CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDMS 511 Elementary Teaching and Learning 1
Bonsall West Campus, Wednesday 8:00 a.m.- 2:45 p.m,
Fall 2008

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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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

COURSE DESCRIPTION

This course requires participation in public schools and other education-related contexts.
This course is designed:
- to extend preservice candidates' understandings about numerous philosophies of teaching and learning;
- to inform preservice candidates about key concepts and procedures as they relate to students learning English and students with special education labels;
- to encourage further infusion of technology into curriculums.
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Course Prerequisites Admission to the Multiple Subject/CLAD teacher Credential Program.

Course Objectives

The purposes of this course are threefold:

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

Required Texts

- * Wiggins and McTighne, *Understanding by Design* Association of Supervision and Curriculum Development
- Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural.* Thomson & Wadsworth.
- Tomlinson, Carol Ann. (1999). *The Differentiated Classroom: Responding to the needs of all learners.* Alexandria, VA: Association for Supervision and Curriculum Development.
  (Available as an e-book online.)
- Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2007). *Exceptional Lives: Special Education in Today's Schools, 5th Ed.* Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall.

- Villa, R. A. and Thousand, J. S. (2005). Creating an Inclusive School (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Task Stream Electronic Portfolio, Must register and pay fee online prior to first class @ www.TaskStream.com (register for duration of credential program).
- Pearson, Merrill Prentice Hall.
- Villa, R. A. and Thousand, J. S. (2005). Creating an Inclusive School (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Task Stream Electronic Portfolio, Must register and pay fee online prior to first class @ www.TaskStream.com (register for duration of credential program).

Recommended Texts

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

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

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for 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 district 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. You will be required to formally address the following TPEs in this course:

TPE 6d – Engaging and supporting all learners (Student Study Team Assignment)
TPE 9 – Creating & managing effective instructional time (Classroom Management Assignment)

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 the TPA for short.

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 the 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

College of Education Attendance Policy

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

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

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 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Course Requirements

Student Study Team	10 points
Peer Teaching Demonstration	10 points
Disability Matrix	15 points
Lesson Plan	15 points
Electronic Portfolio (TPEs)	10 points
Classroom Management	10 points
ESL Science CD Project	15 points
Attendance/Participation	15 points
Total	**100 points**

Grading Standards

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

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

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

Grading will also include a component of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:
- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- **Carefully considered, culturally aware approaches to solution-finding.**

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 (approximately). This will be met through written assignments.

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, WebCT6, 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 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.

Tentative Course Schedule

Date	Topic	Readings & Assignments Due
1 08/29/07	Introduction/Course Overview Community Building Mandates for Education CSTP/TPE Intro to Lesson Planning Observation Instruction	Syllabus (WebCT) CSTP with TPEs & Full Text of TPEs http://lynx.csusm.edu/coe/eportfolio/index.asp CSUSM Lesson Plan Format in the syllabus.
2 09/05/07	Intro to TaskStream (computer lab) Lesson Plan Writing Peer Teaching Presentation ESL CD Rom Project	Turnbull, Turnbull & Wehmeyer Ch 1-2 Grant & Gillette: Ch 4 Tomlinson Ch 1-3 Udvari-Solner, Access to the General Ed Curriculum for All (WebCT) **Team 1 Peer Teaching Presentation**
3 09/12/07	Student-Centered Teaching & Learning-Disabilities Matrix First Day of School Video (WebCT) Differentiation-SDAIE & ELD Six Facets of Understanding Peer Teaching Presentation	Six Components of SDAIE (WebCT) Turnbull, Turnbull & Wehmeyer: Ch 3-4 Grant & Gillette: Ch 12 Wiggins- Chapters one-six. **Due: Disabilities Matrix** **Team 2 Peer Teaching Presentation**
4 09/19/07	Observation Activity Intro to SST (Video & Bart Simpson SST-WebCT) Differentiation-Special Ed Peer Teaching Presentation	Grant & Gillette: Ch 5 Tomlinson p. 15 & 16 & Ch 4-9 SST Lecturette (WebCT) Assessment PPT (WebCT) **Team 3 Peer Teaching Presentation**
5 09/26/07	Classroom Management TPE Writing Workshop (Taskstream) Peer Teaching Presentation	Grant & Gillette: Ch 3 Choate: Chapter 15 (WebCT) **Team 4 Peer Teaching Presentation** **Differentiated Lesson Plan**
6 10/03/07	Peer Teaching Presentation	**TPEs 6d** **5 Peer Teaching Presentation**
7 10/10/07	Peer Teaching Presentation- Best Practices Review	**Team 6 Peer Teaching Presentation** **Classroom Management Plan**

8 10/17/07	SST Role Play	No Readings
	Course Review	**Due: SST Role Play**
	Short Presentations of Science ESL CD projects	**Due: ESL CD Rom**
		Remember to submit TPE 6D on Taskstream
	TaskStream –assist student to uploaded to assignments to their electronic portfolio	

SB 2042 - Authorization to Teach English Learners Competencies

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

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Differentiated Lesson Plan   **15 points**

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

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

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

Resources	Title and necessary information:
Textbooks	Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural.* Thomson & Wadsworth. Chapter 5 Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2007). *Exceptional Lives: Special Education in Today's Schools, 5th Ed*. Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall. Villa, R. A. and Thousand, J. S. (2005). Creating an Inclusive School (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 6 & 7
Other Resources	Choate, J. S. (2000) Successful inclusive teaching (3rd ed.). Needham, MA: Allyn & Bacon. Chapters16 Pierangelo, Roger, & Giuliani, George A. (2001). What Every Teacher Should Know about Students with Special Needs: Promoting Success in the classroom. Champaign, IL: Research press.
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 Taskstream

Prerequisite skills:
- Teacher candidates are able to write a lesson plan using the COE lesson format.
- Teacher candidates are able to differentiate curriculum and instruction based on content, process, and product as define by Carol Ann Tomlinson (1999).
- Teacher candidates are able to use information about students' readiness range (skills, reading, thinking & information), learning profiles, interests, talents, and culture to differentiate curriculum and instruction (Tomlinson, 1999).
- Teacher candidates are able to identify strategies to meet the needs o
    - Students learning English (including differentiation for Beginning, Intermediate, and Advanced levels)
    - Student that are accelerated learners as referred to by Piergangelo & Giuliani (2001)
    - Students that need special education support under IDEA &/or ADA as referred to by Choate (2000), Grant & Gillette (2005), Piergangelo & Giuliani (2001), Turnbull, Turnbull & Wehmeyer (2007). and Villa & Thousand (1995)

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LESSON DESIGN   Developmentally appropriate pedagogy

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Contextual Information
<u>**Elements of the learning experience**</u>
Grade
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*

INSTRUCTIONAL STRATEGIES	STUDENT ACTIVITIES
Example: Put one instructional strategy in each box with an explanation and amount of time you are anticipating. Expand the number of boxes to match each strategy.	*Example: Put one student activity to match the instructional strategy in each box with an explanation and amount of time you are anticipating. Expand the number of boxes to match each student activity.*
ANTICIPATORY SET: *How will you focus/motivate students?*	ANTICIPATORY SET
TEACH TO THE OBJECTIVE*: How will you teach to the objective? How will you actively involve all students?* *Note: For a skill or task, describe and model the skill/task. For a concept, provide examples and non-examples.*	TEACH TO THE OBJECTIVE
GUIDED PRACTICE: *How will you structure opportunities for the students to practice in class teacher monitoring (e.g., alone, with a partner, in cooperative groups). How will you "check for students' understanding throughout the lesson?*	GUIDED PRACTICE:
INDEPENDENT PRACTICE: *How will you structure opportunities for the students to practice outside of class following the lesson? How will you ensure that the independent practice is at the appropriate level of difficulty for the various students?*	INDEPENDENT PRACTICE:

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
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 student's needs
Example: Regular education: remaining students
Developmental needs of the students at this age
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
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.
Materials

Example: Review teacher's manuals, pacing guides, and appropriate supplemental materials to determine the materials you will need to present this lesson. Materials should include lists of supplies that will be needed to present this lesson.

Instructional strategies

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

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

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.			

Special Education

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.		

GATE

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.	

Student Success Team (SST) Process   **10 points**

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

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

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

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

TASK AND GUIDELINES

Context

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

Objectives

The objectives of having you participate in a mock SST meeting are to give you the opportunity to:
- demonstrate effective use of the SST model
- demonstrate the various roles of the SST members
- examine support options for students based upon their unique individual characteristics
- demonstrate the use of pre-referral strategies as the preferred response (over formal special education referral) to resolve
  problems
- clarify the initial procedures involved in identifying students for special education support

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

Assignment Description

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

Roles	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

The Tasks:

- Complete a data sheet of observed characteristics of the student's behavior and learning or behavioral challenges, how the child's characteristics affect school performance, and possible strategies for supporting the student.

- Complete the SST Summary Sheet with each column filled out in items that will be covered in the of SST role play

- Answer guiding questions provided

- On your own, find two annotated bibliographies per team member of articles and/or web sites that provide information about the challenging student characteristic and strategies for supporting the student. Each annotation is to include a starting paragraph the briefly summarizes the article. A second paragraph will summarize your reaction (e.g., interesting new information, conflicting perspectives, challenging point) to the article. Use APA format in referencing the article or web site.

- After completing the in class SST role play and discussion, go to your electronic portfolio and write a response to theses prompts:
  - Articulate the rationale for inclusive educational opportunities for all students.
  - What were the strengths and needs of the student you had an SST meeting for?
  - What principles of universal design guided the groups decision for differentiating instruction?
  - What strategies were identified to support the student? Provide examples of natural peer supports (e.g., partner learning, peer tutoring, classroom meetings), collaborative teaching and learning methods, and other appropriate materials and technologies (including assistive technologies) to a) create a caring classroom community in which students value one another's differences, b) develop the social competence of and relationships among class members, and c) meet the educational and social/emotional needs of the student.
  - Describe what your role will be at future SST meetings?
  - How will you prepare for SST meetings?
  - What was useful about this experience?
  - How will this experience inform your teaching?

SST Summary Form　　　　　　　　**Date of Meeting** _____

Teacher_____**School** _____

Team_____

Student _____

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

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

Student Success Team (SST) Role Play Rubric for in class Activity
(This will not be graded, but it can be a great tool to initiate class discussion of the success of the SST meeting.)

Element	Developing	Meets Expectations	Exceeds Expectations	Total
Know School Families (Student Data Sheet, Intervention Plan and Meeting Interactions)	No indication that the school took the time to know the family and their needs.	Some of the needs of the family were understood, i.e. family members, language, literacy, family dynamics.	There is a description of the family (in Data Sheet) and the family's needs are taken into consideration in planning the student's intervention plan.	
Knows Student (As Indicated on Student Data Sheet, Intervention Plan and Meeting Interactions)	Some of the student's strengths, needs, language, and culture are understood.	The student's strengths, needs, language, and culture are understood and addressed in plan.	The student's strengths, needs, language, and culture are understood so well that the team can incorporate the child's life outside of school into the plan.	
Development of Interventions	The intervention plan is brief and vague.	The intervention plan demonstrates an understanding of the student's uniqueness and addresses the student's strengths and needs.	The intervention plan demonstrates an understanding of student's uniqueness and addresses the student's strengths and needs for cognitive, affective and psychomotor objectives.	
Implementation and Monitoring Interventions	There is no clear plan how interventions will be implemented or monitored.	There is a clear plan for implementing and monitoring interventions.	There is a clear plan for implementing and monitoring interventions. A plan is set to communicate progress of interventions to all school and family members.	
Use of Resources	No resources were mentioned in the intervention plan.	School resources were identified in the intervention plan.	School, community, and family resources were considered and identified in the intervention plan.	
Continued on next page				

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

SST Reflection Rubric for Taskstream

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

Disability Matrix   **15 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 disabilities. Written products and class discussions evidencing assessment above

Resource(s):	Title and necessary information:
Textbook Chapters 2 & 15	Choate, J.S. (2000) *Successful inclusive teaching: Proven ways to detect and correct special needs (3rd ed.)* Boston: Allyn & Bacon. (ISBN 0-205-30521-7)
Supplemental Lecture	"The Categories of Disability" –Instructor, CSUSM, College of Education
Online Course Supplement	WebCT Disability Data Resources

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) by:

creating a table, graphic organizer, or other visual representation of the thirteen (13) special education disability categories presented in this course. Your table must take the form of a word-processed table or an Excel chart, or any other organizational scheme that clearly illustrates each of the following seven dimensions:

1. The name of the handicapping condition
2. A brief description of the learning and/or social behaviors associated with the disability
3. One assessment appropriate to use to determine the presence or degree of the disability
4. One typical adaptation/modification in **curriculum, materials, goals (content)**
5. One typical adaptation/modification in **classroom environment (process)**
6. One typical adaptation/modification in **teaching practices (process)**
7. One typical adaptation/modification in **assessments** required of the student **(product)**

Suggestion: Consider using the landscape paper layout (File>Paper Size>Orientation: click Landscape), and having only 3 or 4 categories listed per page. This will give you adequate space to include all of the dimensions listed above.

Disability 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	Modification in content (curriculum, materials or goals) for each disability named
Classroom Environment Modification	Modification in classroom environment for each disability named
Process Modification	Modification in teaching practice/process assessment for each disability named
Assessment Modification	Modification in learning product assessment for each disability named
Total	

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

<u>Assessment:</u>   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 disabilities.
Written products and class discussions evidencing assessment above

Resource(s):	Title and necessary information:
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Suggestion: Consider using the landscape paper layout (File>Paper Size>Orientation: click Landscape), and having only 3 or 4 categories listed per page. This will give you adequate space to include all of the dimensions listed above.

TaskStream TPE Response Checklist

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

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

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

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

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

Classroom Management   **10 points**

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

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

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

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

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

Task Guidelines

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

Classroom Management Plan Rubric

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

Peer Teaching Demonstration   **10 points**

Learner Objectives:	Teacher candidates:

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

Assessment: Teacher candidates will:

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

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

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

Peer Teaching Presentation Rubric

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

Science Methods/ESL Infusion   **15 points**

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

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

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

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

Step Three: Your ESL support item will have to be burned on to a CD Rom. In the past, students have created any number of interesting materials to support science instruction. Examples of ESL support materials included PowerPoint slide shows of the steps of an experiments, slide shows of key vocabulary words with pronunciation drill included, short interviews with the teacher re-explaining the lesson, and puzzles and games.
In creating your CD Rom you may use any variety of technology. You can use digital cameras, video recorders, PowerPoint, Word, etc.
        What form of language support you chose to use for your lesson is completely up to your group. Once you create your CD please also create some kind of pencil and paper worksheet to serve as follow up to the activity. The worksheet, puzzle, or game can be typed up in Word and then later burned into the CD along with the support activity. In this way, a student using your CD can print up her own follow up work to be completed at her desk.

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

ESL Science Support Materials Report Format

Lesson Title_____

Group Members Names _____

Course Title and Instructor's Name _____

California Science Standards _____
.
Respond to the following questions in two to three paragraphs.

Why did you select this lesson?

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

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

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