EDMS 512
Elementary Teaching and Learning I
Spring 2008
CRN 21451
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Class days: Mondays; 0900-1540
Class Location: Ronald Reagan Elementary School

Mission Statement of the College of Education, CSUSM

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

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.

<u>Course Description</u>
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;
- 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.

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997)*

Attendance and Participation

The course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above College Attendance Policy is amplified as follows: 1. Missing more than 1 class meeting will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be considered /negotiated on a case-by-case basis. These measures should not be considered punitive, as students are expected to establish appropriate personal, academic and career-ladder priorities. Therefore these measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. (approved by CCTC in SB 2042 Program Standards, August 02)

Teacher Performance 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 6a and 6b – Developmentally appropriate teaching practices (Lesson demonstration lesson plan)
TPE 6d – Engaging and supporting all learners (IEP)
TPE 9 – Instructional Planning (3 mos. Plan)
TPE 12 – Professional, Legal, & Ethical Obligations (Parent letter)
TPE 14 (Part II) – Educational technology (Lesson demonstration lesson plan) – only if needed

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

GENERAL CONSIDERATIONS

Outcomes and Standards
The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education in development of the program approval documents. Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in "seat time", meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

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."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Appeals
Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. P. Kelly, Associate Dean.

Students with Disabilities Requiring Reasonable Accommodations
Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students are approved for services through the Disabled Student Services Office (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 10 pages) which can be administered in a variety of ways. The assignments for this course meet this requirement.

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.

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 communicate 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*

COURSE REQUIREMENTS

Required Texts

- Grant, C. & Gillette, M. (2006). *Learning to Teach Everyone's Children. Equity, Empowerment, and Education that is Multicultura*l. Australia: Thomson Wadsworth. ISBN #0-534-64467-8
- 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.)
- Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2007). *Exceptional Lives. Special Education in Today's Schools.* (3rd ed.) Upper Saddle River, NJ. Pearson Education, Inc. ISBN # 0-13-170869-4
- Villa, R. and Thousand, J. (2005). *Creating an Inclusive School.* (2nd ed.) Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 1-4166-0049-3
- TaskStream Electronic Portfolio, Must register and pay fee online prior to first class @ www.TaskStream.com (register for 1 year minimum).
- Readings on WebCT

NOTE: Assigned texts and readings **MUST** be brought to **ALL** class sessions.

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.

Grading Emphasis
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.

The following grading scale will be used:

93 – 100	A	75 – 79	C+
90 – 92	A-	72 – 74	C
88 – 89	B+	70 – 71	C-
83 – 87	B	60 – 69	D
80 – 82	B-	59 – below	F

Course Assignments

Disability matrix	15 points
IEP	15 points
Philosophy Statement	15 points
3 Month Curriculum Plan	20 points
Lesson Demonstration	10 points
TaskStream Submissions	10 points
Attendance/Participation	15 points
Total	**100 points**

Please note assignments are due whether or not you are present in class that day.
You must turn in a Grading Rubric, with your name, attached to each assignment. Your assignment will not be evaluated if a Grading Rubric is not attached.

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

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	Topic	Assignment
Session 1 1/21/08	Dr. Martin Luther King Jr. Holiday	
Session 2 1/28/08	Introduction/Course Overview/Community Building Student teaching reflection Preview Disability Matrix Begin Philosophy statement revisions **Demonstration Lessons – TPE 6a or b, & 14 DUE**	Grant & Gillette: **Ch. 2** **Bring philosophy statements from EDUC 350** Bloom Ball materials - WebCT Turnbull & Turnbull: Chs. **5-16**
Session 3 2/4/08	Preview 3 Mos. Plan Assignment Preview IEP Assignment Video-IEP **Demonstration Lessons - TPE 6a or b, & 14 DUE** **Disability Matrix-in class activity DUE**	Turnbull & Turnbull: Chs. **1 & 2** Villa: Chs. **1, 2, 3, 4 & 7** IEP Lecturette – WebCT
Session 4 2/11/08	Curriculum and curriculum planning 3 Mos plan work session **Demonstration Lessons - TPE 6a or b, & 14 DUE**	Grant & Gillette: **Ch. 4** Sleeter & Stillman article - WebCT Marzano article - WebCT Bring copies of all content area standards
Session 5 2/18/08	3 Mos. Plan work session **Meet with your groups independently**	
Session 6 2/25/08	Educational philosophy Philosophy statement peer revision 3 mos. Plan work session **IEP Assignment DUE** **Demonstration Lessons - TPE 6a or b, & 14 DUE** **Taskstream Workshop – TPE 6d**	Grant & Gillette: **Chs. 8 & 10, Epilogue** Teaching as Autobiographical Inquiry – WebCT
Session 7 3/3/08	CSTP – How Does It All Fit Together – BTSA Working with Families **Philosophy Statement DUE** **Demonstration Lessons - TPE 6a or b, & 14 DUE** **Taskstream Workshop – TPE 12**	Grant & Gillette: **Ch. 6**
Session 8 3/10/08	Mock Interviews	
Session 9 3/17/08	**3 Mos. Plan DUE – Group Presentations** Demonstration Lessons - TPE 6a or b, & 14 DUE **Taskstream Submissions DUE 6d, 9, & 12** **Taskstream Workshop – TPE 9**	

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

Disability Matrix 15 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 5-16	Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2007). *Exceptional Lives. Special Education in Today's Schools.* (3rd ed.) Upper Saddle River, NJ. Pearson Education, Inc. ISBN # 0-13-170869-4 Bloom Ball materials from Electronic Reserve

Task Guidelines for the Disability matrix

Students will work in small groups (4-5 members) to apply their knowledge of the categories of disability recognized by the Individuals with Disabilities Education Act (IDEA) by creating a graphic organizer in the form of a Bloom Ball, as a visual representation of the twelve (12) special education disability categories presented in this course.

Bloom Ball Disability Matrix:
1. Get a sheet of patterned paper from electronic reserve. You'll need 13 circles total – trace or copy. One circle will be used as a Title circle and 12 circles will make up the actual Disability Matrix Bloom Ball.
2. You may plan a theme for your project to decorate the edges.
3. Do not write or draw outside of the lines. They will be folded and used to connect your ball.
4. Follow the directions below. Write info in each circle, except for a title circle. Make sure all your group members' names are on the title circle.
5. When you are finished writing and coloring, cut out the circles and prepare to assemble your bloom ball.
6. All writing must be in ink or typed.
7. The following instructions relate to the information to be included in each circle:
    a. The name of the handicapping condition
    b. A brief description of the learning and/or social behaviors associated with the disability
    c. One assessment appropriate to use to determine the presence or degree of the disability
    d. One typical adaptation/modification in **curriculum, materials, goals (content)**
    e. One typical adaptation/modification in **classroom environment (process)**
    f. One typical adaptation/modification in **teaching practices (process)**
    g. One typical adaptation/modification in **assessments** required of the student **(product)**

Grading Rubric for Disability Matrix

	0	2	3	Pts.
Graphic Organizer – Bloom Ball	Inappropriate /disorganized	Somewhat appropriate, organized	Appropriate, organized, easy to read and find information	
Name/Descriptions	Elements are missing and/or inaccurate	Some elements are addressed and information is partially correct	All elements are addressed and information is correct	
Assessment for disability	Elements are missing and/or inappropriate	Some elements are addressed and information is partially correct	All elements are addressed and information is correct	
Adaptations/Modifications	Elements are missing and/or inappropriate	Some elements are addressed and information is partially correct	All elements are addressed and information is correct	
Group work	Members did not cooperate and/or did not contribute in an equitable manner	Members cooperated, but required assistance and support from the instructor or other peers	Members fully cooperated, worked together and contributed equally	

TOTAL   /15

The IEP Process   **15 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
   through an interview with appropriate personnel,
   relative to assessment team member responsibilities,
   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 Chs. 1 & 2	Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2007). *Exceptional Lives. Special Education in Today's Schools.* (3rd ed.) Upper Saddle River, NJ. Pearson Education, Inc. ISBN # 0-13-170869-4
Chs. 1, 2, 3, 4 & 7	Villa, R. and Thousand, J. (2005). *Creating an Inclusive School.* (2nd ed.) Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 1-4166-0049-3
Supplemental Print Material	Gable, R.A. and Hendrickson, J.M. (2000). Teaching all the students: A mandate for educators. In J.S. Choate (Ed.) <u>Successful inclusive teaching: Proven ways to detect and correct special needs</u> (3rd ed.), pp 1-17. Boston: Allyn & Bacon. (ISBN 0-205-30621-7) Chapter 1 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> (3rd ed.) Boston: Allyn & Bacon. Chapters 1 & 16 Lecturette by Jacqueline Thousand, Professor, CSUSM, College of Education Available on 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)	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.

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.

<u>**School-Based Activities**</u>

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

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

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

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

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

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

Action: Have your special education support persons give you the latest IEP form. Discuss the school's processes and procedures with a special education support person at your school site.

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.

<u>**Extension Activities**</u>

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"   - In class/Group Activity

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

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

3. Interview   - Individual/Group Activity
   - Interview Overview (1 page)
         - transcript of questions (in class activity) and answers
   - Reflection/summary (1-2 pages)
         - what did you learn?
         - overview of what the interviewee said
         - suggestions for improvement
         - feedback on "Best Practices" Checklist

4. IEP Forms – Blank   - Individual/Group Activity

5. Evaluation of an IEP (or video)   - Individual Activity
   - use checklist and reflect – turn in completed checklist
   - 1 -2 page paper reflections of the IEP

IEP Grading Rubric

	0	2	3	Pts.
Best Practices Checklist	Inappropriate /disorganized, incomplete info	Somewhat appropriate, Organized, some info included	Appropriate, organized, easy to read and find information	
Resource List	Elements are missing and/or inaccurate	Names/numbers are included but description of responsibilities is missing	Names/numbers are, included, the list is complete and a description of resp. is included	
Interview	Elements are missing and/or inappropriate	The interview is partially complete and information is partially correct	The interview is complete and information is correct	
IEP Forms	Forms are missing and/or inappropriate	Forms are included and information is partially correct	All forms are included and information is correct	
Eval. Of IEP	Eval and reflection is missing	Eval and reflection are included but lack depth, detail and substance	Eval. and reflection are detailed, in depth and substantial	

TOTAL   /15

Philosophy Statement/Parent Letter   **15 Points**

<u>Learner Objectives:</u>   Refinement of a personal philosophy of teaching and creation of letter to parents

<u>Assessment:</u>   Word processed philosophy of teaching statement letter

Resource(s):	Title and necessary information:
Textbook/pages	Grant, C. & Gillette, M. (2006). *Learning to Teach Everyone's Children. Equity, Empowerment, and Education that is Multicultura*l. Australia: Thomson Wadsworth. ISBN #0-534-64467-8 Chapters 8 & 10, Epilogue Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2007). *Exceptional Lives. Special Education in Today's Schools*. (3rd ed.) Upper Saddle River, NJ. Pearson Education, Inc. ISBN # 0-13-170869-4 Chapter 4 Villa, R. A. & Thousand, J. S. (l995). <u>Creating an inclusive school</u>. Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 1, 2, 3, & 7

Preparation
In preparation for this assignment:
- Read the above readings, instructions, and rubric below
- Take the Educational Philosophy Survey in Grant & Gillette
- Review your philosophy statement from EDUC 350 or write a draft using guide from Grant & Gillette pp.330-331

Task Guidelines for Philosophy Statement/Parent Letter

Introduction & Conclusion   **2 points**
Tell the reader what you will be addressing in this letter.

Your educational philosophy and instructional practices   **4 points**
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. Describe potential instructional practices a parent/administrator might see on a daily basis.

Your management approach   **3 points**
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.

Your personal identity   **3 points**
It helps to share a bit of personal information with parents. You may include your educational background, teaching experience, interests, hobbies. etc.

Your expectations of parents   **3 points**
Describe the kind of relationship you expect to establish with parents. Indicate the level of parent participation in your classroom that you'd like. Make sure you include ways to communicate with you.

Total	**_____ / 15 points**

Taskstream – TPE 12

Follow the prescribed 3 paragraph format and submit a reflection on TPE 12 utlizing the Philosophy Statement/Parent Letter as the artifact. This Taskstream posting is due on March 17, 2008.

Three Month Planning Calendar Grid Assignment   **20 points**

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

Assessment: The student will write a three month plan for an elementary classroom that
                         incorporates the following elements:
- Calendar grid with daily plan for math, language art, science, social science and art
- 3-6 developed lesson plans (language arts, science, social studies, art)
- a field trip
- assemblies and special programs (DARE, etc.)
- student assessments
- multiple intelligence strategies
- differentiation strategies for 6 students (3 special needs students and 3 English language learners) representative of your school
- 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	Grant, C. & Gillette, M. (2006). *Learning to Teach Everyone's Children. Equity, Empowerment, and Education that is Multicultura*l. Australia: Thomson Wadsworth. ISBN #0-534-64467-8 Chapters 4 Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2007). *Exceptional Lives. Special Education in Today's Schools.* (3rd ed.) Upper Saddle River, NJ. Pearson Education, Inc. ISBN # 0-13-170869-4 Chapter 2 Villa, R. A. & Thousand, J. S. (l995). Creating an inclusive school. Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 6 & 7
Internet Site(s)	Tomlinson, Carol Ann. (1999). The Differentiated Classroom: Responding to the needs of all learners. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available free through CSUSM ebooks library.) ELD Standards - http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf COE Lesson Format form CSUSM website

Prerequisite skills:

- Teacher candidates can create appropriate technology applications for use in instruction and assessment,
- Teacher candidates are able to develop a schedule and course activities,
- Teacher candidates are able to create curriculum and instruction based on content, process, and product as 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 your 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 in groups 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 an 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 English language learners 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:

- ✓ A copy of the district/school calendar (photocopies are fine)
- ✓ Clearly written California state standards
- ✓ A description of your classroom context- student population, grade level, local community, etc. Also include your reasoning about your instructional themes and how the content areas interrelate. This statement should be 1-2 pages.
- ✓ Strategies for three or more special needs students (Provide as a list as well as embedded in lesson plans.)
- ✓ Strategies for three or more second language learners (Provide as a list as well as embedded in lesson plans.)
- ✓ Strategies for multiple intelligences
- ✓ A planning calendar grid (Includes all subject areas for each day.)
- ✓ 3-6 Lesson plans from different content areas – utilize lessons you write for your other courses.
- ✓ 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.

Rubric for 3 Month Plan

Is the district calendar attached?   1 pt. _____

Statement of classroom context?

0	1	2	3	TOTAL 3pts.
Not included	Included but lacks detail	Included with some detail	Included with in-depth detail and description	/3

Content areas & field trip included in meaningful ways?

0	2	3	4	TOTAL 4pts.
Not included	1-2 areas included in a haphazard manner	2-3 areas included in ways that make some sense	All areas included in ways that make sense	/4

Is the planning grid organized, includes content area standards, instructional strategies, and assessments?

0	5	7	10	TOTAL 10 pts.
Not included	Grid is organized, but difficult to follow, content area standards are included, a few instructional strategies and assessments are included but do not connect to the standards	Grid is organized and standards are included. Instructional strategies are included but not tightly connected to the standards and assessments are minimally connected to the standards	Grid is organized and easy to read. Content area standards and instructional strategies are included and make sense to promote student learning. Assessments are connected to standards	/10

Did the group work together cooperatively in ways that promoted
everyone's learning and success?   2 pts. _____

TOTAL   /20 pts.

Lesson Demonstration   **10 Points**

Learner Outcomes: Develop as an instructor by describing and evaluating a lesson you taught during your student teaching placement.

Assessment: Teaching activity including depth, analysis, and organization. Posting to Taskstream for TPE's 6a or 6b & 14, Part II (TPE 14 only if needed).

Preparation- Carefully select a lesson that utilized **technology** (not just a powerpoint). Plan how you will meaningfully describe and demonstrate this lesson to your peers.   Review the Feedback Form your peers will use so that you know HOW to demonstrate and describe the lesson.

Process
> 1) You are required to sign up to share one lesson for one class session. You will also discuss an analysis of your classroom teaching with your peers. **The whole activity should be no more than 15 minutes**. You must walk us through the lesson in such a way that we get a sense of how you taught the lesson, the materials used, and what the students learned. Select a lesson that utilized TECHNOLOGY. *If you did not utilize educational technology then select any lesson and adapt it to integrate technology.*
>
> 2) You must provide a context and history to your lesson (i.e. Where was your placement, what were the students like, why did you teach this lesson).
>
> 3) Provide a lesson plan to the class electronically through WebCT.
>
> 4) In addition, you must write and present a reflective analysis of your teaching. You will post the lesson plan as an ARTIFACT for TPE 14 Part II and TPE 6a or 6b. You must write a reflection for EACH TPE written for the expectations of that TPE. Utilize the three-paragraph format. Utilize the following questions to help you write your second and third paragraphs.

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

Post the lesson plan and reflections to Taskstream by 8am of the day of your presentation. We will review Taskstream immediately after class each week.

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.

Responses to TPE's 6d, 9 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 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

1st 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.

2nd 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.

3rd 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.

4th 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"

  - 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 it's 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.