-mail to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk to that person face-to-face to correct any confusion.

For more guidance see Core Rules of Netiquette at <http://www.albion.com/netiquette/corerules.html>

**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 20% or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a "C". Please note you must earn a C+ or better to continue in the credential program.

***Please Note:***

**Notification of absences does not automatically excuse a student from class. It is the responsibility of the student to meet with the instructor and discuss make up of class time or assignments.**

**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

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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.

**Course Assignments**

Article Reflection	5 Points
Disability Matrix	10 points
IEP Assignment	10 points
Philosophy Statement	10 points
Ten-day Lesson Plan	20 points
TaskStream Submissions	15 points
Portfolio Assignment	20 points
<u>Attendance/Participation</u>	<u>10 points</u>
<b>Total</b>	<b>100 points</b>

**Grading Scale**

A= 94-100	B+=87-89	C+= 77-79		
A-=90-93	B=84-86	C= 74-76	D=60-69	F=59 or lower.
	B-=80-83	C- =70-73		

**If you do not earn a C+ or higher in this course - you must repeat the course to earn your credential.**

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.

**SB 2042 - Authorization to Teach English Learners Competencies**

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<i>I. The Nature of Culture</i>
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)	<b>II. Theories and Methods for Instruction In and Through English</b>	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	<b>II. Manifestations of Culture: Learning About Students</b>
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
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	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	<i>III. Cultural Contact</i>
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	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

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**Course Outline**

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

Date	Topics	Assignments and Due Dates	Readings Bring All Texts to Class each session
Session 1 Jan 22 - Jan 26, 2007	January 22 1. Course overview and Syllabus review. 2. Being part of a school's faculty • <i>What makes you good...</i> Article and reflection assignment • Professional Standards Activity • I am a Teacher Poem 3. Philosophy Statement Assignment 4. Portfolio Assignment	Tutoring 9:00-10:00 AM  Article Reflection due 1/29 Philosophy Statement Due 3/5	We will review <u>Grant and Gillette Chapters 1, 2 and 8</u> in class. You should independently read these chapters in depth.
Session 2 Jan 29 - Feb 2, 2007	January 29 <i>Article Reflection due today</i> 1. School Profiles Activity • Student populations • Students with special needs • Assessment results 2. Parents Role in School Programs Activity 3. Planning Grade level Instructional Program Calendars Activity 4. Introduction to Special Education Focus	Tutoring 9:00-10:00 AM  Continue working on your Philosophy Statement, it is due February 5.  Begin planning your Portfolio. It will be due on March 5.	<b><i>Prior to Class Read Grant and Gillette Chapters 9, 10, 12</i></b>  We will review Turnbull Chapters 1 and 2 during class today You should independently read these chapters in depth
Session 3 Feb 5 - Feb 9, 2007	February 5 <i>Philosophy Statement Due</i> 1. IEP Process Assignment 2. Disability Matrix Assignment 3. Introduction to Lesson Plan Project	Tutoring 9:00 - 10:00 AM  IEP Process assignments will be completed in class today.  Disability Matrix due Feb 12  Continue working on your Portfolio.	We will review Turnbull Chapters 5-15 and Villa Chapters 1-4 and 7 during class. You will use these chapters to complete the Disability matrix Assignment
Session 4	February 12	Tutoring 9:00- 10:00AM	<b><i>Prior to Class Read</i></b>

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Feb 12 - Feb 15, 2007	<p><i>Disability Matrix due.</i></p> <p><u>Curriculum and lesson Planning</u> Differentiation in Lesson Plans</p> <ul style="list-style-type: none"> <li>• CELDT Results guide program for EL students</li> <li>• STAR Test Results Identify students most at risk- Title I</li> <li>• GATE curriculum acceleration</li> </ul> <p>Links to Lesson Plan Project</p>	<p>Begin working on Lesson Plan Project.</p> <p>Continue working on your Portfolio.</p>	<p><u>Grant and Gillette Chapters 4 &amp; 10</u></p> <p><u>Turnbull Chapter 3 &amp; 16</u></p>
Session 5 Feb 19 - Feb 23, 2007	<p>February 19- Presidents Day Holiday Technology Workshop</p> <p>Focus on:</p> <ul style="list-style-type: none"> <li>• For student learning</li> <li>• For teacher instructional practice</li> <li>• For teacher management purposes</li> </ul> <p>TASKSTREAM- review and refinement.</p>	<p>Tutoring 9:00-10:00 AM</p> <p>Continue working on Lesson Plan Project.</p> <p>Continue working on your Portfolio.</p> <p>TPE 6d, 9.10 and 14 must be completed and ready for review by March 16, 2007.</p>	<p><i>Please have your TASKSTREAM subscription current and have me signed on as a reviewer.</i></p>
Session 6 Feb 26- Mar 2, 2007	<p>Performance Assessment and Rubrics</p> <ul style="list-style-type: none"> <li>• How you know what students know and can do.</li> <li>• Links to differentiation</li> </ul>	<p>Tutoring 9:00- 10:00 AM</p> <p>Continue working on Lesson Plan, Portfolio and Taskstream projects.</p>	<p><i><u>Prior to Class Read Grant and Gillette Chapter 5</u></i></p>
Session 7 Mar 5- Mar 9, 2007	<p>March 5 <i>Portfolio due</i></p> <ul style="list-style-type: none"> <li>• Groups of 4 Portfolio review</li> <li>• Groups of two Portfolio Presentations</li> <li>• Mock Interviews</li> </ul>	<p>Tutoring 9:00-10:00 AM</p> <p>Continue working on Lesson Plan, Portfolio and Taskstream projects</p>	
Session 8 Mar 12- Mar 16, 2007	<p>March 12 <i>Lesson Plan Project Due</i> <i>TASKSTREAM due March 16.</i></p> <ul style="list-style-type: none"> <li>• Groups of 4 Project review</li> <li>• Lesson Plan Gallery Walk</li> <li>• Mock Interviews</li> </ul>	<p>Tutoring 9:00- 10:00 AM</p>	

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**ASSIGNMENT GUIDELINES**

<u>Assignment</u>	What to do:
<b>Professional Growth Research Reflection</b>	Write 500 word reflection on " <i>What makes you do what you do</i> " article
<b>Philosophy Statement Assignment</b>	<p><b>In preparation for this assignment:</b></p> <ul style="list-style-type: none"> <li>• Read Grant &amp; Gillette, Chpts. 2 &amp; 8, and Villa, Chps 1, 2, 3, 4 &amp; 7</li> <li>• Take the Educational Philosophy Survey in Grant &amp; Gillette</li> <li>• Review your philosophy statement from EDUC 350 or write a draft using guide from Grant &amp; Gillette pp.330-331</li> </ul> <p><b>Assignment guidelines</b></p> <ol style="list-style-type: none"> <li>1. <u>Introduce yourself.</u> <ul style="list-style-type: none"> <li>• Briefly describe your educational background</li> <li>• 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.</li> <li>• How do your own personal values and biases affect the teaching and learning of students?</li> </ul> </li> <li>2. <u>Your educational philosophy</u> <ul style="list-style-type: none"> <li>• Identify your educational philosophy and describe what you believe about students as learners, the learning process, families as partners and how to meet student needs.</li> </ul> </li> <li>3. <u>Your management approach</u> <ul style="list-style-type: none"> <li>• Describe how you will create a <i>supportive and positive learning environment for a diverse population</i> 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.</li> <li>• Describe your primary methods, approaches, and strategies and how you organize instruction to promote <i>educational equity</i> and positive intercultural relationships within the classroom and specify why these practices contribute to the creation of a democratic classroom</li> </ul> </li> <li>4. <u>Your instructional approach</u> <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> <li>6. <b>Conclusion</b> <ul style="list-style-type: none"> <li>○ Wrap up your statement with a summary of the points that make you a prime candidate for a teaching position.</li> </ul> </li> </ol>

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<u>Assignment</u>	What to do:
<b>Professional Portfolio Project</b>	<p>Prepare a neatly bound and attractive Portfolio with the following content:</p> <ol style="list-style-type: none"> <li>1. Table of contents- Use tabs for each section.</li> <li>2. Philosophy of Education- final polished draft of your educational philosophy statement</li> <li>3. Resume</li> <li>4. Sample Lesson Plan</li> <li>5. Sample Task Stream Response and Artifacts.</li> <li>6. Letters of Recommendation</li> <li>7. Cooperating Teacher/ Field Experience Supervisor feedback</li> </ol>
<b>Disability Matrix</b>	<p>Student pairs will</p> <ol style="list-style-type: none"> <li>1. Create a table, graphic organizer, or other visual representation of the thirteen (13) special education disability categories presented in this course. Be creative your table must take the form of a word-processed table or an Excel chart, or <i>any other organizational scheme</i> that clearly illustrates each of the following seven dimensions: <ol style="list-style-type: none"> <li>a. The name of the handicapping condition</li> <li>b. A brief description of the learning and/or social behaviors associated with the disability</li> <li>c. One assessment appropriate to use to determine the presence or degree of the disability</li> <li>d. One typical content adaptation/modification in curriculum, materials, goals</li> <li>e. One typical adaptation/modification in classroom environment</li> <li>f. One typical adaptation/modification in teaching practices</li> <li>g. One typical adaptation/modification in assessments required of the student.!</li> </ol> </li> </ol>

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**Ten Day Lesson Plan Assignment**

**Learner Objectives:** The teacher candidates will plan a Ten-day lesson plan for an elementary classroom.

**Assessment:** The teacher candidates will write a ten lesson plan for an elementary classroom that incorporates the following elements:

- Calendar grid with daily plan for math, language art, science, social science and art
- ten developed lessons plans for standards based math OR language arts, AND twenty developed lessons for science OR social science.)
- a field trip
- an assembly OR special program
- formal and informal student assessment including a summative student assessment
- multiple intelligence strategies
- differentiation strategies for students with special needs: GATE, ELL and Special Ed.
- technology for student use
- technology for teacher use in instruction
- technology for assessment (electronic grade books, rubrics, etc.)

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

<b>Resources</b>	<b>Title and necessary information:</b>
Textbooks	Grant, C. & Gillette, M. (2006). <i>Learning to Teach Everyone's Children. Equity, Empowerment, and Education that is Multicultural.</i> Australia: Thomson Wadsworth. ISBN #0-534-64467-8 Ch. 4  Villa, Richard, & Thousand, Jacquelyn. (1995). <u>Creating and inclusive school.</u> Alexandria, VA: ASCD. Chapters 6 & 7
Other resources	Choate, J. S. (2000) <u>Successful inclusive teaching (3<sup>rd</sup> ed.).</u> Needham, MA: Allyn & Bacon. Chapter 16
Internet Site(s)	Tomlinson, Carol Ann. (1999). <u>The Differentiated Classroom: Responding to the needs of all learners.</u> Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available free through CSUSM ebooks library.)  CSUSM Single Subject Format from TaskStream under Lesson Builder  ELD Standards - <a href="http://www.cde.ca.gov/re/pn/fd/documents/englangdev-">http://www.cde.ca.gov/re/pn/fd/documents/englangdev-</a>

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**Task Guidelines for ten Day Planning Calendar**

**Part One In Class Assignments:**

- ❖ With Grade Span team create Kinder, K-3 and 4-6 Weekly Calendar Grid showing instructional minutes for ELA, Math, (coordinating with other grade span teams.)  
Science, Social Science, Art-Computer Lab-Library, etc., recess lunch etc.
- ❖ With Grade level Team, block out twenty standards based lesson topics for Art or ELA and Science or Social Science. Identify California content Standards for these lesson topics.
- ❖ With Grade level team, create a lesson plan format to apply to the lessons topics your grade level has identified which includes the following:
  - The grade level
  - The content area
  - The standard(s) being addressed
  - Assessment of the Standard
  - Materials
  - Grouping
  - Specific standards based differentiation for EL, Spec. Ed., GATE
  - Daily lesson tasks
  - Daily assessment (formal or informal, as appropriate)

**Step Two: On Your Own**

- ❖ Prepare your own ten-day lesson plan including all the elements listed in the Assessment section above.
- ❖ Prepare a binder to display your work.
- ❖ Be prepared to present your lesson plan in class during the last session

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**Electronic Portfolio - TaskStream**

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

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

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

<b>Resource(s):</b>	<b>Title and necessary information:</b>
WebCT Resource	<a href="#">TPE Writing Workshop PPT</a>
Internet Site(s)	<p><a href="http://lynx.csusm.edu/coe/eportfolio/index.asp">http://lynx.csusm.edu/coe/eportfolio/index.asp</a> 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><a href="http://www.taskstream.com">http://www.taskstream.com</a> 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.

**Responses to TPE's 6d, 9, 10 and 14:** It is important to recognize that the TPEs are threaded throughout the credential program, as a whole, and are addressed multiple times in each course. Even though we are referencing and seeking to understand many TPEs in this course, you are specifically responsible for writing a response for TPE 6d, 9, 10 and 14 in the Task Stream Electronic Portfolio. (TPE 14 will have more than 2 pieces of evidence. Please see below for special directions for TPE 14\*\*\*)

Each assigned response will relate to course assignments, discussions, and/or readings that provide a deeper understanding of the specified TPE. As you write, the goal is to describe your learning as it

relates to the TPE, to analyze artifacts (assignments) and explain how they are evidence of your learning, and to reflect on the significance of your learning (the "so what") and where you need to go next related to the TPE. A four-paragraph structure will help you develop your response. It is suggested to type your response into a *Word* document and paste it into Taskstream once you have proofed it for spelling, grammar and understanding.

### **TPE Narrative Response Structure**

#### **1<sup>st</sup> paragraph: Description**

Introduction to your response that uses the words of the TPE. DO NOT restate the TPE; instead, introduce your reader to the focus of your response as it relates to the TPE. This is basically an extended thesis statement related to the TPE. Use first person language. Introduce the names of the pieces of artifact evidence you will explain and analyze in paragraph 2 and 3.

#### **2<sup>nd</sup> paragraph: Analysis of #Artifact Evidence #1**

Explain how one attached artifact is evidence of your learning related to the TPE. The key here is "evidence." How does this artifact prove that you have learned something specific related to this TPE? Describe, analyze and reflect on your artifact here.

#### **3<sup>rd</sup> paragraph: Analysis of #Artifact Evidence #2**

Explain how another attached artifact is evidence of your learning related to the TPE. Describe, analyze and reflect on your artifact here.

#### **4<sup>th</sup> paragraph: Reflection**

Reflect upon and summarize the significance of your learning overall (connected to the TPE) and explain what you still need to learn related to this TPE. This addresses the "so what?" or "the big picture" of your learning. How does knowing this impact you and students?

\*\*\* TPE 14 will be handled differently than described above. In TPE 14 you will keep paragraph 1 and then respond to each sub category using the structure from paragraph 2, though you may have more than one artifact to talk about for each category. When you finish with the sub categories, you will write a reflective paragraph, which has the components of paragraph 4: Reflection.

- **Upload your TPE Narrative Response in as a Text**
  - Copy the complete TPE response in the word
  - document.
  - Proof your TPE narrative response. Remember to use spell and grammar check.
  - Open your Tasksteam account
  - Go to "View My Work"

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- Click on "CSUSM Multiple Subject Portfolio" this should take you to "#3 Edit Content"
- Go to the TPE number you are working on
- Go to "Add/Edit"
- Go to Text
- Paste your complete TPE response into the text box
- Check for completeness
  
- **Upload TPE Evidence Artifacts**
  1. Open your Tasksteam account
  2. Go to "View My Work"
  3. Click on "CSUSM Multiple Subject Portfolio" this should take you to "#3 Edit Content"
  4. Go to the TPE number you are working on
  5. Go to "Add/Edit"
  6. Go to Attachment
  7. Name file. Choose the name you use to refer to the evidence within the TPE Narrative Response. Capitalize like a title.
  8. Choose your file from your computer and upload your attachment
  9. Describe your file. Write a sentence or two to elaborate on this evidence beyond its name.
  10. If you would like you can select standards that are aligned with the artifact and TPE.
  11. Spell Check
  12. Check for attachment format and completeness.

Please be succinct in your writing; more is NOT better. State your ideas clearly and keep them grounded in the evidence of your learning as represented by your artifacts. When you submit each TPE response, you will receive feedback from the instructor that asks for revision or says that you are done. You will not get full credit for this assignment if you are asked to revise and you do not. Please continue to check your TaskStream portfolio until the instructor says you are done with each TPE response for the course. More details about using TaskStream will be given in class and can be found on WebCT.

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**The IEP Assignment**

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

**Assessment:** Teacher candidates 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 learning 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.

<b>Resource(s):</b>	<b>Title and necessary information:</b>
Textbook	<p>Turnbull, A., Turnbull, R., &amp; Wehmeyer, M. L. (2007). <i>Exceptional Lives. Special Education in Today's Schools.</i> (3<sup>rd</sup> ed.) Upper Saddle River, NJ. Pearson Education, Inc. ISBN # 0-13-170869-4 Chs. 1, 2 &amp; 5-16</p> <p>Villa, R. A. &amp; Thousand, J. S. (1995). <u>Creating an inclusive school.</u> Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 1, 2, 3, 4 &amp; 7</p>
Other Resources	<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> (3<sup>rd</sup> ed.), pp 1-17. Boston: Allyn &amp; Bacon. (ISBN 0-205-30621-7) Chapter 1</p> <p>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<sup>rd</sup> ed.) Boston: Allyn &amp; Bacon.</p>

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	Chapters 1 & 16  Lecturette by Jacqueline Thousand, Professor, CSUSM, College of Education (WebCT)
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)	<a href="http://www.ed.gov/offices/OSERS/IDEA">www.ed.gov/offices/OSERS/IDEA</a> This OSERS IDEA Home Page site provides a detailed explanation of IDEA.

### Task Guidelines for the IEP Assignment

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;

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- 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**

- ❖ In Groups you will develop a "Best Practices Checklist or Key Elements" for IEP meetings based on prior class lecture and discussion
- ❖ 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, compare your group's checklist with observed IEP "best practices." Prepare a revised final draft for your IEP checklist.