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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 an advanced 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 and completion of EDMS511.*

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 a Unit Plan to be used in their future course work that includes content standards, student activities, and instructional strategies with emphasis on assessment for prior knowledge, formative, and summative. They will become familiar with the IEP process and the role of the classroom teacher. They will understand special education handicapping conditions and presentations will allow them to complete a Disability Matrix. They will continue to increase their observation skills by completing a focused observation of a student with specific diverse needs. Preparation for job application will allow the students to prepare a resume, letter of introduction, and current philosophy of education.

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: completion of 6d and 14 submitted on Taskstream.

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, 10 point paper deducted to 5.

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

Unit Plan	20 points
IEP paper	20 points
Philosophy/letter of introduction/resume	20 points
Observation for differentiation	10 points
TaskStream Submissions	10 points
Disability matrix	10 points
Chapter Lesson Plan Presentation	10 points
Total	**100 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.

CROSS-CULTURAL, LANGUAGE AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	**I. Theories and Methods of Bilingual Education**	*I. The Nature of Culture*
A. The sound systems of language (phonology)	**A.** Foundations	**A.** Definitions of culture
B. Word formation (morphology)	**B.** Organizational models: What works for whom?	**B.** Perceptions of culture
C. Syntax	**C.** Instructional strategies	**C.** Intragroup 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
II. Theories and Factors in First- and Second- Language Development	**III. Language and Content Area Assessment**	**C.** How teachers can use what they learn about their students (culturally- responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	**A.** Purpose	*III. Cultural Contact*
B. Psychological factors affecting first- and second-language development	**B.** Methods	**A.** Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	**C.** State mandates	Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	**D.** Limitations of assessment	**C.** The dynamics of prejudice
E. Political factors affecting first- and second-language development	**E.** Technical concepts	**D.** Strategies for conflict resolution

Philosophy Statement/Letter Application   **20 Points**

Learner Objectives: Refinement of a personal philosophy of teaching and creation of letter of application and resume.

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

Resource(s):	Title and necessary information:
Textbook/pages	Grant, C. & Gillette, M. (2006). *Learning to Teach Everyone's Children. Equity, Empowerment, and Education that is Multicultura*l. Australia: Thomson Wadsworth. ISBN #0-534-64467-8 Chs. 2 & 8 Villa, R. A. & Thousand, J. S. (l995). <u>Creating an inclusive school</u>. Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 1, 2, 3, & 7

Task Guidelines for Philosophy Statement   **10 Points**
Your educational philosophy
Identify you educational philosophy and describe what you believe about students as learners, the learning process, assessment, families as partners and how to meet student needs.
Your instructional approach
Describe the first and second language and special education challenges you anticipate the students in this class will face. In your response, reference theories of first and second language, inclusion strategies, and literacy development. Discuss your instructional approach, including differentiation for students with special needs and English Language Learners.
Your management approach
        Describe how you will create a supportive and positive learning environment for this diverse population of students to promote educational equity and positive intercultural relationships within the classroom and specify why these practices contribute to the creation of a democratic and active learning classroom.
        Describe your primary methods, approaches, and strategies and how you organize instruction to promote educational equity and positive intercultural relationships within the classroom and specify why these practices contribute to the creation of a democratic and engaging classroom. Use your personal experiences as an observer or student teacher to support your beliefs.

Letter of Introduction   **5 points**
Tell the reader what you will be addressing in this letter. Make sure you identify what educational philosophy, management approach, and instructional strategies frame your teaching practice.
- Contextually describe the student populations you are prepared to teach (culture, language, gender, ability, and social economic status). You can refer to district, school and classroom experiences.
- How do your philosophy, management, and instructional approach create a democratic and socially just classroom?
- Why are you a strong candidate for this position?
- Why are you interested in this job?

Resume   **5 point**
 Include a <u>professional</u> resume addressing your education and teaching experiences.

Rubric for philosophy: **10 Points**

Elements	Beginning to meet 2 points	Approaching 3 points	Meets 5 points	Points
Philosophical beliefs regarding curriculum and instruction based on knowledge and personal beliefs.	Philosophy statements that are stated without a clear connection with curriculum, and learning without all students needs being addressed with no relationship to knowledge and personal understanding. No citations of sources	Statements of philosophy that are not clearly related to curriculum, learning, assessment, and instruction in regards to individual students needs addressed with little relationship to knowledge and personal understanding. One citation of source.	Clearly stated philosophy based on curriculum, learning, assessment, and instruction in regards to individual students needs addressed based on knowledge and personal understanding. Two citations of sources	
Management and engaging students in their learning based on knowledge and personal beliefs	Management of students is clear with some understanding of engagement based on individual students needs with knowledge and personal understanding.	Management of students is clear and some individual student learning and strategies that engage students based on knowledge and personal understanding.	Management of students clearly is related to individual student learning using strategies that engage students based on knowledge and personal understanding.	
Total Points				

Letter of introduction and resume: **10 Points**

Elements	Beginning to meet 2 points	Approaching 3 points	Meets 5 points	Points
Letter of introduction	Educational philosophy, curriculum, instruction, and classroom management is addressed.	Educational philosophy, curriculum, instruction, and classroom management is addressed with a connection to personal beliefs.	Educational philosophy, curriculum, instruction, and classroom management is addressed with clear professional beliefs in concise manner with clear understanding.	
Resume	Addresses experiences in relationship to teaching.	Addresses experiences in relationship to teaching with explanations.	Addresses experiences in relationship to teaching with explanations for understanding that are clear.	
Total Points				

Disability Matrix   **10 Points**

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

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

Resource(s):	Title and necessary information:
Textbook	Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2007). *Exceptional Lives. Special Education in Today's Schools*. (3rd ed.) Upper Saddle River, NJ. Pearson Education, Inc. ISBN # 0-13-170869-4 Chs. 5-16
Internet sites	Information regarding IDEA and 13 handicapping conditions

Task Guidelines for the Disability matrix

Students will work in small groups to apply their knowledge of the categories of disability recognized by the Individuals with
Disabilities Education Act (IDEA)
Create a table or graphic organizer of the thirteen (13) special education disability categories. Your table must take the
form of a word-processed table or an Excel chart, or any other organizational scheme that clearly illustrates each of the
following seven dimensions:

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

13 Disability categories IDEA: Autism, Deaf-blindness, Deafness, Emotional disturbance, Hearing impaired, Mental
retardation, Multiple disabilities, Orthopedic impairment, Other health impaired, Specific learning disabilities, Speech and
language impaired, Traumatic brain injury, Visual impairment including blindness.

Disability Characteristics Matrix Expectations

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

Rubric for Disability Matrix

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

The IEP Process   **20 Points**

<u>Learner Outcomes:</u> Knowledge of nondiscriminatory assessment processes for making a child eligible for special education, and the teacher's role in developing IEP's. To gain insight and understanding of the roles and responsibilities of the regular education teacher in the IEP processes.

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

1) A resource list of the special education and related services personnel in the school and in the school district upon whom they can call.
2) Team's communication and problem solving appropriate and the parents role in part of the solutions
3) Evaluating the assessment process in their school relative to assessment team member responsibilities, identifying leanings about the school's assessment processes and identification of parents understanding suggestions for improvement, if appropriate.
4) Evaluating an IEP meeting in terms of team communication, creative problem solving, and family centeredness.
5) The evaluation of the role of the classroom teacher.
6) Any improvements in the process observed based on what was learned in class.

Resource(s):	Title and necessary information:
Textbook/pages	Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2007). *Exceptional Lives. Special Education in Today's Schools*. (3rd ed.) Upper Saddle River, NJ. Pearson Education, Inc. ISBN # 0-13-170869-4 Chs. 1, 2 & 5-16 Villa, R. A. & Thousand, J. S. (l995). <u>Creating an inclusive school</u>. Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 1, 2, 3, 4 & 7 Gable, R.A. and Hendrickson, J.M. (2000). Teaching all the students: A mandate for educators. In J.S.
Internet Site(s)	www.dssc.org/frc/frcl.htm This Federal Resource Center for Special Education site provides general information about and news pertaining to special education as well as special technical assistance information. www.ed.gov/offices/OSERS/IDEA This OSERS IDEA Home Page site provides a detailed explanation of IDEA. www.pitsco.com/pitsco/specialed.html This Pitsco's Launch site to special education resources links you to many useful special education and disability related sites. www.hood.edu/seri/serihome.htm This Special Education Resources on the Internet site is a collection of internet-accessible information resources of interest to those involved in fields related to special education.

<u>**Task Guidelines for the IEP Process**</u>

Today's teachers will have students with identifiable disabilities in their classrooms. When the Student Study Team (SST) process is not satisfactory, a recommendation for the development of an Individual Education Program (IEP) may be the next step.
When interviewing and observing IEP, the following should be addressed:

1. Who are all of the special education and related service personnel who were called upon for support in the school and in the school district? If none should there have been additional resources that could have assisted with the process?
2. How does the school staff ensure that students receive nondiscriminatory evaluations and appropriate educational experiences?
3. Does the school's specific IEP meeting format address the following:
   - *Breadth of assessment*
     More than one test must be used as the basis of evaluation
     Assess all areas related to the suspected disability
   - *Administration of assessment*
     Select and administer nondiscriminatory racial and ethnic assessments
     Use trained personnel to administer assessments
   - *Timing of assessment*
     Nondiscriminatory evaluation must occur before initial placement into or out of special education
     Reevaluation occurs every three years or more frequently, if conditions warrant or parents/guardians, or teacher request
   - *Parental/Guardian notification and consent*
     Parents/guardians must be fully informed and consent to having their child assessed
     Consent for evaluation is not consent for placement into special education; separate consent is required for consent
   - Interpretation of assessment results must consider a variety of sources.
4. What does the school's specific IEP look like? Does it include and/or address the following:
   - The student's present level of educational performance, including how the disability affects the educational experience;
   - Measurable annual goals and short-term objectives;
   - The special education accommodations, related services, and other ways support will be provided to ensure the student's success;
   - The extent to which the student will participate with students who do not have disabilities in the general education and extracurricular activities;
   - Individual modifications if the student participates in standardized assessments, and explanation s for when the student does not participate in such assessments
   - The projected start date, frequency, location, and duration of modifications;
   - Brief discussion of how the student's progress towards annual goals will be assessed.

School-Based Activities

Interview one of the special education support personnel and a regular education teacher. Ask how the assessment process in the school ensures that each of the responsibilities of a student's evaluation team is fulfilled. Determine the role of the regular education teacher. Include this information in the reflection paper you write. Attend an IEP meeting as a non-participant observer. While observing use your own knowledge of the IEP Process to assess the presence or absence of best practices being practiced during the meeting. Write a 3 paged reflection that focuses upon what you observed and ways in which to optimize IEP team communication, regular education teacher's involvement, creative problem solving, and family centeredness based on your current knowledge.

Rubric IEP: 20 Points

Elements	Beginning to meet 2 points	Approaching 3 points	Meets 5 points	Points
Understanding of the IEP process	Has some understanding of the process. Identifies the members of the team and what they contributed to the team. Little reflection on the effectiveness and the improvement based on students needs.	Understands the process. Knows the roles and responsibilities of the team members. Some reflection on the effectiveness and some improvement based on the students needs.	Understands the process. Clearly defines the roles and responsibilities of each member of the team and reflects on their effectiveness. Defends suggestions for improvement based the student's needs.	
Understanding assessment	Not clear about the assessment process as it relates to qualifying for services.	Some understanding of the assessment used during the IEP meeting. Some understanding of the assessments as they relate to qualifying for services.	Discussion of assessment for qualification based on the handicapping condition. Makes a strong connection between assessment and qualifying for services.	
Regular education teachers responsibilities	Identifies the role of the regular education teacher without providing reflection of their contributions.	Explains what the regular education teacher's role in the meeting with some reflection and evaluation.	Identifies, reflects, and evaluates the regular education teacher's role and contributions during the meeting to assist the child and team in making appropriate decisions.	
Parent involvement	Understand the role of the parent with little reflection and analysis of improvement.	Understands the role of the parent with some reflection on ways to improve parent involvement.	Has a clear understanding of the parent's role by assessing and reflecting on the parent involvement. Able to provide constructive analysis of improvement of the parent involvement.	
Total Points				

Unit Plan   **20 points**

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

<u>Assessment:</u>   The student will write a two week plan for an elementary classroom that incorporates the following elements:
- Math and language arts content area
- Instructional strategies and student activities.
- resources
- assessments
- differentiation strategies
- technology for student use
- technology for teacher use in instruction

The calendar will integrate a schedule of events from "real" schools. The student will also write out plans for differentiated instruction and special needs instruction.
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Resources	Title and necessary information:
Textbook/chapters	Grant, C. & Gillette, M. (2006). *Learning to Teach Everyone's Children. Equity, Empowerment, and Education that is Multicultura*l. Australia: Thomson Wadsworth. ISBN #0-534-64467-8 Ch. 4 Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2007). *Exceptional Lives. Special Education in Today's Schools*. (3ʳᵈ ed.) Upper Saddle River, NJ. Pearson Education, Inc. ISBN # 0-13-170869-4 Villa, Richard, & Thousand, Jacquelyn. (1995). <u>Creating and inclusive school.</u> Alexandria, VA: ASCD. Chapters 6 & 7
Internet Site(s)	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.) ELD and grade level content standards - http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf

Prerequisite skills:
- Teacher candidates can create appropriate units of study with sequencing of unit.
- Teacher candidates are able to develop a schedule and course activities (instructional strategies, and student activities).
- Teacher candidates are able to create curriculum and instruction based on content, process, and product as define by Carol Ann Tomlinson (1999).
- Teacher candidates are able to use information about students' readiness range (skills, reading, thinking & information), learning profiles, interests, talents, and culture to differentiate curriculum and instruction (Tomlinson, 1999).
- Teacher candidates are able to identify strategies to meet the needs of
  o Students learning English (including differentiation for Beginning, Intermediate, and Advanced levels)
  o Regular education students.
  o Special education students.
  o Student that are accelerated learners (GATE)

Task Guidelines for Unit Plan
You will work with 4 people in your group.
Emphasis will be put language arts and math
Select a grade level.
Use a school calendar from a school to reference school activities, testing, teacher's manuals, and pacing guides.
Select content standards and use blue prints to address in the1 month plan.
You will write one month in depth to show your understanding of appropriate sequencing.
Review WebCT to find an example of a unit plan. This is to be used as a guide to create your own unit plan. This is just a guide to help your understanding of the finished product.

Four Week Unit Plan Developmentally appropriate pedagogy

Contextual Information
Elements of the learning experience in a unit
       Grade *Example: identify the grade level this plan will address*
       Content Area   *Example: Language Arts, Math*
       Subject Matter   *Example: LA: reading, writing, etc., Math: number sense, algebraic functions, etc.*
       Time period for the learning experience   *Example: 2 weeks*
Teacher's dilemma
Based on the previous unit of study write a brief scenario of possible challenges the learners may have had when presented with this unit based on the formative and summative assessments.
Assessment Plan
EXAMPLE: Days can be flexible due to where it is placed in the unit plan. Indicate the day in the top row for your unit plan.

	DAY	DAY	DAY	DAY
Goals assessed: *Example: based on the content standards and learning goals*				
Type *Example: describe why you are using the following: Prior knowledge (pre assessment), Formative (progress monitoring), Summative (final product). What type of assessment will be given quiz multiple choice, exam from text, and other type of assessment.*				
Purpose *Example: reason for the assessment*				
Implementation *Example: how the assessment will be conducted and corrected*				
Feedback strategies *Example: how students will be informed of successes and challenges*				

Informing instruction *Example: determine what material will need review for identified students, the students who are near mastery and students who have learned the material and need extension.*				

Reflection of assessment:

Identify one strength in the assessment plan and explain why it is a strength in relation to the learning goals.	
Identify one weakness in the assessment plan and explain why it is a weakness in relation to the learning goals in this unit.	

Additional assessment:

Example: project what additional assessments might be needed to determine mastery of the content standards and learning goals.

Write an additional assessment:

Example: You might have found this assessment in supplementary resources or teacher made. Write the additional assessment you would use to check student understanding.

Additional assessment

Write your reasons why you feel this supplemental assessment would benefit student learning and improve your assessment plan by answering these reflective questions. *Example: Answer the reflective questions based on how you as the teacher might use these to improve the assessment plan.*

When in the plan would you use this assessment? *Example: What days would you use this supplemental assessment to give you further information on the progress of your students?*	
What goals would be assessed by this assessment? *Example: What additional information would you look for to ensure you have assessed the learning goals and content standards?*	
What type of assessment would it be? *Example: Formal or informal. Where did the assessment come from?*	
What would be the purpose of the assessment? *Example: Example: reason for the assessment and what knowledge and skills are acquired.*	
How would you implement the assessment? *Example: how the assessment will be conducted and corrected*	
What feedback strategies would you use? *Example: How would you inform students of their successes*	

and challenges?	
How would the results of the assessment inform instruction? *Example: determine what material will need review for identified students, the students who are near mastery and students who have learned the material and need extension.*	

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

Example: Address the teacher's dilemma and need for more information about what the students really know and understand. Determine what the possible misconceptions might be and the student progress toward achieving the learning goals.	

LONG RANGE ONE MONTH PLAN BASED ON CONTENT STANDARDS

Select one content area to complete the long range month plan using the template below.

Content area	Content standards	Resources (text book & support materials)	Instructional strategies	Student activities

RUBRIC UNIT PLAN   **20 POINTS**

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

Observation: Differentiated lesson   **Points: 10**

<u>**Learner Objectives:**</u>   Through observation determine differentiated strategies and their effectiveness. Observe various types of learners and reflectively discuss the effectiveness of the lesson in relationship to student learning.

<u>**Assessment:**</u>   Write a 3 page paper that addresses:
- Two types of learners (special education, GATE, EL)
  - Give an overview of how these two groups of students were served in your observation.
  - Address how each group of students needs is addressed by the master teacher.
  - During your observation determine which differentiated strategies you have learned are being or could be used.
  - Observe a lesson where the students are placed in different groups and observe how these groups meet the criteria for flexible groups.
  - Your discussion should include: how they were placed in the groups, how the curriculum was different, was it challenging for each group, what were the assessments, and any other connections you can make to flexible grouping you would use in your class.
  - If you do not see evidence of the criteria for flexible groups or other strategies for differentiation discuss how you would change the lesson to meet the individual needs of each group.

Resources	Title and necessary information:
Textbook/chapters	Grant, C. & Gillette, M. (2006). *Learning to Teach Everyone's Children. Equity, Empowerment, and Education that is Multicultura*l. Australia: Thomson Wadsworth. ISBN #0-534-64467-8 Villa, Richard, & Thousand, Jacquelyn. (1995). <u>Creating and inclusive school.</u> Alexandria, VA: ASCD. Chapters 6 & 7
Internet Site(s)	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.)

Prerequisite skills:
Review last semester's differentiation lesson to review differentiated strategies. (Lesson design)
Interview the teacher you are observing to determine how they feel they are offering differentiation to meet the needs of all their students. (reference to this interview must be included in your paper)
Have a clear understanding of flexible grouping inside the classroom and within the grade level, centers, choice boards, and compacting.

Rubric: Observation   **10 Points**

Elements	Beginning to Meet 1 points	Meets 2 points	Points
1 groups of students and how their needs are addressed	Some understanding of the academic needs of the special group of students selected. Understand the differentiation presented with some suggestions and reflection.	Clear understanding of the academic needs of the special selected group of students. Understanding of the differentiation presented with a number of suggestions with reflection.	
1 groups of students and how their needs are addressed	Some understanding of the academic needs of the special group of students selected. Understand the differentiation presented with some suggestions and reflection.	Clear understanding of the academic needs of the special selected group of students. Understanding of the differentiation presented with a number of suggestions with reflection.	
Appropriate differentiated strategies	Some knowledge and understanding of strategies and can identify the one being used without analysis of the strategy.	Strong knowledge and understanding of strategies and can clearly determine the most effective strategy used with reflection on how to enhance what is observed.	
Application of strategies during observation	Some understanding of strategies observed with some evaluation of effectiveness. A modification to the strategy observed.	Clear understanding of how the strategy is being used and effectiveness is determined. Addresses other possible strategies that could be effective.	
Reflection on the observation	Ability to discuss what was seen in the observation with little suggestions of improvement or why the lesson was highly successful based based on knowledge of differentiation.	A clear understanding of what was observed with evaluation of the observation with positive suggestions for improvement or why the lesson was highly successful based on knowledge of differentiation.	
Total Points			

Chapter Presentation (matrix)   **Points: 10**

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

Assessment: Working in a small group of students you will be assigned one of the chapters to present to the class. Your group can break down the material in any form to teach the class the material necessary to complete the matrix. One item that must be included in each presentation is some technology integration. **You will use materials developed by your group to engage the class in their learning.**

Resources	Title and necessary information:
Textbook/chapters	Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2007). *Exceptional Lives. Special Education in Today's Schools*. (3rd ed.) Upper Saddle River, NJ. Pearson Education, Inc. ISBN # 0-13-170869-4 Chapter 5-16
Internet Site(s)	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.)

Prerequisite skills:

Work in your group design a lesson to present to the class to teach the text material to complete the matrix.
Use the Lesson Design you learned last semester to guide the development of your presentation.

Lesson must include:
- Methods for checking for understanding to ensure completion of the matrix
- The presentation will be 15- 20 minutes

Rubric: Presentation 10 Points

Elements	Beginning to Meet 1 point	Meets 2 points	Points
Use of Technology	Technology has some relevance to the presentation and is not used to assist the visual learners.	All technology used is directly related to the presentation and used as a visual.	
Engaging activities	Little engagement with the class to assist with their learning.	Provides activities that engage the class in their understanding and learning of the content.	
Understands the material presented	Reads from notes and is unsure of information presenting.	Able to teach the material with confidence and knowledge.	
Instructional strategies	Presentation of material is not engaging with reference to notes and technology	Teaches with enthusiasm and engages the students in their learning.	
Individual presentation	Does not demonstrate equal participation with the presentation	Equal participation with the group presentation	
Total Points			

Electronic Portfolio - TaskStream   **10 points**

Learner Objectives: Knowledge and skill in creating an electronic portfolio.

Assessment: Teacher candidates apply what they have learned from the required assignments to the
                            TPE's designated in a cogent, first person reflection in TaskStream.
                            Teacher candidates will include all necessary components in their final submission of the
                            electronic portfolio.

Resource(s):	Title and necessary information:
Internet Site(s)	http://lynx.csusm.edu/coe/eportfolio/index.asp This will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements. http://www.taskstream.com This is the TaskStream home page where you will register for Taskstream and return to when working on your electronic portfolio.

Task Guidelines for Taskstream
The purpose of the portfolio is to assess how well you meet the TPEs. Although all the artifacts you place (more than 1 per TPE) in your portfolio have been assessed/graded by your professors, it is not clear if you have a thorough understanding of the TPEs and can make the connection between the assignments completed in class with the teaching you have experienced and the TPEs. Your task to write a cogent reflective essay for each TPE on how the artifacts you have chosen provide evidence that shows you have demonstrated meeting each TPE. Each narrative must include a: a) description b) analysis and c) reflection.
Responses to TPE's 6d and 14: It is important to recognize that the TPEs are threaded throughout the credential program, as a whole, and are addressed multiple times in each course. Even though we are referencing and seeking to understand many TPEs in this course, you are specifically responsible for writing a response for TPE **6d and 14** in the Task Stream Electronic Portfolio. (TPE 14 will have more than 2 pieces of evidence. Please see below for special directions for TPE 14***.)

Each assigned response will relate to course assignments, discussions, and/or readings that provide a deeper understanding of the specified TPE. As you write, the goal is to describe your learning as it relates to the TPE, to analyze artifacts (assignments) and explain how they are evidence of your learning, and to reflect on the significance of your learning (the "so what") and where you need to go next related to the TPE. A four paragraph structure will help you develop your response. It is suggested to type your response into a *Word* document and paste it into Taskstream once you have proofed it for spelling, grammar and understanding.

TPE Narrative Response Structure

1st paragraph: Description
Introduction to your response that uses the words of the TPE. DO NOT restate the TPE; instead, introduce your reader to the focus of your response as it relates to the TPE. This is basically an extended thesis statement related to the TPE. Use first person language. Introduce the names of the pieces of artifact evidence you will explain and analyze in paragraph 2 and 3.

2nd paragraph: Analysis of #Artifact Evidence #1
Explain how one attached artifact is evidence of your learning related to the TPE. The key here is "evidence." How does this artifact prove that you have learned something specific related to this TPE? Describe, analyze and reflect on your artifact here.

3rd paragraph: Analysis of #Artifact Evidence #2
Explain how another attached artifact is evidence of your learning related to the TPE. Describe, analyze and reflect on your artifact here.

4th paragraph: Reflection
Reflect upon and summarize the significance of your learning overall (connected to the TPE) and explain what you still need to learn related to this TPE. This addresses the "so what?" or "the big picture" of your learning. How does knowing this impact you and students?

*** TPE 14 will be handled differently than described above. In TPE 14 you will keep paragraph 1 and then respond to each NET category using the structure from paragraph 2, though you may have more than one artifact to talk about for each category. When you finish with the NET categories, you will write a reflective paragraph which has the components of paragraph 4: Reflection.

Rubric: Taskstream 10 Points

Elements	Beginning to meet 2 points	Approaching 3 points	Meets 5 points	Points
TPE 6d and 14	Sent TPE to instructor with minimal understanding	Sent TPE to instructor with some corrections	Sent corrected TPE to instructor	
TPE 9 and 10	Sent TPE to instructor with minimal understanding	Sent TPE to instructor with some corrections	Sent corrected TPE to instructor	

Course Outline Wednesday Fall 08
Subject to change

Day	Date	Topic	Related reading & Materials WEBCT	Assignments due
1	8/27	Introduction, Matrix sign up and discussion of presentations	Syllabus and matrix outline	
2	9/3	NO CLASS Matrix meetings planning presentations	Turnbull: chapters signed up for	
3	9/10	Differentiation: Addressing abilities of all students	Grant: chapter 2	*Turnbull Chapter presentation 5*
4	9/17	IEP	Turnbull: chapter 1	*Turnbull chapter 6 & 7 presentation*
5	9/24	Unit plan	Grant Chapter 5	*Turnbull chapter 8 & 9 presentation* **Observation Differentiation Due**
6	10/1	Unit plan		*Turnbull chapter 10 presentation*
7	10/8	Group work unit plan		
8	10/15	Final work on unit plan Presentation of assessment		*Turnbull chapter 11 & 12 presentation*
9	10/22	Philosophy, Letter, Resume	Grant: chapter 8	*Turnbull chapter 13 & 14 presentations* **Unit Plan Due**
10	10/29	Motivation in learning	Philosophy, letter, resume to peer edit Grant: Chapter 4	
11	11/5	Understanding Assessments	Grant: chapter 5 Types of assessment (WebCT)	**Philosophy, Letter, Resume Due**
12	11/12	Understanding CST		*Turnbull chapter 15 & 16 presentations* **IEP Due**
13	11/19	Rubrics using writing		
14	11/26	Motivation for a positive culture Creating respect/responsibility	Grant: chapter 10	**Taskstream 6d & 14**
15	12/3	Teaching as a profession	Grant chapter 6	**Disability matrix due**