CRN # 22556 Section 5
Monday 9:00 a.m.- 315 p.m.
Valley Elementary
Poway, California

Mission Statement of the College of Education, CSUSM

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

Infused Competencies

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

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

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

Instructor	Office	Office Hours	Phone	E-mail Address
Gilbert Valadez, Ed.D.	University Hall 300	By Appointment	760-7508514	gvaladez@csusm.edu

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;
- 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 (IEP)
TPE 10 – Instructional Planning (One Month Plan)
TPE 14 – Educational technology (Taskstream)

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.

Required Text

- 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. (2007). *Exceptional Lives: Special Education in Today's Schools, 5th Ed.* Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall.
- Villa, R. A. and Thousand, J. S. (2005). Creating an Inclusive School (2nd 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 (register for duration of credential program).
- Quicho, A. and Unnolf, S. (2009) *Differentiated Literature Instruction,* Pearson Publishing.
- Wiggins and McTighne, *Understanding by Design* Association of Supervision and Curriculum Development

Recommended Texts

- Choate, J. S. (2004) *Successful inclusive teaching (4rd 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). This will be met through written assignments.

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.

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. **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 Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.

Grading will also include a component of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:
- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

Course Assignments

IEP	15 points
One Month Curriculum Plan	25 points
Peer Teaching Presentation	10 points
TaskStream Submissions	10 points
ESL Family Science Nightt	20 points
Attendance/Participation	20 points
Total	**100 poi0in**

Grading Scale

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

 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.

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.

Session	Topic	Reading & Assignment Due
1 01/25/10	Course Overview Community Building- Where are you at this point of your experience in the credential program? CSTP & TPE Review Peer Teaching Expectations	CSTP & TPEs
2 01/01/10	TaskStream TPE Workshop Assessment Overview for TPA Task 4 Preview IEP Assignment Video-IEP Peer Teaching Presentation	Villa: Chs. 1, 2, 3, 4 & 7 IEP Lecturette & Photo Examples (WebCT) **Peer Teaching Presentation Team 1**
3 02/08/10	TaskStream TPE Workshop Peer Teaching Presentation IEP Video IEP Activity	Bring copies of content area standards **TaskStream TPE Submission** **Peer Teaching Presentation Team 2**
4 02/15/10	Curriculum and Curriculum Planning- 3 Month Plan Assignment TaskStream TPE Workshop Peer Teaching Presentation	**Peer Teaching Presentation Team 3** Bring copies of content area standards Bring Wiggens text to class
5 02/22/10	Peer Teaching Presentation One month plan workshop ESL Family Science Night Discussion and organization	**Peer Teaching Presentation Team 4** **Due: IEP Assignment**
6 03/01/10	Peer Teaching Presentation Mock Interview: Refer to Module Five in WebCT	**Peer Teaching Presentation Team 5** Career Guide for Education Candidates http:www.csusm.edu/careers/index.html
7 03/08/10	CSTP – How Does It All Fit Together – BTSA Work Session for Family Science Night Peer Teaching Presentation	**Peer Teaching Presentation Team 6** **Due: TaskStream TPE Revisions**
8 03/15/10	ESL Family Science Night- Valley Elementary, Poway California	**Due: One Month Plan** **Due: Peer Teaching Summary on WebCT** Come prepared for the evening's festivities and learning.

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: 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
   learnings about the school's assessment processes and
   suggestions for improvement, if appropriate.
4) Evaluating an IEP meeting in terms of team communication,
   creative problem solving, and family centeredness.

Resource(s):	Title and necessary information:
Textbook	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 & 5-16 Villa, R. A. & Thousand, J. S. (l995). Creating an inclusive school. Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 1, 2, 3, 4 & 7
Other Resources	Gable, R.A. and Hendrickson, J.M. (2000). Teaching all the students: A mandate for educators. In J.S. Choate (Ed.) Successful inclusive teaching: Proven ways to detect and correct special needs (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.) Successful inclusive teaching: Proven ways to detect and correct special needs (3rd ed.) Boston: Allyn & Bacon. Chapters 1 & 16 Lecturette by Jacqueline Thousand, Professor, CSUSM, College of Education (WebCT)
Video/segment	Video Segment # 2 "Working Together: The IEP The Inclusion Series (1998) Weland Prods/KCET and Allyn & Bacon. (ISBN 0-205-29111-2)
Internet Site(s)	www.ed.gov/offices/OSERS/IDEA This OSERS IDEA Home Page site provides a detailed explanation of IDEA.

Task Guidelines for the IEP Process

Today's teachers will have students with identifiable disabilities in their classrooms. When the Student Study Team (SST) process is not satisfactory, a recommendation for the development of an Individual Education Program (IEP) may be the next step.

When developing an IEP, the following four questions should be addressed:

1. Who are all of the special education and related service personnel who can be called upon for support in the school and in the school district?

2. How does the school staff ensure that students receive nondiscriminatory evaluations and appropriate educational experiences?

3. Does the school's specific IEP meeting format address the following:
   - *Breadth of assessment*
     More than one test must be used as the basis of evaluation
     Assess all areas related to the suspected disability
   - *Administration of assessment*
     Select and administer nondiscriminatory racial and ethnic assessments
     Use trained personnel to administer assessments
   - *Timing of assessment*
     Nondiscriminatory evaluation must occur before initial placement into or out of special education
     Reevaluation occurs every three years or more frequently, if conditions warrant or parents/guardians, or teacher request
   - *Parental/Guardian notification and consent*
     Parents/guardians must be fully informed and consent to having their child assessed
     Consent for evaluation is not consent for placement into special education; separate consent is required for consent
   - Interpretation of assessment results must consider a variety of sources.

4. What does the school's specific IEP look like? Does it include and/or address the following:
   - The student's present level of educational performance, including how the disability affects the educational experience;
   - Measurable annual goals and short-term objectives;
   - The special education accommodations, related services, and other ways support will be provided to ensure the student's success;
   - The extent to which the student will participate with students who do not have disabilities in the general education and extracurricular activities;
   - Individual modifications if the student participates in standardized assessments, and explanation s for when the student does not participate in such assessments
   - The projected start date, frequency, location, and duration of modifications;
   - Brief discussion of how the student's progress towards annual goals will be assessed.

Application Activities

In-Class Video Viewing and Analysis

View the video Segment # 2 "Working Together: The IEP" from The Inclusion Series (1998) Weland Prods/KCET and Allyn & Bacon. As you view the video, jot down notes regarding what is presented as (and what you perceive as) "best practices" or "great tips" in IEP development and implementation.

After viewing the segment, take your notes from the lecturette and the video viewing and create your own "Best Practices in the IEP Process Checklist." It is beneficial to do this in collaborative teams in and/or out of class. You will use this checklist later in an actual IEP meeting.

School-Based Activities

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

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

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

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

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

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

Action: Have your special education support persons give you the latest IEP form, if you have no students eligible for special education in your classroom (could that possibly happen?). If you have one or more students with an IEP in your classroom (a sure bet), get one of the IEPs, preferably one of the more complex IEPs. In either case, once you have an IEP in hand, locate all of the component parts required of an IEP.

Question #4: What does an IEP meeting feel like? How well are "best practices" for IEP team meetings being practiced in my school?

Action: Attend an IEP meeting of a student who is not in your classroom. Your role is that of non-participant observer. While observing use your own "Best Practices in the IEP Process Checklist," to assess the presence or absence of best practices being practiced during the meeting. Write a one to two-paged reflection that focuses upon ways in which to optimize IEP team communication, creative problem solving, and family centeredness. If you cannot find an IEP meeting of a colleague to attend, complete the checklist while watching the IEP video located in the library and write a one to two page reflection on what you saw.

IEP "CHEAT" SHEET

1. Create you own "Best Practices in the IEP Checklist"   – Group Activity   (2 points)

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

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

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

4. IEP Forms – Blank or completed   - Group Activity   (2 points)

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

One Month Planning Calendar Grid Assignment   **25 points**

Learner Objectives: The teacher candidates will plan a one-month long calendar for an elementary classroom.

Assessment: The teacher candidates will write a one-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 lessons plans (math, language arts, science, art and social science)
- a field trip
- assemblies and special programs (DARE, etc.)
- student assessments
- multiple intelligence strategies
- differentiation strategies for the 6 students (3 Special education and 3 ELL) 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:
Textbooks	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 Ch. 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 Villa, Richard, & Thousand, Jacquelyn. (1995). Creating and inclusive school. Alexandria, VA: ASCD. Chapters 6 & 7
Other resources	Choate, J. S. (2000) Sucessful inclusive teaching (3rd ed.). Needham, MA: Allyn & Bacon. Chapter 16
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.) CSUSM Single Subject Format from TaskStream under Lesson Builder ELD Standards - http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf

Prerequisite skills:

- Teacher candidates can create appropriate technology applications for use in instruction and assessment,
- Teacher candidates are able to develop a schedule and course activities,
- Teacher candidates are able to create curriculum and instruction based on content, process, and product as define by Carol Ann Tomlinson (1999).
- Teacher candidates are able to use information about students' readiness range (skills, reading, thinking & information), learning profiles, interests, talents, and culture to differentiate curriculum and instruction (Tomlinson, 1999).

- Teacher candidates are able to identify strategies to meet the needs o
  - Students learning English (including differentiation for Beginning, Intermediate, and Advanced levels)
  - Student that are accelerated learners as referred to by Piergangelo & Giuliani (2001)

Task Guidelines for One Month Planning Calendar

Step One: You will create a own one 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 one month plan with the assistance of the instructor a group of three to four members. Referring to your school calendar, you will first need to block out times in your plan book for holidays, assemblies, special programs, in-service days, etc. You will then plan your curriculum into manageable blocks of time in your calendar grid or lesson plan book. The amount of time you select to cover the various content areas is dependant upon your district and/or school standards. For example, if your district mandates two hours of language arts instruction per day you must plan accordingly. You will need to provide evidence of these criteria in your finished calendar grid.

Your plan will necessarily be an integrated plan that uses Universal Design and Backward Design principles. That is to say, it will be necessary to teach science and social science throughout the day as part of your literacy instruction. Also, be sure to include assignments in all of the content areas, i.e. science, art, social studies.

You will write out all of the California state standards you will cover during the one months. Place these standards in a easily visible way so that anyone will see them. Standards should be organized using "themes" or "big ideas" Your plan must also include multiple intelligence strategies for special needs and second language students as part of differentiated instruction.

Checklist for One Month Plan

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

1. A copy of the district/school calendar (photocopies are fine)
2. Clearly written California state standards
3. A description of your classroom context- student population, grade level, local community, etc.
4. Strategies for three or more special needs students (Provide as a list as well as embedded in lesson plans.)
5. Strategies for three or more second language learners (Provide as a list as well as embedded in lesson plans.)
6. Strategies for multiple intelligences
7. A planning calendar grid (Includes all subject areas for each day.)
8. 3-6 Lesson plans from unit from different content areas
9. 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.

Peer Teaching Demonstration: Classroom Song and Clinical Practice Experience   **10 Points**

<u>**Learner Objectives:**</u>   Teacher candidates will:
- Develop as an instructor by preparing and organizing class-learning activity – teach the class a song.
- Expand skills in professionally teaching a new song to their peers.

<u>**Assessment:**</u>   Teacher candidates will:
- Lead a Peer Teaching activity.
- Provide copies of lyrics of the song taught to their peers.
- Prepare and distribute song lyrics and a lesson plan.

Preparation

Bring a copy of the lyrics of the song you will be teaching the class. You may choose to email the song, etc. Also, prepare a poster of the lyrics or write them on the board to teach the song. Each individual within your group will teach a song to the class.

Peer Teaching Activity

A group of teacher candidates will individually teach a song to the class. The song should have relevance to teaching, classroom management, and cultural awareness. Also, please proved the group with a lesson plan to use in conjunction with the song, You may wish to provide the class with a lesson on poetry writing, work webs, science applications, etc. In addition to the song the student will relate a particular experience that occurred during the first clinical practice. The experience should provide the class with a basis for discussion relating to the various educational practices and philosophies covered during the year in this class and EDMS 511.

Electronic Portfolio - TaskStream   **10 points**

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

Assessment: Teacher candidates apply what they have learned from the required assignments to the
                           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.

Resource(s):	Title and necessary information:
WebCT Resource	TPE Writing Workshop PPT
Internet Site(s)	http://www.csusm.edu/coe/eportfolio/eportfolio.html 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, 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, 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

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.

ESL Family Science Night   **20 points**

<u>**Learner Objectives:**</u>   The students will create and conduct a family science night in order to demonstrate effective teaching strategies for both science education and ESL methodology.

<u>**Assessment:**</u>   The student(s) will create and conduct a family science night. The student(s) will debrief with each other in class and write a report as to the effectiveness of the teaching demonstration overall.

Step One: Logistics- The first phase of this project will involve the organization of the Family Science Night. In teams and as a class we must complete the following tasks:

First**:** We will create a flyer, one in English and one in Spanish, advertising the Family Science Night. The flyer must include the following elements:

- A- Title of the event
- B- Date and Time of the event
- C- Explanatory statement as to the goals of the evening
- D- Location of the event
- E-   Brief description of program- schedule

Second: We will develop a program for the event. The time frame will be working with is an hour. Our program should include an introduction, break-up groups (experiments), and closure with the group. Possible items to consider: who speaks at the introduction, who will monitor the groups, whether or not we will conduct a raffle, etc.

Third: We will create a sign in sheet for parents (English and Spanish) and a sign in sheet for ourselves to record who participated.

Fourth**:** We will be responsible for all set up and clean up for the event. Students in this course must arrive a half hour early to the event and be willing to stay after the event to clean up.

Fifth: We will create tag-cards to manage the experiments during the events. Participating parents will be invited to participate in two experiments only during the events. At the beginning of the event participating parents will be given two tags. The tag is admission to any experiment. In this way we limit the number of participates per experiments since people will be forced to select only two.

Sixth: We will need to organize two child care rooms- one for preschool children and the other school aged children (See Step Three)

Step Two: Experiments- We will be conducting six science experiments for the Family Science Night. Each experiment must last for twenty minutes only. The experiment should use materials found in most households. As the instructors, you will need to create and implement the following:

First: Select an experiment. Collect the materials and organize them so that you can distribute them easily during the event. You will need to provide materials for least 16 people.

Second: Create a handout for the parents with directions about how to conduct the experiment in both English and Spanish. The goal of this event is that parents will teach their own children at home so make the directions easy to read. Provide illustrations as this is a sound ESL strategy.

Third: Write out a formal lesson plan for this experiment.

Fourth: Conduct the experiment on the night of the event.

Step Three: Child care- As has been mentioned, we will organize two child care rooms for the event. Those of you who will run the Child care rooms must do the following:

First: Preschoolers will be given an art project related science. You will develop this art project making sure you have the necessary materials, etc. Plan your art project(s) for at least twenty children. School aged children will be playing a science game with the instructors. The instructors will develop this game. The game must support science education. Ideas for games could include vocabulary bingo, I-Spy, etc. Both child care centers must select a short book to read to the children at the start of the hour. The book selected must focus upon science.

Second: Write out a schedule of the Child care. Provide a detailed lesson plan for either the art project or the game depending on the room you will work in during the event.

Step Four: Debriefing- The week following the Family Science our class will discuss the event together. In addition to this discussion you each will write a three-four page report addressing the following questions or prompts:

1.) Submit your lesson plan
2.) What challenges did you face in developing the Family Science Night?
3.) How did this experience clarify your thinking about your own teaching practices?
4.) Did this experiment change you views about the teaching of science?
6.) What did you learn with regard to ESL methodology?
7.) Did last semester's ESL science project help you in developing this event?