California State University San Marcos
COLLEGE OF EDUCATION

Education/Multiple Subject (EDMS) 511
Elementary Teaching and Learning I (3 units)
CRN # 42732 (8) - Thursday 5:30-8:15 PM - UH 257

Instructor	**Office**	**Office Hours**	**Phone**	**E-mail Address**
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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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

Infused Competencies
Authorization to Teach English Learners Senate Bill (SB) 2042
This 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 addressed by SB 2042. The competencies needed to teach these students are met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework.
Special Education
Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.
Technology
This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

Prerequisite:
Admission to the Multiple Subject/CLAD Teacher Credential Program.

Course Description Elementary Teaching and Learning I
Focuses on developing a preliminary understanding of learning theory and instructional practice in integrated and inclusive elementary classrooms. *This course is aligned with California's SB 2042 Standards.*

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.

Teacher Performance Expectations (TPE) Competencies
This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing effective programs for students. The successful candidate will be able to merge theory and practice in order to realize a

comprehensive and extensive educational program for all students. The following TPE's are primarily addressed in this course:

TPE 6d – Engaging and supporting all learners (Student Study Team Assignment)
TPE 9 – Planning Instruction and Designing Learning Experiences for Students (Lesson Plan Assignment)
TPE 10- Instructional Time (Classroom Management Assignment and lesson plan)

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).

Optional text:

- McCarney, Stephen B. (1993). *Pre-Referral Intervention Manual (2nd ed.)* Columbia, MO: Hawthorne Educational Services Inc.
- Choate, J. S. (2004) *Successful inclusive teaching (4rd ed.)* Needham, MA: Allyn & Bacon.

Authorization to Teach English Learners

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

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 me during office hours in order to ensure confidentiality.

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.

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.

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 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.

E-mail & Online Discussion Protocol

Email & On-Line Discussion Protocol   Electronic correspondence (e-mail and on-line discussion) is a part of your professional interactions. If you need to contact instructor or other students, 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 form of nuances and meanings. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicates 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 e-mail specifically says? How could this e-mail be misconstrued? Does this e-mail represent my highest self? Am I sending this e-mail to avoid a face-to-face conversation? In addition, if there is ever a concern with an electronic message sent to you, please talk to that person face-to-face to correct any confusion. For more guidance see Core Rules of Netiquette at
http://www.albion.com/netiquette/corerules.html

College of Education Attendance Policy

Due to the interactive nature of courses in the COE, and the value placed on the contributions of every student, students are expected to prepare for, attend, and participate in all classes. For extenuating circumstances contact the instructors **before** class is missed, and make arrangements to make up what was missed. **At minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade for the course. If a student misses two class sessions or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a "C". Notification of absences does not allow students to assume they are automatically excused from class or making up missed class.**

Grading Policy

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

All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to a "B"). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor. All work can be re-submitted for a higher grade with 5 points deducted: 20 point paper deducted to 15, 15 point paper deducted to 10.

All students will use Times Roman 12 fonts and double spaced on all written work. It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment's grade will be negatively affected as a result of this oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance. There is a requirement of at least 2500 written words for completion of the written assignments.

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

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

<u>**Course Assignments**</u>

Peer Teaching demonstration	10 points
Minority Report	10 points
Lesson Plan	30 points
Student Study Team	20 points
Classroom Management	20 points
Electronic Portfolio	10 points
Attendance/Participation	135 points (each class=9 pts)
Total	**235 points**

<u>**Grading Scale**</u>

A= 228-235	B+=221-224	C+= 211-213		
A-=225-227	B=217-220	C= 207-210	D=194-203	F=193 or lower.
	B-=214-216	C- =204-206		

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

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

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

Course Schedule/Outline

Date	Topic	Reading / Assignment Due
Session 1 8/23/07	Intro/Course Overview Community Building Intro to Webct /Taskstream Mandate for Educators-CSTP/TPE	No Readings
Session 2- 8/30/07	Lesson Planning Universal Design Differentiated Lesson Plan Computer Lab-Taskstream/Lesson Ideas	Villa/Thousand: Chapter 6 Grant: Chapter 4 **(PRESENTATION)**
Session 3 9/6/07 (off ground)	Taskstream-first paragraph for TPE 6d, 9 & 10 (computer lab will be available) Video- Freedom Writers-comments for next class	See list of assignments in Webct: Grant- Chapter 1 (discussion) Turnbull- Chapter 1 & 2 (discussion) TPE 6d,9 &10 -1st paragraph due Freedom Writers comments
Session 4 9/13/07	Differentiated Lesson Plan Differentiated Design-ELD/SDAIE	Grant: Chapter 5 (**PRESENTATION**) Turnbull: Chapter 3
Session 5 9/20/07 (off ground)	Finish Minority report with one peer edit Peer review of Lesson Plan Video- comments for next class	Minority Report Due See list of assignments in Webct: Villa/Thousand: Chapter 7b(discussion) Handout (WebCT): Six Components of SDAIE (discussion)
Session 6 9/27/07	Minority Report activity Group lesson presentations	Grant: Chapter 2 & 7 **LESSON PLAN PRESENTATIONS**
Session 7 10/4/07 (off ground)	Complete final copy of lesson plan View Classroom Management clips and write up responses	**Differentiated Lesson Plan Due** See Classroom Management webct assignment
Session 8 10/11/07	Classroom Management – Community and Routines	Grant: Chapter 3 (**PRESENTATION**)
Session 9 10/18/25	Classroom Management- Behavior Management First Day of School Discussion/Planning	Turnbull: Chapter 4 (**PRESENTATION**)
Session 10 10/25/07 (off ground)	Complete final copy of classroom management Video-comments for next class	**Classroom Management Due** See list of assignments in webct
Session 11 11/1/07	Intro to SST	Grant: Chapter 9 (**PRESENTATION**)
Session 12 11/8/07 (off ground)	Complete research for SST Video- comments for next class	See list of assignments in webct
Session 13 11/15/07	SST Completion	Grant: Chapter 10(**PRESENTATION**)
Session 14 11/29/07	Diversity	Grant: Chapter 11 (**PRESENTATION**) **SST Due**
Session 15 12/6/07	Course Review/Turn in work TaskStream –assist student to uploaded two assignments to their electronic portfolio	**Taskstream Submission Due**

Differentiated Lesson Plan   30 points

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

Assessment: Teacher candidates will write a lesson plan that differentiates content, process, and product for students learning English, students that are accelerated learners, and students with special needs. A portion of the lesson will be taught to the class demonstrating the EL differentiation strategies.

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

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

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

Task Guidelines
- Design a lesson plan using COE lesson format.
- 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.
- 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.
- Plan Implementation. Presentation of a portion of a lesson plan, You will work in a small group to present a portion of a lesson making sure your group has provided accommodations for ELL's. All students need to feel comfortable and supported to maximize learning. What will you do to create an environment so the whole community values differentiation?

Differentiated Lesson Plan Graphic Organizer

Students with Special Needs

Differentiation Strategy: What will teacher do to meet the students needs	Assessment: What will the student do to display learning with specific differentiation. How will you assess students learning? What criteria will you use?
Content Differentiation	
Process Differentiation	
Product Differentiation	

Students that are Accelerated Learners

Differentiation Strategy: What will teacher do to meet the students needs	Assessment: What will the student do to display learning with specific differentiation. How will you assess students learning? What criteria will you use?
Content Differentiation	
Process Differentiation	
Product Differentiation	

Students Learning English - Beginning Level

Differentiation Strategy: What will teacher do to meet the students needs	Assessment: What will the student do to display learning with specific differentiation. How will you assess students learning? What criteria will you use?
Content Differentiation	
Process Differentiation	
Product Differentiation	

Students Learning English – Intermediate Level

Differentiation Strategy: What will teacher do to meet the students needs	Assessment: What will the student do to display learning with specific differentiation. How will you assess students learning? What criteria will you use?
Content Differentiation	
Process Differentiation	
Product Differentiation	

Students Learning English – Advanced Level

Differentiation Strategy: What will the teacher do to meet the students' needs?	Assessment: What will the student do to display learning with specific differentiation. How will you assess students learning? What criteria will you use?
Content Differentiation	
Process Differentiation	
Product Differentiation	

Differentiated Lesson Plan Rubric

Elements	Beginning to Meet Expectations 1 point	Approaching Expectations 3 points	Meets Expectations 4 points	Excedes Expectations 5 points	Total Points
Facts About Learners	Identify number of students that are learning English, students that are accelerated, and students with special ed. labels under IDEA &/or ADA	& describe each students' readiness range (skills, reading, thinking & information), learning profiles, interests, talents, and culture	& identify the students educational implications based on their label and their readiness range, learning profiles, interests, talents, and culture	& integrates that information into the lesson plan.	
Content Differentiation: modifications for curriculum, materials & goals	1-2 modifications for 1-50% of students	3-4 modifications for 51-74% of students	4 modifications for 75-100% of students	5 or more modifications for 75-100% of students	
Process Differentiation: modifications for teaching/learning process (include environment and management considerations)	1-2 modifications for 1-50% of students	3-4 modifications for 51-74% of students	4 modifications for 75-100% of students	5 or more modifications for 75-100% of students	
Product Differentiation: modifications for assessment	1-2 modifications for 1-50% of students	3-4 modifications for 51-74% of students	4 modifications for 75-100% of students	5 or more modifications for 75-100% of students	
Differentiation Implementation	Differentiations provided for some students, but not all	Differentiation is used in a way that highlights students' differences but does not help students to feel important and valuable members of community	Differentiation strategies are in place for all students.	Differentiation strategies are seamless and in place for all students, so that students feel important and valuable members of the community	
Presentation	Presentation of lesson only included one differentiation strategy.	Presentation of lesson only included two differentiation strategies.	Presentation of lesson includes three specific differentiation strategies.	Presentation of lesson included many differentiation strategies.	
Total points					/30

Universal Backwards Lesson Design

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

Lesson Plan Format

I.   CONSIDERATIONS BEFORE THE LESSON

Facts about the Learners
> Who are my students and how do they learn?
> What forms of communication do my students use?

Content/Context
> Content area(s) or discipline(s)
> Grade level(s)
> Content standards addressed
> Lesson's Objectives
> Prior knowledge and skills

Product/Assessments
> In what varied authentic ways will students demonstrate accomplishment of the
> objectives?
> What criteria will you use to judge students' success for each objective?

Management/Discipline Considerations
> What materials and resources are needed?
> How will you incorporate technology?
> How will you handle the room arrangement?
> How will you handle student grouping?
> How will you handle student transitions and misbehavior?

II.   OPENING THE LESSON/ *INTO*

Anticipatory Set - How will you motivate and focus students?

III.   PROCESS/STEPS OF INTRUCTION/ *THROUGH*

A. Teacher Input
> 1. How will you describe and model skills?
> 2. How will you provide examples and non-examples?
> 3. How will teach to the objective(s)?
> 4. How will you actively involve <u>all</u> students?
> 5. What will the teacher do?
> 6. What will the student do?

B. Guided Practice
> 1. How will students practice alone?
> 2. How will you check for understanding?
> 3. What will your interventions consist of if the objectives are not being met?

C. Independent Practice/Formative Assessment
> What benchmark criteria will you look for to assess if students are meeting the objectives?

D. Closure/Summative Assessment
> How will you have students summarize their learning?
> How will you assess students have met the objectives?

IV.   AFTER THE LESSON/*BEYOND*

A. Transfer
How will your structure opportunities for students to continue practice and transfer learning?

B. Reflection
> 1. What went well in the lesson and was it relevant and worthwhile?
> 1. What evidence do you have that the lesson went well?
> 2. What changes will you make to enhance learning?
> 3. What benefits do these changes have for the students and your effectiveness as a
> teacher?

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 apply their knowledge of the SST processes for avoiding special education referral by participating in a simulation of an Pre-Referral/Triad SST meeting regarding a child with a selected classroom challenge.

Teacher candidates create an annotated bibliography of 2 articles or Web sites that provide information about the student's challenge and strategies for supporting the student to be successful in the class

Resource(s):	Title and necessary information:
Textbooks	Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural.* Thomson & Wadsworth. Chapter 5 Villa, R. A. and Thousand, J. S. (2005). Creating an Inclusive School (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
Other Resources	SST Lecturette by Jacqueline Thousand, Professor, CSUSM, College of Education Choate, J.S. (2000) Successful inclusive teaching: Proven ways to detect and correct special needs (3rd ed.) Boston: Allyn & Bacon. (ISBN 0-205-30621-7) Chapter 1 & 16 Kluth, P., Villa, R., & Thousand, J. (Dec. 2001/Jan 2002) 'Our school doesn't offer inclusion' and other legal blunders. Educational Leadership, 59 (4), 24 – 27.
Video (WebCT)	Video Segment # 1 "Promoting Success for All Students" The Inclusion Series (1998) Weland Prods/KCET and Allyn & Bacon. (ISBN 0-205-29111-2) Video Segment # 3 "Working Together – The Collaborative Process" The Inclusion Series (1998) Weland Prods/KCET and Allyn & Bacon. (ISBN 0-205-29111-2)

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

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

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

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

Assignment Description
The Tasks:

- Complete a 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.

- Meet in a Triad model and discuss your student.

- Complete the SST Summary Sheet with each column filled out in items that would be covered in an SST.

- On your own, find two annotated articles and/or web sites that provide information about the challenging student characteristic and strategies for supporting the student. Each annotation is to include a starting paragraph the briefly summarizes the article. A second paragraph will summarize your reaction (e.g., interesting new information, conflicting perspectives, challenging point) to the article. Explain how the article or website would support modifications or strategies for your student. Each article or website reflection needs to be one page. Use APA format in referencing the article or web site.

- In a 2 page reflection respond to the following prompts.
  - Articulate the rationale for inclusive educational opportunities for all students.
  - What were the strengths and needs of the student you had an Pre-Referral/Triad SST meeting for?
  - What principles of universal design guided the group's decision for differentiating instruction?
  - What strategies were identified to support the student? Provide examples of natural peer supports (e.g., partner learning, peer tutoring, classroom meetings), collaborative teaching and learning methods, and other appropriate materials and technologies (including assistive technologies) to a) create a caring classroom community in which students value one another's differences, b) develop the social competence of and relationships among class members, and c) meet the educational and social/emotional needs of the student.
  - Describe what your role will be at future SST meetings?
  - How will you prepare for SST meetings?
  - What was useful about this experience?
  - How will this experience inform your teaching?

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

Student Study Team (SST) Pre-Referral/ Triad Packet Rubric

Element	Unsatisfactory 1 point	Satisfactory 2-3 points	Outstanding 4 points	Total
Completion of Pre-Referral packet	Little or no effort at completing packet	Satisfactorily completes the Pre-Referral Packet (some items incomplete or not sincerely accomplished)	Thorough completion of all aspects of packet: SST Summary Worksheet, Interview with the teacher, Triad Summary Sheet, Report of Parent Conference	
Knows Student and Family (As Indicated on Student Data Sheet, Report of Parent Conference, Interview with Teacher)	Few of the student's strengths, needs, language, and culture are understood.	The student's strengths, needs, language, and culture are understood and addressed in triad.	The student's strengths, needs, language, and culture are understood so well that the teacher can incorporate the child's life outside of school into the triad.	
Development of Suggested Modifications/Strategies (found in pre-referral triad summary sheet)	The modification is vague or inappropriate for the student.	The modification/strategy somewhat demonstrates an understanding of the student's uniqueness and addresses the student's strengths and needs.	The modification/strategy recommended supports student's uniqueness and addresses the student's strengths and needs for academic, social/emotional, and physical objectives.	
Description of the Effectiveness of Modifications/strategies (after triad-from summary sheet)	Little or no description of strategies used in classroom.	Adequate description of strategies used in classroom	Complete description of strategies used in classroom (after the two-week period)	
Use of Resources	Insincere or incomplete resource list or reflection.	Less than two resources completed thoroughly.	Two resources and reflection completed per instructions.	
Total				/20

EDMS 511 Classroom Management   **20 points**

Learner Objective: Teacher candidates will design a classroom management project that demonstrates an understanding of the classroom as a community, classroom set up/design, establish routines, and classroom expectations.

Assessment: Teacher candidates will write a 4-page classroom management document that incorporates the following:

Page One: explain how you will turn your classroom into a community. Use some of the bonding and connecting strategies from the video.

Page Two: Complete classroom set up at:http://teacher.scholastic.com/tools/class_setup/ Add 20 students, desks, door, windows, computers, bulletin board, blackboards, etc.

Page Three: Discuss at lest five routines and procedures that you will use in your classroom. One research-based resource will be explained in greater detail.

Page Four: Cite and discuss three to five classroom expectations or rights and responsibilities. Defend your choices and discuss one research-based resource.

Page Five: Document the sources for your resources in APA format.

	Need a Tutor? (0)	You'll Get By (2)	Awesome (4pts)
Classroom as a Community	Little or no explanation or list of strategies	Decent explanation and a few strategies explained but not in detail	Thorough explanation of the classroom as a community including strategies
Classroom Set-Up	Little or no sincere effort at creating a classroom environment	Fair effort at creating a classroom environment. Some elements missing.	Sincere effort to create a classroom environment with required elements
Routines and Procedures	Little or no explanation or research-based resource	Fair explanation of most routines and/or research-based resource	Thorough explanation of 5 routines and research-based resource
Classroom Expectations	Little or no explanation or research-based resource	Fair explanation of classroom expectations and/or research-based resource	Thorough explanation of 3-5 classroom expectations and research-based resource
Format/Sources	APA format not follow and insincere grammar/spelling effort	APA format followed and greater than two grammar/spelling error	APA format followed and no more than two grammar/spelling errors
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:
WebCT Resource	TPE Writing Workshop PPT
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 Electronic Portfolio – Taskstream TPEs

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, 9 and 10: 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, 9 and 1o** in the Task Stream Electronic Portfolio.

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?

· Upload your TPE Narrative Response in as a Text

- Copy the complete TPE response in the word document

- Proof your TPE narrative response. Remember to use spell and grammar check.

- Open your Tasksteam account

- Go to "View My Work"

- Click on "CSUSM Multiple Subject Portfolio" this should take you to "#3 Edit Content"

- Go to the TPE number you are working on

- Go to "Add/Edit"

- Go to Text

- Paste your complete TPE response into the text box

- Check for completeness

- **Upload TPE Evidence Artifacts**

  1. Open your Tasksteam account

  2. Go to "View My Work"

  3. Click on "CSUSM Multiple Subject Portfolio" this should take you to "#3 Edit Content"

  4. Go to the TPE number you are working on

  5. Go to "Add/Edit"

  6. Go to Attachment

  7. Name file. Choose the name you use to refer to the evidence within the TPE Narrative Response. Capitalize like a title.

8. Choose your file from your computer and upload your attachment

9. Describe your file. Write a sentence or two to elaborate on this evidence beyond it's name.

10. If you would like you can select standards that are aligned with the artifact and TPE.

11. Spell Check

12. Check for attachment format and completeness.

Please be succinct in your writing; more is NOT better. State your ideas clearly and keep them grounded in the evidence of your learning as represented by your artifacts. When you submit each TPE response, you will receive feedback from the instructor that asks for revision or says that you are done. You will not get full credit for this assignment if you are asked to revise and you do not. Please continue to check your TaskStream portfolio until the instructor says you are done with each TPE response for the course. More details about using TaskStream will be given in class and can be found on WebCT.

TaskStream TPE Response Checklist

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

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

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

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

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

Peer Teaching Demonstration   10 points

Learner Objectives: Develop as an instructor by preparing and organizing class discussion around an assigned reading.

Assessment: Discussion activity including depth, analysis, and organization.

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

Task & Criteria	Approaching = 0.5 point	Proficient = 1.5 points	Exceeds = 2 points
Content	Covered some of the key points in most readings	Covered Key points in some of the readings	Covered key points of all readings
Handouts	Reviewed some of the readings & Used graphic organizer to review readings	Reviewed the key points of all readings & Used graphic organizer to review readings	Reviewed the key points of all readings & Used graphic organizer to review readings & Made connections across the readings
Activity	Provide an activity for all to participate	Activity was engaging for the full presentation	Gave classmates an opportunity to try apply the theory into practice and reflect on their experience
Application of Readings	Provide tangible examples of the readings in teaching and learning	Provide classmates tangible practice of the readings	Made connections across readings
Presentation	Basic presentation but did not complete in required timeframe	Discussion/activity/lesson was less than 20 minutes, was engaging and the class could assess if they understood the material.	Group Presentation was cohesive and discussion/activity/lesson was less than 20 minutes, was engaging and the class could assess if they understood the material.
Total Points			/10

Minority Report 10 points
EDMS 511 – Instructions

You each have a mission (if you choose to accept it) to be uncomfortable. Most people may believe that by definition, being uncomfortable is a negative state of being. I disagree. Some of my greatest personal and professional growth was a direct result of being uncomfortable. To purposely place one's self in a position of discomfort is to take a risk. So, I am asking each of you to take a risk, to put yourself in an uncomfortable or unfamiliar position so that you may grow. You will then write a reflection on this experience.

Some of you as women, have experience being the 'other'. In terms of societal power, men dominate, yet many women have adapted quite well in a male-dominated world. Now, I am asking you to look at yourself in terms of your race or language. If you are white, you have the same racial dominance in society that men have in terms of gender. People of color have had to adapt to 'whiteness' to navigate their worlds. In terms of race relations, it is my experience that white people tend to intellectualize when the conversation turns to race while people of color tend to emotionalize the conversation. It is this intellectual/emotional stance that is a major cause of misunderstanding.

So, what am I asking you to do? I want you, if you are white, to have an experience around race that is emotional, not intellectual. You can also have an experience around language. You need to put yourself in a position where you feel your race or language, where you experience, perhaps for the first time, what it means to be white in a white-dominated society or English speaking in a English dominated society. If you are a person of color who is not normally surrounded by people who look like you, I would like you to have an experience of being the majority.

How do you do this? Well, you find a way to make yourself the racial or language minority. You could attend a Black, Asian, or Latino church. You could go to a mosque. You can go to a part of town where you will be the minority and just pay attention to how others look at you. Go to the local library, park, or grocery store and just 'experience' what it means to be a racial 'other.' If you need help selecting a 'mission', talk to me.
After you have decided on a mission, get my approval. This can be accomplished in person or through email. You can be in groups no larger than TWO.

Pre-Mission
- Anticipate opportunities for meaningful interaction
- Research preliminary details (address, expectations, etc.)
- Brainstorm ways to facilitate opportunities for meaningful interaction in this unfamiliar setting.
- Pre-write what you expect from the experience: your fears, hopes, etc . . .

Post-Mission
- Describe the overall setting and culture (1-2 paragraphs)
- Describe the meaningful interaction(s) with an individual(s) from this culture (1-2 paragraphs)
- Reflect on the emotions you felt during the experience. Be as specific as possible.
- Think about how this experience will make you a better teacher