

California State University San Marcos
COLLEGE OF EDUCATION
Education/Multiple Subject (EDMS) 511B 01 ICP
Elementary Teaching and Learning I (3 units)
Fall 2008 CRN 40515 University 442 Monday 1300-1545

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Mission Statement of the College of Education, CSUSM

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

Course Description Elementary Teaching and Learning I

Focuses on developing a preliminary understanding of learning theory and instructional practice in integrated and inclusive elementary classroom. *This course is aligned with California's SB 2042 Standards.*

Prerequisite:

Consent of Program Coordinator.

Course Objectives

The purposes of this course are threefold:

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

Required Text

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

Recommended Texts

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

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

They will develop Lesson Design to be used in their future course work that includes content standards, assessment, student activities, and instructional strategies with differentiation for EL, special education, and GATE students. They will become familiar with the Student Study team process and the role of the classroom teacher. Classroom management strategies will become familiar to the students with emphasis on diverse learners. Observation of elementary students will prepare them to develop focused observation of children when they become a teacher.

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: first portion of 6d with one artifact.

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

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. If a student misses two class sessions they may not be able to receive a grade higher than a "C" or if they are late or leave early for more than three sessions, the highest possible grade earned will be a "C". Any combination of the two students will not receive a grade higher than a C. **If you miss class where group work is being conducted you will have 5 points deducted from your grade on that project.**

Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

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.

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. All work can be re-submitted for a higher grade with 5 points deducted: 20 point paper deducted to 15, 15 point paper deducted to 10.

All students will use Times Roman 12 fonts and double spaced on all written work. It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar, 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. There is a requirement of at least 2500 written words for completion of the written assignments.

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

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

Course Assignments

Classroom management	20 points
Student Study Team	20 points
Observation of a student	20 points
Experiencing diversity	20 points
Lesson Plan	20 points

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

Grading Scale

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

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

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

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. This will be met through written reactions and reflections related to assigned readings/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.

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

<u>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</u>	<u>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</u>	<u>PART 3: CULTURE AND CULTURAL DIVERSITY</u>
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

Lesson Design
Learner Objectives:

20 points

Teacher candidates will be able to design a lesson that differentiates content, process and product to maximize learning for students with diverse needs. This lesson plan will focus on reading comprehension. This will prepare the candidate for the TPA final assessment.

Assessment:

In groups of 4 teacher candidates will write a universal lesson plan that differentiates content, process, and product for students learning English, students that are accelerated learners, and students with special needs. **Students who do not participate in the group preparation during class time will have 5 points deducted from their grade.**

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

Resources	Title and necessary information:
Textbooks	Grant, Carl. A. & Gillette, Maureen. (2005). <i>Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural</i> . Thomson & Wadsworth. Chapter 5 Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2007). <i>Exceptional Lives: Special Education in Today's Schools, 5th Ed.</i> Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall. Villa, R. A. and Thousand, J. S. (2005). <i>Creating an Inclusive School (2nd ed.)</i> . Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 6 & 7
Other Resources	McCarney, Stephen (2006) <u>Pre-referral Intervention Manual</u> , Hawthorn Educational Services, Inc Pierangelo, Roger, & Giuliani, George A. (2001). <u>What Every Teacher Should Know about Students with Special Needs: Promoting Success in the classroom</u> . Champaign, IL: Research press.

Prerequisite skills:

- Teacher candidates are able to write a lesson design using lesson format that is provided.
- Teacher candidates are able to differentiate curriculum and instruction based on content, process, and product
- 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 Pierangelo & Giuliani (2001)
 - Students that need special education support under IDEA &/or ADA as referred to by Choate (2000), Grant & Gillette (2005), Pierangelo & Giuliani (2001), Turnbull, Turnbull & Wehmeyer (2007). and Villa & Thousand (1995)

Task Guidelines

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

Address their individual needs based on their readiness (skills, reading, thinking & information), learning profile, interests, talents, and culture.

4. Plan Implementation. 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?

TEMPLATE TO BE USED:

LESSON DESIGN Developmentally appropriate pedagogy

Contextual Information

Elements of the learning experience

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*

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 students 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

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
<p>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.</p> <p>ANTICIPATORY SET: How will you focus/motivate students? 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. 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? 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?</p>	<p>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.</p> <p>ANTICIPATORY SET TEACH TO THE OBJECTIVE</p> <p>GUIDED PRACTICE:</p> <p>INDEPENDENT PRACTICE:</p>

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

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.

LESSON PLAN RUBRIC

20 points

ELEMENT	LEVEL 1= 1 point	LEVEL 2 = 2 points	LEVEL 3 = 3 points	LEVEL 4 = 4 points
The lesson addresses the content standards	Utilizes inappropriate and irrelevant materials and inaccurately or fails to address the content standards. Evidence is unconnected across the response	Utilizes limited materials and ambiguously addresses the content standards. Materials provide partial relevance to the lesson and content standards are inconsistent. Evidence is weakly connected and inconsistent across the response.	Utilizes appropriate materials and accurately addresses content standards. Materials provide relevance to the lesson and content standards. Evidence is connected across the response.	Utilizes appropriate, detailed and clear materials and accurately addresses content standards. Materials reinforce relevance to the lesson and consistently connect to the content standards. Evidence is purposefully connected and reinforced across the responses.
Student activities are appropriate to the grade level	Lesson plan is inappropriate or irrelevant to the students' grade level. Activities are missing connections to the learning goals.	Lesson plan is partially appropriate to the students' grade level. Activities show limited connections to the learning goals.	Lesson plan is appropriate and relevant to the grade level. Activities show clear connections to the learning goals.	Lesson plan is clear, appropriate relevant and engaging to the grade level. Activities show clear and consistent connections to the learning goal.
Assessment of learning goals	Assessment is not related or appropriate to the learning goals. The examples are irrelevant to the content standards.	Assessment is partially related and ambiguously addresses the learning goal. Some examples are minimally related to the content standards.	Assessment is clearly related to the learning goal. Assessments clearly address pre, formative, and summative. They are appropriate for the grade level and special needs students. They are placed appropriately in the lesson.	Assessment is directly related and appropriate to the learning goal. Assessment address pre assessment, formative, and summative learning objectives and are purposely connected and reinforced. Examples given during assessments relate to content standards. Assessment goals are clear, consistent, and convincing.
Instructional strategies and student activities meet learning goals	Instructional strategies are irrelevant and student activities are unconnected and inappropriate to the instructional strategies and are not grade level appropriate.	Instructional strategies are limited and inconsistent and vaguely connected to the student activities and are somewhat age appropriate.	Instructional strategies clearly connect to the student activities and the learning goal. Student activities are relevant and derived from the instructional strategies and are age appropriate.	Instructional strategies clearly connect to the student activities and the learning goal. Student activities are purposely and clearly derived from the instructional strategies and are age appropriate.
Differentiation of students learning needs	Differentiation is irrelevant to the description of students and has little or no relation to the content standards and learning goals. Assessments are inappropriate to	Differentiation is inconsistent to the description of students and has minimal relation to the content standards and learning goals. Assessments are partially appropriate to students	Differentiation is relevant to the description of the students and relates to the content standards and learning goals. Assessments are appropriate to students learning needs.	Differentiation is relevant and consistent to the description of students and directly relates to the content standards and learning goals. Assessments are appropriate for all students learning needs with modifications for students with

	students learning needs.	learning needs.		special needs.
TOTAL				

Student Study Team (SST) Process

20 points

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

Assessment: Teacher candidates in groups of 4 will apply their knowledge of the SST processes completing the SST packet and participate in the simulated SST. **Students who do not participate in the group preparation or simulation will have 5 points deducted from their grade.**

Resource(s):	Title and necessary information:
Textbooks	Grant, Carl. A. & Gillette, Maureen. (2005). <i>Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural</i> . Thomson & Wadsworth. Chapter 5 Villa, R. A. and Thousand, J. S. (2005). <i>Creating an Inclusive School</i> (2 nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
Other Resources	Choate, J.S. (2000) <u>Successful inclusive teaching: Proven ways to detect and correct special needs</u> (3 rd ed.) Boston: Allyn & Bacon. (ISBN 0-205-30621-7) Chapter 1 & 16
Web site	Visit a web site to learn more about the child you have selected

TASK AND GUIDELINES

Objectives

- demonstrate knowledge of the use of the SST model
- recognize the various roles of the SST members
- examine support options for students based upon their unique individual characteristics
- understand the use of pre-referral strategies and interventions to assist the child in class
- clarify the initial procedures involved in identifying students for special education support

Preparation

- Complete the Pre-referral/Triad packet with 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. (use Pre-referral Intervention Manual for reference)
- In groups of 4 meet with your Triad model and discuss your student. (teacher, facilitator, parent, and referring teacher)
- Complete the SST Summary Sheet with each column filled out in items that would be covered in an SST.
- Part of the packet will address the needs of the child that your group created as well as information from your text books and web sites you visited to complete your understanding of your child and areas that you need to address as a teacher. The web sites will provide information about the challenging student characteristic and strategies for supporting the student.

Student Study Team (SST) Rubric

20 points

Element	Developing 1 point	Meets Expectations 2 points	Exceeds Expectations 4 points	Total
Completion of the Pre-referral process.	Packet complete.	Packet complete but does not show support of all the components of the SST process.	Completed packet with direct support using all the components of the SST process.	
Understands child and parent as indicated on the parent conference and student interview.	The parent conference and needs of the child are not clear.	The student's strengths, needs, language and culture are understood and are addressed in the triad conference.	The student's strengths, needs, language, and culture are understood and can incorporate the child's life outside of the school into the triad conference. Clear understanding of the child (web sites, text book reference)	
Development of interventions is found in the pre-referral triad summary sheet.	The strategies are vague and not appropriate for the student to be successful.	The strategies somewhat demonstrates an understanding of the students uniqueness with the ability to be successful.	The strategies recommended support the student's uniqueness and addresses the student's strengths and needs for academic, social/emotional, and physical objectives.	
Completion of the SST summary sheet addressing the areas needed from the checklist.	Few areas are addressed based on the students needs.	Some of the areas are addressed to assist the student.	All areas are addressed appropriate to the students needs both academically and behaviorally.	
Participation in simulation	Does not have a clear understanding of the student and does not participate appropriately.	Uses some information correctly about the child in playing the role as an SST member.	Understands the child and is able to play the selected role in their group. Gives constructive suggestions and demonstrates knowledge of the SST process.	
Total points				

Observation – Child in the classroom**20 points****Learner Outcomes:**

Teacher candidates will write a 3 page paper including:

- apply their knowledge of professional observation skills, including identification of major characteristics of the learning and social behaviors of typical and atypical students
- differentiate between professional and unprofessional observation skills
- record what they observe by identifying the students educational needs
- write up their observation notes with recommendations for curriculum and instructional implications

Assessment:

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

- 1) to observe a student (not in a SDC or RSP pull out program)
- 2) take objective notes on the student's behavior, and
- 3) write up a report summarizing the observation and make educational recommendations for the student.

Resources	Title and necessary information:
Textbooks	Grant, Carl. A. & Gillette, Maureen. (2005). <i>Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural</i> . Thomson & Wadsworth. Chapter 3,4, 5 Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2007). <i>Exceptional Lives: Special Education in Today's Schools, 5th Ed</i> . Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall. pp. 252-253, 321 & 417
Internet Resources	Tomlinson, Carol Ann. (1999). <u>The Differentiated Classroom: Responding to the needs of all learners</u> . Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available free through CSUSM ebooks library.)

Task Guidelines

1. Identify a student to observe.
Chose a child that represents a non regular education student: English Learner, student that is an accelerated learner, student that has a special education label under IDEA or ADA, or has participated in a SST)
Make sure the teacher understands that you are not helping in the classroom during this observation.
2. Observe the student for 60 minutes (must include learning activities)
3. It is NOT REQUIRED to see the student's records. These are confidential and you may not have access. If you are able to read the child's record include that in your background report.
4. Remember to keep all information about your student confidential. Use pseudonyms (false names) for the child, the child's teacher and the school.
5. Write Student Data: Part I of Report.
(This part of the report is only a documentation of what you see and hear. DO NOT include any opinions.)
6. Write Observation Summary & Recommendations: Part II of Report
(This is the only place you can share your opinions.)

The following information is to serve as a guideline to write your observation. DO NOT simply answer the questions.**This must be written in paragraph form.****Background Information**

- Student's Pseudonym
- Chronological Age of Student
- Student's Grade
- Pre-school and K-12 school history if available
- Health issues (allergies, diagnosed ADHD, glasses...)

- Family information: does the child live with and who else is part of the student's family (divorced parents, raised by grandmother, siblings, foster family...)
- Special service student receives (IEP, SST, ESL, referred for testing)
- Attendance and tardiness concerns

Placement

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

Performance (Student learning)

- Describe the student's body language
- Describe the student's facial expressions
- Describe the student's actions/activities as they participate in class
- Describe the student's verbal and nonverbal interactions with peers and adults
- What does the student do to show their learning?
- What type of checking for understanding for the students learning is evident
- Describe verbal and nonverbal interactions adults have with student (how does the teacher interact with the student)
- Describe verbal and nonverbal interactions peers have with student

Summary

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

Recommendations

- How could the content of the lesson be adapted to meet the student's needs?
- How could the teacher engage the student in the lesson?
- What other strategies could the teacher have used to meet the needs of this student?
- What adaptations for checking for understanding or assessment could have been used?
- What are your recommendations for behavior management (seating arrangement, contract, management strategies...) to help this student succeed?
- What does the student need to succeed?

Rubric for Observation: Child in classroom

20 Points

Elements	Beginning to Meet Expectations 1 points	Approaching Expectations 2 point	Meets Expectations 4 points	Points
Background Information	Minimum information to the children observed	Some details about the children observed	Complete information to demonstrate understanding of the child	
Placement	Identifies programs the student is placed in.	Information about the students placement is vague	Clearly defines the students day and the programs they participate in	
Performance (student learning)	Vague understanding of the students learning that is taking place	Some understanding of the students learning and interactions in the classroom	Details explain the learning by the student with peers and teacher	
Summary	No evidence to show understanding of the child's strength and challenges.	Assessment of the strengths and challenges is not based on evidence	Supporting evidence to show the strengths and challenges of the student.	
Recommendations	Recommendations to improve student understanding are not clear.	There are a few recommendations to show the child could have used some additional assistance.	Recommendations clearly define the understanding of the child's needs.	
Total Points				

Experiencing diversity (minority report)**20 points**

Learning outcomes	Students will be able to understand the challenge of feeling successful in an unfamiliar setting/culture/language through direct, meaningful participation in the setting/culture/language of their choice.
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Assessment	Prerequisite will include becoming familiar with the event they are going to attend through the internet or other resources. Teacher candidates will write a 3 page about an event they attended that was unfamiliar to them based on culture, ethnicity, gender, or religious beliefs.
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Resources	Web site or other resource for prerequisite of chosen event
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Assessment	Experiencing an event that causes the candidate to experience and understand how to support their future students when they enter their class that is unfamiliar to them.
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Prerequisite skills:

1. Chose an event that you are not familiar with that will give you a new culture, ethnicity, gender, or religious experience. **This must be a new event that you are NOT familiar with and you must go by yourself.**
2. Become knowledgeable about the event you will be visiting for background information.

Task guidelines:

1. Give a description of the background information that was found prior to attending the event.
2. Give a description of the unfamiliar setting and culture of the event you attended.
3. Define how this unfamiliar event was an experience for you either negative or positive and why.
4. Describe interactions you had with individuals/group from the event.
5. Discuss one to three similarities/differences between your perspectives after reading about the event prior to attending.
6. Explain how this experience was different or similar to other events you have attended.
7. Write a reflection of your feelings of the unfamiliar event and draw some conclusions how you will parallel that situation which your students may also experience those feelings as they enter your class.
8. Discuss strategies you will use to diffuse students feelings of the unfamiliar or feeling left out.
9. Discuss how this experience will assist you in understanding students you will have in your class.

Rubric for experiencing diversity**20 points**

Element	Beginning to Meet Expectations 1-2 points	Approaching Expectations 2-3 points	Meets Expectations 4-5 points	Total points
Prerequisite	Some information	Give some specific information about the event prior to attending	Give specific information and connected with concerns or feelings prior to the event	
Experience of event	Give more details about the event than the experience	Connect part of the event with reflective thoughts	Event is connected with prior experiences and reflection about the event is strong.	
Interaction with people	Had no interaction, just observed	Had some interaction but does not reflect what was learned from the individuals	Interaction with individuals reflecting on what was learned from the participants.	
Strategies for students	Have a vague idea of how this experience can transfer to the classroom	Able to give one strategy that can be used for students	Give 3 or more strategies that could be used to assist students in feeling comfortable in your class in an unfamiliar setting.	
Total points				

Classroom Management

20 points

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

Assessment: Three or four teacher candidates will write a **3 page** group paper on classroom management plan that addresses all students' needs for a specific grade level. Teacher candidates will identify a minimum of three beliefs about teaching and learning and show how their beliefs are implemented in the management plan including levels of consequences and rewards. Each candidate will write a two page reflection sheet regarding how they see themselves implementing the classroom management plan in relationship to the **pre planning activities**. One person in each group will be responsible for posting the paper and every student will post their reflection on WebCT.

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). Creating and inclusive school. Alexandria, VA: ASCD. Chapters 3 & 5
Internet Site(s)	Visit a website

Prerequisite skills:

- Teacher candidates are able to identify and discuss their beliefs about teaching and learning as related to student behavior.
- Teacher candidates are able to identify strategies to meet the needs of
 - Students learning English
 - Student that are accelerated learners
 - Students that need special education support under IDEA and/or ADA

Task Guidelines

1. Complete the 3 following **pre planning activities** to prepare your group for writing your discipline plan and to write your reflection:
 - ❖ Read 3 or more discipline theories/classroom management models from texts or websites.
 - ❖ One hour and a half of observation of a classroom of the grade level your group has selected. Focus on the teachers strategies for classroom management.
 - ❖ Interview the teacher you observe about their educational beliefs and how they implement those beliefs in their classroom management plans in connection with your observation
2. Identify grade level/types of students (EL, GATE, Special education and, regular) and develop a discipline plan that has consequence and rewards that are suitable for that grade level and the student needs.
3. Identify a minimum of three core beliefs you have about teaching and learning and how those impact your classroom management plan.
4. Discuss 2-3 management strategies you will use to assist your students in following your management plan.
5. The two page reflection sheet will connect the classroom observation, teacher interview, and web sites with the group management plan.

Rubric Classroom Management Plan

20 points

Elements	Beginning to Meet Expectations 1-2 points	Approaching Expectations 3 points	Meets Expectations 4 points	Total Points
Prerequisite tasks for reflection	Evidence of completing one	Evidence of completing two with some evidence of connection with plan.	Evidence of completing three with connections to classroom management.	
Identification of student grade/population	Vague definition of students and their needs.	Students identified without clear characteristics	All students identified with clear knowledge of student behavior and needs	
Educational Beliefs	Identify 1beliefs.	Identify 3-4 beliefs with vague understanding of how they are impacted by the management plan.	Identify 3-4 educational beliefs, describe how they will be implemented in your classroom management plan	
Define your management plan	Define plan without reasoning	Define your plan with some thought and explanation	Define your plan with sound reasoning that is defensible for that grade level.	
Strategies to assist the students in the implementation of the plan	There is little connection between your strategies and your educational beliefs.	Some of your strategies are linked to your educational beliefs.	Each strategy is clearly linked to your educational beliefs based on the needs of the student.	
Total Points				

Course Outline (Subject to change) Monday Fall 2008

Day	Date	Topic	Related reading	Materials required to bring to class	Assignments due
1	8/25	Introduction	COE handbook & syllabus		
2	9/1	Holiday no class			
3	9/8	Diversity; building classroom relationships	Grant 3		
4	9/15	Creating a positive learning environment	Grant 3		
5	9/22	Classroom management			Experiencing diversity paper
6	9/29	Group work Classroom management	Turnbull chapter 3		
7	10/6	Lesson Design	Grant, Carl Chapter 4 and 5 Turnball Chapter 1 & 2 plus chapters with disabilities for special education student of your group choice Villa Chapter 6 & 7	Syllabus Hawthorn Pre referral intervention manual Content standards LA & ELD for group selected grade level Anchor lesson design Web CT Laptop for group	Classroom management paper
8	10/13	GATE, special education, EL			
9	10/20	Differentiation			Observation: Child in classroom
10	10/27	Lesson process			
11	11/3	Group work lesson design			
12	11/10	Group Lesson Presentations			Lesson plans due
13	11/17	SST	Grant Chapter 5, Hawthorne	SST packet	
14	11/24	Preparation of Mock SST			
15	12/1	Mock SST			SST paper