| **Education/Multiple Subject (EDMS) 511** |
| **Elementary Teaching and Learning I (3 units)** |

CRN #

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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.

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

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

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 Instructional Time
(Lesson Plan Assignment)
Required Text
- Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural.* Thomson & Wadsworth.
- Turnbull, Ann & Turnbull, Rud & Wehmeyer, Michael L.. (2007). *Exceptional Lives Special Education in Today's Schools.* (5th ed.).Upper Saddle River, New Jersey: Pearson Merrill Prentice Hall
- Villa, R. and Thousand, J. (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 1 year minimum).
- Optional text: McCarney, Stephen B. (1993). *Pre-Referral Intervention Manual (2nd ed.)* Columbia, MO: Hawthorne Educational Services Inc.
- Optional text: Wong, H.K. & Wong, R. T. (1998). *The first days of school: How to be an Effective Teacher*. Mountain View, CA: Harry K. Wong

Accommodation for Disabilities
Please discuss your needs with the instructor within the first week of the semester & contact Disabled Student Services, 5025A Craven Hall, (760) 750-4905 or (760) 750-4909 (TDD).
Plagiarism
All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 5th edition. Failure to do so may result in failure of the course.
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 **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.
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. All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.
Grading will also include a component of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to: On-time arrival to all class sessions; Advance preparation of readings and timely submission of assignments; Respectful participation in all settings (e.g., whole group, small group, in/outside of class); Carefully considered, culturally aware approaches to solution-finding.
Course Assignments

Peer Teaching demonstration	10 points
Minority Report	10 points
Lesson Plan	20 points
Student Study Team	20 points
Classroom Management	20 points
Electronic Portfolio	10 points
Attendance/Participation	10 points
Total	**100 points**

Grading Scale

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

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.

Differentiated Lesson Plan   20 points

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

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

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

Resources	Title and necessary information:
Textbook/chapters	Choate, J. S. (2000) Sucessful 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. Villa, Richard, & Thousand, Jacquelyn. (1995). Creating and inclusive school. Alexandria, VA: ASCD. Chapters 6 & 7
Internet Site(s)	Tomlinson, Carol Ann. (1999). The Differentiated Classroom: Responding to the needs of all learners. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available free through CSUSM ebooks library.) ELD Standards - http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf COE Lesson Format form CSUSM website: http://lynx.csusm.edu/coe/fieldExperience/MS.Handbook.asp

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), Piergangelo & Giuliani (2001), and Villa & Thousand (1995)

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

4. Plan Implementation. Accommodations need to be provided with dignity. 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 2 points	Meets Expectations 3 points	Excedes Expectations 4 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 and does not support 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	
Total Points					/20

Universal Backwards Lesson Design

		WHAT?
BEFORE LESSON		- Facts about the learner - Content/Context - Product/Assessment - Management/Discipline considerations
DURING LESSON	I N T O	Anticipatory set
	T H R O U G H	- 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
	B E Y O N D	- 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 all 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:
Textbook/pages	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) Chapters 1 & 16
Supplemental Print Material	SST Lecturette by Jacqueline Thousand, Professor, CSUSM, College of Education
Video/segment	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

<u>**Preparation**</u>
- 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.

<u>**Assignment Description**</u>

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. <u>Educational Leadership</u>, <u>59</u> (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			

Minority Report 10 points

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. 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 need to put yourself in a position where you feel your race, where you experience, perhaps for the first time, what it means to be white in a white-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 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

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.

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. As a class, create a rubric to provide clear guidelines as to what is expected.

Process
You are required to sign up to facilitate discussion on the assigned readings for one class session. You will work with a partner to prepare a 20-25 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 assignment will be factored into your class participation points.

Date	Topic	Reading / Assignment Due
Session 1 8/29/06	Introduction/Course Overview Community Building Video- Freedom Writers Intro to Minority Report Mandates for Educators CSTP/TPE Intro to TaskStream TPE Assignment (First paragraph TPE 6d & 9 Intro to Lesson Planning/LP Activity	If you can get the text book read Grant: Chapter 1 & Turnbull: chapter 1
Session 2 9/5/06	Lesson Planning Universal Design Differentiated Lesson Plan	Villa/Thousand: Chapter 5 (**PRESENTATION**) Grant: Chapter 4 (**PRESENTATION**) Also read Turnbull: chapter2 TPE Assignment (First paragraph TPE 6d & 9 Due
Session 3 9/12/06	Differentiated Lesson Plan ELD/SDAIE	Grant:chapter 5 (**PRESENTATION**) Turnbull: chapter 3 (**PRESENTATION)** Handout(WebCT): Six Components of SDAIE Minority Report Due
Session 4 9/19/06	First Day of School Discussion/Planning Video – The First Year Classroom Management – Community and Routines	Grant: chapter 3 (**PRESENTATION**) **Differentiated Lesson Plan Due**
Session 5 9/26/06	Classroom Management- Behavior Management Intro to SST -	Grant: chapter 2 (**PRESENTATION**) Turnbull: chapter 4 (**PRESENTATION**)
Session 6 10/3/06	SST Completion	Grant: chapter 12 (**PRESENTATION**) Also read Villa/Thousand: Chapter 7 **Classroom Management Due**
Session 7 10/10/06	Our Schools Diversity	Grant: chapter 7& 9 & 11 (**PRESENTATION**) **SST Due**
Session 8 10/17/06	Course Review/Turn in work TaskStream –assist student to uploaded two assignments to their electronic portfolio	Grant: Epilogue(**PRESENTATION**) **Taskstream Submission Due**