

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION**

**EDMS 511 (Section 1) CRN# 20276  
Elementary Teaching and Learning 1  
Center for Children and Families, Cal State San Marcos  
Tuesday 8:00 a.m.- 2:45 p.m,  
Spring 2009**

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### **College of Education Mission Statement**

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*).

### **Course Description**

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

This course is designed:

- to extend preservice candidates' understandings about numerous philosophies of teaching and learning;
- to inform preservice candidates about key concepts and procedures as they relate to students learning English and students with special education labels;
- to encourage further infusion of technology into curriculums.
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**Course Prerequisites** Admission to the Multiple Subject/CLAD teacher Credential Program.

### **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.**

### **Required Texts**

- \* Wiggins and McTighe, *Understanding by Design* Association of Supervision and Curriculum Development
- Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural*. Thomson & Wadsworth.

- Tomlinson, Carol Ann. (1999). *The Differentiated Classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.  
(Available as an e-book online.)
- Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2007). *Exceptional Lives: Special Education in Today's Schools, 5<sup>th</sup> Ed.* Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall.
- Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Task Stream Electronic Portfolio, Must register and pay fee online prior to first class @ [www.TaskStream.com](http://www.TaskStream.com) (register for duration of credential program).
- Pearson, Merrill Prentice Hall.
- Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Task Stream Electronic Portfolio, Must register and pay fee online prior to first class @ [www.TaskStream.com](http://www.TaskStream.com) (register for duration of credential program).

### **Recommended Texts**

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

### **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)*

## **STUDENT LEARNING OUTCOMES**

### **Teacher Performance Expectation (TPE) Competencies**

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all 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. You will be required to formally address the following TPEs in this course:

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

TPE 9 – Creating & managing effective instructional time (Classroom Management Assignment)

### **California Teacher Performance Assessment (CalTPA)**

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided: <http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

### **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.*)

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.**

#### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations 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.

### **Course Requirements**

|                                 |                   |
|---------------------------------|-------------------|
| Student Study Team              | 10 points         |
| Peer Teaching Demonstration     | 10 points         |
| Disability Matriz               | 15 points         |
| Lesson Plan                     | 15 points         |
| Electronic Portfolio (TPEs)     | 10 points         |
| Classroom Management            | 10 points         |
| ESL Science CD Project          | 15 points         |
| <u>Attendance/Participation</u> | <u>15 points</u>  |
| <b>Total</b>                    | <b>100 points</b> |

### **Grading Standards**

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, 5<sup>th</sup> edition for citation guidance.

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

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;

- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);

### **All University Writing Requirement**

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.

### **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 presentation 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.

### **Plagiarism:**

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Use of Technology:**

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

### **Electronic Communication Protocol:**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, 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 nuances and etiquette. For instance, electronic messages sent in all upper case (or lower 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 electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

## Tentative Course Schedule

| Date          | Topic   | Readings & Assignments Due   |
|---------------|---|--|
| 1<br>01/20/09 | Introduction/Course Overview<br>Community Buliding<br>Mandates for Education<br>CSTP/TPE<br>Intro to Lesson Planning<br>Observation Instruction   | Syllabus (WebCT)<br><br>CSTP with TPEs & Full Text of TPEs<br><br><a href="http://lynx.csusm.edu/coe/eportfolio/index.asp">http://lynx.csusm.edu/coe/eportfolio/index.asp</a><br><br>CSUSM Lesson Plan Format in the syllabus. |
| 2<br>01/27/08 | Intro to TaskStream (computer lab)<br><br>Lesson Plan Writing<br><br>Peer Teaching Presentation<br><br>ESL CD Rom Project<br><br>Student-Centered Teaching & Learning-<br>Disabilities Matrix | Grant & Gillette: Ch 4 (Group 1)<br><br>Tomlinson Ch 1-3 (Group 1)<br><br>Udvari-Solner, Access to the General Ed<br>Curriculum for All (WebCT)<br><br><b>Team 1 Peer Teaching Presentation</b>                                |
| 3<br>02/03/09 | First Day of School Video (WebCT)<br><br>Differentiation-SDAIE & ELD<br><br>Six Facets of Understanding<br><br>Peer Teaching Presentation   | Six Components of SDAIE (WebCT)<br><br>Grant & Gillette: Ch 12 (Group 2)<br><br>Wiggins- Chapters one-six.<br><br><b>Due: Disabilities Matrix</b><br><br><b>Team 2 Peer Teaching Presentation</b>                              |
| 4<br>02/10/09 | Classroom Management Plan Activity- In<br>class activity<br><br>Intro to SST<br><br>(Video & Bart Simpson SST-WebCT)<br><br>Differentiation-Special Ed<br><br>Peer Teaching Presentation      | Grant & Gillette: Ch 5 (Group 3)<br><br>Tomlinson p. 15 & 16 & Ch 4-9 (Group 3)<br><br>SST Lecturette (WebCT)<br><br>Assessment PPT (WebCT)<br><br><b>Team 3 Peer Teaching Presentation</b>                                    |
| 5<br>02/17/09 | Classroom Management<br><br>TPE Writing Workshop (Taskstream)<br><br>Peer Teaching Presentation   | Grant & Gillette: Ch 3 (Group 4)<br><br>Choate: Chapter 15 (WebCT)<br><br><b>Team 4 Peer Teaching Presentation</b><br><br><b>Due: Differentiated Lesson Plan</b>   |
| 6<br>02/24/09 | Peer Teaching Presentation- Best Practices<br>Review  | <b>TPEs 6d</b><br><br><b>5 Peer Teaching Presentation</b>  |
| 7<br>03/03/09 | Madeline Hunter- TRICKS and Motivation  | <b>Team 6 Peer Teaching Presentation</b><br><br><b>Due: Classroom Management Plan</b>  |

|               |   |  |
|---------------|---|--|
| 8<br>03/10/09 | SST Role Play<br><br>Course Review<br><br>Short Presentations of Science ESL CD projects<br><br>TaskStream –assist student to uploaded to assignments to their electronic portfolio | No Readings<br><br><b>Due: SST Role Play</b><br><br><b>Due: ESL CD Rom</b><br><br><b>Remember to submit TPE 6D on Taskstream</b> |
|---------------|---|--|



## Differentiated Lesson Plan

15 points

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

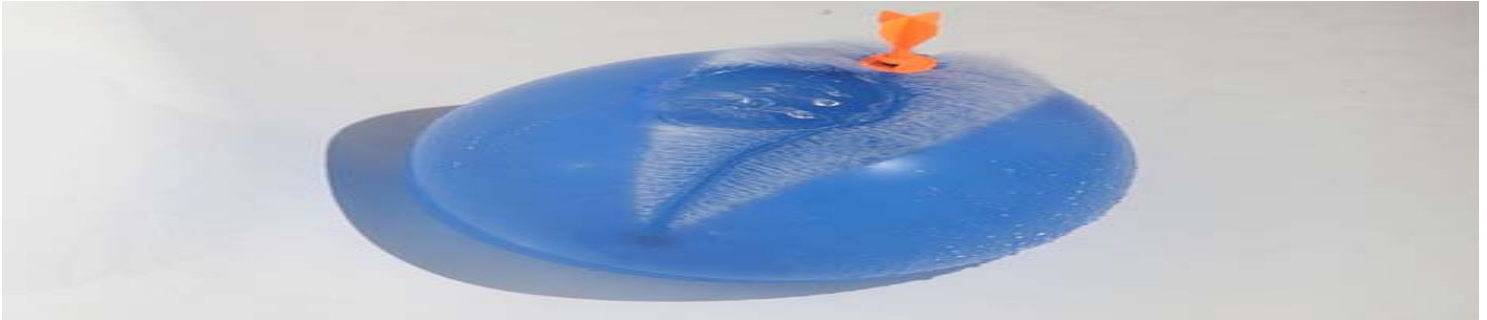
**Assessment:** Teacher candidates will write a lesson plan that differentiates content, process, and product for students learning English, students that are accelerated learners, and students with special needs.

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

| Resources        | Title and necessary information:   |
|------------------|--|
| Textbooks        | Grant, Carl. A. & Gillette, Maureen. (2005). <i>Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural</i> . Thomson & Wadsworth.<br>Chapter 5<br><br>Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2007). <i>Exceptional Lives: Special Education in Today's Schools, 5<sup>th</sup> Ed.</i> Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall.<br><br>Villa, R. A. and Thousand, J. S. (2005). <i>Creating an Inclusive School</i> (2 <sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 6 & 7 |
| Other Resources  | Choate, J. S. (2000) <i>Successful inclusive teaching</i> (3 <sup>rd</sup> ed.). Needham, MA: Allyn & Bacon. Chapters 16<br><br>Pierangelo, Roger, & Giuliani, George A. (2001). <i>What Every Teacher Should Know about Students with Special Needs: Promoting Success in the classroom</i> . Champaign, IL: Research press.  |
| Internet Site(s) | Tomlinson, Carol Ann. (1999). <i>The Differentiated Classroom: Responding to the needs of all learners</i> . Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available free through CSUSM ebooks library.)<br><br>ELD Standards - <a href="http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf">http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf</a><br><br>COE Lesson Format from Taskstream   |

### Prerequisite skills:

- Teacher candidates are able to write a lesson plan using the COE lesson format.
- Teacher candidates are able to differentiate curriculum and instruction based on content, process, and product as defined by Carol Ann Tomlinson (1999).
- Teacher candidates are able to use information about students' readiness range (skills, reading, thinking & information), learning profiles, interests, talents, and culture to differentiate curriculum and instruction (Tomlinson, 1999).
- Teacher candidates are able to identify strategies to meet the needs of
  - Students learning English (including differentiation for Beginning, Intermediate, and Advanced levels)
  - Student that are accelerated learners as referred to by Pierangelo & Giuliani (2001)
  - Students that need special education support under IDEA &/or ADA as referred to by Choate (2000), Grant & Gillette (2005), Pierangelo & Giuliani (2001), Turnbull, Turnbull & Wehmeyer (2007). and Villa & Thousand (1995)



## LESSON DESIGN Developmentally appropriate pedagogy

### **Contextual Information- Elements of the Lesson**

Grade

Content Area *Example: Language Arts, Math, Social Studies, Science*

Subject Matter *Example: LA: reading, writing, etc., Math: number sense, algebraic functions, etc. Social Studies: specific area within the content standards, Science: life, physical etc.*

Learning Goals/learning objectives for the learning experience. State adopted content standards *Example: write all content standards directly from the state frameworks* Learning goals based on the content standards for students: *Example: learning goals that directly relate to the content standards*

Learning Goals/learning objectives for the learning experience. State adopted content standards *Example: write all content standards directly from the state frameworks* Learning goals based on the content standards for students: *Example: learning goals that directly relate to the content standard*

### **Class description**

*Example: type of class (self contained, subject specific) time of year, general background of students learning in relationship to new learning (challenges and prior learning)*

*Example: English Learner: Beginning, intermediate, and advanced (use the ELD standards to determine the needs of each of these students.*

*Example: Special education: one student with learning disabilities and one with another special education identified disability*

*Example: GATE student: identify the student's needs*

*Example: Regular education: remaining students*

### **Developmental needs of the students at this age**

*Example: give examples based on the different learning needs for K-3 and 4-6*

*Example: developmental age appropriate skills and needs of the students*

*Example: engaging activities (hands on, etc)*

### **Assessment Plan**

*Example: Goals assessed based on the content standards and learning goals*

*Example: Type of assessment: Prior knowledge (pre assessment), Formative (progress monitoring), Summative (final product)*

*Example: Feedback strategies: how students will be informed of specific successes and challenges and future activities to fill the individual students gaps.*

*Example: Reflection of the assessment: Strengths and weaknesses in relationship to the learning goal. Describe your alternative assessment based on the potential gaps in the students learning.*

### **Materials**



| INSTRUCTIONAL STRATEGIES  | STUDENT ACTIVITIES   |
|---|--|
| <p><i>Example: Put one instructional strategy in each box with an explanation and amount of time you are anticipating. Expand the number of boxes to match each strategy.</i></p> <p>ANTICIPATORY SET: <i>How will you focus/motivate students?</i><br/> TEACH TO THE OBJECTIVE: <i>How will you teach to the objective? How will you actively involve all students?</i><br/> <i>Note: For a skill or task, describe and model the skill/task. For a concept, provide examples and non-examples.</i><br/> GUIDED PRACTICE: <i>How will you structure opportunities for the students to practice in class teacher monitoring (e.g., alone, with a partner, in cooperative groups). How will you “check for students’ understanding throughout the lesson?</i><br/> INDEPENDENT PRACTICE: <i>How will you structure opportunities for the students to practice outside of class following the lesson? How will you ensure that the independent practice is at the appropriate level of difficulty for the various students?</i></p> | <p><i>Example: Put one student activity to match the instructional strategy in each box with an explanation and amount of time you are anticipating. Expand the number of boxes to match each student activity.</i></p> <p>ANTICIPATORY SET</p> <p>TEACH TO THE OBJECTIVE</p> <p>GUIDED PRACTICE:</p> <p>INDEPENDENT PRACTICE:</p> |

*Example: Review teacher’s manuals, pacing guides, and appropriate supplemental materials to determine the materials you will need to present this lesson. Materials should include lists of supplies that will be needed to present this lesson.*

**Instructional strategies**

Address the subject matter learning goals and developmental needs of the students described. (be sure to reference pages 3-6)

*Example: Instructional strategies are what the teacher does during the instruction*

*Example: Student activities are what the students do during the lesson and independent practice*

Explain why the instructional strategies, student activities and resources are appropriate for this lesson.

*Example: Why are the instructional strategies and student activities appropriate for this class based on content and student development?*

*Example: How do they address the development need of these students?*

*Example: How do they help the students make progress toward achieving the state adopted academic content standards for student in this content area?*

*Example: Understand connections between lesson content and the outside world.*

**Differentiated instruction based on the learning goals and instructional strategies**

**English Learner**

| TASKS   | Beginning EL | Intermediate EL | Advanced EL |
|---|--------------|-----------------|-------------|
| Identify 2 specific learning needs based on the student description   |              |                 |             |
| Identify one instructional strategy or student activity that could challenge the student                              |              |                 |             |
| Explain why the strategy or activity you chose could challenge the student based on the learning needs of the student |              |                 |             |
| Describe how you would  |              |                 |             |

|  |  |  |  |
|--|--|--|--|
| adapt the strategy or activity to meet the learning needs of the student considering subject matter pedagogy in your description                         |  |  |  |
| Explain how your adaptation would be effective for the student in making progress towards the goals of your lesson                                       |  |  |  |
| Explain how your adaptation would be effective for the student in making progress toward English language development                                    |  |  |  |
| What progress monitoring assessment would you choose to obtain evidence of the student's progress towards a learning goal?                               |  |  |  |
| Give rationale for your choice of assessment. Use your knowledge of academic content in this lesson and this student's learning needs in your rationale. |  |  |  |

### Special Education

| <b>TASKS</b>   | <b>LEARNING DISABILITY</b> | <b>GROUP SELECTED DISABILITY</b> |
|--|----------------------------|----------------------------------|
| Identify 1 instructional strategy or student activity from the plans that could be challenging for the student considering the description of your student |                            |                                  |
| Explain why this strategy or activity could be challenging for the student based on your description   |                            |                                  |
| Describe how you would adapt the strategy or activity to meet the needs of the student   |                            |                                  |
| Explain how your adaptation would be effective for the student making progress toward achieving the learning goal  |                            |                                  |
| Identify one additional instructional strategy or student activity that could be challenging for the student considering their learning needs              |                            |                                  |
| Explain why the strategy or activity you chose could be challenging for the student based on specific aspects of the student description                   |                            |                                  |
| Describe how you would adapt the strategy or activity you identified to  |                            |                                  |

|  |  |  |
|--|--|--|
| meet the needs of the student  |  |  |
| What progress monitoring assessment would you choose to obtain evidence of the student's progress towards a learning goal?                               |  |  |
| Give rationale for your choice of assessment. Use your knowledge of academic content in this lesson and this student's learning needs in your rationale. |  |  |

**GATE**

| <b>TASKS</b>  | <b>Describe GATE students needs:</b> |  |
|---|--------------------------------------|--|
| Identify 1 instructional strategy or student activity from the plans that will be challenging for the student considering the description of your student |                                      |  |
| Explain why this strategy or activity will be beyond the students current ability and will challenge the student based on your description                |                                      |  |
| Describe how you would adapt the strategy or activity to meet the needs of the student  |                                      |  |
| Explain how your adaption would be effective for helping the student make progress going beyond the learning goal   |                                      |  |
| Identify one additional instructional strategy or student activity that will be challenging for the student considering their learning needs              |                                      |  |
| Explain why the strategy or activity you chose will be challenging for the student based on specific aspects of the student description                   |                                      |  |
| Describe how you would adapt the strategy or activity you identified to meet the needs of the student   |                                      |  |
| Explain how your adaptation would be effective for helping the student make progress toward going beyond achieving the learning goal                      |                                      |  |
| What progress monitoring assessment would you choose to obtain evidence of the student's progress towards the learning goal?                              |                                      |  |
| Give rationale for your choice of assessment. Use your knowledge of academic content in this lesson and this student's learning needs in your rationale.  |                                      |  |

**Student Success Team (SST) Process****10 points**

**Learner Objectives:** Knowledge and skill in conducting and participating in the Student Success Team general education pre-referral process

**Assessment:** Teacher candidates apply their knowledge of the SST processes for avoiding special education referral by participating in a simulation of an SST meeting regarding a child with a selected classroom challenge.

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

| <b>Resource(s):</b> | <b>Title and necessary information:</b>  |
|---------------------|--|
| Textbooks           | Grant, Carl. A. & Gillette, Maureen. (2005). <i>Learning to Teach Everybody’s Children: Equity, Empowerment and Education that is Multicultural</i> . Thomson & Wadsworth. Chapter 5<br><br>Villa, R. A. and Thousand, J. S. (2005). <i>Creating an Inclusive School</i> (2 <sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development.  |
| Other Resources     | SST Lecturette by Jacqueline Thousand, Professor, CSUSM, College of Education<br><br>Choate, J.S. (2000) <u>Successful inclusive teaching: Proven ways to detect and correct special needs</u> (3 <sup>rd</sup> ed.) Boston: Allyn & Bacon. (ISBN 0-205-30621-7) Chapter 1 & 16<br><br>Kluth, P., Villa, R., & Thousand, J. (Dec. 2001/Jan 2002) ‘Our school doesn’t offer inclusion’ and other legal blunders. <u>Educational Leadership</u> , 59 (4), 24 – 27. |
| Video (WebCT)       | Video Segment # 1 “Promoting Success for All Students” <u>The Inclusion Series</u> (1998) Weland Prods/KCET and Allyn & Bacon. (ISBN 0-205-29111-2)<br><br>Video Segment # 3 “Working Together – The Collaborative Process” <u>The Inclusion Series</u> (1998) Weland Prods/KCET and Allyn & Bacon. (ISBN 0-205-29111-2)   |

**TASK AND GUIDELINES****Context**

The Student Success Team (SST), also referred to as the Student Study Team, process is a general education function and general education teacher responsibility. It is a state-mandated prevention and intervention process and structure that must exist at every California school. The SST process is designed to address students’ learning needs PRIOR to even thinking about referral for special education assessment. Some disabilities are more obvious and present themselves prior to school entry. Other high incident disabilities such as learning disabilities (e.g., language, mathematics, written expression) often develop in response to academic demands. Further, there are a great many children without disabilities who struggle in school because English is not their first language or because the instructional approaches used by their teachers do not match their learning styles (i.e., preferred areas of Multiple Intelligences). Most students’ respond positively when their classroom teachers seek ideas and support from professional peers through the SST process.

**Objectives**

The objectives of having you participate in a mock SST meeting are to give you the opportunity to:

- demonstrate effective use of the SST model

- demonstrate the various roles of the SST members
- examine support options for students based upon their unique individual characteristics
- demonstrate the use of pre-referral strategies as the preferred response (over formal special education referral) to resolve problems
- clarify the initial procedures involved in identifying students for special education support

**Preparation**

- Read the SST Lecturette and Chapter 16 of Choate.
- Visit a Web site that you find
- Watch the video segments #1 and #3 of the Inclusion Series that models the SST process and the elements of effective collaborative teaming.

**Assignment Description**

Each class member will be assigned to an SST team of 5 members. Each member of the group will fulfill one of the following roles and the corresponding assigned tasks. Each member will participate in a SST role play. Each student will write up a reflection on their group experience.

| <u>Roles</u>        | <u>Tasks</u>             |
|---------------------|--------------------------|
| PREVIOUS TEACHER    | DATA SHEET/SUMMARY SHEET |
| PARENT              | DATA SHEET/SUMMARY SHEET |
| CURRENT TEACHER     | DATA SHEET/SUMMARY SHEET |
| RESOURCE SPECIALIST | DATA SHEET/SUMMARY SHEET |
| ADMINISTRATOR       | DATA SHEET/SUMMARY SHEET |

**The Tasks:**

- Complete a data sheet of observed characteristics of the student’s behavior and learning or behavioral challenges, how the child’s characteristics affect school performance, and possible strategies for supporting the student.
- Complete the SST Summary Sheet with each column filled out in items that will be covered in the of SST role play
- Answer guiding questions provided
- On your own, find two annotated bibliographies per team member of articles and/or web sites that provide information about the challenging student characteristic and strategies for supporting the student. Each annotation is to include a starting paragraph the briefly summarizes the article. A second paragraph will summarize your reaction (e.g., interesting new information, conflicting perspectives, challenging point) to the article. Use APA format in referencing the article or web site.
- After completing the in class SST role play and discussion, go to your electronic portfolio and write a response to theses prompts:
  - Articulate the rationale for inclusive educational opportunities for all students.
  - What were the strengths and needs of the student you had an SST meeting for?
  - What principles of universal design guided the groups decision for differentiating instruction?
  - What strategies were identified to support the student? Provide examples of natural peer supports (e.g., partner learning, peer tutoring, classroom meetings), collaborative teaching and learning methods, and other appropriate materials and technologies (including assistive technologies) to a) create a caring classroom community in which students value one another’s differences, b) develop the social competence of and relationships among class members, and c) meet the educational and social/emotional needs of the student.
  - Describe what your role will be at future SST meetings?
  - How will you prepare for SST meetings?
  - What was useful about this experience?
  - How will this experience inform your teaching?

**SST Summary Form**

**Date of Meeting** \_\_\_\_\_

**Teacher** \_\_\_\_\_ **School** \_\_\_\_\_

**Team** \_\_\_\_\_

**Student** \_\_\_\_\_

**Primary Language** \_\_\_\_\_ **Grade** \_\_\_\_\_ **DOB** \_\_\_\_\_ **Parents** \_\_\_\_\_ **M** \_\_\_\_\_ **F** \_\_\_\_\_

| STRENGTHS | CONCERNS | KNOWN INFORMATION | KNOWN MODIFICATIONS (+/-) | QUESTIONS | STRATEGIES/<br>BRAIN STORM | ACTIONS | WHO/<br>WHEN         |
|-----------|----------|-------------------|---------------------------|-----------|----------------------------|---------|----------------------|
|           |          |                   |                           |           |                            |         | Follow<br>Up<br>Date |

**Student Success Team (SST) Role Play Rubric for in class Activity**

(This will not be graded, but it can be a great tool to initiate class discussion of the success of the SST meeting.)

| <b>Element</b>  | <b>Developing</b>   | <b>Meets Expectations</b>  | <b>Exceeds Expectations</b>  | <b>Total</b> |
|---|---|--|--|--------------|
| <b>Know School Families (Student Data Sheet, Intervention Plan and Meeting Interactions)</b>          | No indication that the school took the time to know the family and their needs. | Some of the needs of the family were understood, i.e. family members, language, literacy, family dynamics.                       | There is a description of the family (in Data Sheet) and the family's needs are taken into consideration in planning the student's intervention plan.                            |              |
| <b>Knows Student (As Indicated on Student Data Sheet, Intervention Plan and Meeting Interactions)</b> | Some of the student's strengths, needs, language, and culture are understood.   | The student's strengths, needs, language, and culture are understood and addressed in plan.                                      | The student's strengths, needs, language, and culture are understood so well that the team can incorporate the child's life outside of school into the plan.                     |              |
| <b>Development of Interventions</b>   | The intervention plan is brief and vague.                                       | The intervention plan demonstrates an understanding of the student's uniqueness and addresses the student's strengths and needs. | The intervention plan demonstrates an understanding of student's uniqueness and addresses the student's strengths and needs for cognitive, affective and psychomotor objectives. |              |
| <b>Implementation and Monitoring Interventions</b>  | There is no clear plan how interventions will be implemented or monitored.      | There is a clear plan for implementing and monitoring interventions.   | There is a clear plan for implementing and monitoring interventions. A plan is set to communicate progress of interventions to all school and family members.                    |              |
| <b>Use of Resources</b>   | No resources were mentioned in the intervention plan.                           | School resources were identified in the intervention plan.   | School, community, and family resources were considered and identified in the intervention plan.   |              |
| <b>Continued on next page</b>   |   |  |  |              |

| <b>Element</b>   | <b>Developing</b>  | <b>Meets Expectations</b>  | <b>Exceeds Expectations</b>  | <b>Total</b> |
|--|--|--|--|--------------|
| <b>Role Representations</b>  | Minimum of 5 SST roles were represented.   | More than 5 SST roles were represented and modeled the responsibilities of each member.  | More than 5 SST roles were represented with a detailed description of each member in SST Binder addressing relationship w/ student, unique talents, background, interests, and experiences that make this individual an invaluable member of team. |              |
| <b>Facilitation</b>  | Facilitator keeps team focused on student's needs and developing and intervention plan.                          | & facilitator is accountable for time, encourages input from all members, and diffuses emotionally charged statements, making corrections non-defensively.   | & facilitator goes above and beyond to help team find win/win solutions.   |              |
| <b>Recording</b>   | The recorder listens carefully for key words and ideas, organizes and records input into appropriate categories. | & a visual aid is created for participants to see key issues for student and the proposed interventions. A seat recorder transfers the visual model to regular-sized paper as a record of meeting. | & the seat recorder clarifies information documented on regular-sized paper and how it represents the visual aid and what was discussed at the meeting.  |              |
| <b>Follow SST Steps (Student Summary Sheet &amp; Meeting Interactions)</b><br>1. Pre-SST intervention<br>2. SST referral<br>3. Family invited & meeting arranged<br>4. Team meets and follow up date set<br>5. Interventions implemented and monitored<br>6. Follow up meeting | 75 % of SST Summary Sheet completed & 5 or less SST steps implemented.   | 90% of SST Summary Sheet completed & all 6 steps implemented.  | 100% of SST Summary Sheet completed & all 6 steps implemented.   |              |
| <b>SST Binder</b><br>1. SST Summary Sheet<br>2. Student Data Sheet<br>3. Binder<br>4. Cover Sheet<br>5. Annotated bibliographies for each team member  | Completes 4 or less.   | Completes all 5.   | Completes all 5 with detail & professionalism.   |              |
| <b>Total</b>   |  |  |  | 5            |



## SST Reflection Rubric for Taskstream

| Element  | Beginning to Meet Expectations<br>0.5 points                                     | Approaching Expectations<br>1.5 points   | Meets Expectations<br>2 points  | Total |
|--|--|--|---|-------|
| Content Strategies                                 | A minimum of 1 content strategy was described to support student                 | A minimum of 1 content specific strategy was described to support the learner taking into consideration the students strengths and areas of need | A minimum of 2 content specific strategies were identified with consideration of the students strengths, needs, readiness range, learning profile, talents and interests. |       |
| Process Strategies                                 | A minimum of 1 process strategy was described to support student                 | A minimum of 1 process specific strategy was described to support the learner taking into consideration the students strengths and areas of need | A minimum of 2 process specific strategies were identified with consideration of the students strengths, needs, readiness range, learning profile, talents and interests. |       |
| Product Strategies                                 | A minimum of 1 product strategy was described to support student                 | A minimum of 1 product specific strategy was described to support the learner taking into consideration the students strengths and areas of need | A minimum of 2 product specific strategies were identified with consideration of the students strengths, needs, readiness range, learning profile, talents and interests. |       |
| Your Role at SST Meetings                          | Generally describe what you will do at the SST meeting                           | Generally describe what you will do to prepare for the meeting and do at the meeting.  | Describe in detail what you will do to prepare for the meeting, what you will do at the meeting and what you will do to implement the SST plan.                           |       |
| How SST Role-play Experience Informs your Teaching | Describe how this experience has effected the way you think about these meetings | & describe how this experience has effected your expectations of SST meetings  | & describe how your actions will be informed by this experience   |       |
| Total  |  |  |   | / 10  |

## 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

| <b>Resource(s):</b>         | <b>Title and necessary information:</b>  |
|-----------------------------|--|
| Textbook<br>Chapters 2 & 15 | Choate, J.S. (2000) <i>Successful inclusive teaching: Proven ways to detect and correct special needs (3<sup>rd</sup> ed.)</i> Boston: Allyn & Bacon. (ISBN 0-205-30521-7) |
| Supplemental<br>Lecture     | "The Categories of Disability" –Instructor, CSUSM, College of Education  |
| Online Course<br>Supplement | WebCT Disability Data Resources  |

### Task Guidelines for the Disability matrix

Students will work in small groups to apply their knowledge of the categories of disability recognized by the Individuals with Disabilities Education Act (IDEA) by:

creating a table, graphic organizer, or other visual representation of the thirteen (13) special education disability categories presented in this course. Your table must take the form of a word-processed table or an Excel chart, or any other organizational scheme that clearly illustrates each of the following seven dimensions:

1. The name of the handicapping condition
2. A brief description of the learning and/or social behaviors associated with the disability
3. One assessment appropriate to use to determine the presence or degree of the disability
4. One typical adaptation/modification in **curriculum, materials, goals (content)**
5. One typical adaptation/modification in **classroom environment (process)**
6. One typical adaptation/modification in **teaching practices (process)**
7. One typical adaptation/modification in **assessments** required of the student (**product**)

**Suggestion:** Consider using the landscape paper layout (File>Paper Size>Orientation: click Landscape), and having only 3 or 4 categories listed per page. This will give you adequate space to include all of the dimensions listed above.

## Disability Characteristics Matrix Expectations

| <b>Element</b>                                  | <b>Expectations</b>  |
|---|--|
| Description of disability categories under IDEA | Detailed description of characteristics, incidence, and educational implications for each of the 13 categories     |
| Assessment                                      | Detailed description of formal and informal assessment procedures used to determine presence/degree of disability. |
| Curriculum Modification                         | Modification in content (curriculum, materials or goals) for each disability named                                 |
| Classroom Environment Modification              | Modification in classroom environment for each disability named  |
| Process Modification                            | Modification in teaching practice/process assessment for each disability named                                     |
| Assessment Modification                         | Modification in learning product assessment for each disability named  |
| <b>Total</b>                                    |  |

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

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| Supplemental<br>Lecture     | “The Categories of Disability” –Instructor, CSUSM, College of Education  |
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4. One typical adaptation/modification in **curriculum, materials, goals (content)**
5. One typical adaptation/modification in **classroom environment (process)**
6. One typical adaptation/modification in **teaching practices (process)**
7. One typical adaptation/modification in **assessments** required of the student (**product**)

**Suggestion:** Consider using the landscape paper layout (File>Paper Size>Orientation: click Landscape), and having only 3 or 4 categories listed per page. This will give you adequate space to include all of the dimensions listed above.

## TaskStream TPE Response Checklist

Your TPE response should include the following *DESCRIPTION*, *ANALYSIS*, and *REFLECTION* sequence and contain a minimum of two artifacts as evidence of your learning. Where possible, include artifacts from both your coursework and your field work.

### Description Paragraph (DESCRIBE your learning relative to the TPE)

- Did you identify what part of the TPE you are addressing using language from the TPE? \_\_\_\_\_
- Did you give an overview of your learning related to the elements of the TPE you identified above? \_\_\_\_\_
- Did you name the artifacts you will be explaining in your following paragraphs as evidence of your learning? \_\_\_\_\_
- Did you capitalize the name of your artifact attachments like a title? \_\_\_\_\_
- Are you consistent about what you call your evidence? \_\_\_\_\_
- Did you spell out acronym and then introduce acronym in a parenthesis? \_\_\_\_\_
- Did you use first person language? \_\_\_\_\_

### Evidence Paragraph (ANALYZE an artifact to demonstrate your learning)

- Did you identify the artifact you are analyzing? \_\_\_\_\_
- Did you explain how this piece of evidence addresses elements of the TPE you outlined in your opening paragraph? \_\_\_\_\_
- Is this artifact a good representation of the elements of this TPE—is it an effective representation of your learning related to this TPE? \_\_\_\_\_
- Did you use first person language? \_\_\_\_\_
- Did you attach your artifact to your response in TaskStream? \_\_\_\_\_
- Does your attachment have an appropriate title and short descriptor? \_\_\_\_\_

### Evidence Paragraph (ANALYZE an artifact to demonstrate your learning)

- Did you identify the artifact you are analyzing? \_\_\_\_\_
- Did you explain how this piece of evidence addresses elements of the TPE you outlined in your opening paragraph? \_\_\_\_\_
- Is this artifact a good representation of the elements of this TPE—is it an effective representation of your learning related to this TPE? \_\_\_\_\_
- Did you use first person language? \_\_\_\_\_
- Did you attach your artifact to your response in TaskStream? \_\_\_\_\_
- Does your attachment have an appropriate title and short descriptor? \_\_\_\_\_

### Reflection Paragraph (REFLECT on your learning and next steps)

- Did you reflect upon and summarize the significance of your learning overall (connected to the TPE) \_\_\_\_\_
- Did you explain what you still need to learn related to this TPE? \_\_\_\_\_
- Did you use first person language? \_\_\_\_\_

**Learner Objectives:** Teacher candidates will be able to design a classroom management plan for students with diverse needs.

**Assessment:** Teacher candidates will complete a classroom management plan that addresses diverse elements of classroom management and discipline. Teacher candidates will identify five guiding principles of classroom management and discipline. Evidence of these guiding principles will be shown in the completion of five grids completed in groups of three or four and submitted on WebCT.

**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, Carl. A. & Gillette, Maureen. (2005). <i>Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural</i> . Thomson & Wadsworth. Chapter 3<br><br>Villa, Richard, & Thousand, Jacquelyn. (1995). <u>Creating and inclusive school</u> . Alexandria, VA: ASCD. Chapters 3 & 5   |
| Other Resources  | Choate, J. S. (2000) <u>Successful inclusive teaching (3<sup>rd</sup> ed.)</u> . Needham, MA: Allyn & Bacon. Chapter 15<br><br>Thousand, Villa, & Nevin. (2002). "Discipline Pyramid," <u>Creativity and Collaborative Learning: The practical guide to empowering students, teachers and families, 2<sup>nd</sup> ed.</u> Baltimore, MA: Brookes Publishing, P. 143 |
| Internet Site(s) | Visit a website  |

Prerequisite skills:

- Teacher candidates are able to identify their beliefs about teaching and learning as related to student behavior.
- Teacher candidates are able to differentiate the six levels of the discipline pyramid
- Teacher candidates are able to use information about students' readiness range (skills, reading, thinking & information), learning profiles, interests, talents, and culture to determine appropriate discipline approaches (Thousand, Villa & Nevine)
- 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 a
  - Students that need special education support under IDEA &/or ADA as referred to by Choate (2000), Villa & Thousand (2002)

## Management Plan Grids

In this activity you will fill in each grid as directed. You may brainstorm with others in class to work on your plan. The plan will consist of statements of your guiding principles of classroom management. For each principle you will describe two strategies that demonstrates how you will apply your principles. Each strategy will also include a rationale detailing how your strategies illustrated your classroom management principles. Your task will be to fill each square of the grid.

**Grid one-Building community:** In this grid articulate your principles/beliefs as to the importance of community building in your classroom. In this principle statement you should address key elements of a healthy classroom community, why community building is critical to effective classroom management, and how a healthy community works through day-to-day challenges. For your strategy entries, you should describe both a long-range plan and short term applications of community building in your classroom. Your rationale should describe how the strategy you describe fits to your classroom management principle in concrete terms.

### Community Building

|               |
|---------------|
| Principle:    |
| Strategy One: |
| Rationale:    |
| Strategy Two: |
| Rationale:    |

**Grid two- Transitions:** Highly effective classrooms possess seamless transitions. Transitions are those periods of times when a class moves from room to room on campus and when students move from one subject area to another. In this grid describe your basis principle(s) of effective classroom transitions. You principle statement should address the key elements of effective transition and why smooth transitions are important in classroom management. You are required to write one strategy for moving from room to room on a campus, i.e. from your classroom to the lunchroom, and one for moving from subject area to subject area, i.e. from reading to math. Your rationales should describe how your strategies exemplify good transition patterns.

### Transitions

|               |
|---------------|
| Principle:    |
| Strategy One: |
| Rationale:    |
| Strategy Two: |
| Rationale:    |

**Grid three-Quick recovery:** In this grid write about those strategies you plan to use to recover instruction when students behave in ways that disrupt instruction or group interactions. The term *recovery* is used here to emphasis a return to teaching and learning. In this way, the strategies you describe are not to be viewed as *punishments* for misbehavior as much as ways to reacquaint students with learning content and/or classroom process. The principles for quick recovery should articulate in concrete terms a view of classroom discipline that is *student-centered*. Your strategies need to address two aspects: small group interactions and whole classroom instruction. Therefore, one strategy will center on quick recovery in a small group, such as a reading group or center, and the other will describe a strategy to use when teaching the entire class, as in a read-aloud, etc. Moreover, your rationales should describe how your strategies exemplify effective quick recovery methods for classroom management.

### Quick Recovery

|               |
|---------------|
| Principle:    |
| Strategy One: |
| Rationale:    |
| Strategy Two: |
| Rationale:    |

**Grid four: Materials management:** This grid deals directly with the ways you plan to organize material elements in your classrooms. Materials in your classroom include small items -paper, paints, pencils, etc. Materials also include large objects in your classroom - computers, furniture, maps, etc. Your principle statements should articulate basic elements of a well-organized classroom from the standpoint of how material objects will be organized for effective teaching and learning. Questions to consider include, "How do you plan to distribute small items in your classroom? Will students play an active or passive role in your materials management? How

will you develop effective routines for student interactions with technology, etc.? The principle statement should address these questions and any others you wish to consider. With regard to your two strategies, one strategy should address smaller material items and the other strategy should address larger objects. Your rationales should describe how your strategies exemplify effective material management.

**Materials Management**

|               |
|---------------|
| Principle:    |
| Strategy One: |
| Rationale:    |
| Strategy Two: |
| Rationale:    |

Grid five- Parent communication: Effective classroom teachers are effective communicators with both students and parents. In this grid articulate your principles for good communication between you, the classroom teacher, and the parents of your students. Your principle statement should encompass broad philosophical ideas about the importance of good, consistent communication with parents and how it affects teaching and learning. You strategies should cover two aspects of parental communications. One strategy should cover on-going communication with parents. For example, will you provide a monthly newsletter or webpage for parents? How do you plan to highlight good news and accomplishments of your students to all parents? Your second strategy should describe a communication between yourself and a parent when you need to discuss a problem. For example, how do you plan to frame a phone conversation when a student is having struggles with other students in your class? When will you insist on a face-to-face interview? The questions offered here are suggestions; you need only describe two strategies in total so chose what you most want to describe. Finally, as mentioned before, your rationales should describe how your strategies exemplify effective parent communication.

**Parent Communication**

|               |
|---------------|
| Principle:    |
| Strategy One: |
| Rationale:    |
| Strategy Two: |
| Rationale:    |

**Submission requirements:** You will submit your grids as a single attachment into the WebCT shell. The assignment is listed as **Classroom Management**. Submit only the completed grids. This means you will delete the instructions from this document so that I will avoid unnecessary scrolling when I grade this assignment. Also, in the text box write a paragraph describing your ideal classroom. You can write whatever you please; you can pick your grade level, student composition, and even describe how the furnishings will be arranged.



## Peer Teaching Demonstration

10 points

- Learner Objectives:** Teacher candidates:
- Develop as an instructor by preparing and organizing class-learning activity around a hot topic in the field of education.
  - Expand knowledge and skills in professionally articulating opinions about a topic in education.
  - Summarize key concepts presented in the session's readings.

- Assessment:** Teacher candidates will:
- Lead a Peer Teaching activity on a topic related to the session's readings.
  - Prepare and distribute a one-page overview of the readings for the session.

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

### Process

You are required to sign up to facilitate discussion on the assigned readings for one class session. You will work with a partner to prepare a 15-20 minute learning activity about the reading. The activity should engage the class and allow us to examine and apply the materials in a meaningful way. In other words, don't prepare a summary lecture. This will be a group graded assignment.

### Peer Teaching Presentation Rubric

| <b>Task &amp; Criteria</b> | <b>Approaching = 0.5 point</b>  | <b>Proficient = 1.5 points</b>  | <b>Exceeds = 2 points</b>  |
|----------------------------|---|---|--|
| Content                    | Covered some of the key points in most readings                           | Covered Key points in some of the readings  | Covered key points of all readings   |
| Handouts                   | Reviewed some of the readings & Used graphic organizer to review readings | Reviewed the key points of all readings & Used graphic organizer to review readings | Reviewed the key points of all readings & Used graphic organizer to review readings & Made connections across the readings |
| Activity                   | Provide an activity for all to participate                                | Activity was engaging for the full presentation                                     | Gave classmates an opportunity to try apply the theory into practice and reflect on their experience                       |
| Application of Readings    | Provide tangible examples of the readings in teaching and learning        | Provide classmates tangible practice of the readings                                | Made connections across readings   |
| Presentation               | Prepared with ...   | Good timing &   | Group Cohesion   |
| Total Points               |   |   |  |

**Learner Objectives:** The students will create ESL support materials for a lesson in science.

**Assessment:** The students will create ESL materials that support a science lesson from the Internet. The students will create a CD Rom that contains a PowerPoint demonstration of the lesson. The CD Rom will also contain copies of other documents used for teaching the lesson, i.e. worksheets, flashcards, etc. The students will write a report about the experience of creating these materials.

**Step One:** You will work in a group of four to complete this assignment. A group should be made of no more than three individuals.

**Step Two:** Find a science lesson from the Internet. Make sure your selected lesson fits into the established California teaching standards. The grade level of the lesson does not matter. Study the lesson noting the major concept(s) of the lesson. For example, your lesson may be about States of Matter- Liquid to Gas. Study other content relevant to the lesson. For example, you may need to isolate vocabulary words, repeated phrases or ideas. After you have determined these major concepts and ideas you will develop some kind of second language support item. This is the next step in the process.

**Step Three:** Your ESL support item will have to be burned on to a CD Rom. In the past, students have created any number of interesting materials to support science instruction. Examples of ESL support materials included PowerPoint slide shows of the steps of an experiment, slide shows of key vocabulary words with pronunciation drill included, short interviews with the teacher re-explaining the lesson, and puzzles and games.

In creating your CD Rom you may use any variety of technology. You can use digital cameras, video recorders, PowerPoint, Word, etc.

What form of language support you chose to use for your lesson is completely up to your group. Once you create your CD please also create some kind of pencil and paper worksheet to serve as follow up to the activity. The worksheet, puzzle, or game can be typed up in Word and then later burned into the CD along with the support activity. In this way, a student using your CD can print up her own follow up work to be completed at her desk.

**Step Four:** Once you have burned your CD Rom write up a short report. Please fill out the attached report form and hand it in with your materials on the due date.