

California State University San Marcos
College of Education

EDMS 511: Elementary Teaching and Learning I
Differentiated Design for All Students

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Mission Statement of the College of Education

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, lifelong learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

INFUSION

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))

Special Education

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

Technology

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

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

COURSE DESCRIPTION

This collaboratively designed two-semester course is an introduction to the teaching and learning of all students. The course accentuates the principles prescribed in the Mission of the College of Education: diversity, educational equity and social justice, reflective teaching, and lifelong learning. The course infuses general and special education standards, and includes web-based components and participation in public schools. The online site may be accessed at www.courses.csusm.edu. Students will be required to do some assignments online.

The following themes are emphasized:

- Structures and Procedures that Promote Learning
- Reflective Practice
- Ways of Learning and Knowing Connected to Practice and Social Commitment
- Differentiated Design
- Teachers as Professionals

REQUIRED TEXTS

1. Choate, J. S. (2000). *Successful inclusive teaching: (3rd ed.)*. Needham Heights, MA: Allyn and Bacon.
2. Custom Reader
3. Villa, R. and Thousand, J. (1995). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development.

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all learners
- Assessing student learning
- Developing as a professional educator

TEACHER PERFORMANCE EXPECTATIONS

Candidates for the Multiple Subjects Credential will:

1. make multiple subject matter comprehensible to all students by planning and designing instruction that reflects an understanding of the state-adopted academic content standards (TPE 1)
2. monitor and support student learning during instruction (TPE 2)
3. use, interpret, and give feedback on formal and informal assessment measures (TPE 3)
4. make content accessible to all learners (TPE 4)
5. ensure the active and equitable engagement of all students in the learning process (TPE 5)
6. employ developmentally appropriate teaching practices to all learners (TPE6a-d)
7. demonstrate knowledge and understanding of theories, principles, and instructional practices for teaching English language learners, and employ linguistically appropriate teaching practices for English learners (TPE 7)
8. demonstrate the ability to identify and design effective instruction for the needs, abilities, and development of all children and adolescents (TPE 8)
9. demonstrate the ability to use collaboration, referral (e.g., Student Study Team) and referral processes (e.g., IEP, ITP) to ensure the development of appropriate instruction for learners with unique learning characteristics (TPE 9 and TPE 12)

10. plan and design learning experiences for children and adolescents that include goals, strategies, activities, materials, and use of technology, that coordinate effectively with academic content and the needs, abilities, and development of all children and adolescents (TPE 9)
11. demonstrate the ability to create, maintain, and reflect upon effective environments for student learning by designing a unit plan that includes authentic reference to effective instructional time allocation and instructional time management (TPE 9 and TPE 10)
12. demonstrate the ability to maintain effective social environments for student learning by including positive behavior supports and addressing social and emotional development of students in a classroom management plan (TPE 11)
13. develop as a professional educator by demonstrating their knowledge and understanding of the professional, legal, and ethical obligations of the teaching profession (TPE 12 and TPE 13)

COE 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

PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

- Attend all class sessions, be on time, stay for the entire session, and contact the instructor and your class buddy when you must miss all or part of class.
- Use “person-first” language in all written and oral assignments and discussions (e.g., “student with autism” rather than “autistic student”).
- Word process and keep copies of all written work (for use as professional portfolio entries).
- Complete and hand in all assignments on the given due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments please let the instructor know.
- Any time you have questions or concerns, please contact your instructor immediately.
- Participate in class discussions and group activities, and demonstrate positive interpersonal skills with classmates and guests.

SEMESTER ONE REQUIREMENTS

- Introduction
- Ways of knowing – connected to practice
- Structures and procedures – Setting up a classroom
- Differentiated Design – Elements of a lesson (plan)
- Reflective Practice – Meta-cognition
- Teacher as Professional – Demeanor/CA Standards for the Teaching Profession

Introduction

Thematically Defined Learning and Instruction

Theme I: Ways of Learning and Knowing - Connected to Practice

Who are we as teachers?

Situating oneself

Social commitment and awareness

Conceptions of knowledge and connections to practice

Variations on knowing, practice and assessment

Observing children

Theme II: Structures and Procedures that Promote Learning

The thinking behind teaching, big ideas, patterns and rhythms to the day, week, month, year

Movement / management / timing

Creating caring and responsive classrooms

Theme III: Differentiated Design

Who are our students? What are their needs?

Elements of a lesson (plan)

Adapting instruction for all students

Theme IV: Reflective Practice / Metacognition

The whats and whys of teaching

Reflections on practice teaching

The social child: behavior

Theme V: Teachers as Professionals

Becoming and remaining part of the larger educational conversation

Professional organizations, journals

Obligations to students and families

Professional demeanor and appearance

Communication

The continuum of professional development

BTSA

Collaboration / Teaming

CRITICAL ASSESSMENT TASKS (CATs)

A number of assignments build toward these four assessment events which span the full year of two courses. These assessment events are connected to assignments for other courses in this program as well. The assignments indicated in *italics* are ones that specifically related to TPE6d: Teaching Special Education Populations in General Education Environments and Standard 14: Preparation to Teach Special Populations in the General Education Classroom.

- **Lesson Modeling** – two to four opportunities of increasing duration and complexity to “teach” peers, spread across the year and embedding principles and practices under study (Themes I, III, and IV, TPE’s 1, 2, 5, 6A & 6B, 6D, 11, 14)
 - **Practice teaching opportunities, minimum one per semester**
 - *Observation Report assignment*
 - *Adapting Instruction assignment*
- **Long-range planning** – emphasis on big picture construction of curriculum across a school year that begins with the end in mind and illustrates patterns, rhythms, structures, standards and assessments; development of a framework to “drop” units of instruction developed in content courses into (Themes I, III, IV, and TPE’s 2, 3, 4, 6, 9, 10, 14, 15) **1st and 2nd semester**
 - **Sample lesson plan**
 - **Academic year calendar framework**
 - *Diversity Questions assignment*
- **Solution-finding**– analysis of a series of cases (one in the fall semester, two in the spring) that present “real” classroom situations (e.g. video clips, written scenarios, stories from classrooms, some may be in our Allyn and Bacon reader) and development of appropriate responses using available resources (Themes I, IV, V, and TPE’s 1, 2, 4, 6, 7, 8) **one case in the 1st semester, two cases in the 2nd**
 - **Cultural plunge**
 - **Case analysis**
 - *Disability Characteristics Matrix assignment*
- **Professional development** – Development of a professional portfolio framework with a number of required entries that may include the following: a philosophy statement, response to cultural plunge, sample lesson plan, year-long plan framework, professional journal article review, reflections on a board meeting, reflections on commitments to social justice, plans for ongoing development, service learning involvement, evidence of collaboration, etc.) Entries align with TPE’s and demonstrate accomplishment in these areas (Themes II, V, and TPE’s 12, 13, 14) **Introduced in the first semester, framework started; framework finished in the 2nd semester and projects are added.**

COURSE ASSIGNMENTS

Adapting Instruction Assignment	25 points written 10 points presentation
Observation	15 points
Philosophy Statement	10 points
Interview	10 points
Professional Portfolio	10 points
Attendance/Participation	20 points

GRADING POLICY

Grading Scale: A=95+; A-=89-94; B+=83-88; B=77-82; B-=71-76; C+=65-70; C=59-64; D=53-58; F=52 or lower.

Submission Schedule: Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit.

Grading Emphasis: 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 APA format. Consult Library Services for the *Manual of Citation of the American Psychological Association*, or other guides to citation.

Course Outline
(Timeline Subject to Change pending “Teachable” Moments)

Date	Topic	Assignment
Session 1 9-3-02	Introduction/Course Overview Community Building	
Session 2 9-10-02	Mandates for Educators California Standards for the Teaching Profession/Teacher Performance Expectations - Tolliver video	Choate: Chapters 1-2
Session 3 9-17-02	Universal Design - Exceptionality	Choate: Chapter 3, Prado/Rodriguez: Courage for the Discouraged, Country of the Blind, The Canon Debate
Session 4 9-24-02	Thinking and Learning	Course Reader: Cognitive Dev. I & II
Session 5 10-01-02	Student Characteristics - Matrix	Choate: Chapter 2 Prado/Rodriguez: Over identification of students of color & Latino families
Session 6 10-08-02	Differentiated Design - Lesson Plans	Course Reader: Teacher as Designer II
Session 7 10-15-02	Differentiated Design - ELD/SDAIE Video	Prado/Rodriguez: Six Components of SDAIE
Session 8 10-22-02	Field Trip to A+ Educational Supplies	
Session 9 10-29-02	Reflective Practice	Course Reader: Class, Gender, Religion
Session 10 11-05-02	Independent Study - Interviews, Observations	
Session 11 11-12-02	Reflective Practice - Content Standards/Long Range Plan	Course Reader: Latino, Hispanic, Chicano or Cultural Diversity
Session 12 11-19-02	Structures and Procedures Observations Due	Choate: Chapters 14 & 15 Course Reader: Why we need classroom rules, Democratic Consequences
Session 13 11-26-02	Open - Work in groups on Instructional Adaptation Assignment	
Session 14 12-03-02	Professional Portfolios Portfolios Due – including Philosophy Statement Interviews Due	Choate: Ch. 16 Course Reader:
Session 15 12-10-02	Presentations - Adapting Instruction Project Due	

Adapting Instruction

EDMS 511

Learner Outcomes: Apply a universal design process for curriculum and instructional development in inclusive and multicultural classrooms

Assessment: Design of one lesson to meet the characteristics of students with diverse learning and language needs

Resource(s):	Title and necessary information:
Textbook/pages	<p>Udvari-Solner, A, Villa, R., & Thousand, J. (2002). Access to the general education curriculum for all: The universal design process. In J. Thousand, R. Villa, & A. Nevin (Eds.) <u>Creativity and collaborative learning: A practical guide to empowering students, teachers, and families</u>. Baltimore: Paul H. Brookes Publishing. (Included in the Prentice Hall custom reader)</p> <p>Villa, R. A. & Thousand, J. S. (1995). <u>Creating an inclusive school</u>. Alexandria, VA: Association for Supervision and Curriculum Development. Chapter 5 and pages 125 - 135</p> <p>Choate, J.S. (2000) <u>Successful inclusive teaching: Proven ways to detect and correct special needs</u> (3rd ed.), Boston: Allyn & Bacon. Chapters 2, 3, & 14 Plus any chapter(s) that relates to the classroom activity's content area (e.g., social studies, science, mathematics)</p>
Supplemental Material	Modeled math lesson

Preparation

1. Read carefully the chapters listed above:

Process

For this project you belong to a team. The team includes family members and teachers. The family includes a child with a specific disability. You may structure your team in any way you agree to with your partners. One member of the household earns a very modest income per year. With the birth (or determination of the disability) there have been many things to learn and many new emotions and feelings to deal with. Planning how all family members can enjoy a quality life has taken on new importance. You realize a major task is to find the educational and community supports necessary for the child and family to thrive. A primary concern is that your child with disabilities has a quality education that enables him/her to reach his/her full potential and that s/he is as fully included in school, community, and family life as possible. You understand that accomplishing all of this will continue until all of the children are adults and on their own. You realize that special plans will need to be made to 1) meet your child with disabilities' current needs and 2) ensure a productive, independent, and "normal" a life as possible in his/her adult years.

Each of the teams will be assigned a specific disability addressed in the readings. As a team, you may “make up” the gender, age, and name of “their” child with that particular disability. Each team member will take on a different role – two family members. and two school personnel. Additional research beyond the texts is required to complete this 2-part assignment described in detail below.

Part I: Team Written Assignment (25 points maximum)

Given the readings and the other information you have been given about your child and his/her disability, develop a written plan for meeting your child’s needs. This plan should be the basis for your 20-25 minute team presentation about your child to the class. The written plan should included the following components:

Part I, Section A (10 points maximum)

A profile of your child, written in the “voice” of concerned and loving family members.
(Recommended length: 4 pages)

1. describe his/her strengths
2. provide a complete description of his/her disability
3. describe the potential implications of his/her disability on his/her physical, cognitive, social, and emotional development
4. describe the potential impact of his/her disability on the family

See the rubric for details of evaluation criteria for this part of the Team Written Assignment.

Part I, Section B (15 points maximum)

You will create a lesson plan for a designated grade level and content area. A recognized format must be used. The following elements must be included.

- Lesson Topic/Title:
- Content Objectives (Standards based instructional goals): Identify the major concepts that students are to learn in the lesson. State how content objectives guide teaching and learning and support school and district standards. State how you are informing students of these objectives.
- Language Objectives: State how your language objectives support students’ language development. State how you are incorporating strategies that support students' language development. State how you are informing students of these objectives.
- Materials and Resources: List the materials you will need in delivering your lesson. Include resources accessed.
- Scaffolds: Must show thought in the selection and identification of the learning/scaffolding strategies chosen to help students make meaning. Specific reasons for selecting strategies must be given. State SDAIE and Universal Design accommodations.
- Into: Describe what you will do to prepare students to learn. Identify and provide experiences that focus students(e.g. poems, music, literature, guest speakers, experiments, video, etc.). Tap into and connect prior knowledge to current learning (e.g. KWL charts, other graphic organizer). Determine what students already know and identify misconceptions. State content and language objectives to students (learning goals must be communicated to students).
- Through: Provide relevant instruction and practice. State the grouping configurations and activities that appeal to a variety of learning styles. Monitor students, providing feedback, direction, and guidance as needed. Present information and develop concepts utilizing strategies that are appropriate to the content and needs of the students. Use strategies for differentiation of instruction. Modify materials and presentation to enhance comprehension and learning (include collaborative/cooperative learning). Allow students to work independently, with partners, and in collaborative groups. Ensure that students are clear about the process and purpose of the activity.
- Beyond: State how you will provide opportunities and activities that extend, enrich, and integrate learning across the curriculum. Focus on helping students make important conceptual and linguistic connections across the curriculum.

- **Assessment:** State how you will determine the degree to which students have achieved the objectives of the lesson. Include authentic assessment. Give thought as to how students will be assessed on authentic performance tasks that can provide information about how students have met the objectives of the lesson and can demonstrate understanding. The assessment must be standards based.

Part II. Team Oral Presentation and Handout (10 points)

On your designated “Family Day,” your team will make a 20-25 minute presentation on the “life” of your child and family. The presentation should emphasize what you feel teachers need to hear from families with regard to services and supports so that your child may have the most inclusive educational, social, and community life. You should present as if you really are the family. Your presentation must include a “part” for each of your family members. Be prepared to answer specific questions from your classmates.

The presentation will be judged by your instructor and yourselves. Immediately before your presentation, provide the instructors and all class members with a 1 to 2 page summary of “highlights for teachers” drawn from your Team Written Assignment. The summary can take the form of an outline, a concept map, or any other effective graphic organizer.

Rubric for Team-Generated Modification of Curriculum & Instruction

Name: _____ **Date:** _____

Dimension	1	2	3	4
Idea Generation	<ul style="list-style-type: none"> • Shallow , inaccurate or no definition of the problem • No logical agreement of how to deal with the problem • Lack of interest or participation in the whole process • Very short & inadequate time, generate few ideas 	<ul style="list-style-type: none"> • Poor definition of the problem • Little logical agreement of how to deal with the problem • Shows limited concern & participation in the whole process • Short & inadequate time to generate many quality ideas 	<ul style="list-style-type: none"> • Acceptable definition of the problem • Agrees on how to deal with the problem • Active participation in the whole brainstorming process • Spends adequate time to generate a variety of ideas 	<ul style="list-style-type: none"> • In-depth analysis of the problem • Full consensus of how to deal with the problem • Everyone fully participates in the brainstorming process
Content	<ul style="list-style-type: none"> • Produced little & superficial suggestions • Modifications suggested are shallow and lack practicality • Rationale is inadequate • Extremely short report (e.g., 1 page) 	<ul style="list-style-type: none"> • Poor information produced • Modifications are limited & somewhat practical • Rationale is inadequate • Report too short to represent adequate content 	<ul style="list-style-type: none"> • Produce adequate information • Modifications are adequate and mostly practical • Adequate pages • Complete rationale • Adequate length 	<ul style="list-style-type: none"> • Produce deep and accurate information • Modifications are deep, clear & well developed & practical • Rationale is very complete • More than adequate length

Observation of Student with Special Learning Needs in Multiple Public School Settings, with Recommendations for Appropriate Accommodations

EDMS 511/512

Learner Outcomes:

1. Ability to apply knowledge of professional observation skills in authentic or simulated settings;
2. Knowledge of major disability characteristics and strategies for accommodating those differences in the classroom;
3. Application of legal and ethical responsibilities regarding issues of students' and family's rights of confidentiality and privacy

Assessment:

Candidates apply their knowledge of professional observation skills, including identification of major characteristics of the learning and social behaviors of typical and atypical students; identification of appropriate curricular, instructional, environmental, and assessment modifications and accommodations for children with special needs; and application of legal and ethical responsibilities regarding confidentiality and the privacy of students and families by:

- observing a child with special needs in both regular and special settings at a public school
- following a specified format to write a structured observation report that includes observed behaviors, information typically found in a child's records, and knowledge gathered from talking to the child's teacher(s)
- making recommendations for modifications and accommodations for the child, based upon data gathered and knowledge of typical and atypical learning and social behaviors

Resources	Title and necessary information:
Textbook/pages	<p>Choate, J. S. (2000) <u>Successful inclusive teaching: Proven ways to detect and correct special needs</u> (3rd ed.) Boston: Allyn and Bacon (ISBN 0-205-30621-7)</p> <p>Chapters 1-3</p>
Supplemental Print Materials (Forms)	<p>Principal Letter</p> <p>Parent Permission Forms (in English or Spanish)</p> <p>"Student Field Placement Information" Form</p> <p>"Guidelines and Limitations for Students in Community Learning Situations" Form</p>

TASK and GUIDELINES

1. Do NOT observe a student in your own class, or a child whom you already know. Being objective is critical to good observation.
2. Please observe in K-12 public school settings only. Observe a child with special learning needs in two settings. One setting might be in the child's regular class, and the other might be in a Resource Room, or with a speech therapist, or even on the playground - as long as they are 2 different settings.
3. The total time of your observation should be between one and two hours only. You do not need to spend a whole day.
4. It is NOT required that you see the child's records. These are confidential, and you might not be able to get permission to see them. This is perfectly OK, and will not affect your grade. If you are able to see the child's records, it will enrich your experience, but again, it is NOT required.
5. Remember to keep all information about the student absolutely confidential. It's the LAW! Use pseudonyms (false names) for the child, the child's teacher, and the school. Do NOT discuss specific details of your observation with ANYONE.
6. The student you choose to observe may be any student who has a special learning need.
7. Note: You are not required to observe an IEP.
- 8.

Observation Report Format

(Use this format exactly with headings as shown.)

PART I

(Please do not use any judgement statements/opinions in Part I of your report.)

Child's name: (pseudonym)
C.A.: (chronological age)
Grade: (current placement)

Your name:
Observation Times/Dates:

Background Information

- Include preschool and school history available to you. (Remember, do NOT identify the specific school or teachers by name. Use pseudonyms.)
- Include health issues - allergies, diagnosed ADHD, wears glasses, etc.
- Include known family information - siblings? divorced parents? raised by grandmother?, etc.
- Include whether child has had an SST, IEP, has been referred for testing, etc.
- Include absence/tardiness concerns, if any; previous teachers' comments

Placement:

To what grade and/or what special program or placement is the student currently assigned? (Speech class, RSP, SDC, Bilingual Education, GATE, etc.) For what portion of the school day is the child in a setting other than the general education classroom?

Impact of impairment/disability on development or school performance:

How have the unique needs of the child interfered with success/progress in school?

Performance

Performance in the regular setting (describe the setting or situation #1) Include precise behaviors that you observe, including body language of student, facial expressions, actions and activities in which s/he is engaged, etc.

Performance in the special setting (describe the setting or situation #2). Include precise behaviors that you observe, including body language of student, facial expressions, actions and activities in which s/he is engaged, etc.

Interactions

Interactions with Adults: Include verbal, non-verbal, gestural, etc.

Interactions with Peers: Include verbal, non-verbal, gestural, etc.

PART II

(These are the only sections in which you may include opinions.)

Summary of findings through the observation: Needs being met?

Areas of need: Reading, writing, math, listening, attention span, etc.?

Recommendations for adaptations of curriculum, materials, or program. What does the child need to succeed?

Recommendations for behavior management and/or intervention.
What special seating arrangement, contract, or management strategy will help this child succeed?

Interview with a Person Different From Myself

EDMS 511/512

Learner Outcomes: Engage in a discussion with n ethnically different person and obtain a snapshot of their life and educational experience.

Assessment: Portolio containing a summary of the interview and 1-2 page reflections of each group member.

Resources	Title and necessary information:
Textbook/pages	Gollnick & Chinn (2002). Chapters 2, 4 & 6. Campbell (2002). Chapters 2 & 3 Available in custom reader.

Preparation

1. Read the assigned chapters.
2. Brainstorm possible questions in class

Process

Students may work in groups of 2-3 to conduct an ethnographic interview of someone who is very different from themselves. To the degree possible, the students should incorporate the perspective of the interviewee and view the world from someone else's lens. The reflection should, minimally, address your impressions of the interviewee, relate the information obtained to class discussions and describe what you learned from this experience. The interview experience will be shared in class.

Philosophy Statement Journal

EDMS 511/512

Learner Outcomes: Critically think about what it means to teach and learn. Express your thinking about these issues verbally and in a written format throughout the semester. Discuss with a teacher the idea of a "teaching philosophy".

Assessment: Draft philosophy statement to be placed in your professional portfolio.

Preparation

1. Participate in all class sessions.

Process

You will be responsible for keeping a journal that documents your thinking on the readings, activities, and discussions held in class. We will hold two writing sessions where you will "pull together" or synthesize your thoughts on how students learn and implications for practice. We will engage in a peer revision process during these writing sessions. You are required to briefly interview a teacher about his/her teaching philosophy. The interview can help you refine your own developing philosophy. A final draft statement will be placed in your professional portfolio. The draft statement will be revisited in the second half of this course, EDMS 512.

Professional Portfolio

EDMS 511/512

Learner Outcomes - Develop as a professional educator by demonstrating knowledge and understanding of the professional, legal, and ethical obligations of the teaching profession.

Assessment- Portfolio containing entries, materials, and assignments outlined below.

Preparation- Add required entries to portfolio. Collect required materials to insert in portfolio.

Process

You will develop a professional portfolio framework with required main entries that will include the following:

- Philosophy Statement
- California Standards for the Teaching Profession (one main entry with six subdivisions)

Engaging and Supporting All Students in Learning
Creating and Maintaining Effective Environments for Student Learning
Understanding and Organizing Subject Matter for Student Learning
Planning Instruction and Designing Learning Experiences for All Students
Assessing Student Learning
Developing As a Professional Educator

- National Board for Professional Teaching Standards (NBPTS)
- Beginning Teacher Support Activities (BTSA)

The following items will be collected and inserted in your portfolio under the appropriate entries (details on each item will be given in class).

1. School Handbook
2. Daily Class Schedule
3. Sample Parent Letter
4. Registration Forms and Related Paperwork
5. Sample Discipline Plan
6. SST Referral Forms
7. Class Assignments
 - Draft Philosophy Statement
 - Interview reflections
 - Observation Report
 - Written Plan for Family Snapshot
 - Adapting Instruction Lesson Plans
 - Year-Long Plan Framework

Discussion Facilitator

EDMS 511/512

Learner Outcomes: Develop as an instructor by preparing and organizing class discussion around an assigned reading.

Assessment: Discussion activity including depth, analysis, and organization.

Preparation- Carefully read assigned chapter/article.

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 20-25 minute discussion./lesson/activity about the reading. The activity should engage the class and allow us to examine the materials in a meaningful way. In other words, don't prepare a summary lecture. This assignment will be factored into your class participation points.

Additional Observations (Interns)

EDMS 511

Learner Outcomes: Observe and analyze various aspects of classroom structures and interactions.

Assessment: Journal that documents the experience and contains all the elements of the observation instructions

Preparation: Contact a school in one of the participating districts and request access to classrooms for observation purposes. You MUST visit four different classrooms: one classrooms in K-2, one classroom in 3-5 and one classroom in 6-9. The fourth visit can be to any grade level – K-9.

Process:

Use the following guidelines to structure your observations. Conduct two observations of Classroom expectations and interaction and two observations of Classroom management and style. Vary the observations by grade level to you can compare across grade levels.

Classroom Expectations and Interaction

The purpose of this observation is to examine the nature of communication in a classroom setting. How is talk used in the classroom and what messages does the talk contain? Who talks to whom, under what circumstances, and with what outcome? These are two guiding questions that will be addressed.

The following must be included:

- I. Observe these instructional and interaction behaviors in a classroom. What do you think is communicated to the students about expectations?
 - A. Use of Space
 - How are seats arranged?
 - Are there any noticeable patterns?
 - B. Organizing instruction
 - Does the material show ethnic, ability, and /or gender diversity? Does the material show diversity of family structures? Give examples.
 - C. Grouping by ability
 - Are students in the class grouped by ability? How? Within-class or between-class or both? Why is this done?

- How does the teacher make differential instructions or assignments?
 - Are cooperative or cross-group strategies employed? Describe.
- D. Amount of student participation
- Identify the students who participate the most and the least.
 - How does the teacher solicit participation? Does it appear the same for all students?
 - Are there any patterns in who answers questions?
- E. Asking questions
- How does the teacher solicit responses to questions? Is the wait time ample for all students' responses?
 - Does the teacher ask different levels of questions to different students? How?
- F. Student Interaction Patterns
- How do student take turns or "get the floor"?
 - What do students do once they "get the floor"?
 - How do students interrupt?
- G. Attention-getting behavior
- How do students get the teacher's attention?
 - Who gets the teacher's attention? Do some students seem to get it more than others?
 - Do some seek attention inappropriately? What does the teacher do?
- H. Giving feedback and reinforcement
- Does the teacher communicate the "difficulty level" of the task? How?
 - does the teacher praise correct responses or accurate work? How?
 - Which students get praised? For what?
 - Which students get criticized? For what?"
- I. Nonverbal responses
- Describe any non-verbal behavior that might communicate expectations (e.g., smiles, tone of voice, proximity to a student, touching)
- J. Off-task talking and joking
- Describe students' interactions not associated with the lesson.
 - Who participates in off-task behavior/talk?
 - How does the teacher respond?

II. Analysis

Think about what was communicated in the classroom beyond the verbal message. Many unspoken expectations, attitudes, beliefs and concerns are communication in classrooms. The unspoken is the focus of this observation. This is called the hidden curriculum.

What do you think the students learn about being a "student" in this classroom? What kinds of expectations are communicated to them? How could you learn to be a student in this classroom?

III. Conclusion

What do you think about this classroom? Any insights? Will anything you observed impact your own practice?

Classroom Management and Style

The purpose of this observation is to examine the classroom management system and style in an elementary classroom. You will be looking at visible aspects of management and asked to infer about not so visible classroom rules and ways of interaction.

The following must be included:

I. Direct observation of posted and unwritten classroom rules.

A. Rules for Classroom Routines

- How is attendance handled?
- How are late arrivals to the classroom received?
- Are there specific ways in which students enter or leave the room?
- What are the rules for bathroom use?
- Do students have open access to all classroom materials and equipment?

B. Rules for Homework and Classwork.

- What are the homework requirements?
- What is the purpose of homework in this classroom?
- When is homework turned in?
- How is homework evaluated/graded?
- Do students receive feedback on their homework? How?
- What role does individual seatwork have in the classroom?
- What role does groupwork have in the classroom?
- Must classwork be completed in the allotted time?
- How is feedback on classwork provided?

C. Rules for student interaction.

- Evaluate the degree of respect or politeness expected.
- Is collaboration allowed or disallowed?
- What is the nature of property rights and respect?
- How are disputes handled?
- What kind of socializing is allowed or disallowed?
- How do students listen and take turns speaking?
- Does the teacher follow these same expectations?

II. Instructional Management

- What is the teacher-student ratio in class? in the instructional group?
- How does the teacher bring students to attention?
- How brisk is the pace of the lesson?
- Is there much “lag time?” What does the teacher do to cause or avoid it?
- Are there major distracting factors in the classroom (e.g., noise, seating, etc)?
- Is the task too difficult or too easy? How does this affect attention?
- How does the teacher direct students to attend to the features of the task?
- How does the teacher reward attentiveness?
- Describe the level of attention on the class – to the teacher? To the assigned task?

III. Analysis

How would you describe the ways in which the teacher manages student behavior? Is the teacher following a specific model? Is the teacher using student-centered methods? Do you think the teacher's efforts are effective in creating a positive and nurturing learning environment? Will you try to instill any of these techniques into your own classroom?