

California State University San Marcos
School of Education
EDMS 512B
Elementary Teaching and Learning II
Fall 2011
Wednesday 1:00 – 3:45 pm

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COLLEGE OF EDUCATION

Mission Statement

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

Course Description Elementary Teaching and Learning II

This course focuses on developing an advanced understanding of learning theory and instructional practice in an integrated and inclusive elementary classroom. This course is aligned with California's SB 2042 Standards.

Prerequisite:

Consent of Program Coordinator
Completion of EDMS 511

Course Objectives:

The purpose of the course is threefold:

- To expand pre-service candidates knowledge about general learning theories and experiences with a range of pedagogical practices;
- To enhance pre-service 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 pre-service candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

Required Texts:

- Grant, C., & Gillette, M. (2006). *Learning to teach everybody's children: Equity, empowerment and education that is multicultural*. Belmont, CA. Thomson & Wadsworth. Chapter 5 (same book as 350)
- Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2010). *Exceptional lives: Special education in today's schools*, (7th ed.) Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall

Recommended Texts:

- Stephen B. McCarney (2006) *Pre-referral Intervention Manual*, Hawthorne Educational Services
- 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.)

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students

successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 program Standards, August 02*)

Student Learning Outcomes

Students will

- Develop a unit Plan which will include content standards, student activities and instructional strategies with emphasis on accessing prior knowledge, and formative and summative assessments.
- Become familiar with the IEP process and the role of the classroom teacher.
- Understand special education handicapping conditions
- Complete a Disability Matrix
- Increase their observation skills by completing a focused observation of a student with specific diverse needs
- Prepare a resume, letter of introduction and a current philosophy of education

Teacher Performance Expectations (TPE) Competencies

The course objectives, assignments and assessments have been aligned with CTC standards for the Multiple Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTAP or TPA for short. To assist your successful completion of the TPA a series of informational seminars are offered over the course of program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and actively participate. **For this class**, students missing more than one class session cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. Students missing more than three classes cannot earn a C+. Arriving late or leaving early by more than 20 minutes counts as an absence. Notifying the instructor does not constitute an excuse. **All assignments must be turned in on due date even in case of an absence.**

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, 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 a more private setting, in order to ensure confidentiality.

Grading Standards

- All students will come prepared to class; readings and homework assignments are due on listed dates.
- All required work is expected to be on time. One grade level will be deducted for each class session for which it is late (e.g., an "A" assignment submitted one class session late will be marked down to a "B". Each week after that it will continue to drop one grade level. 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.

- 20 point paper: 20-18 = A; 17-14 = B; 13-10 = C; 9-6 = D; 5-4 = F
- 10 point paper: 10-9 = A; 8-7 = B; 6-5 = C; 4-3 = D; 2-1 = F
- All work can be re-submitted for a higher grade with 5 points deducted; 20 point paper deducted to 15, 10 point paper deducted to 5
- All students will use times Roman 12 point font and double space on all written work. It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar and 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 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 discussions and solution-finding

Course Assignments:

Unit Plan	20 points
Letter & Resume	10 points
IEP Paper	15 points
Exceptionality Matrix	10 points
Chapter Presentation	15 points
Chapter Summary of Presentation	8 points
Discussion on Chapter Presentation	22 points
Total	100 points

NOTE: Assignments are due whether or not you are present in class that day

Grading Scale:

A = 93-100	B + = 87-89	C+ = 77-79	D = 60- 69	F = 59 or lower
A - = 90-92	B = 83-86	C = 73-76		
	B - = 80-82	C - = 70-72		

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

All University Writing Requirement

In keeping with the All University Writing Requirement all 3 unit courses must have a writing component of at least 2,500 words. Writing requirements will for this class will be met as described in the assignments and written reflections.

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All

ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

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

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

Plagiarism

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

Use of Technology:

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

Electronic Communication Protocol:

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

Things to consider:

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

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

UNIT PLAN: 20 points

Learner Objectives: In groups of 4, students will plan a two week long calendar for an elementary classroom.

Assessment: Students will write a two week unit plan for an elementary classroom that incorporates the following elements:

- Content Standards
- Instructional strategies and student activities
- Resources
- Assessments for the Unit/additional assessments

Resources	Title and Necessary Information
Textbook/chapters	<p>Grant, C., & Gillette, M. (2006). <i>Learning to teach everybody's children: Equity, empowerment and education that is multicultural</i>. Belmont, CA. Thomson & Wadsworth. Chapter 5</p> <p>Turnbull A., Turnbull, R. & Wehmeyer, M.L. (9010). <i>Exceptional lives: Special Education in today's schools, (7th ed.)</i> Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall.</p>

Prerequisite Skills:

- Ability to create appropriate units of study with proper sequencing
- Ability to develop a schedule and course activities (instructional strategies, and student activities)
- Ability to create curriculum and instruction based on content, process and product
- Ability to use information about students' readiness range (skills, reading, thinking), learning profiles, interests and culture to differentiate the curriculum and instruction
- Ability to identify strategies to meet the needs of:
 - English Learners (including differentiation for Beginning, Intermediate and Advanced levels)
 - Regular education students
 - Special Education students
 - Accelerated Learners (GATE students)

Task Guideline for Unit Plan

- You will work with 4 people in your group.
- Emphasis will be on language arts and math
- Select a grade level
- Use teacher's manuals and pacing guides to assist you in developing a sequential unit plan.
- Select content standards and address them in the 2 week plan
- Write two weeks in depth to show your understanding of appropriate sequencing and planning.

Two Week Unit Plan

Contextual Information

Elements of the learning experience within a unit: (Example):

Grade: Identify the grade level this plan will address
 Content Area: Ex. Language Arts
 Subject Matter: Review LA content standards and select an area
 Time Period: Ex. 2 weeks

Teacher's Dilemma:

Based on the previous unit of study write a brief scenario of possible challenges the learners may have had when presented with this unit based formative and summative assessments.

Assessment Plan: Use the following table to explain your assessment plan. You will need to design a Day 1 assessment and a summative assessment for the end of the unit. Days for your other two assessments may be flexible due to where they are placed within the unit plan.

	DAY 1	DAY __	DAY ____	DAY 10
<p>Goals Assessed: Ex: Based on the content standards and learning goals</p>				
<p>Type Ex: Describe why you are using the following: Prior knowledge (pre assessment), Formative (progress monitoring), Summative (final product). What type of assessment: quiz, multiple choice, exam from text, or other type of assessment</p>				
<p>Purpose Ex.: Reason for the assessment</p>				
<p>Implementation Ex. How the assessment will be conducted & corrected</p>				
<p>Feedback Strategies Ex: How students will be informed of successes & challenges</p>				
<p>Informing Instruction Ex: Determine what material will need to be reviewed for identified students, near mastery students and students who learned the material and need extension.</p>				

Reflection of Assessment Plan:

Identify one strength in the assessment plan. Explain why it is a strength in relation to the unit learning goals.	
Identify one weakness in the assessment plan. Explain why it is a weakness in relation to the learning goals in this unit. How could you strengthen that weakness?	

Additional Assessment:

- Project what additional assessments might be needed to determine mastery of the content standards and learning goals.
- Write an additional assessment
 - You might find this assessment in supplementary resources or it may be teacher made

Additional assessment you would use to check student understanding

Use the following reflective questions to write reasons you feel this supplemental assessment would benefit student learning and improve your overall assessment plan. Think about and respond based on how you, as the teacher, might use the additional assessment to improve your assessment plan.

<p>When in the plan would you use this assessment? What days would you use this supplemental assessment to give you further information on the progress of your students?</p>	
<p>What goals would be assessed by this assessment? What additional information would you look for to ensure you have assessed the learning goals and content standards?</p>	
<p>What type of assessment would it be? Formal or informal? Where did it come from?</p>	
<p>What would be the purpose of the assessment? Reason for the assessment and what knowledge and skills are acquired.</p>	
<p>How would implement the assessment? How would it be conducted and corrected?</p>	
<p>What feedback strategies would you use? How would you inform students of their progress</p>	
<p>How would the results inform your instruction? Determine students in need of review, those with mastery and those who need extension</p>	

Explain how the additional assessment you described improves you overall assessment plan.

<p>Example: Address the teacher's dilemma and the need for more information about what the students really know and understand. Determine what possible misconceptions there might be. Determine student progress toward achieving the learning goals of this unit.</p>	
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Complete the following table with your detailed unit plan

Long Range Two Week Unit Plan Based on Math and Language Arts Content Standards

Content Area	Content Standards	Resources (Textbook & Support Materials)	Instructional Strategies	Student Activities

UNIT PLAN RUBRIC 20 POINTS

Element	1 = 0–1 points	2 = 2-3 points	3 = 3-4 points	4 = 4-5 points	Total
Content Standards	Appropriate grade level content standards are missing. There is little to no connection to instructional strategies and student activities.	Content standards are inconsistent with grade level. There is minimal connection to the content standards. Instructional strategies and student activities are weakly enforced	Content standards are relevant to grade level. Partially connected to instructional strategies and some evidence of reinforcement in student activities	Content standards are appropriate to grade level and relevant to the lessons being taught. They are clearly listed and purposefully connected to the instructional strategies and reinforced in the student activities.	
Assessment	The assessment plan is inappropriate, irrelevant, and has little or no connection to the content standards. The assessments are inaccurate to gauge student's progress and to guide instruction.	The assessment plan provides minimal connections to the curriculum and content standards. The assessments weakly identified students' progress and were minimally used to guide instruction.	The assessment plan provides clear and appropriate connections to the curriculum and content standards. There are only 2 identified assessments and they are only partially used to gauge students' progress and guide instruction	The assessment is clear, consistent, and appropriately addresses the content standards. Demonstrates an accurate understanding of assessing students' needs. Pre, formative and summative assessments are appropriately used to gauge student progress and to guide instruction.	
Instructional Strategies & Student Activities	Instructional strategies and student activities are inaccurate or missing and unconnected to each other and the relevant content standards.	Instructional strategies and student activities are minimal and weakly connected to each other and relevant content standards.	Instructional strategies and student activities are clear and appropriately connected to each other and the relevant content standards	Instructional strategies and student activities are clear, detailed, and appropriately connected to each other and relevant to the content standards.	
Overall Understanding and Sequence	The plan is disorganized and lacks sequential order. Appropriate, key components of the plan are missing	The plan has limited organization and sequencing. The key components of the plan are ambiguous and weakly connected for long-range planning, assessment, reflection & teacher's dilemma.	The plan is clearly organized and in sequential order. All components of the unit plan are appropriate for long-range planning, assessment, reflection, and teacher's dilemma.	The plan is clearly organized and in detailed and sequential order. All components of the unit plan include long-range planning, assessment plan, reflection and teacher's dilemma	

LETTER APPLICATION/RESUME**10 Points**

Learner Objectives: Create a letter of introduction and a resume to be used when applying for a teaching position.

Assessment: Word processed philosophy of teaching, letter of introduction, and resume.

Resources	Title and Necessary Information
Textbook/chapters	Grant, C., & Gillette, M. (2006). <i>Learning to teach everybody's children: Equity, empowerment and education that is multicultural</i> . Belmont, CA. Thomson & Wadsworth. Chapter 5

ONLINE Lecture

Multimedia site on Cougar Courses will provide all the information from the Career Center regarding Letter of Introduction and resume.

Letter of Introduction**5 points**

Tell the reader what you will be addressing in this letter. Make sure you identify what educational philosophy, management approach, and instructional strategies frame your teaching practice.

- Contextually describe the student populations you are prepared to teach (culture, language, gender, ability, and social economic status). You can refer to district, school and classroom experiences.
- How do your philosophy, management, and instructional approach create a democratic and socially just classroom?
- Why are you a strong candidate for this position?
- Why are you interested in this position?

Resume**5 points**

Include a professional resume addressing your education and teaching experiences.

LETTER OF INTRODUCTION AND RESUME RUBRIC**10 POINTS**

Elements	Beginning to Meet 2 points	Approaching 3 points	Meets 5 points	Points
Letter of Introduction	Little information about educational curriculum, instruction, professional beliefs are presented. Little knowledge of the district philosophy is present.	Educational curriculum, instruction, professional beliefs are presented. Some knowledge of district philosophy.	Educational curriculum, instruction, professional beliefs are presented in a concise manner with clear understanding. Knowledge of district philosophy is evident	
Resume	Addresses experiences in relationship to teaching	Addresses experiences in relationship to teaching with some explanations	Addresses experiences in relationship to teaching with explanations that are concise with clear understanding	
Total Points				

The IEP Process

15 Points

Lerner Objectives:

- Knowledge of nondiscriminatory assessment processes for making a child eligible for special education, and the teacher’s role in developing IEP’s.
- To gain insight and understanding of the roles and responsibilities of the regular education teacher in the IEP process.

Assessment: Students apply their knowledge of nondiscriminatory assessment, processes for appropriate placement of a child eligible for special education, and the teacher’s role in developing IEPs by attending an IEP meeting to determine:

- Knowledge of the IEP forms and the format of the meeting
- Knowledge of the steps that lead up to an IEP (RTI, SST, and 504)
- Team’s communication and parent’s role in appropriate problem solving and solutions. Identifying the related services for the child to meet his/her needs.
- Evaluating the assessment process in their school relative to each assessment team member responsibilities, identification of your learning about the school’s assessment processes and identification of parent’s understanding. Suggestions for improvement if appropriate.
- Evaluation of an IEP meeting in terms of team communication, creative problem solving, and family centeredness.
- Evaluation of the classroom teacher’s role in this process
- Any improvements in the process observed, based on what was learned in class

Resources	Title and Necessary Information
Textbook/chapters	Turnbull A., Turnbull, R. & Wehmeyer, M.L. (9010). <i>Exceptional lives: Special Education in today’s schools, (7th ed.)</i> Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall. Villa, R.A. & Thousand, J.S. (1995). <i>Creating an inclusive school.</i> Alexandria, VA: Association for Supervision and Curriculum Development. Chapters: 1,2,3,4, & 7 Gable, R.A. and Hendrickson, J.M. (2000). <i>Teaching all the students: A mandate for educators.</i>
Internet Sites	www.dssc.org/frc/frcl.htm This Federal Resource Center for Special Education site provides general information about and news pertaining to special education as well as special technical assistance information. www.ed.gov/offices/OSERS/IDEA This OSERS IDEA Home Page site provides a detailed explanation of IDEA. www.pitsco.com/pitsco/specialed.html This Pitsco’s Launch site to special education resources links you to many useful special education and disability related sites. www.hood.edu/seri/serihome.htm This Special Education Resources on the Internet site is a collection of internet-accessible information resources of interest to those involved in fields related to special education.

Task Guidelines for the IEP Process

Today's teachers will have students with identifiable disabilities in their classrooms. When the Student Study Team (SST) process is not satisfactory, participation in a 504 is not assisting the student, a recommendation for the development of an Individual Education Program (IEP) may be the next step.

When interviewing and observing IEP, the following should be addressed when writing your **5 page paper**:

1. Demonstration of your knowledge of the process from RTI to an IEP. Based on the knowledge of the on-line lecture and your discussion with the classroom teacher how do they differ and how are they similar?
2. Demonstration of your knowledge of the student's disability and what type of IEP you observed. Explanation of the type of IEP you attended and how it is similar to what you learned on from the on-line lecture or how it differed.
3. Who are all of the special education and related service personnel who were called upon for support in the school and in the school district? How are they different from the class information?
4. How does the school staff ensure that students receive nondiscriminatory evaluations and appropriate educational experiences?
5. Does the school's specific IEP meeting format address the following:
 - **Breadth of Assessment**
More than one test must be used as the basis of evaluation
Assess all areas related to the suspected disability
 - **Administration of Assessment**
Select and administer nondiscriminatory racial and ethnic assessments
Use trained personnel to administer assessments
 - **Timing of Assessment**
Nondiscriminatory evaluation must occur before initial placement into or out of special education
Reevaluation occurs every three years or more frequently, if conditions warrant or parents/guardians, or teacher request.
 - **Parental/Guardian notification and consent**
Parents/guardians must be fully informed and consent to having their child assessed
Consent for evaluation is not consent for placement into special education; separate consent is required for placement.
 - **Interpretation of assessment results must consider a variety of sources.**
6. What does the school's specific IEP look like? Does it include and/or address the following:
 - The student's present level of education performance, including how the disability affects the educational experience
 - Measurable annual goals and short-term objectives
 - The special education accommodations, related services, and other ways support will be provided to ensure the student's success
 - The extent to which the student will participate with students who do not have disabilities, in the general education classroom and extracurricular activities.
 - Individual modifications if the student participates in standardized assessments, and explanations for when the student does not participate in such assessments.
 - The projected start date, frequency, location, and duration of services and modifications.
 - Brief discussion of how the student's progress towards annual goals will be assessed.
7. Reflection on how the actual IEP differs from the on-line lecture as well as the forms used.

IEP PROCESS RUBRIC 15 POINTS

Elements	Beginning to Meet 2 Points	Approaching 3 Points	Meets 5 Points	Points
Understanding of the IEP Process	Has some understanding of the process in relationship to the on-line lecture. Identifies the members of the team and what they contributed to the team. Little reflection on the effectiveness and improvement based on student needs.	Understands the process as observed but is missing some of the on-line lecture knowledge. Knows the roles and responsibilities of the team members. Some reflection on the effectiveness and some improvement based on student needs.	Understands the process in relationship to the on-line lecture. Clearly defines the roles and responsibilities of each member of the team and reflects on their effectiveness. Defends suggestions for improvement based on student needs.	
Understanding Assessment	Not clear about the assessment process as it relates to qualifying for services.	Some understanding of the assessment used during the IEP meeting. Some understanding of the assessments as they relate to qualifying for services.	Clear understanding of the roles of assessment for qualification based on the handicapping condition. Makes strong connections between assessment and qualifying for services.	
General Education Teacher Responsibilities	Identifies the role of the general education teacher without providing reflection of their contributions.	Explains the general education teacher's role in the meeting with some reflection and evaluation.	Identifies, reflects, and evaluates the general education teacher's role and contributions during the meeting in assisting the child and team in making appropriate decision.	
Parent Involvement	Understands the role of the parent with little reflection and analysis on ways to improve parent involvement	Understands the role of the parent with some reflection on ways to improve parent involvement.	Has a clear understanding of the parent's role by assessing and reflecting on the parent involvement. Able to provide constructive analysis of improvement of the parent involvement.	
Total Points				

Chapter Presentation (matrix)**15 Points**

Learning Objectives: Through lesson preparation and presentation determine the most important parts of the chapters to complete the special education matrix information.

Assessment: Working in a small group you will be assigned one of the chapters to present to the class. Your group can break down the material in any form to teach the class the information that is necessary to complete the matrix. You will present a media presentation that be viewed by the class.

Resources	Title and Necessary Information
Textbook/chapters	Turnbull A., Turnbull, R. & Wehmeyer, M.L. (9010). <i>Exceptional lives: Special Education in today's schools, (7th ed.)</i> Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall.

Prerequisite Skills: Working together your group will design a lesson to present to the class. You will teach the text material as well as additional research you have done to complete the matrix.

Presentation of the Chapter Guidelines:

- The presentation will be 20-30 minutes in duration and include use of technology such as power point, iMovie, Windows Movie Maker, podcast or lecshare pro.
- When presenting do not read from the Power Point if you are using one. This presentation should be like teaching a class where you continually engage your audience. Review appropriate ways in which to use Power Point and other resources from your technology class.
- You will use the Mediasite Center in the library to tape your presentation for the class to view on the day your presentation is due. To sign up for using the Media site Center fill out the media site request form <http://lynx.csusm.edu/mediasiterequest/>
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CHAPTER PRESENTATION RUBRIC**15 POINTS**

Elements	Beginning to Meet 1 Point	Meets 3 Points	Points
Use of Technology	Technology has some relevance to the presentation but is not used to assist visual learners	All technology used is directly related to the presentation and used as a visual	
Keeps the audience engaged	Little engagement with the class to assist with their learning	Presentation is positive and engages the class with understanding of the selected chapter.	
Understands the material presented	Reads from notes and is unsure of the information being presented	Able to teach the material with confidence and knowledge using the tools the media center offers.	
Instructional Strategies	Presentation of material is not engaging with reference to notes	Teaches with enthusiasm and engages the student in learning	
Individual Presentation	Does not demonstrate equal participation during the presentation	Equal participation from all member of the group during the presentation	
Total Points			

Chapter Discussion**22 Points**

Learning Objectives: Each student will be responsible for contributing to an on-line discussion using the discussion board on Cougar Course. Each chapter that is presented will be followed with an on-line discussion board for **3 days** after the chapter has been presented.

Assessment: Each student will receive two points for each chapter in accordance with the rubric for on-line discussions. **NO EMAILS will be accepted as part of the discussion.** The topic thread for each chapter will be a reflective statement about your learning of this disability and/or concerns and how you see yourself working with a student in your class with this disability.

CHAPTER DISCUSSIONS RUBRIC

Element	Does Not Meet 1 Point per Chapter	Meets 2 Points per Chapter
Response to topic thread	The reflective response to the topic thread does not demonstrate understanding of the disability presented and/or concerns. There is little connection between the knowledge of the disability and the instruction and learning goals of the abilities of the child. NO posting of topic thread	The reflective response to the topic thread clearly demonstrates the understanding of the disability presented and/or concerns. The knowledge of the disability is used to demonstrate how the child's curriculum and instruction will be changed to meet the learning goals and abilities of the child.

Summary of Chapter**8 Points**

Learning Objectives: Each student presenting the chapter will review all students' postings and write a one page summary statement of the class understandings and/or misunderstandings of the disability they presented. This one page summary will be shared with the class through Cougar Courses. Share curriculum, strategies and concerns of the class about working with students with this disability. **This summary will be posted 5 days after the presentation.**

Assessment: The one page summary will be collaboratively written by the students that presented the chapter. The summary will be graded according to the rubric. This will be submitted on the discussion board of Cougar Courses.

SUMMARY OF CHAPTER RUBRIC**8 POINTS**

Element	Does not Meet 0 Points	Approaching 1 – 2 Points	Meets 3 – 6 Points
Summary statement by each presenter of the chapter	NO summary	Not all responses of the class were considered in the summary. Vague ideas about curriculum, strategies and concerns about working with a child with this disability.	All responses were read and common threads were expressed in the summary. The summary provides the class with clear ideas for curriculum, strategies, and concerns working with a child with this disability.

Exceptionality Matrix

10 Points

Learner Objectives: Knowledge of U.S. special education disability categories, accompanying learner characteristics, and needed supports for success in general education.

Assessment: Students apply their knowledge of nondiscriminatory assessment, processes for making a child eligible for special education, and the teacher's role in developing IEPs by creating a matrix of exceptionalities.

Resources	Title and Necessary Information
Textbook/chapters	Turnbull A., Turnbull, R. & Wehmeyer, M.L. (9010). <i>Exceptional lives: Special Education in today's schools, (7th ed.)</i> Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall.
Internet sites	Information regarding IDEA and 13 handicapping conditions

Task Guidelines for the Disability Matrix

- Students will work in small groups to apply their knowledge of the categories of disability recognized by the Individuals with Disabilities Education Act (IDEA).
- Create a graphic organizer of the thirteen (13) special education disability categories. Your table must take the form of a word-processed table that clearly illustrates each of the following seven dimensions: This can be submitted as a class project with each group contributing, or by individual students. Using the Matrix that is on Cougar Courses you and your group (partner) will be responsible for completing each section that is not completed and supply additional information to the categories that are completed.
 - The name of the handicapping condition
 - A brief description of the learning and/or social behaviors associated with the disability
 - One assessment appropriate to use to determine the presence or degree of the disability
 - One appropriate adaptation/modification in **curriculum, materials, goals (content)**
 - One appropriate adaptation/modification in **classroom environment (process)**
 - One appropriate adaptation/modification in **teaching practices (process)**
 - One appropriate adaptation/modification in **assessments required of the student (product)**

13 Disability Categories IDEA:

- Learning Disabilities
- Communication Disorders
- Emotional or Behavioral Disorders
- Attention Deficit/Hyperactivity Disorder
- Intellectual Disabilities
- Severe and Multiple Disabilities
- Autism
- Physical Disabilities
- Other Health Impairments
- Traumatic Brain Injury
- Hearing Loss
- Visual Impairment
- The addition of Gifted and Talented will also be a category

Exceptionality Characteristics Matrix Expectations

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

Assessment Modification	Modification in learning product assessment for each disability named
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DISABILITY MATRIX RUBRIC 10 POINTS

Elements	Beginning to Meet 1 Point	Meets 2 Points	Points
Description and Assessment	Identification of the characteristics of all 13 categories with named assessment to determine degree of disability	Detailed description of the characteristics of all 13 categories with appropriate assessment to determine degree of disability	
Curriculum Modification (Content)	Some curriculum and materials identified with little modification to assist the students.	Appropriate curriculum, materials, and goals for each disability with specific modifications to assist the students.	
Classroom Environment Modification (Process)	Some classroom modifications to assist the student	Appropriate classroom environment that assist any handicapping condition.	
Teaching Practices Modification (Process)	Little use of teaching practices that are aligned with the handicapping condition. Assessments are not aligned with teaching practices.	Appropriate teaching practices that assist the handicapping condition. Use of appropriate assessments that directly relate to the teaching practices.	
Assessment Modification (Product)	Assessments are not directly related to the material and not modified to meet the student's needs.	Assessments are modified and appropriately connected to the materials taught.	
Total Points			

If submitted as a class the rubric will be adjusted to determine the areas of the matrix that are required to complete plus additional information in the areas that are completed. Each group will be graded individually on the completion of the matrix.

COURSE OUTLINE

The instructor reserves the right to modify this schedule

Day	Date	Type	Topic	Related Reading	Assignments Due	On-line Response Due
1	8/31	FF	Introduction	Chapter sign up for presentations		
2	9/7	FF	Differentiation: Abilities of all students	Grant Chapter 2		
3	9/14	FF	Understanding Assessments	Grant Chapter 5 Materials to write unit plan Types of Assessment Cougar Courses	Turnball Chapter 5 Presentation	Chapter Discussion 9/17 Midnight Summary 9/19 Midnight
4	9/21	FF	Unit Plan Introduction	Grant: Chapter 2	Turnball Chapter 6 Presentation	Chapter Discussion 9/24 Midnight Summary 9/26 Midnight
5	9/28	FF	Group Work on Unit Plan	Grant: Chapter 2	Turnball Chapter 7 Presentation	Chapter Discussion 10/1 Midnight Summary 10/3 Midnight
6	10/5	FF	Unit Plan Assessment	Grant: Chapter 2	Turnball Chapter 8 Presentation	Chapter Discussion 10/8 Midnight Summary 10/10 Midnight
7	10/12	FF	Unit Plan Work		Turnball Chapter 9 Presentation	Chapter Discussion 10/15 Midnight Summary 10/17 Midnight
8	10/19	FF	Finish Unit Plan		Turnball Chapter 10 Presentation	Chapter Discussion 10/22 Midnight Summary 10/24 Midnight
9	10/26	OL	Letter and Resume Lecture On-Line NO Class	Grant: Chapter 8	Turnball Chapter 11 Presentation Unit Plan Due	Chapter Discussion 10/29 Midnight Summary 10/31 Midnight
10	11/2	FF	Learning Modalities		Turnball Chapter 12 Presentation	Chapter Discussion 11/5 Midnight Summary 11/7 Midnight
11	11/9	OL	Presentation Work – NO Class		Turnball Chapter 13 Presentation Letter & Resume Due	Chapter Discussion 11/12 Midnight Summary 1/14 Midnight
12	11/16	OL	IEP Lecture On-Line - NO Class	Turnbull: Chapter 1	Turnball Chapter 14 Presentation	Chapter Discussion 11/19 Midnight Summary 11/21 Midnight
13	11/23	FF OL	Understanding CST – TPE's		Turnball Chapter 15 Presentation IEP Due	Chapter Discussion 11/26 Midnight Summary 11/28 Midnight
14	11/30	FF	Rubrics using writing	Grant: Chapter 10		
15	12/7	FF	Teaching as a profession	Grant: Chapter 6	Matrix Due	