

California State University San Marcos
College of Education

EDMS 511
Elementary Teaching and Learning I
Fall 2007
CRN 41756

Instructor: Patricia L. Prado-Olmos, Ph.D., Vanessa Wierenga, MA
Office: UH 402; UH 202
Office Hours: by appt. after class
Phone: (760) 750-4304; (760) 750-8517
Email: p Prado-Olmos@csusm.edu; vwiereng@csusm.edu
Class days: Mondays, 0900-1540
Class Location: Ronald Reagan Elementary School

Mission Statement of the College of Education, CSUSM

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

Infused Competencies

Authorization to Teach English Learners Senate Bill (SB) 2042

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

Special Education

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

Technology

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

Course Prerequisite: Admission to the Multiple Subject/CLAD Teacher Credential Program

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.

Course Objectives

The purposes of this course are threefold:

- to expand preservice candidates' knowledge about general learning theories and experiences with a range of pedagogical practices;
- to enhance preservice candidates' awareness of the multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings;
- to provide a safe environment for preservice candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

College of Education Attendance Policy

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

Attendance and Participation

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

Authorization to Teach English Learners

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

Teacher Performance Expectations (TPE) Competencies

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing effective programs for students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are primarily addressed in this course:

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

TPE 10 – Creating & managing effective instructional time (Classroom Management Assignment)

GENERAL CONSIDERATIONS

Outcomes and Standards

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

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

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

Appeals

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

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

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

Writing: In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways. The assignments for this course meet this requirement.

Plagiarism

All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 5th edition. Failure to do so may result in failure of the course.

E-mail & Online Discussion Protocol

Email & On-Line Discussion Protocol Electronic correspondence (e-mail and on-line discussion) is a part of your professional interactions. If you need to contact instructor or other students, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own form of nuances and meanings. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send, to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this e-mail specifically says?
- How could this e-mail be misconstrued?
- Does this e-mail represent my highest self?
- Am I sending this e-mail to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk to that person face-to-face to correct any confusion.

For more guidance see Core Rules of Netiquette at <http://www.albion.com/netiquette/corerules.html>

COURSE REQUIREMENTS

Required Texts

- Grant, C. & Gillette, M. (2006). *Learning to Teach Everyone's Children. Equity, Empowerment, and Education that is Multicultural.* Belmont, CA: Thomson Wadsworth.
- Tomlinson, Carol Ann. (1999). *The Differentiated Classroom: Responding to the needs of all learners.* Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available as an e-book online.)
- Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2007). *Exceptional Lives Special Education in Today's Schools.* Upper Saddle River, NJ: Pearson.
- Villa, R. and Thousand, J. (1995). *Creating an Inclusive School.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Additional readings available on electronic reserve.
- Task Stream Electronic Portfolio, Must register and pay fee online prior to first class @ www.TaskStream.com (register for 1 year minimum).

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

Grading Policy

All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due.

All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to a "B"). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor.

Grading Emphasis

It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment's grade will be negatively affected as a result of this oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.

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

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

The following grading scale will be used:

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

COURSE ASSIGNMENTS/POINTS POSSIBLE

Observation	10 points
Lesson Plan	20 points
Student Study Team	30 points
Classroom Management	15 Points
Electronic Portfolio	10 points
Attendance/Participation	15 points
Total	100 points

Please note assignments are due whether or not you are present in class that day. On the required due date, turn in your assignment and a copy of the assignment rubric attached to your work.

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

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

Date	Topic	Reading Assignment Due
Session 1 8-27-07	Introduction/Course Overview Community Building Mandates for Educators CSTP/TPE	Grant & Gillette: Chs. 1 & 2 Video – Kay Tolliver
9-3-07	LABOR DAY HOLIDAY – No Class	
Session 2 9-10-07	Student Centered Teaching & Learning Task Stream Review	Villa/Thousand: Chapters 1, 2, & 6 Tomlinson: Chs. 1, 2, 3 Turnbull & Turnbull: Ch. 2, pgs. 31-40 Readings on electronic reserve: • <u>Student-centered and Constructivist approaches to Instruction</u> • <u>Assessing Student Learning</u> • <u>Interaction, Lecture and Constructivism</u>
Session 3 9-17-07	Student Centered Teaching & Learning Lesson Plans: What are they? Why do we write them? How do I start? Observation Activity DUE	Grant & Gillette: Chs. 4 & 5 Tomlinson: Chs. 4 & 5 Turnbull & Turnbull: Ch. 3 Reading on electronic reserve: <u>ELD/SDAIE</u> <u>Bloom's Taxonomy</u>
Session 4 9-24-07	Introduction to SST Classroom Scenario Analysis	Reading on electronic reserve: <u>SST Lecturette</u> <u>Choate, Ch. 16</u> Videos
Session 5 10-1-07	Structures and Procedures Classroom Management	Grant & Gillette: Ch. 3 Tomlinson: Chs. 7, 8 & 9
Session 6 10-8-07	Working with Families Lesson Plan DUE Workshop Session	Grant & Gillette – Ch. 12 Turnbull & Turnbull – Ch. 4
Session 7 10-15-07	SST Presentations SST DUE	NO Readings
Session 8 10-22-07	Classroom management DUE Course Review TaskStream	NO Readings

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

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

Observation - Objective Observer 10 points

Learner Outcomes: Teacher candidates will apply their knowledge of professional observation skills, including identification of major characteristics of the learning and social behaviors of typical and atypical students:

- Teacher candidates are able to differentiate between professional and unprofessional observation skills
- Teacher candidates are able to record what they observe
- Teacher candidates are able to write up their observation notes with recommendations for curriculum and instructional implications

Assessment: Teacher candidates will apply their knowledge of professional observation skills and curriculum and instructional strategies

- 1) to observe a student
- 2) take objective notes on the student's behavior, and
- 3) write up a report summarizing the observation and make educational recommendations for the student.

Resources	Title and necessary information:
Textbook/chapters	
Internet Resources	Tomlinson, Carol Ann. (1999). <u>The Differentiated Classroom: Responding to the needs of all learners</u> . Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available free through CSUSM ebooks library.)

Task Guidelines

1. Identify a K-12 student to observe.
 - a. DO NOT observe a student in your own class, or a child whom you already know. Being objective is critical to good observation.
 - b. Chose a child that represents a difference, student learning English, student that is an accelerated learner, student that has a special education label under IDEA or ADA, student that is shy...)
2. Please observe the student for 30-60 minutes.
3. It is NOT REQUIRED to see the student's records. These are confidential and you may not have access. If you are able to read the child's record you may include that in your report.
4. Remember to keep all information about your student confidential. Use pseudonyms (false names) for the child, the child's teacher and the school.
5. Write Student Data: Part I of Report.
(This part of the report is only a documentation of what you see and hear. DO NOT include any opinions.)

Background Information

- Student's Pseudonym
- Your name
- Chronological Age of Student
- Student's Grade
- Pre-school and K-12 school history if available
- Health issues (allergies, diagnosed ADHD, glasses...)
- Family information, whom does the child live with and who else is part of the student's family (divorced parents, raised by grandmother, siblings, foster family...)
- Special service student receives (IEP, SST, ESL, referred for testing)
- Attendance and tardiness concerns

Placement

- What program is student receiving services from?
- Where is student receiving those services?
- What portion of the day is the student in general education?
- What portion is student in other placements?
- How have the student's unique needs and services impacted his/her success/progress in school?
- Describe the setting in which you observed the student in detail
 - What does the room look like?
 - Where is the student in the room?
 - Who are the educators in the room?
 - What proximity do the educators have with the student?
 - What students are near the student you are observing?

Performance

- Describe the student's body language
- Describe the student's facial expressions
- Describe the student's actions/activities
- Describe the student's verbal and nonverbal interactions with peers and adults
- What does the student do to show their learning?
- Describe verbal and nonverbal interactions adults have with student
- Describe verbal and nonverbal interactions peers have with student

6. Write Observation Summary & Recommendations: Part II of Report
(This is the only place you can share your opinions.)

Summary

- Describe the students areas of strength
- Describe the students areas of need
- Use data from observation to support your assessment

Recommendations

- What are your recommendations for adaptations?
 - Content
 - Process
 - Product
- What are your recommendations for behavior management (seating arrangement, contract, management strategies...) to help this student succeed?
- What does the student need to succeed?

Student Observation Rubric

Elements	Beginning to Meet Expectations 0.5 points	Approaching Expectations 1 point	Meets Expectations 2 points	Total Points
Student Background Information	Less than 100% of areas are covered	100% of information covered but not covered in detail	Cover all areas with rich detail	
Student Placement	Less than 100% of areas are covered	100% of information covered but not covered in detail	Cover all areas with rich detail	
Student Performance	Less than 100% of areas are covered	100% of information covered but not covered in detail	Cover all areas with rich detail	
Observation Summary	Most areas are covered	All areas are covered	All areas are covered and data is used to support summary	
Educational Recommendations	General recommendations are provided for most areas.	General recommendations are provided for all areas	Specific recommendations are provided for all 3 areas.	
Total Points				/10

Differentiated Lesson Plan

20 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:
Textbook/chapters	Villa, Richard, & Thousand, Jacquelyn. (1995). <u>Creating an inclusive school</u> . Alexandria, VA: ASCD. Chapters To Be Assigned
Internet Site(s)	Tomlinson, Carol Ann. (1999). <u>The Differentiated Classroom: Responding to the needs of all learners</u> . Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available free through CSUSM ebooks library.) ELD Standards - http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf COE Lesson Format from CSUSM website

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 define by Carol Ann Tomlinson (1999).
- Teacher candidates are able to use information about students' readiness range (skills, reading, thinking & information), learning profiles, interests, talents, and culture to differentiate curriculum and instruction (Tomlinson, 1999).
- Teacher candidates are able to identify strategies to meet the needs o
 - Students learning English (including differentiation for Beginning, Intermediate, and Advanced levels)
 - Student that are accelerated learners as referred to by Piergangelo & Giuliani (2001)
 - Students that need special education support under IDEA &/or ADA as referred to by Choate (2000), Piergangelo & Giuliani (2001), and Villa & Thousand (1995)

Task Guidelines

1. Design a lesson plan using COE lesson format.
2. Describe what you know about the learners and their context in detail. When describing students that are learning English and their levels of language acquisition, students that are accelerated learners, and students that need special education supports under IDEA &/or ADA include, readiness range (skills, reading, thinking & information), learning profiles, interests, talents, and culture for all students.
3. Design a differentiated lesson plan. Consider the lesson you are revising, what content, process and products does the lesson incorporate? How could you revise the lesson to differentiate the content, process, or product for your students learning English, for your accelerated learners and your students with special needs? Address their individual needs based on their readiness (skills, reading, thinking & information), learning profile, interests, talents, and culture.

4. Plan Implementation. Accommodations need to be provided with dignity. All students need to feel comfortable and supported to maximize learning. What will you do to create an environment so the whole community values differentiation?

Differentiated Lesson Plan Rubric

Elements	Beginning to Meet Expectations 1 point	Approaching Expectations 3 points	Meets Expectations 5 points	Total Points
Facts About Learners	Identify number of students that are learning English, students that are accelerated, and students with special ed. labels under IDEA &/or ADA	& describe each students' readiness range (skills, reading, thinking & information), learning profiles, interests, talents, and culture	& identify the students educational implications based on their label and their readiness range, learning profiles, interests, talents, and culture	
Differentiation plan	Insufficient and minimally appropriate modifications are unclearly linked to student needs in a disorganized instructional plan	Some appropriate modification loosely linked to student needs in an organized instructional plan	Sufficient and appropriate modifications are directly linked to student needs in a seamless and well-organized instructional plan	
Differentiation Implementation	Differentiations provided for some students, but not all	Differentiation is used in a way that highlights students' differences and does not support students to feel important and valuable members of community	Differentiation strategies are seamless and in place for all students, so that students feel important and valuable members of the community	
Assessment Plan	Assessment tools are inappropriate and not linked to instructional objective	Assessment tools and criteria are appropriate but loosely linked to instructional objectives	Assessment tools and criteria are appropriate and clearly linked to instructional objectives	
Total Points				/20

Student Study Team (SST) Process**30 points**

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

Assessment: Teacher candidates apply their knowledge of the SST processes 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

Resource(s):	Title and necessary information:
Textbook/pages	
Supplemental Print Material	SST Lecturette by Jacqueline Thousand, Professor, CSUSM, College of Education E-copy of Ch. 16 from Choate
Video/segment	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) 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 Study Team (SST) 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 teacher seeks 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 prereferral 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 that 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 these 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 group's 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?

For further reading:

Kluth, P., Villa, R., & Thousand, J. (Dec. 2001/Jan 2002) 'Our school doesn't offer inclusion' and other legal blunders. *Educational Leadership*, 59 (4), 24 – 27.

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/ BRAIN STORM	ACTIONS	WHO/ WHEN
							Follow Up Date

Student Study Team (SST) Rubric

Element	Developing 1 point	Approaches Expectations 2 points	Meets Expectations 3 points	Total
Know School Families (Student Data Sheet, Intervention Plan and Meeting Interactions)	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, and 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.	
Knows Student (As Indicated on Student Data Sheet, Intervention Plan and Meeting Interactions)	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.	
Development of Interventions	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.	
Implementation and Monitoring Interventions	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.	
Use of Resources	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.	
Role Representations	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.	
Student Summary Sheet & Meeting Interactions 1. Discuss student strengths 2. Discuss areas of concern 3. Discuss interventions and plan for implementation 4. Solicit parent input 5. Plan follow-up mtg.	75 % of SST Summary Sheet completed & 4 or less SST steps implemented.	90% of SST Summary Sheet completed & all 5 steps implemented.	100% of SST Summary Sheet completed & all 5 steps implemented.	
SST Binder 1. SST Summary Sheet 2. Student Data Sheet 3. Cover Sheet 4. Annotated bibliographies for each team member	Completes 4 or less.	Completes all 5.	Completes all 5 with detail & professionalism.	
Total				24

Student Study Team (SST) Rubric continued

Element	Developing 2 points	Approaches Expectations 4 points	Meets Expectations 6 points	Total
SST Summary and Reflection	Briefly summarizes assignment and responsibilities. Includes little self-reflections and makes no connections to future practice	Summarizes the assignment and responsibilities and includes a superficial self-reflection and few connections to future practice	Summarizes the assignment and responsibilities and includes an in-depth self-reflection and strong connections to future practice	
Total				6
GRAND TOTAL				30

Classroom Management 15 points

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

Assessment: Teacher candidates will write a classroom management plan that addresses classroom structures, procedures and intervention strategies. Teacher candidates will identify a minimum of three beliefs about teaching and learning and show how their beliefs are implemented in their classroom management plan. Students will be required to describe a minimum of 4 prevention strategies and 4 intervention strategies.

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

Resources	Title and necessary information:
Textbook/chapters	Grant & Gillette – Ch. 3 Villa, Richard, & Thousand, Jacquelyn. (1995). <u>Creating an inclusive school</u> . Alexandria, VA: ASCD. Chapters To Be Assigned
Internet Site(s)	www.consciousclassroom.com - Rick Smith's website, products available www.ascd.org - good resources under "Education Topics"; Classroom Management online tutorial (free) Visit other informational websites

Prerequisite skills:

- Teacher candidates are able to identify their beliefs about teaching and learning as related to student behavior.
- Teacher candidates are able to observe and describe classroom management strategies.
- 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
 - Students that need special education support under IDEA &/or ADA as referred to by Turnbull, Turnbull & Wehmeyer (2007) and Villa & Thousand (2002)

Task Guidelines

1. Identify a minimum of three core beliefs you have about teaching and learning and how those impact your classroom management plan. Read 3 or more discipline theories/classroom management models from texts or websites
2. Do the following activities:
 - a. Observe a classroom teacher and identify what their educational beliefs are and how they implement those beliefs in their management approach.
 - b. Interview a teacher about their educational beliefs and how they implement those beliefs in their classroom management plans.
3. Describe 4 management strategies you will use for prevention and 4 management strategies you will use for intervention. Make sure your action plan connects with and implements your beliefs

4. Conduct a thoughtful self-evaluation and reflection. Consider where you currently place yourself on the continuum between Inner Apology and Inner Authority. Why? What areas for growth do you have? And how will you manage your growth and professional development?

Classroom Management Plan Rubric

Elements	Approaching Expectations 1 point	Meets Expectations 3 points	Total Points
Educational Beliefs	Identify 1-2 beliefs.	Identify 3 educational beliefs, describe how they will be implemented in your classroom management plan, and use a minimum of 2 citations.	
Observation and Interview	Observation and interview are minimally described and the analysis is superficial	Observation and interview are detailed and the analysis is thoughtful and in depth	
Define your management plan	Describe 1-3 strategies for classroom management at prevention and intervention stages	Describe 4 or more strategies for classroom management at prevention and intervention stages	
Implementation of educational beliefs	Some of your strategies are linked to your educational beliefs.	Each strategy is clearly linked to one or more of your educational beliefs.	
Self-evaluation- Smith's distinction between Inner-Authority and Inner Apology	Reflection with some description and detail	Reflection with thoughtful description and comprehensive detail	
Total Points			/15

Electronic Portfolio - TaskStream**10 points**

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

Assessment: Teacher candidates apply what they have learned from the required assignments to the TPE's designated in a cogent, first person reflection in TaskStream.

Teacher candidates will include all necessary components in their final submission of the electronic portfolio.

Resource(s):	Title and necessary information:
Internet Site(s)	http://lynx.csusm.edu/coe/eportfolio/index.asp This will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements. http://www.taskstream.com This is the TaskStream home page where you will register for Taskstream and return to when working on your electronic portfolio.

Differentiated Lesson Plan Graphic Organizer

Students with Special Needs

Differentiation Strategy: What will teacher do to meet the students needs	Assessment: What will the student do to display learning with specific differentiation. How will you assess students learning? What criteria will you use?
Content Differentiation	
Process Differentiation	
Product Differentiation	

Students that are Accelerated Learners

Differentiation Strategy: What will teacher do to meet the students needs	Assessment: What will the student do to display learning with specific differentiation. How will you assess students learning? What criteria will you use?
Content Differentiation	
Process Differentiation	
Product Differentiation	

Students Learning English - Beginning Level

Differentiation Strategy: What will teacher do to meet the students needs	Assessment: What will the student do to display learning with specific differentiation. How will you assess students learning? What criteria will you use?
Content Differentiation	
Process Differentiation	
Product Differentiation	

Students Learning English – Intermediate Level

Differentiation Strategy: What will teacher do to meet the students needs	Assessment: What will the student do to display learning with specific differentiation. How will you assess students learning? What criteria will you use?
Content Differentiation	
Process Differentiation	
Product Differentiation	

Students Learning English – Advanced Level

Differentiation Strategy: What will the teacher do to meet the students' needs?	Assessment: What will the student do to display learning with specific differentiation. How will you assess students learning? What criteria will you use?
Content Differentiation	
Process Differentiation	
Product Differentiation	

Universal Backwards Lesson Design

	WHAT?	
BEFORE LESSON	<ul style="list-style-type: none"> • Facts about the learner • Content/Context • Product/Assessment • Management/Discipline considerations 	
DURING LESSON	I N T O	<ul style="list-style-type: none"> • Anticipatory set
	T H R O U G H	<ul style="list-style-type: none"> • Teacher Input <ul style="list-style-type: none"> ○ Direct Instruction ○ Modeling <ul style="list-style-type: none"> ▪ Exemplars/Non-Exemplars ▪ Demonstration • Guided Practice/Progress Modeling <ul style="list-style-type: none"> ○ Scaffolds and Supports ○ Monitor and Adjust, if needed ○ Check for understanding • Independent Practice/Formative Assessment <ul style="list-style-type: none"> ○ Benchmark Criteria for Assessment • Closure/Summative Assessment <ul style="list-style-type: none"> ○ Students summarize learning ○ Check that objectives were met
	B E Y O N D	<ul style="list-style-type: none"> • Transfer <ul style="list-style-type: none"> ○ Extension Activities <ul style="list-style-type: none"> ▪ Research Projects ▪ Home Fun ▪ Enrichment Activities
AFTER LESSON	<ul style="list-style-type: none"> • Reflection <ul style="list-style-type: none"> ○ Successes to repeat ○ Revisions to make 	

Lesson Plan Format

I. **CONSIDERATIONS BEFORE THE LESSON**

Facts about the Learners

- Who are my students and how do they learn?
- What forms of communication do my students use?

Content/Context

- Content area(s) or discipline(s)
- Grade level(s)
- Content standards addressed
- Lesson's Objectives
- Prior knowledge and skills

Product/Assessments

- In what varied authentic ways will students demonstrate accomplishment of the objectives?
- What criteria will you use to judge students' success for each objective?

Management/Discipline Considerations

- What materials and resources are needed?
- How will you incorporate technology?
- How will you handle the room arrangement?
- How will you handle student grouping?
- How will you handle student transitions and misbehavior?

II. **OPENING THE LESSON/ INTO**

Anticipatory Set - How will you motivate and focus students?

III. **PROCESS/STEPS OF INSTRUCTION/ THROUGH**

A. Teacher Input

1. How will you describe and model skills?
2. How will you provide examples and non-examples?
3. How will you teach to the objective(s)?
4. How will you actively involve all students?
5. What will the teacher do?
6. What will the student do?

B. Guided Practice

1. How will students practice alone?
2. How will you check for understanding?
3. What will your interventions consist of if the objectives are not being met?

C. Independent Practice/Formative Assessment

What benchmark criteria will you look for to assess if students are meeting the objectives?

D. Closure/Summative Assessment

- How will you have students summarize their learning?
- How will you assess students have met the objectives?

IV. **AFTER THE LESSON/BEYOND**

A. Transfer

How will your structure opportunities for students to continue practice and transfer learning?

B. Reflection

1. What went well in the lesson and was it relevant and worthwhile?
 1. What evidence do you have that the lesson went well?
 2. What changes will you make to enhance learning?
 3. What benefits do these changes have for the students and your effectiveness as a teacher?