

California State University San Marcos
COLLEGE OF EDUCATION
Education/Multiple Subject (EDMS) 511
Elementary Teaching and Learning I (3 units)
Fall2009 CRN 41329 Thursday 5:30 – 8:15 PM

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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 is 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.
- 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.
- Tomlinson, Carol Ann. (1999). *The Differentiated Classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development. (Available free through CSUSM E-books library.)
- 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. (2000) *Successful Inclusive Teaching (3rd ed.)*. Needham, MA: Allyn & Bacon.
- Wong, Harry & Wong Rosemary (2004) *The First Days of School* _Sunnyvale, CA, Harry K. Wong Publications

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://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

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 the Ariel 12 point font 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

Reflections on Readings	10 points
Classroom Behavior Management	20points
Student Study Team	25 points
Observation- Children at Play	20 points
<u>Lesson Design Assignment</u>	<u>25 points</u>
Total	100 points

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

Grading Scale

A = 94-100	B+ = 86-89	C+ = 77-79		
A- = 90-93	B = 83-86	C = 73-76	D = 60-69	F = 59 or lower
	B- = 80-82	C- = 70-72		

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

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 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. 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.

Reading Reflection Assignment

Learner Outcomes:

Teacher candidates will make personal connections with the content of the texts for this course

- The purpose of the Reading Reflections is to help you carry the course content from short term into long term memory and understanding so that you can more easily apply what you know and believe when you become a classroom teacher. The assigned readings provide an important foundation for your increasing understanding of how to effectively teach.

Assessment:

Teacher candidates will write four reading reflections during the period of this course

- You will need a folder for your Reading Reflections.
- The folder should have durable cover and be one you can add pages to as you work.
- The reflections must be 1 to 2 pages typed using Ariel 12 point font and double spaced.
- It is expected that students will proofread and edit their reflections prior to submission.
- Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented..

Resources	Title and necessary information:
Textbooks	<ol style="list-style-type: none">1. Grant, Carl. A. & Gillette, Maureen. (2005). <i>Learning to Teach Everybody's</i>2. 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.3. Villa, R. A. and Thousand, J. S. (2005). <i>Creating an Inclusive School (2nd ed.)</i>. Alexandria, VA: Association for Supervision and Curriculum Development

Task Guidelines

Your reflection should make personal connections with your experience and understanding to teaching and learning. You may agree or disagree with the point of view of the author's work you read.

The following are some possible Reflection topics:

- How does the information in this reading connect with your prior knowledge or experience?
- What does the content of this reading make you think of, how might you use this information when you begin teaching?
- What does this reading tell you about the students you may meet in future classroom settings?
- How can you use the content of this reading to complete an assignment for this or another course?

You are free to choose how you will respond to the readings. The Big Idea for this assignment is that you process the readings and personalize your response to them.

Rubric for Reading Reflections

Elements	Beginning to Meet Expectations 1 points	Approaching Expectations 2 points	Meets Expectations 2.5points	Total Points
Reflective Writing	Reflection restates key points of the reading.	The reflection connects the reading to teaching and learning topics and to possible future teaching needs.	The reflection makes personal connections with the Teacher Candidate's teaching and learning experiences.. The Candidate makes connections with his/her beliefs and expectations for future teaching experiences.	

Observation – Children at Play Assignment

Learner Outcomes:

Teacher candidates will apply their knowledge of observation skills, including identification of major characteristics of the cognitive level of learning and social behaviors of children to:

- Determine the cognitive development of the child in relationship to other children.
- Teacher candidates are able to record what they observe
- Teacher candidates are able to write up their observation notes in relationship to Vygotsky and Piaget theories of learning.

Assessment:

Teacher candidates will apply their knowledge of professional observation skills and write a **3 page** paper connecting their learning of children's cognitive progression by:

- 1) Observing children while they are playing.
- 2) Take objective notes on the student's behavior.
- 3) Write up a report summarizing the observation and make connections between your observation and the theories of Vygotsky & Piaget.

Resources	Title and necessary information:
Textbooks	Grant, Carl. A. & Gillette, Maureen. (2005). <i>Learning to Teach Everybody's</i> 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 E-books library.)

Observation – Children at Play Assignment Task Guidelines

1. Identify a group of children to observe.
 - a. DO NOT observe children you know or are related to. Being objective is critical to good observation.
 - b. Chose two or more children as they play in a park setting, neighborhood, beach, or any public place.
2. Observe the student for at least one hour.
3. Introduce the setting and the ages of the children.
4. Observation facts: describe the interactions/play you have observed such as:
 - how the student's body language effects other children
 - the student's facial expressions and how it contributes to play
 - the student's actions/activities
 - the student's verbal and nonverbal interactions with peers
 - the student does to show their learning
 - verbal and nonverbal interactions with each other
 - the child's areas of strength
 - the child's areas of need
 - the areas of growth you would work on for each child you observed
5. Use data from observation to support your assessment of the children you observed.
6. Focus on the behaviors you see and the comments you hear. It is important to be as specific as possible, even writing down comments verbatim. Specificity adds to the power of an observation.
7. Evaluate the developmental levels of the children based on your understanding of the theories proposed by Piaget and Vygotsky.
8. Elaborate on your evaluations, providing sound connections to your reading. Through your specific observations, show your reader how you came to your conclusions.
9. Be specific in making good connections between your observations and learning.
10. Conclude your observation with your reflection concerning what value the knowledge of theory provides for a teacher's practice.

Rubric for Observation: Children at play

Elements	Beginning to Meet Expectations 1 points	Approaching Expectations 2 point	Meets Expectations 3 points	Points
Understanding of theories as they relate to the observation	Minimum connection to the children observed	Some details that relate to the children observed	Cover theories in relationship to observation with rich details.	
Observation skills	A few observation facts are addressed	Majority of observation facts are addressed.	All observation facts are addressed in rich detail	
Development levels of Piaget and Vygotsky	A minimal understanding of the developmental theories	Able to relate to some of the developmental levels.	Clearly understand the theories and able to related the observation to the theories.	
Reflection for teaching	Minimal reflection	A few reflective comments about theory in connection with teaching	Reflective thoughts on how understanding the levels of cognition assist a teacher	
Overall paper	The paper has a summary of what was observed with some theory and little reflection.	The paper gives a summary of the observation with some discussion of theory and cognition with little reflection.	The paper summarizes the observation. The majority of the paper discusses theories of cognition and reflection of what was observed.	
Total Points				

Classroom Behavior Management Assignment

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

- Assessment:**
- In groups of two or three: Teacher candidates will write a **3-4 page** group paper on classroom behavior 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.**
 - Each group will be responsible for one hard copy of the group paper and each members reflection as the final product of this assignment to be turned in on the due date in class..

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 that provides classroom management information.

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. As a group 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. For the group 3-4 page paper:
 - Identify one grade level and describe "sample" students with behavior and learning needs (EL, GATE, Special Education and, General Education students.)
 - *Develop a discipline management plan that has consequence and rewards that are suitable for that grade level the group selected and the student needs.*
 - Identify a minimum of three core beliefs you have about teaching and learning and how those impact your classroom management plan.
 - Discuss 2-3 management strategies you will use to assist your students in following your management plan.
3. The individual two page reflection will allow the individual teacher candidate to make personal connections between the research and readings, the group management plan and their own personal beliefs.

Rubric Classroom Management Plan

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 1 beliefs.	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				

Lesson Design Assignment

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

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:
 - o Students learning English (including differentiation for Beginning, Intermediate, and Advanced levels)
 - o Student that are accelerated learners as referred to by Piergangelo & Giuliani (2001)
 - o 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)

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?

Lesson Design TEMPLATE:

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
<i>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.</i>	<i>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.</i>
ANTICIPATORY SET: <i>How will you focus/motivate students?</i>	ANTICIPATORY SET
TEACH TO THE OBJECTIVE: <i>How will you teach to the objective? How will you actively involve all students?</i> <i>Note: For a skill or task, describe and model the skill/task.</i> <i>For a concept, provide examples and non-examples.</i>	TEACH TO THE OBJECTIVE
GUIDED PRACTICE: <i>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?</i>	GUIDED PRACTICE:
INDEPENDENT PRACTICE: <i>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?</i>	INDEPENDENT PRACTICE:

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.			
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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 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 DESIGN RUBRIC

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 students learning needs.	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 learning needs.	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 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.
- 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				

Fall 2009 Semester Furlough Statement

Due to the current budget situation in California, I have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, I am required to submit formal certification that I will not work on my furlough days. I am prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on my furlough days.

Furlough dates vary by professor; my Fall 2009 Semester furlough dates are:

September 4 and 18,

October 2 and 16,

November 5, 6, 24 and 25

December 21

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget situation. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, I will make every effort to support your educational experience at CSUSM.

Week	Date	Topic	Related Reading (Read prior to class)	Materials required to bring to class	Assignments Due
1	9/3	Introduction Observation of Child at Play Assignment	COE handbook & syllabus	Syllabus	
2	9/10	Diversity; building classroom relationships	Grant 3	Grant Text	
3	9/17	Creating a positive learning environment	Grant 3	Grant Text	Grant Ch 3 Reflection
4	9/24	Classroom management Assignment			
5	10/1	Group work Classroom management	Turnbull chapter 3	Turnbull Text	Turnbull Ch 3 Reflection
6	10/8	Lesson Design	Grant, Carl Chapter 4 and 5	Grant Text	Classroom Management paper
7	10/15	GATE, Special Education, EL	Turnbull Chapter 1 & 2 plus chapters with disabilities for special education student of your group choice	Turnbull Text Content standards LA & ELD for group selected grade level	Turnbull Ch 1 & 2 Reflection
8	10/22	Differentiation	Villa Chapter 6 & 7	Villa Text	Villa Ch 6& 7 Reflection
9	10/29	Lesson process Lesson Design Assignment		Content standards LA & ELD for group selected grade level Laptop for group	Observation of Child at Play
10	11/5	Group work lesson design			
11	11/12	Group Lesson Presentations			Lesson Designs due
12	11/19	SST	Grant Chapter 5,	SST packet	Grant Ch 5 Reflection
13	11/26	Thanksgiving Holiday	No class		
14	12/3	Preparation of Mock SST			
15	12/10	Mock SST			SST paper