

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

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.

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Course Description

This course requires participation in public schools and other education-related contexts.

This course is designed:

- to extend pre-service candidates' understandings about numerous philosophies of teaching and learning;
- to inform pre-service 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 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:

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 TPE's in this course.

TPE 6d – Engaging and supporting all learners (Student Study Team Assignment)

TPE 10 – Creating & managing effective instructional time (Classroom Management Assignment)

Required Text

- Choate, J. S. (2004) Successful inclusive teaching (4rd ed.). Needham, MA: Allyn & Bacon.
- Marion, Valadez, and Woo (2003). *Elementary Teaching and Learning*: Pearson Custom Publishing
- Task Stream Electronic Portfolio, Must register and pay fee online prior to first class @ www.TaskStream.com (register for 1 year minimum).
- 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 as an e-book online.)

Supplemental text

- Villa, R. and Thousand, J. (1995). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development.
- McCarney, Stephen (2006) *Pre-referral Intervention Manual*, Hawthorne Educational Services, Inc

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)

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.

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."

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.

Course Assignments

Classroom management	20 points
Student Study Team	20 points
Children at play	15 points
Experiencing diversity	15 points
Lesson Plan	20 points
Task stream (2 TPE's)	10 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		

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

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 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. **Notification of absences does not allow students to assume they are automatically excused from class or making up missed class.**

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

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

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: In groups of 3-4 teacher candidates will write a universal lesson plan that differentiates content, process, and product for students learning English, students that are accelerated learners, and students with special needs.

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) <u>Successful inclusive teaching (3rd ed.)</u> . Needham, MA: Allyn & Bacon. Chapters 16 McCarney, Stephen (2006) <u>Pre-referral Intervention Manual</u> , Hawthorne Educational Services, Inc Villa, Richard, & Thousand, Jacquelyn. (1995). <u>Creating and inclusive school</u> . Alexandria, VA: ASCD. Chapters To Be Assigned
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 e books library.) California Department of Education: ELD content standards and content standards for all content areas COE Lesson Format form CSUSM website

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 defined 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
 - Students learning English (including differentiation for Beginning, Intermediate, and Advanced levels)
 - Students that need special education support under IDEA &/or ADA as referred to by Choate (2000) 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?

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 INSTRUCTION/ THROUGH

A. Teacher Input

1. How will you describe and model skills?

2. How will you provide examples and non-examples?

3. How will you 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 you 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?

Differentiated Lesson Plan Graphic Organizer

Students with Special Needs, GATE, and EL

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?
Identified content that is different	
Different strategies to be used	
Different assessment	

Differentiated Lesson Plan Rubric

Elements	Beginning to Meet Expectations 1 point	Approaching Expectations 2 points	Meets Expectations 4 points	Total Points
Facts About Learners	Identify number of students that have specific learning needs.	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	
Content of the lesson	The learning objectives do not directly correlate to the content standards.	There is some learning that directly relates to the selected content standards for the grade level.	Content taught clearly matches the content standards that are specific for the grade level.	
Assessments	The assessments do not measure the learning objectives.	Assessments are not directly related to the content standards but are content standards based.	The assessments clearly measure the learning objectives and content standards appropriate for the grade level.	
Anticipatory set Instruction	Vague anticipatory set without direct connection to the objectives. Instruction is not engaging for cognitive level of the students.	Anticipatory set and objectives are not clearly related. Instruction involves some engagement of learners.	Anticipatory set matches learning objectives and instruction. Instruction is engaging and involves all learners.	
Instruction and guided practice	Little engagement by the students during direct instruction. Guided practice is weak with some checking for understanding.	Parts of the instruction are engaging with some guided practice related to the lesson.	Instruction is engaging and is related to the content standards. Guided practice is directly related to the lesson and reinforces direct instruction.	
Total Points				20

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 by reviewing the video and completing the SST packet. A **3 page** paper will reflect their knowledge and connection of what they have learned and observed.

Resource(s):	Title and necessary information:
Textbook/pages	Choate, J.S. (2000) <u>Successful inclusive teaching: Proven ways to detect and correct special needs</u> (3 rd ed.), pp 1-17. Boston: Allyn & Bacon. (ISBN 0-205-30621-7) Chapter 16
Video/segment	Video Segment # 1 "Promoting Success for All Students" <u>The Inclusion Series</u> (1998) Weland Prods/KCET and Allyn & Bacon. (ISBN 0-205-29111-2) Video Segment # 3 "Working Together – The Collaborative Process" <u>The Inclusion Series</u> (1998) Weland Prods/KCET and Allyn & Bacon. (ISBN 0-205-29111-2)
Web Site	Visit web sites to learn more about the child you have selected

TASK AND GUIDELINES

Objectives

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

Preparation

- Complete the Pre-referral/Triad packet with observed characteristics of the student's behavior and learning or behavioral challenges, how the child's characteristics affect school performance, and possible strategies for supporting the student. (use Pre-referral Intervention Manual for reference)
- Interview a teacher to understand the process at that school.
- In groups of 4 meet with your 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.
- Write a one page paper referencing 2 articles and/or web sites that provide information about the challenging student characteristics and strategies for supporting your chosen student. Each annotation is to include a starting paragraph that briefly summarizes the articles. The second paragraph will summarize your reaction. Explain how the website or article would support modifications or strategies for your student.
- Write a one page reflection responding to the following information:
 1. You're rational for inclusive educational opportunities for all students.
 2. How would the Triad/pre-referral assist you as a teacher?
 3. What principles of universal design guided your decisions for differentiating instruction?
 4. What strategies will you use to support your student to make them a part of the class?
 5. What your role as a teacher would be prior to attending an SST with your student.
 6. How you will prepare for an SST meeting as a teacher.
 7. How this process will support you as a teacher.

Student Study Team (SST) Rubric

Element	Developing 1 point	Meets Expectations 2 points	Exceeds Expectations 4 points	Total
Completion of the Pre-referral process.	Packet complete.	Packet complete but does not show support of all the components of the SST process.	Completed packet with direct support using all the components of the SST process.	
Understands child and parent as indicated on the parent conference and student interview.	The parent conference and needs of the child are not clear.	The student's strengths, needs, language and culture are understood and are addressed in the triad conference.	The student's strengths, needs, language, and culture are understood and can incorporate the child's life outside of the school into the triad conference.	
Development of interventions is found in the pre-referral triad summary sheet.	The strategies are vague and not appropriate for the student to be successful.	The strategies somewhat demonstrates an understanding of the students uniqueness with the ability to be successful.	The strategies recommended support the student's uniqueness and addresses the student's strengths and needs for academic, social/emotional, and physical objectives.	
Completion of the SST summary sheet addressing the areas needed from the checklist.	Few areas are addressed based on the students needs.	Some of the areas are addressed to assist the student.	All areas are addressed appropriate to the students needs both academically and behaviorally.	
Resources and reflection.	The web site or article has a brief summary and reflection without support of the identified student.	The web site or article is summarized for the majority of the paper. There is little reflection on how this information will assist you as a teacher.	The web site or article has a brief summary but the personal reflection demonstrates and supports your knowledge of the child and what strategies you would use as a teacher.	
Total points				

Observation – Children at play

15 points

Learner

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

Outcomes:

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

Assessment:

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

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

Resources	Title and necessary information:
Textbook	Marion, Valadez, and Woo (2003). <i>Elementary Teaching and Learning</i> : Pearson Custom Publishing
Internet Resources	Sites involving other learning theories.

Task Guidelines

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

Rubric for Observation: Children at play

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

Prerequisite skills:

1. Register for Taskstream.
2. On your own familiarize yourself with the TPE's that are on the Taskstream program. Be prepared to address all required TPE's

Task guidelines:

1. Students will send a written copy of one TPE to another student for peer editing via Taskstream email.
2. Students will send their edited copy to the instructor for comments on TPE 6D and TPE 10
3. Students will correct the TPE's based on the instructor's suggestions and send back to the instructor.

Rubric for Taskstream

Element	Beginning to Meet Expectations 1 point	Approaching Expectations 2 points	Meets Expectations 5 points	Total points
TPE 6D	Sent TPE to peer	Sent TPE to instructor	Sent corrected TPE to instructor	
TPE 10	Sent TPE to peer	Sent TPE to instructor	Sent corrected TPE to instructor	
Total				/10

Experiencing diversity

15 points

Learning outcomes	Students will be able to understand the challenge of feeling successful in an unfamiliar setting/culture through direct, meaningful participation in the setting/culture of their choice.
Assessment	Prerequisite will include becoming familiar with the event they are going to attend through the internet or other resources. Teacher candidates will write a 3 page about an event they attended that was unfamiliar to them based on culture, ethnicity, gender, or religious beliefs.
Resources	Title and necessary information: Marion, Valadez, and Woo (2003). <i>Elementary Teaching and Learning</i> : Pearson Custom Publishing Theme 4 Web site or other resource for prerequisite of chosen event
Assessment	Experiencing an event that causes the candidate to experience and understand how to support their future students when they enter their class that is unfamiliar to them.

Prerequisite skills:

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

Task guidelines:

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

Rubric for experiencing diversity

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

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

Assessment: Teacher candidates will write a **3 page** group paper on classroom management plan that addresses all students' needs for a specific grade level. Teacher candidates will identify a minimum of three beliefs about teaching and learning and show how their beliefs are implemented in the management plan including levels of consequences and rewards. Each candidate will write a one page reflection sheet regarding how they see themselves implementing the classroom management plan.

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/video	Choate, J. S. (2000) <u>Successful inclusive teaching (3rd ed.)</u> . Needham, MA: Allyn & Bacon. Video
Internet Site(s)	Visit a website

Prerequisite skills:

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

Task Guidelines

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

Rubric Classroom Management Plan

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

Course Outline (Subject to change)

Day	Date	Topic	Related reading	Materials required to bring to class	Assignments due
1	8/28	Cognitive development	Theme 1	TPE from student teaching handbook	
2	9/4	Labor day			Join Taskstream
3	9/11	Observation and identification of cognitive theories Taskstream			
4	9/18	Diversity; building classroom relationships	Theme 4		Observation: children at play paper
5	9/25	Classroom management	Theme 2		
6	10/2	Experiencing diversity	Theme 2		
7	10/9	Group work on management	Theme 2		Experiencing diversity paper
8	10/16	Creating a positive learning environment	Theme 2	SST packet	
9	10/23	SST	Choate		Classroom management paper
10	10/30	Preparation of Mock SST	Theme 3		SST paper
11	11/6	Universal Lesson Design	Theme 3	Lesson_design.ppt Choat text book Syllabus ELD content standards for selected grade level	
12	11/13	GATE, special education, EL	Theme 3		
13	11/20	Differentiation	Theme 3		
14	11/27	Lesson process	Theme 3		Taskstream TPE 6D & 10
15	12/4	Lesson plan presentation			Lesson plans due