

California State University San Marcos
Education/Multiple Subject (EDMS) 511 Section 9
Elementary Teaching and Learning I (3 units)
FALL 2007

CRN: 42744

Date and Time: Wednesday 7:30 a.m. to 2:20 p.m.
Valley Elementary School, Poway, California

Mission Statement of the College of Education, CSUSM

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

Infused Competencies

Authorization to Teach English Learners Senate Bill (SB) 2042

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

Special Education

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

Technology

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

Instructor	Office	Office Hours	Phone	E-mail Address
Gilbert Valadez, Ed.D.	University Hall 300	By appt.	760-750-8514	gvaladez@csusm.edu

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 Prerequisite

Admission to the Multiple Subject/CLAD teacher Credential Program.

Course Objectives

The purposes of this course are threefold:

- to expand preservice candidates knowledge about general learning theories and experiences with a range of pedagogical practices;
- to enhance preservice candidates' awareness of the multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings;

- to provide a safe environment for preservice candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

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

Required Text

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

Recommended Texts

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

Students with Disabilities Requiring Reasonable Accommodations

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

Writing: In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately). This will be met through written assignments.

Plagiarism

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

CSUSM Academic Honesty Policy

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

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

E-mail & Online Discussion Protocol

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

Things to consider:

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

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

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

College of Education Attendance Policy

Due to the interactive nature of courses in the COE, and the value placed on the contributions of every student, students are expected to prepare for, attend, and participate in all classes. For extenuating circumstances contact the instructors **before** class is missed, and make arrangements to make up what was missed. At minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade for the course.

If a student misses 20% or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a "C". Please note you must earn a C+ or better to continue in the credential program. **Notification of absences does not automatically excuse a student from class. It is the responsibility of the student to meet with the instructor and discuss make up of class time or assignments.**

Grading Policy

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

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

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

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

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

Course Assignments

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

Grading Scale

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

If you do not earn a C+ or higher in this course - you must repeat the course to earn your credential.

Please note assignments are due whether or not you are present in class that day.

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>I. The Nature of Culture</i>
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	<i>III. Cultural Contact</i>
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

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

Session	Topic	Readings & Assignments Due
1 08/22/07	Introduction/Course Overview Community Building Mandates for Educators CSTP/TPE Intro to Lesson Planning Observation Instructions	Syllabus (WebCT) CSTP with TPEs & Full Text of TPEs http://lynx.csusm.edu/coe/eportfolio/index.asp CSUSM Lesson Plan Format In the syllabus.
2 08/29/07	Intro to TaskStream (computer lab) Universal Design (UBD Video & PPT) Lesson Plan Writing Peer Teaching Presentation	Turnbull, Turnbull & Wehmeyer Ch 1-2 Grant & Gillette: Ch 4 Tomlinson Ch 1-3 Universal Backwards Design PPT (WebCT) Udvari-Solner, Access to the General Ed Curriculum for All (WebCT) Team 1 Peer Teaching Presentation
3 09/05/07	Student-Centered Teaching & Learning First Day of School Video (WebCT) Differentiation-SDAIE & ELD Reflective Practice Peer Teaching Presentation	Six Components of SDAIE (WebCT) Turnbull, Turnbull & Wehmeyer: Ch 3-4 Grant & Gillette: Ch 12 Team 2 Peer Teaching Presentation
4 09/12/07	Observation Activity Intro to SST (Video & Bart Simpson SST-WebCT) Differentiation-Special Ed Peer Teaching Presentation	Grant & Gillette: Ch 5 Tomlinson p. 15 & 16 & Ch 4-9 SST Lecturette (WebCT) Assessment PPT (WebCT) Team 3 Peer Teaching Presentation
5 09/19/07	Classroom Management TPE Writing Workshop (Taskstream) Peer Teaching Presentation	Grant & Gillette: Ch 3 Choate: Chapter 15 (WebCT) Team 4 Peer Teaching Presentation Differentiated Lesson Plan
6 09/26/07	Peer Teaching Presentation Instructor’s Choice Topic	Valadez, <i>The Gardeners’ Story</i> and <i>Walking to the Dance</i> TPEs 6d & 9 eam 5 Peer Teaching Presentation Observation DUE
7 10/03/07	Peer Teaching Presentation- Best Practices Review	Team 6 Peer Teaching Presentation Classroom Management Plan
8 10/10/07	SST Role Play Course Review Short Presentations of Science ESL CD projects TaskStream –assist student to uploaded to assignments to their electronic portfolio	No Readings SST Role Play

Differentiated Lesson Plan

15 points

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

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

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

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

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 Pierangelo & Giuliani (2001)
 - Students that need special education support under IDEA &/or ADA as referred to by Choate (2000), Grant & Gillette (2005), Pierangelo & Giuliani (2001), Turnbull, Turnbull & Wehmeyer (2007). and Villa & Thousand (1995)

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 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	

Differentiated Lesson Plan Rubric

Elements	Beginning to Meet Expectations 1 point	Approaching Expectations 1.5 points	Meets Expectations 2 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	
Content Differentiation: modifications for curriculum, materials & goals	1-2 modifications for 1-50% of students	3-4 modifications for 51-74% of students	5 or more modifications for 75-100% of students	
Process Differentiation: modifications for teaching/learning process (include environment and management considerations)	1-2 modifications for 1-50% of students	3-4 modifications for 51-74% of students	5 or more modifications for 75-100% of students	
Product Differentiation: modifications for assessment	1-2 modifications for 1-50% of students	3-4 modifications for 51-74% of students	5 or more modifications for 75-100% of students	
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	
Total Points				/10

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 	

Student Success Team (SST) Process

10 points

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

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

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

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

TASK AND GUIDELINES

Context

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

Objectives

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

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

Preparation

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

Assignment Description

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

Roles

PREVIOUS TEACHER
PARENT
CURRENT TEACHER
RESOURCE SPECIALIST
ADMINISTRATOR

Tasks

DATA SHEET/SUMMARY SHEET
DATA SHEET/SUMMARY SHEET
DATA SHEET/SUMMARY SHEET
DATA SHEET/SUMMARY SHEET
DATA SHEET/SUMMARY SHEET

The Tasks:

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

SST Summary Form

Date of Meeting _____

Teacher _____ **School** _____

Team _____

Student _____

Primary Language _____ **Grade** _____ **DOB** _____ **Parents** _____ **M** _____ **F** _____

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

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

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

Element	Developing	Meets Expectations	Exceeds Expectations	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, 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.	
Continued on next page				

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

SST Reflection Rubric for Taskstream

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

Observation - Objective Observer 15 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
- differentiate between professional and unprofessional observation skills
- record what they observe
- 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:
Textbooks	Grant, Carl. A. & Gillette, Maureen. (2005). <i>Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural</i> . Thomson & Wadsworth. Chapter 3,4, 5 Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2007). <i>Exceptional Lives: Special Education in Today's Schools, 5th Ed.</i> Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall. pp. 252-253, 321 & 417
Other Resources	Choate, J. S. (2004) <u>Successful inclusive teaching (4th ed.)</u> Needham, MA: Allyn & Bacon. Chapters 1-3
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 students 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 students unique needs and services impacted their 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 content adaptations?
- What are your recommendations for process adaptation?
- What are your recommendations for product adaptations?
- 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 4 areas.	
Total Points				/10

Electronic Portfolio – TaskStream TPEs

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:
WebCT Resource	TPE Writing Workshop PPT
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.

Task Guidelines for Electronic Portfolio – Taskstream TPEs

The purpose of the portfolio is to assess how well you meet the TPEs. Although all the artifacts you place (more than 1 per TPE) in your portfolio have been assessed/graded by your professors, it is not clear if you have a thorough understanding of the TPEs and can make the connection between the assignments completed in class with the teaching you have experienced and the TPEs. Your task is to write a cogent reflective essay for each TPE on how the artifacts you have chosen provide evidence that shows you have demonstrated meeting each TPE. Each narrative must include a: a) description b) analysis and c) reflection.

Responses to TPE's 6d and 9: It is important to recognize that the TPEs are threaded throughout the credential program, as a whole, and are addressed multiple times in each course. Even though we are referencing and seeking to understand many TPEs in this course, you are specifically responsible for writing a response for TPE **6d and 9** in the Task Stream Electronic Portfolio.

Each assigned response will relate to course assignments, discussions, and/or readings that provide a deeper understanding of the specified TPE. As you write, the goal is to describe your learning as it relates to the TPE, to analyze artifacts (assignments) and explain how they are evidence of your learning, and to reflect on the significance of your learning (the “so what”) and where you need to go next related to the TPE. A four paragraph structure will help you develop your response. It is suggested to type your response into a *Word* document and paste it into Taskstream once you have proofed it for spelling, grammar and understanding.

TPE Narrative Response Structure

• 1st paragraph: Description

Introduction to your response that uses the words of the TPE. DO NOT restate the TPE; instead, introduce your reader to the focus of your response as it relates to the TPE. This is basically an extended thesis statement related to the TPE. Use first person language. Introduce the names of the pieces of artifact evidence you will explain and analyze in paragraph 2 and 3.

• **2nd paragraph: Analysis of #Artifact Evidence #1**

Explain how one attached artifact is evidence of your learning related to the TPE. The key here is “evidence.” How does this artifact prove that you have learned something specific related to this TPE? Describe, analyze and reflect on your artifact here.

• **3rd paragraph: Analysis of #Artifact Evidence #2**

Explain how another attached artifact is evidence of your learning related to the TPE. Describe, analyze and reflect on your artifact here.

• **4th paragraph: Reflection**

Reflect upon and summarize the significance of your learning overall (connected to the TPE) and explain what you still need to learn related to this TPE. This addresses the “so what?” or “the big picture” of your learning. How does knowing this impact you and students?

• **Upload your TPE Narrative Response in as a Text**

- Copy the complete TPE response in the word document
- Proof your TPE narrative response. Remember to use spell and grammar check.
- Open your Tasksteam account
- Go to “View My Work”
- Click on “CSUSM Multiple Subject Portfolio” this should take you to “#3 Edit Content”
- Go to the TPE number you are working on
- Go to “Add/Edit”
- Go to Text
- Paste your complete TPE response into the text box
- Check for completeness

• **Upload TPE Evidence Artifacts**

1. Open your Tasksteam account
2. Go to “View My Work”
3. Click on “CSUSM Multiple Subject Portfolio” this should take you to “#3 Edit Content”
4. Go to the TPE number you are working on
5. Go to “Add/Edit”
6. Go to Attachment
7. Name file. Choose the name you use to refer to the evidence within the TPE Narrative Response. Capitalize like a title.
8. Choose your file from your computer and upload your attachment

9. Describe your file. Write a sentence or two to elaborate on this evidence beyond it's name.
10. If you would like you can select standards that are aligned with the artifact and TPE.
11. Spell Check
12. Check for attachment format and completeness.

Please be succinct in your writing; more is NOT better. State your ideas clearly and keep them grounded in the evidence of your learning as represented by your artifacts. When you submit each TPE response, you will receive feedback from the instructor that asks for revision or says that you are done. You will not get full credit for this assignment if you are asked to revise and you do not. Please continue to check your TaskStream portfolio until the instructor says you are done with each TPE response for the course. More details about using TaskStream will be given in class and can be found on WebCT.

TaskStream TPE Response Checklist

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

Description Paragraph (DESCRIBE your learning relative to the TPE)

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

Evidence Paragraph (ANALYZE an artifact to demonstrate your learning)

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

Evidence Paragraph (ANALYZE an artifact to demonstrate your learning)

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

Reflection Paragraph (REFLECT on your learning and next steps)

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

Classroom Management

10 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 all six levels of the discipline pyramid from prevention to individualized support plans. Teacher candidates will identify a minimum of three beliefs about teaching and learning and show how their beliefs are implemented in the strategies at each of the six different discipline levels. Students will be required to describe a minimum of 4 strategies at each pyramid level. 1-2 strategies at each level must cite a theory or discipline model.

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

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

Prerequisite skills:

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

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 what management strategies you will use at each of the six levels of the discipline pyramid from prevention to individualized support plans. Make sure your action plan implements your beliefs.

Classroom Management Plan Rubric

Elements	Approaching Expectations 1 point	Meets Expectations 2 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.	
Define your management plan	Describe 1-3 strategies for each level of discipline plan	Describe 4 or more strategies for each level of pyramid.	
Implementation of educational beliefs	Some of your strategies are linked to your educational beliefs.	Each strategy is clearly linked to one of your educational beliefs.	
Citations	1 or less citations for each area of pyramid	1-2 citations for each level of pyramid.	
Organization of Classroom Management Plan	All areas are covered, but not easy to locate.	All areas are covered, a navigations system is well implement to allow reader to locate and comprehend each area of pyramid.	
Total Points			/10

Peer Teaching Demonstration

10 points

Learner Objectives:

Teacher candidates:

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

Assessment:

Teacher candidates will:

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

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

Process

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

Peer Teaching Presentation Rubric

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

Science Methods/ESL Infusion

15 points

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

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

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

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

Step Three: Your ESL support item will have to be burned on to a CD Rom. In the past, students have created any number of interesting materials to support science instruction. Examples of ESL support materials included PowerPoint slide shows of the steps of an experiment, slide shows of key vocabulary words with pronunciation drill included, short interviews with the teacher re-explaining the lesson, and puzzles and games. In creating your CD Rom you may use any variety of technology. You can use digital cameras, video recorders, PowerPoint, Word, etc.

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

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

ESL Science Support Materials Report Format

Lesson Title _____

Group Members Names _____

Course Title and Instructor's Name _____

California Science Standards _____

Respond to the following questions in two to three paragraphs.

Why did you select this lesson?

How did you determine the linguistic support needed for second language students?

Do you believe students can use the materials alone or with a teacher's assistance?

Note (Please attach a copy of your experiment with this report)