CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDMS 511, Course Number 41698
Elementary Teaching and Learning I
Fall 2008
Tuesdays (17:30-20:15)
University Hall 440

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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.

Students with Disabilities Requiring Reasonable Accommodations
Students with disabilities requiring reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). The office is located in Craven Hall 5205, and can be contacted by phone at 760.750.4905 or TTY 760.750.4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, to ensure confidentiality, in a more private setting.

INFUSED COMPETENCIES

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

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

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

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

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

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

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

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

Electronic Communication Protocol
Electronic correspondence is a part of professional interactions. If you need to contact me, e-mail is often the easiest way to do so at bingalls@csusm.edu. Please be reminded that e-mail and on-line discussions are a very specific form

of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

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

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

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PREREQUISITE:
Acceptance into the CSUSM College of Education

COURSE DESCRIPTION
</div>

This course requires participation in public schools and other education-related contexts. This course is designed:
- to extend pre-service candidates' understandings about numerous philosophies of teaching and learning;
- to inform pre-service 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 curricula.

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

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STUDENT LEARNING OUTCOMES
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Course Objectives
The purposes of this course are threefold:
- to expand pres-ervice 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.

Teacher Performance Expectation (TPE) Competencies

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

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

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008, all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM, this assessment system is called the "CalTPA" or TPA.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and 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 COE website provided at the website provided: http://lynx.csusm.edu/coe/CalTPA/CalTPAdocuments.asp

REQUIRED TEXTS
(Bring to class each meeting.)

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

RECOMMENDED TEXTS

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

✓ **OBSERVATION: Objective Observer (15 points)**

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

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

Assessment: Teacher candidates apply their knowledge of professional observation skills and curriculum and instructional strategies
1) to observe a student
2) take objective notes on the student's behavior, and
3) write up a report summarizing the observation and make educational recommendations for the student.

Resources	Title and necessary information:
Textbook	Quiocho, A. (2009). *Differentiated Literacy Instruction for English Language Learners.* Allyn and Bacon Grant, C. and Gillette, M. (2006). *Learning to Teach Everyone's Children. Equity, Empowerment, and Education that is Multicultural.* Thomson Wadsworth
Internet Resources	Tomlinson, Carol Ann. (1999). *The Differentiated Classroom: Responding to the Needs of all Learners.* Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available free through CSUSM ebooks library.)

What to do:
1. Identify a K-12 student to observe.
    a. DO NOT observe a student in your own class, or a child you already know. Being objective is critical to good observation.
    b. Chose a child representing a difference – learning English, an accelerated learner, with a special education label under IDEA or ADA, shy, etc. – to observe.

2. Observe the student for 30-60 minutes.

3. It is NOT REQUIRED to view 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 it in your report.

4. Keep all information about your student confidential. Use pseudonyms (false names) for the child, the child's teacher, and the school.

5. For the title of the first section, 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 opinions.) Under the main heading, write the sub-heading, **Background Information**. Include the following 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, etc.)
- Family information, with whom does the child live, and who else is part of the student's family (divorced parents, raised by grandmother, siblings, foster family, etc.)
- Special service student receives (IEP, SST, ESL, referred for testing)
- Attendance and tardiness concerns

6. The second sub-heading is **Placement**; include the following:
- From what program is student receiving services?
- Where is student receiving those services?
- What portion of the day is the student in general education?
- What portion is student in other placements?
- How have the student's unique needs and services impacted his/her success/progress in school?
- Describe the setting in which you observed the student in detail
- What does the room look like?
- Where is the student in the room?
- Who are the educators in the room?
- What proximity do the educators have with the student?
- What students are near the student you are observing?

7. **Performance** is the third sub-heading. Include the following:
- 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

8. For the second part of your paper, write **Observation Summary and Recommendations: Part II of Report.** In this section, explain your opinions - based upon fact and your readings.

9. The first sub-heading in this section is, **Summary**:
- Describe the students areas of strength
- Describe the students areas of need
- Use data from observation to support your assessment

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

Observation: Objective Observer Scoring Guide

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

✓ **DIFFERENTIATED LESSON PLAN WORKSHOP (20 points)**

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

Assessment: Teacher candidates will write a lesson plan that differentiates content, process, and product for students learning English, students that are accelerated learners, and students with special needs.
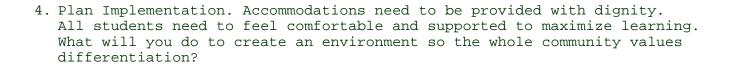
Resources	Title and necessary information:
Textbook	Quiocho, A. (2009). *Differentiated Literacy Instruction for English Language Learners.* Allyn and Bacon Turnbull, A., Turnbull, R, and Wehmeyer, M. (2007). *Exceptional Lives. Special Education in Today's Schools.* Pearson. Villa, Richard, and Thousand, Jacquelyn. (1995). *Creating an Inclusive School.* ASCD. Chapters To Be Assigned
Internet Site(s)	Tomlinson, Carol Ann. (1999). The Differentiated Classroom: Responding to the needs of all learners. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available free through CSUSM ebooks library.) ELD Standards - http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf COE Lesson Format from CSUSM website

Prerequisite skills:

- Teacher candidates are able to write a lesson plan using the COE lesson format.
- Teacher candidates are able to differentiate curriculum and instruction based on content, process, and product as define by Carol Ann Tomlinson (1999).
- Teacher candidates are able to use information about students' readiness range (skills, reading, thinking information), learning profiles, interests, talents, and culture to differentiate curriculum and instruction (Tomlinson, 1999).
- Teacher candidates are able to identify strategies to meet the needs of: students learning English (including differentiation for Beginning, Intermediate, and Advanced levels); student that are accelerated learners as referred to by Piergangelo & Giuliani (2001), students that need special education support under IDEA and/or ADA as referred to by Choate (2000), Piergangelo & Giuliani (2001), and Villa and Thousand (1995)

What to do:

1. Design a lesson plan using COE lesson format. You will work with the class to produce an exemplary model!

2. Describe what you know about the learners and their context in detail. When describing students that are learning English and their levels of language acquisition, students that are accelerated learners, and students that need special education supports under IDEA &/or ADA, include, readiness range (skills, reading, thinking & information), learning profiles, interests, talents, and culture for all students.

3. Design a differentiated lesson plan. Consider the lesson you are revising, what content, process and products does the lesson incorporate? How could you revise the lesson to differentiate the content, process, or product for your students learning English, for your accelerated learners and your students with special needs? Address their individual needs based on their readiness (skills, reading, thinking & information), learning profile, interests, talents, and culture.

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

Differentiated Lesson Plan Rubric

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

LESSON DESIGN: Developmentally appropriate pedagogy
Contextual Information

Elements of the learning experience: TPA TASK 1, 2, and 3
> Grade: *Example: 1, 2, 3, etc.*
> Content Area: *Example: Language Arts, Math, Social Studies, Science*
> Subject Matter: *Example: LA: reading, writing, etc., Math: number sense,*
> *algebraic functions, etc. Social Studies: specific area within the*
> *content standards, Science: life, physical etc.*
> Time period for the learning experience: *Example: two 30 minute sessions*

LA

> Learning Goals/learning objectives for the learning experience:
>> State adopted content standards   *Example: write all content*
>> *standards directly from the state frameworks*
>> Learning goals based on the content standards for students:
>> *Example: learning goals that directly relate to the content*
>> *standards.*

Class description: TPA TASK 1, 2
> *Example: type of class (self contained, subject specific) time of year,*
> *general background of students learning in relationship to new learning*
> *(challenges and prior learning)*
> *Example: English Learner: Beginning, intermediate, and advanced (use*
> *the ELD standards to determine the needs of each of these students.*
> *Example: Special education: one student with learning disabilities and*
> *one with another special education identified disability*
> *Example: GATE student: identify the students needs*
> *Example: Regular education: remaining students*

Developmental needs of the students at this age: TPA TASK 1 and 2
> *Example: give examples based on the different learning needs for K-3 and*

4-6

> *Example: developmental age appropriate skills and needs of the students*
> *Example: engaging activities (hands on, etc)*

Assessment Plan: TPA TASK 1, 2, and 3
> *Example: Goals assessed based on the content standards and learning*

goals

> *Example: Type of assessment: Prior knowledge (pre assessment),*
> *Formative (progress monitoring), Summative (final product)*
> *Example: Feedback strategies: how students will be informed of specific*
> *successes and challenges and future activities to fill the individual*
> *students gaps.*
> *Example: Reflection of the assessment: Strengths and weaknesses in*
> *relationship to the learning goal. Describe your alternative assessment*
> *based on the potential gaps in the students learning.*

Instructional strategies: TPA TASK 1, 2, and 3
>   1. Address the subject matter learning goals and developmental needs of the
>   students described. (be sure to reference pages 3-6)
>   *Example: Instructional strategies are what the teacher does during the*

instruction

>   *Example: Student activities are what the students do during the lesson*

and independent practice

INSTRUCTIONAL STRATEGIES	STUDENT ACTIVITIES

2. Explain why the instructional strategies, student activities and
   resources are appropriate for this lesson.
   *Example: Why are the instructional strategies and student activities
   appropriate for this class based on content and student development?*
   Example: How do they address the development need of these students?
   *Example: How do they help the students make progress toward achieving
   the state adopted academic content standards for student in this content
   area?*
   *Example: Understand connections between lesson content and the outside
   world.*

Differentiated instruction based on the learning goals and instructional strategies: TPA TASK 1, 2, and 3

ENGLISH LEARNER

TASKS	Beginning EL	Intermediate EL	Advanced EL
Identify 2 specific learning needs based on the student description			
Identify one instructional strategy or student activity that could challenge the student			
Explain why the strategy or activity you chose could challenge the student based on the learning needs of the student			
Describe how you would adapt the strategy or activity to meet the learning needs of the student considering subject matter pedagogy in your description			
Explain how your adaptation would be effective for the student in making progress towards the goals of your lesson			
Explain how your adaptation would be effective for the student in making progress toward English language			

development			
What progress monitoring assessment would you choose to obtain evidence of the student's progress towards a learning goal?			
Give rationale for your choice of assessment. Use your knowledge of academic content in this lesson and this student's learning needs in your rationale.			

TASKS	LEARNING DISABILITY	GROUP SELECTED DISABILITY
Identify 1 instructional strategy or student activity from the plans that could be challenging for the student considering the description of your student		
Explain why this strategy or activity could be challenging for the student based on your description		
Describe how you would adapt the strategy or activity to meet the needs of the student		
Explain how your adaption would be effective for the student making progress toward achieving the learning goal		
Identify one additional instructional strategy or student activity that could be challenging for the student considering their learning needs		
Explain why the strategy or activity you chose could be challenging for the student based on specific aspects of the student description		
Describe how you would adapt the strategy or activity you identified to meet the needs of the student		
What progress monitoring assessment would you choose to obtain evidence of the student's progress towards a learning goal?		
Give rationale for your choice of assessment. Use your knowledge of academic content in this lesson and this student's learning needs in your rationale.		

TASKS	Describe GATE students needs
Identify 1 instructional strategy or student activity from the plans that will be challenging for the student considering the description of your student	
Explain why this strategy or activity will be beyond the students current ability and will challenge the student based on your description	
Describe how you would adapt the strategy or activity to meet the needs of the student	
Explain how your adaption would be effective for helping the student make progress going beyond the learning goal	
Identify one additional instructional strategy or student activity that will be challenging for the student considering their learning needs	
Explain why the strategy or activity you chose will be challenging for the student based on specific aspects of the student description	
Describe how you would adapt the strategy or activity you identified to meet the needs of the student	
Explain how your adaptation would be effective for helping the student make progress toward going beyond achieving the learning goal	
What progress monitoring assessment would you choose to obtain evidence of the	

student's progress towards the learning goal?	
Give rationale for your choice of assessment. Use your knowledge of academic content in this lesson and this student's learning needs in your rationale.	

Universal Backwards Lesson Design

	What do you want students to know and be able to do? So, then, how will that be assessed?
BEFORE LESSON	- Facts about the learner - Content/Context - Product/Assessment - Management/Discipline considerations
DURING LESSON — **INTO**	Anticipatory set
DURING LESSON — **THROUGH**	- Teacher Input - Direct Instruction - Modeling - Exemplars/Non-Exemplars - Demonstration - Guided Practice/Progress Modeling - Scaffolds and Supports - Monitor and Adjust, if needed - Check for understanding - Independent Practice/Formative Assessment - Benchmark Criteria for Assessment - Closure/Summative Assessment - Students summarize learning - Check that objectives were met
DURING LESSON — **BEYOND**	- Transfer - Extension Activities - Research Projects - Home Fun - Enrichment Activities
AFTER LESSON	- Reflection - Successes to repeat - Revisions to make

✓ **STUDENT STUDY TEAM PROCESS (30 points)**

Learner Objectives:	Knowledge and skill in conducting and participating in the Student Study Team general education pre-referral process
Assessment:	Teacher candidates apply their knowledge of the SST processes by participating in a simulation of an SST meeting regarding a child with a selected classroom challenge.

Resource(s):	Title and necessary information:
Textbooks	Quiocho, A. (2009). *Differentiated Literacy Instruction for English Language Learners.* Allyn and Bacon Turnbull, A., Turnbull, R, and Wehmeyer, M. (2007). *Exceptional Lives. Special Education in Today's Schools.* Pearson. Villa, Richard, and Thousand, Jacquelyn. (1995). *Creating an Inclusive School.* ASCD. Chapters To Be Assigned
Supplemental Print Material	SST Lecturette by Jacqueline Thousand, Professor, CSUSM, College of Education E-copy of Ch. 16 from Choate
Video/segment	Video Segment # 1 "Promoting Success for All Students" *The Inclusion Series* (1998) Weland Prods/KCET and Allyn & Bacon. (ISBN 0-205-29111-2) Video Segment # 3 "Working Together – The Collaborative Process" *The Inclusion Series* (1998) Weland Prods/KCET and Allyn & Bacon. (ISBN 0-205-29111-2)

Context

The Student Study Team (SST) process is a general education function and general education teacher responsibility. It is a state-mandated prevention and intervention process and structure that must exist at every California school. The SST process is designed to address students' learning needs BEFORE 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 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 learning styles (i.e., preferred areas of multiple intelligence). Most students respond positively when their classroom teacher seeks ideas and support from professional peers through the SST process.

Objectives

The objectives of having you participate in a mock SST meeting are to give you the opportunity to:
- demonstrate effective use of the SST model
- demonstrate the various roles of the SST members
- examine support options for students based upon their unique individual characteristics

- demonstrate the use of prereferral strategies as the preferred response (over formal special education referral) to resolve problems
- clarify the initial procedures involved in identifying students for special education support

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

What to do:
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 a reflection on his/her group experience.

Roles	Tasks
PREVIOUS TEACHER	DATA SHEET/SUMMARY SHEET
PARENT	DATA SHEET/SUMMARY SHEET
CURRENT TEACHER	DATA SHEET/SUMMARY SHEET
RESOURCE SPECIALIST	DATA SHEET/SUMMARY SHEET
ADMINISTRATOR	DATA SHEET/SUMMARY SHEET

1. 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.
2. Complete the SST Summary Sheet with each column filled out in items that will be covered in the of SST role play.
3. Answer guiding questions provided.
4. After completing the in-class SST role-play and discussion, write a response to these prompts:
   - Articulate the rationale for inclusive educational opportunities for all students.
   - What were the strengths and needs of the student for whom you had an SST meeting?
   - What principles of universal design guided the group's decision for differentiating instruction?
   - What strategies were identified to support the student? Provide examples of natural peer supports (e.g., partner learning, peer tutoring, classroom meetings), collaborative teaching and learning methods, and other appropriate materials and technologies (including assistive technologies) to
      a) create a caring classroom community in which students value one another's differences,
      b) develop the social competence of and relationships among class members, and
      c) meet the educational and social/emotional needs of the student.
   - Describe what your role will be at future SST meetings?
   - How will you prepare for SST meetings?
   - What was useful about this experience?
   - How will this experience inform your teaching?

For further reading:

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

Student Study Team (SST) Summary Form

Date of Meeting _____

Teacher_____**School** _____

Team Members
_____

Student _____

Primary Language_____ **Grade**_____ **DOB** _____**Parents** _____   **M-**_____   **F** _____

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

Student Study Team Scoring Guide

Element	Developing 1 point	Approaches Expectations 2 points	Meets Expectations 3 points
Know School Families (Student Data Sheet, Intervention Plan and Meeting Interactions)	No indication that the school took the time to know the family and their needs.	Some of the needs of the family were understood, i.e. family members, language, literacy, and family dynamics.	There is a description of the family (in Data Sheet) and the family's needs are taken into consideration in planning the student's intervention plan.
Knows Student (As Indicated on Student Data Sheet, Intervention Plan and Meeting Interactions)	Some of the student's strengths, needs, language, and culture are understood.	The student's strengths, needs, language, and culture are understood and addressed in plan.	The student's strengths, needs, language, and culture are understood so well that the team can incorporate the child's life outside of school into the plan.
Development of Interventions	The intervention plan is brief and vague.	The intervention plan demonstrates an understanding of the student's uniqueness and addresses the student's strengths and needs.	The intervention plan demonstrates an understanding of student's uniqueness and addresses the student's strengths and needs for cognitive, affective and psychomotor objectives.
Implementation and Monitoring Interventions	There is no clear plan how interventions will be implemented or monitored.	There is a clear plan for implementing and monitoring interventions.	There is a clear plan for implementing and monitoring interventions. A plan is set to communicate progress of interventions to all school and family members.
Use of Resources	No resources were mentioned in the intervention plan.	School resources were identified in the intervention plan.	School, community, and family resources were considered and identified in the intervention plan.
Role Representations	Minimum of 5 SST roles were represented.	More than 5 SST roles were represented and modeled the responsibilities of each member.	More than 5 SST roles were represented with a detailed description of each member in SST Binder addressing relationship w/ student, unique talents, background, interests, and experiences that make this individual an invaluable member of team.
Student Summary Sheet & Meeting Interactions 1. Discuss student strengths 2. Discuss areas of concern 3. Discuss interventions and plan for implementation 4. Solicit parent input 5. Plan follow-up mtg.	75 % of SST Summary Sheet completed & 4 or less SST steps implemented.	90% of SST Summary Sheet completed & all 5 steps implemented.	100% of SST Summary Sheet completed & all 5 steps implemented.
SST Binder 1. SST Summary Sheet 2. Student Data Sheet 3. Cover Sheet 4. Annotated bibliographies for each team member	Completes 4 or less.	Completes all 5.	Completes all 5 with detail & professionalism.

SST Summary and Reflection	Briefly summarizes assignment and responsibilities. Includes little self-reflections and makes no connections to future practice	Summarizes the assignment and responsibilities and includes a superficial self-reflection and few connections to future practice	Summarizes the assignment and responsibilities and includes an in-depth self-reflection and strong connections to future practice

✓ **CLASSROOM ENVIRONMENT PLAN (20 points)**

Resource(s):	Title and necessary information:
Textbooks	Grant, C. and Gillette, M. (2006). *Learning to Teach Everyone's Children. Equity, Empowerment, and Education that is Multicultural*. Thomson Wadsworth. Marzano, R. (2003). *Classroom Management that Works. Researched-Based Strategies for Every Teacher*. Association for Supervision and Curriculum Development. Quiocho, A. (2009). *Differentiated Literacy Instruction for English Language Learners*. Allyn and Bacon

Pretend you've just shaken the principal's hand and accepted that job offer! You're excited, prepared to change the world! You walk away from her office, and wonder, "What do I do now?" Remembering this assignment, you'll say, "Oh, I have a plan!"

Create a plan for managing your first classroom environment, one serving the needs your students. Divide your plan into the sections; use the labels listed below.

Section 1 - My Students: Make up a class including grade level, subject area, and demographics. There are 32 students in your class. Be realistic; analyze data from school districts' web sites at which you might apply. Include data and cite your source.
- What percentage will have Individualized Instruction Plans or 504 Plans?
- What percentage will be English Language Learners?
- What other kids might have special needs not identified? Who are they?
- Cite your sources.

First Days – Section 2: Describe at least three activities building community in your classroom at the beginning of the school year.
- What will you do the first days of the school year to introduce yourself, learn about students, encourage students to learn about each other, and build a community of learners? Keep in mind the needs of adolescent learners!
- Use a resource, and cite your source.

Classroom – Section 3: *Map* and *describe* the physical arrangement of your classroom. In detail, draw student desks, teacher desk (or work area), multimedia devices, computers, windows, bookcases, sinks, etc. Visit a school, take pictures, or use your imagination.
- How does your arrangement accommodate your students' needs?
- Use a resource, and cite your source.

Procedures – Section 4: Describe procedures for the day-to-day operation of your classroom.
- How do you begin the day?
- How do students sharpen pencils? When do they ask to go the bathroom or get a drink of water?
- How do they pass out and collect papers or materials?
- How do you dismiss the students after the bell rings?
- What other procedures might you consider?
- Use one resource, and cite your source.

Rules/Agreements – Section 5: Describe the rules or agreements in your classroom.

- What is the process you use for developing rules or agreements?
- Do you have a rule about which you feel strongly?
- How will you enforce consequences for kids' positive and negative choices?
- Use a resource, and cite your source.

Grouping – Section 6: Identify two (2) or three (3) different grouping strategies you will use.
- How will you make certain group members are accountable to you and to their group?
- Why and when will you group them differently? What are the purposes for different grouping strategies?
- Use a resource, and cite your source.

Communication – Section 7: A community of learners includes teachers, students, parents, and caregivers; communication is key to building community.
- How will you communicate with parents and other caregivers?
- How will you let students know about important events and assignments?

Put it Together: Use a notebook with dividers, or have another creative way to put it together!

An exemplary Classroom Management Plan follows directions explicitly (answers bulleted questions, cites sources, labels sections, etc.) It is very thoughtful and has few errors in spelling/mechanics. It is professionally presented.

✓ PROFESSIONAL DISPOSTIONS (15 points)

Overview:
Grading in 511 includes a component of "professional disposition." Students in the College of Education are to conduct themselves in ways expected of those entering the profession. Disposition includes:
- General classroom attendance, promptness, and participation
- Attention to classroom discussion protocols
- Social and cooperative skills
- Attention to assignments (deadlines, quality, multi-tasking)
- General classroom demeanor
- Flexibility
- Openness to and enthusiasm for learning

A way to measure professional dispositions fairly is the "Exit Slip" each class session, asking students to respond to and to grade themselves in professionalism. It is an opportunity to show responsibility, learning, and thought.

What To Do:
Copy the form into your computer – **you will need more room, so resize the table to accommodate your writing**. Print this form before coming to class; complete it at the end of each session. Be thoughtful in your writing; turn it in to your instructor as you **exit**!

PROFESSIONAL DISPOSITIONS EXIT SLIP (511)

1. Name: Date:	
2. Were you on time, as you would be as a teacher? *If not, what delayed you?*	Yes No
3. Were you an attentive listener and an enthusiastic learner? *If not, in what way can we help?*	Yes No
4. Did you complete assignments on time today? *If not, what interfered with your learning?*	Yes No
5. What did you learn about teaching and learning this session? Be specific.	
6. How will you apply what you learned to your classroom?	
7. Given your responses to questions 1-6, what grade have you earned for professionalism today? A (WOW!), B (Good!), C (I had a bad day!)	

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. *(Adopted by the COE Governance Community, December, 1997).* Should a student have extenuating circumstances, s/he should contact the instructor as soon as possible. Students missing more than two class sessions will not earn a passing grade. Three tardies or early exits are equivalent to an absence. Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not excuse students from assignments nor the attendance policy.

Grading Policy

Come prepared to class; readings and homework assignments are listed on the dates on which they are to be completed.

Work is submitted 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").

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

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

COURSE REQUIREMENTS FOR 511

Number Required	Assignment	Due Date(s)	Points Possible
1	Objective Observation (individual)	9/30	15
1	Differentiated Lesson Plan Workshop (group)	11/4	20
1	Student Study Team Process (group)	11/18	30
1	Classroom Environment Plan (individual)	12/2	20
15	Professional Dispositions / TPE 6e (individual)	Each Class	15

Grading Standards (Points)

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

COURSE SCHEDULE: EDMS 511, Fall 2008
Bring your books to class each session.
The instructor reserves the right to modify the schedule.

Date	Topic	Assignment DUE
Session 1 August 26	Course overview Building Community	**BRING YOUR SYLLABUS!** Grant, Gillette: Chapter 12
Session 2 September 2	Mandates for Teacher Candidates CSTP/TPE/TPA	Read and bring a copy of the CSUSM TPEs, the CSTPs, and the TPAs to class. http://www.cde.ca.gov www.sdcoe.net/standards various websites Grant, Gillette: Chapter 1
Session 3 September 9	Mandates for Teachers No Child Left Behind, Federal, State, and local standards	Bring the state standards for a grade you'd like to teach. Grant, Gillette: Chapter 2 Quiocho: Chapter 1
Session 4 September 16	Student Centered Teaching and Learning	Villa, Thousand: Chapters 1, 2, Tomlinson: Chapter 1 Turnbull, Turnbull: Chapter 2
Session 5 September 23	Student-Centered Teaching and Learning	Villa, Thousand: Chapter 6 Tomlinson: Chapter 2
Session 6 September 30	Student-Centered Teaching and Learning **Objective Observation DUE (Bring a hardcopy.)**	Grant, Gillette: Chapter 4 Tomlinson: Chapter 3
Session 7 October 7	Student-Centered Teaching and Learning Differentiated Lesson Planning Workshop	Grant, Gillette: Chapter 5 Tomlinson: Chapters 4, 5 Turnbull, Turnbull: Chapter 3
Session 8 October 14	Differentiated Lesson Planning Workshop	Grant, Gillette: Chapter 4, 5 Quiocho: Chapter 9
Session 9 October 21	Differentiated Lesson Planning Workshop	Quiocho: Chapter 6 Turnbull, Turnbull: Chapter 2
Session 10 October 28	Differentiated Lesson Planning Workshop Student Study Team Process	Reading on electronic reserve: SST Lecturette

Session 11 November 4	Student Study Team Process **Differentiated Lesson Plan Due** **(Everyone brings a hardcopy.)**	
Session 12 November 11	HOLIDAY -No Class	
Session 13 November 18	**Student Study Team Process Due** **(Everyone bring a hardcopy.)**	Grant, Gillette: Chapter 3 Marzano: Chapters 1, 2, 3, 4
Session 14 November 25	Classroom Environment Plan Begin TPE 6d	Marzano: Chapters 5, 6, 7, 8
Session 15 December 2	**Classroom Environment Due (Bring a hardcopy.)** **TPE 6d**	

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

C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	**D.** Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA
		A. Historical perspectives
		B. Demography
		C. Migration and immigration