CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDMS 512, Course Number 20012
Elementary Teaching and Learning II
Spring 2009
Thursdays (17:30-20:15)
University Hall 439

Instructor:	Bonnie Ingalls, Distinguished Teacher in Residence
Office:	University Hall 415
Phone:	619.284.2265
Cell Phone:	619.507.0749
Office Hours:	by appointment, after class
email:	bingalls@csusm.edu

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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

Students with Disabilities Requiring Reasonable Accommodations
Students with disabilities requiring reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). The 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, to ensure confidentiality, in a more private setting.

INFUSED COMPETENCIES
Authorization to Teach English Learners
This credential program was 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.)*

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

Technology
This course infuses technology competencies to prepare candidates to use technology, emphasizing use in both teaching practice and student learning.

All University Writing Requirement
Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

HONESTY, PLAGERISM, ELECTRONIC PROTOCOL
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 or materials 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.

Electronic Communication Protocol
Electronic correspondence is a part of professional interactions. If you need to contact me, e-mail is often the easiest way to do so at bingalls@csusm.edu. 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.

PREREQUISITE:
Acceptance into the CSUSM College of Education, EDMS 511

COURSE DESCRIPTION
This course requires participation in public schools and other education-related contexts. This course is designed to:
- extend pre-service candidates' understandings of philosophies of teaching and learning;
- inform pre-service candidates about key concepts and procedures relating to students learning English and students with special needs;
- encourage further infusion of technology into curricula.

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

STUDENT LEARNING OUTCOMES
Course Objectives
- Teacher candidates will demonstrate knowledge about general learning theories and experiences within a range of pedagogical practices.
- Teacher candidates will demonstrate awareness of the multiple perspectives and learning styles existing in diverse educational settings.
- Teacher candidates will discuss and experiment with a variety of techniques and methods of instruction.

Teacher Performance Expectation (TPE) Competencies
Teacher Performance Expectations are standards for student teachers. 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 implement 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. The following TPE's are the primary emphasis of this course:

TPE 6d-Engaging and supporting all learners
TPE 10-Creating and managing effective instructional time

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 TPA.

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 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 units of study 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

REQUIRED TEXTS
(Bring to class each meeting.)

- Grant, C. and Gillette, M. (2006). *Learning to Teach Everyone's Children. Equity, Empowerment, and Education that is Multicultural*. Thomson Wadsworth.
- Marzano, R. (2003). *Classroom Management that Works. Researched-Based Strategies for Every Teacher*. Association for Supervision and Curriculum Development.
- Quiocho, A. and Ulanoff, S. (2009). *Differentiated Literacy Instruction for English Language Learners.* Allyn and Bacon.
- Tomlinson, Carol Ann. (1999). *The Differentiated Classroom: Responding to the Needs of all Learners*. Association for Supervision and Curriculum Development.
- Turnbull, A., Turnbull, R, and Wehmeyer, M. (2007). *Exceptional Lives. Special Education in Today's Schools*. Pearson.
- Villa R. and Thousand, J. (1995). *Creating an Inclusive School*, *2nd Edition*. Association for Curriculum and Development.

RECOMMENDED TEXTS

- Reardon, M. and Derner, S. (2004). *Strategies for Great Teaching. Maximize Learning Moments*. Zephyr Press.

✓**PHILOSOPHY: Activity, Cover letter, Resume (30 points)**

<u>**Learner Objectives**</u>:   Teacher candidates are able to define their personal philosophy of teaching.
<u>**Assessment**</u>:   Completed Philosophy Review and presentation, cover letter, and resume.

Philosophy Review: What truths guide you in the classroom?

PHILOSOPHY	DEFINITION	CHART/GRAPH	EXPLANATION
1. Perennialism			
2. Essentialism			
3. Experimentalism			
4. Social Reconstructionism			
5. Existentialism			
6. Postmodernism			

<u>**What to do:**</u>
Checklist for Philosophy Review Activity

1. _____ Copy the chart into your word-processing program - you'll need to resize it.

2. _____ In the box for each philosophy listed, insert or draw a simple symbol to represent that philosophy.

3. _____ Use your book and/or class discussions to fill out the ''DEFINITION'' section in complete sentences.

4. _____ For the ''CHART/GRAPH'' section, choose a chart or graph (pie, line, bar, etc.) Graph the approximate percentage of each philosophy that is part of your personal philosophy.

5. _____ Explain your chart or graph in the ''EXPLANATION'' section. Be thoughtful!

6. _____ On a separate paper, put your graph together to show your whole philosophy of education.

7. _____ Finally, explain how your philosophy of education benefits kids - show your knowledge of *students* and of *philosophies*. Present your explanation to our class. You can (a.) create a giant Venn Diagram, (b.) create a short, one-page play, (c.) create a game, (d.) make a Power Point presentation, or (e.) create a project of your design.

8. Keep it simple, make it creative, and show professionalism!

Checklist for Cover Letter

- *Paragraphs One and Four*
_____ Briefly explain why you want to teach and what you offer the school - and its kids!

- *Paragraph Two*
_____ Identify your belief about curriculum and instruction and provide examples.

_____ Identify your belief about classroom management and provide an example.

- *Paragraph Three*
_____ Identify the students you are prepared to teach.

_____ Identify what you can do to connect with your students to help your students learn.

- Organization and Preparation
_____ Is your cover letter four paragraphs and no more than one page?

_____ Did you connect to educational theory to your teaching?

_____ Are all words spelled correctly? Is all grammar and punctuation correct?

Checklist for resume
_____ Use the College of Education website to create a resume you can use for the college or job hunting.

✓EXCEPTIONALITY MATRIX / BLOOM BALL (20 points)

Learner Objectives:	Student demonstrate knowledge of U.S. special education disability categories, accompanying learner characteristics, and supports for success in general education
Assessment:	Students create a Bloom Ball and matrix of exceptionalities.

What to do:
A. Fill in the Exceptionality Matrix for the handicapping condition you're assigned. (Disability categories in IDEA: Autism, Deaf-blindness, Deafness, Emotional Disturbance, Hearing Impaired, Mental Retardation, Multiple Disabilities, Orthopedic Impairment, Other Health Impaired, Specific Learning Disabilities, Speech and Language Impaired, Traumatic Brain Injury, Visual Impairment including Blindness, ADHD/ADD from Section 504, and Gifted and Talented)
B. Using that information and other resources, create a graphic organizer in the form of a Bloom Ball.
C. Present your handicapping condition to the class. from it, we will fill in our Exceptionality Matrix.
D. Bloom Ball:
   1. *Get a sheet of patterned paper from electronic reserve.* You'll need 13 circles total - trace or copy. One circle will be used as a Title circle and 12 circles will make up the actual graphic organizer.
   2. *You may plan a theme for your project to decorate the edges*.
   3. *Do not write or draw outside the lines.* They will be folded and used to connect your ball.
   4. *Follow the directions below.* Write information in each circle, except the title circle. Make sure your name is on the title circle.
   5. *When you are finished writing and coloring*, cut out the circles and assemble your Bloom Ball.
   6. *All writing must be in ink or typed*.

7. Each of the following pieces of information is on a *separate circle*:
   a. The name of the handicapping condition
   b. A brief description of the learning and/or social behaviors associated with the disability
   c. One assessment appropriate to use to determine the presence or degree of the disability
   d. One typical adaptation/modification in *curriculum, materials, goals (content)*
   e. Another typical adaptation/modification in *curriculum, materials, goals (content)*
   f. One typical adaptation/modification in *classroom environment (process)*
   g. Another typical adaptation/modification in *classroom environment (process)*
   h. One typical adaptation/modification in *teaching practices (process)*
   i. Another typical adaptation/modification in *teaching practices (process)*
   j. One typical adaptation/modification in *assessments required of the student (product)*
   k. Another typical adaptation/modification in *assessments required of the student (product)*
   l. A <u>symbolic</u> - not literal - representation of the condition or of what you've learned about the condition

An <u>exemplary</u> *Exceptionality Matrix and Bloom Ball is professionally presented and*:

- is appropriate, organized, and has easily identified information;
- has aesthetic appeal;
- the name and description of the disability have all elements addressed with correct information;
- assessments of the disability have all elements addressed with correct information;
- adaptations and modifications for the disability have all elements addressed with correct information.

✓MONTH-LONG UNIT OF STUDY (35 points)

<u>Learner Objectives:</u> Students demonstrate understanding of unit design by planning a month-long, cross-curricular unit for an elementary classroom. In groups, students design a unit of study incorporating:
a. <u>THEME FOR THE UNIT</u>, b. <u>ONE LESSON PLAN FOR TWO DISCIPLINES</u>,
c. <u>A CALENDAR</u>, d. <u>BACKWARD DESIGN, UNIVERSAL DESIGN</u>, e. <u>TECHNOLOGY</u>

TASK OVERVIEW	DONE
1. Bring • school calendar from a school at which you'd like to work or are working, • a calendar grid or published planning book, • any lesson designs you have created using COE boxed lesson design, • and a computer.	
2. Work in groups of two or three. Share but have a unique unit of study - useful to you. Include a copy of the calendar in your unit.	
3. Use the calendar to block out times in your plan book for holidays, assemblies, special programs, in-service days, etc.	
4. With your group, review lesson designs you've already created. Determine a theme around which these can be organized. If there isn't a theme for all, use the lesson designs that ''fit'' a theme of your choice.	
5. Include a graphic organizer - a web - showing how the theme connects three content areas. In one page, describe how you decided on the theme, how it connects the three disciplines, and how it connects to all content areas.	

6. Decide which standards your unit addresses for the month; include the standards for all content areas (math, social studies, science, etc.) Write them clearly; include these in your unit of study.	
7. Teachers plan for all content areas; they make accommodations for many students. For this exercise, you are required to provide two complete lessons for two content areas, literacy and one other. Make certain each of the two lessons has accommodations for an Intermediate English Language Learner and a student with special needs.	
8. Organize curricula into blocks of time in your calendar grid or lesson plan book. Time spent on each content area depends upon your district and/or school standards. For example, if your district mandates two hours of language arts instruction per day, plan accordingly. Provide evidence of these criteria in your finished calendar grid.	
9. Use Universal Design and Backward Design principles. Include brief descriptions of assignments in all of the content areas.	

*An **exemplary** unit of study is professionally presented and*:
- has all appropriate attachments,
- is organized around an appropriate theme,
- includes field trips and content assignments in a way that makes sense,
- has an organized and easy-to-read calendar with all subject areas,
- includes three lesson designs using the COE boxed lesson design format and
- is professionally presented.

✓**PROFESSIONAL DISPOSITIONS (15 points)**
Grading in 512 includes a component of ''professional disposition.'' Students in the College of Education are to conduct themselves in ways expected of those entering the profession. Disposition includes:
- General classroom attendance, promptness, and participation
- Attention to classroom discussion protocols, being respectful
- Social and cooperative skills, ''doing your part.''
- Attention to assignments (deadlines, quality, multi-tasking)
- General classroom demeanor
- Flexibility
- Openness to and enthusiasm for learning

You will be asked to provide a self-reflection on professional disposition using the criteria above. Your instructor will use you self-evaluation as part of your grade. Reflections on TPEs affect this grade.

College of Education Attendance Policy
Due to the dynamic and interactive nature of courses in the College of Education, ***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 earn a passing grade for the course at the discretion of the instructor***. Individual instructors may adopt more stringent attendance requirements. *(Adopted by the COE Governance Community, December, 1997.)* Students missing more than two class sessions will not earn a passing grade. Three tardies or early exits are equivalent to an absence. Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not excuse students from assignments nor the attendance policy.

Grading Policy
Come prepared to class; readings and homework assignments are listed on the dates they are to be completed. ***When an assignment is due, bring a hardcopy to class***. You may be instructed to turn assignments into WebCT as well.

Submit work on time. One grade level is deducted for each class meeting late (e.g., an ''A'' assignment that is submitted one class session late is marked a ''B''). Group work will have a component of either self or team evaluation.

Proofread and edit word-processed assignments prior to submission. <u>Hand-written work is not accepted</u>. Assignments are written in Times, size12 font, and are double-spaced. Ensure the text is error-free (grammar, spelling), and ideas are logically and concisely presented. All citations, where appropriate, use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.

In order to earn a teaching credential from the state of California, you must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in your teacher education program.

COURSE REQUIREMENTS FOR 512

Number Required	Assignment	Due Date(s)	Points Possible
1	Philosophy Activity, Cover Letter, Resume (individual)	2/19/09	30
1	Exceptionality Matrix, Bloom Ball (individual/group)	3/5/09	20
1	Month-Long Unit of Study (individual/group)	4/30/09	35
Not applicable	Professional Dispositions/TPE 6d (individual)	On-going	15

Grading Scale (Points)

		A	93-100	A-	90-92
B+	87-89	B	83-86	B -	80-82
C+	77-79	C	73-76	C -	70-72

COURSE SCHEDULE: EDMS 512, Spring 2009
Bring your books to class each session; bring a hardcopy of all assignments due.
The instructor reserves the right to modify the schedule.

Date	Topic	Assignment DUE
Session 1 **January 22**	Course overview Building Community	**BRING YOUR SYLLABUS!**
Session 2 **January 29**	Overview of philosophy assignments	Grant, Gillette: Chapter 8 Bring philosophy statements from EDUC 350
Session 3 **February 5**	Philosophy Activity, Cover Letter, Resume Workshop	Grant, Gillette: Chapter 8 (319-334) Turnbull, Turnbull: Chapters 1, 5 Villa, Thousand: Chapters 1-4
Session 4 **February 12**	Philosophy Activity, Cover Letter, Resume Workshop Overview of Exceptionality Matrix	Turnbull, Turnbull: Chapters 6 - 9 Villa, Thousand: Chapters 5, 6
Session 5 **February 19**	<mark>Philosophy Activity, Cover Letter, Resume DUE</mark> Exceptionality Matrix Workshop	Turnbull, Turnbull: Chapters 10 - 13 Villa, Thousand: Chapters 1-4
Session 6 **February 26**	Exceptionality Matrix and Bloom Ball Workshop	Turnbull, Turnbull: Chapters 14 -16 Villa, Thousand: Chapters 7, 8
Session 7 **March 5**	<mark>Exceptionality Matrix and Bloom Ball DUE</mark> Overview of Unit of Study	Grant, Gillette: Chapter 4, 5
Session 8 **March 12**	Unit of Study Workshop	Refer to: Grant, Gillette; Tomlinson; Marzano; Turnbull, Turnbull
Session 9 **March 19**	Unit of Study Workshop	Refer to: Grant, Gillette; Tomlinson; Marzano; Turnbull, Turnbull
Session 10 **March 26**	Unit of Study Workshop	Refer to: Grant, Gillette; Tomlinson; Marzano; Turnbull, Turnbull
Session 11 **April 2**	Spring Break	Refer to: Grant, Gillette; Tomlinson; Marzano; Turnbull, Turnbull
Session 12 **April 9**	Unit of Study Workshop Work independently with your group	Refer to: Grant, Gillette; Tomlinson; Marzano; Turnbull, Turnbull
Session 13 **April 16**	Unit of Study Workshop Online session	Refer to: Grant, Gillette; Tomlinson; Marzano; Turnbull, Turnbull
Session 14 **April 23**	Unit of Study Workshop	Refer to: Grant, Gillette; Tomlinson; Marzano; Turnbull,

		Turnbull
<u>Session 15</u> **April 30**	<mark>Unit of Study DUE</mark> Presentations	NO READINGS
<u>Session 16</u> **May 7**	Mock Interviews	NO READINGS

LESSON DESIGN TEMPLATE: Teacher Performance Assessments (TPAS)
Developmentally Appropriate Pedagogy

Contextual Information: Elements of the Learning Experience	
Grade:	
Content Area:	*Example: Language Arts, Math, Social Studies, or Science.*
Subject Matter:	*Example: Language Arts - reading, writing, etc.; Math - number sense, algebraic functions, etc.; Social Studies – Continental Congress, the Roman Empire, etc.; Science - life, physical etc.*
Time Period for the Learning Experience:	*Example: This experience will encompass two 30-minute sessions.*
Learning Goals/Learning Objectives for the learning experience:	Learning Goals are the State adopted content standards. *Copy the content standards directly from the state frameworks.* Learning Objectives are specific to this lesson. *Explain what students will be able to do, e.g., "Students will be able to identify the subject and predicate in three sentences given…"*
Contextual Information: Class description	
Type of class:	*Examples:* • *Self-contained or subject-specific* • *Time of year* • *General background of students' learning in relationship to new learning* • *Specific challenges and prior learning relating to this lesson*
English Learner(s):	*Use the CELDT results and the ELD standards to determine the needs of each of these students. Identify students ELD levels: Beginning, Early Intermediate, Intermediate, Early Advanced or Advanced.*
Special Education:	*Identify one student with learning disabilities and one with another disability as defined by Special Education.*
GATE:	*Identify the Gifted and Talented students' strengths and needs.*
General Population:	*Describe the remaining general population students' strengths and needs.*
Developmental needs of students at this age:	• *Describe the developmental age-appropriate skills and needs of the students. Give examples based on different learning needs for K-3, 4-6, and middle level students.* • *Suggest engaging activities (hands on, etc.) appropriate to the students' developmental needs.*
Assessment Plan:	*Explain how the learning goals and objectives will be assessed.* • *Identify the type(s) of assessment. Is it prior knowledge (**pre-assessment**), formative (**progress-monitoring**), and/or a final product (**summative**).* • *Identify how you will use feedback strategies to check for understanding. Students will be informed of specific successes,*

	challenges, and future activities to aide comprehension in what ways?
	• *Reflect on the assessment. How might the assessment measure – or not measure – what it is designed to? Describe alternative assessment(s) based on potential gaps in students' learning. If the assessment doesn't accurately show students progress in meeting the goals and objectives, what other assessment might you use?*

Materials	Review teacher's manuals, pacing guides, and appropriate supplemental materials to determine materials you will need. "Materials" includes supplies students need and what the teacher needs to present the lesson.

Instructional Strategies

1. Address the subject matter learning goals and developmental needs of the students described. (Be sure to reference pages 3-6.)
   a. **Instructional strategies** are what the teacher does during the lesson.
   b. **Student activities** are what the students do during the lesson and independent practice.

INSTRUCTIONAL STRATEGIES	STUDENT ACTIVITIES
Write one instructional strategy in each box. Explain the instructional strategy and approximate the amount of time it will take to complete. Each additional instructional strategy has its own box.	*Write one student activity to match the instructional strategy. Explain the student activity, and approximate the amount of time it will take to complete. Each additional student activity has its own box.*
ANTICIPATORY SET ("mind-capture"): • *How will you focus/motivate students?*	ANTICIPATORY SET:
TEACH TO THE OBJECTIVE ("I do")*:* • *How will you teach to the objective?* • *How will you actively involve all students?* • *For a skill or task, describe and model the skill/task; for a concept, provide examples and non-examples.*	TEACH TO THE OBJECTIVE:
GUIDED PRACTICE ("We do"): • *How will you structure opportunities for the students to practice in class, e.g., alone, with a partner, in cooperative groups?* • *How will you monitor practice? How will you check for understanding throughout the lesson?*	GUIDED PRACTICE:
INDEPENDENT PRACTICE ("You do"): • *How will you structure opportunities for students to practice after the lesson?* • *How will you ensure independent practice is at the appropriate level of difficulty for the various students?*	INDEPENDENT PRACTICE:
(Use the tab key to make more rows as needed)	

Instructional Strategies

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

Based on content and student development, why are the instructional strategies and student activities appropriate for this class?	
How do they address the development need of these students?	
How do they help the students progress toward achieving state-adopted academic content standards for students?	
How do they make 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 two specific learning needs based on the student description.			
Identify one instructional strategy or student activity that could be challenging for the student.			
Based on the learning needs of the student, explain why the strategy or activity you chose could be challenging.			
Describe how you would adapt the strategy or activity to meet the learning needs of the student. Consider subject matter pedagogy in your description.			
Explain how your adaptation would help the student progress towards the goals of your lesson.			
Explain how your adaptation would help the student progress toward English language development.			
What progress-monitoring assessment would you use to find 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

TASKS	LEARNING DISABILITY	SECOND SELECTED DISABILITY
Based on the description of this student, identify one instructional strategy or student activity from the lesson that could be a challenge.		
Based on your description, explain why this strategy or activity could be challenging for the student.		

Describe how you would adapt the strategy or activity to meet the needs of the student.		
Explain how your adaption would help the student progress toward the learning goal.		
Considering the student's learning needs, identify one additional instructional strategy or student activity that could be a challenge.		
Based on specific aspects of the student description, explain why the strategy or activity you chose could challenge the student.		
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 find 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

TASKS	Describe GATE Student's Needs:
Based on the description of your student, identify one instructional strategy or student activity from the lesson that might be challenging.	
In terms of the GATE student's needs, explain why this strategy or activity might be challenging.	
Describe how you would adapt the strategy or activity to meet the needs of the student.	
Explain how your adaption would help the student progress beyond the learning goal.	
Identify one additional instructional strategy or student activity that might be challenging for the student.	
Based on specific aspects of the student description, explain why the strategy or activity you chose could be challenging.	
Describe how you would adapt the strategy or activity to meet the needs of the student.	
Explain how your adaptation would help the student progress beyond achieving the learning goal.	
What progress-monitoring assessment would you choose find 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.	