

California State University San Marcos  
College of Education

EDMS 511  
Elementary Teaching and Learning I  
Fall 2005  
CRN 42029

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**Mission Statement of the College of Education, CSUSM**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance.

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

## **Required Texts**

- 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.)
- Choate, J. S. (2004) *Successful inclusive teaching (4<sup>th</sup> ed.)*. Needham, MA: Allyn & Bacon.
- Villa, R. and Thousand, J. (1995). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Woo, K., Valadez, G., Marion, R. (2004). *Elementary Teaching and Learning*. Boston, MA: Pearson Custom Publishing.
- Task Stream Electronic Portfolio, Must register and pay fee online prior to first class @ [www.TaskStream.com](http://www.TaskStream.com) (register for 1 year minimum).

## **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, 5<sup>th</sup> edition. Failure to do so may result in failure of the course.

## **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. 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, 5<sup>th</sup> 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**

Observation	10 points
Lesson Plan	20 points
Student Study Team	20 points
Classroom Management	15 Points
Electronic Portfolio	10 points
Peer Teaching demonstration	10 points
Attendance/Participation	15 points
<b>Total</b>	<b>100 points</b>

**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.**

**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.**

**Course Outline**  
(Timeline Subject to Change pending "Teachable" Moments)

Date	Topic	Reading Assignment Due
Session 1 8-29-05	I Introduction/Course Overview Community Building Mandates for Educators CSTP/TPE Student Centered Teaching & Learning: Principles of Constructivist Education	Readings in class Video – Kay Tolliver
Session 2 9-5-05	HOLIDAY	
Session 3 9-12-05	Lesson Plans: What are they? Why do we write them? How do I start? Peer Teaching Intro to TaskStream (computer lab) Peer Teaching <b>Observation Activity DUE</b>	Choate: Ch. 3 Tomlinson: Chs. 4 & 5 Woo, et. al.: <u>Assessing Student Learning &amp; Access to the General Education Curriculum for All</u>
Session 4 9-19-05	Student Centered Teaching & Learning: Principles of Constructivist Education cont.	Villa/Thousand: Chapters 1, 2, & 7 Choate: Chapter 1 & 2 Tomlinson: Chs. 1, 2, 3 Woo, et al,: <u>Student-centered and Constructivist approaches to Instruction</u>
Session 5 9-26-05	Introduction to SST Peer Teaching	SST Lecturette Videos Choate: Ch: 16 Woo, et al,: <u>Group Differences</u>
Session 6 10-3-05	Structures and Procedures Classroom Management Peer Teaching <b>Lesson Plan DUE</b>	Choate: Ch. 15 Tomlinson: Chs. 7, 8 & 9 Woo, et. al.: Creating Learning Environments
Session 7 10-10-05	Peer Teaching SST Presentations <b>SST DUE</b>	NO Readings
Session 8 10-17-05	<b>Classroom management DUE</b> Demo Lesson Course Review TaskStream –assist students to upload assignments to their electronic portfolio	NO Readings

**SB 2042 – Authorization to Teach English Learners Competencies**

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

CLAD Competencies addressed in this course:

\*Test 2, I, A4-(Methodology of Bilingual, English Language Development and Content Instruction) The relationship between teacher expectations and student achievement.

\*Test 2, I, C2-Classroom organization

\*Test 2, II, A – (Theories and Methods for Instruction in and Through English) Teacher delivery for both English language development, and content instruction.

\*Test 2, II, C –Approaches with a focus on content area instruction (SDAIE)

- \*Test 2, III, A & B-C- (Language and Content Area Assessment)-Purpose, Methods and State Mandates
- \*Test 2, III, D1, D2b, D2c, 3, E-Limitations of Assessment
- \*Test 3, II, A4-(Culture and Cultural Diversity) Manifestations of Culture: Learning about Students-Learning Styles
- \*Test 3, II, B & C-How teachers can learn about their students & How teachers can use what they learn about their students (culturally responsive pedagogy)
- \*Test 3, III, C & D- (Cultural Contact) The dynamics of prejudice and strategies for conflict resolution.

## Observation - Objective Observer 10 points

**Learner Outcomes:** Teacher candidates will apply their knowledge of professional observation skills, including identification of major characteristics of the learning and social behaviors of typical and atypical students:

- Teacher candidates are able to differentiate between professional and unprofessional observation skills
- Teacher candidates are able to record what they observe
- Teacher candidates are able to write up their observation notes with recommendations for curriculum and instructional implications

**Assessment:** Teacher candidates will apply their knowledge of professional observation skills and curriculum and instructional strategies

- 1) to observe a student
- 2) take objective notes on the student's behavior, and
- 3) write up a report summarizing the observation and make educational recommendations for the student.

<b>Resources</b>	<b>Title and necessary information:</b>
Textbook/chapters	Choate, J. S. (2004) <u>Successful inclusive teaching (4<sup>th</sup> ed.)</u> . Needham, MA: Allyn & Bacon. Chapters 1-3
Internet Resources	Tomlinson, Carol Ann. (1999). <u>The Differentiated Classroom: Responding to the needs of all learners</u> . Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available free through CSUSM ebooks library.)

### **Task Guidelines**

1. Identify a K-12 student to observe.
  - a. DO NOT observe a student in your own class, or a child whom you already know. Being objective is critical to good observation.
  - b. Chose a child that represents a difference, student learning English, student that is an accelerated learner, student that has a special education label under IDEA or ADA, student that is shy...)
2. Please observe the student for 30-60 minutes.
3. It is NOT REQUIRED to see the student's records. These are confidential and you may not have access. If you are able to read the child's record you may include that in your report.
4. Remember to keep all information about your student confidential. Use pseudonyms (false names) for the child, the child's teacher and the school.
5. Write Student Data: Part I of Report.  
(This part of the report is only a documentation of what you see and hear. DO NOT include any opinions.)

### **Background Information**

- Student's Pseudonym
- Your name
- Chronological Age of Student
- Student's Grade
- Pre-school and K-12 school history if available
- Health issues (allergies, diagnosed ADHD, glasses...)
- Family information, whom does the child live with and who else is part of the student's family (divorced parents, raised by grandmother, siblings, foster family...)
- Special service student receives (IEP, SST, ESL, referred for testing)
- Attendance and tardiness concerns

### **Placement**

- What program is student receiving students from
- Where is student receiving those services?
- What portion of the day is the student in general education?
- What portion is student in other placements?
- How have the students unique needs and services impacted their success/progress in school?
- Describe the setting in which you observed the student in detail
  - What does the room look like?
  - Where is the student in the room?
  - Who are the educators in the room?
  - What proximity do the educators have with the student?
  - What students are near the student you are observing?

### **Performance**

- Describe how the student's body language
- Describe the student's facial expressions
- Describe the student's actions/activities
- Describe the student's verbal and nonverbal interactions with peers and adults
- What does the student do to show their learning?
- Describe verbal and nonverbal interactions adults have with student
- Describe verbal and nonverbal interactions peers have with student

6. Write Observation Summary & Recommendations: Part II of Report  
(This is the only place you can share your opinions.)

### **Summary**

- Describe the students areas of strength
- Describe the students areas of need
- Use data from observation to support your assessment

### **Recommendations**

- What are your recommendations for adaptations?
  - Content
  - Process
  - Product
- What are your recommendations for behavior management (seating arrangement, contract, management strategies...) to help this student succeed?
- What does the student need to succeed?

## Student Observation Rubric

Elements	Beginning to Meet Expectations 0.5 points	Approaching Expectations 1 point	Meets Expectations 2 points	Total Points
Student Background Information	Less than 100% of areas are covered	100% of information covered but not covered in detail	Cover all areas with rich detail	
Student Placement	Less than 100% of areas are covered	100% of information covered but not covered in detail	Cover all areas with rich detail	
Student Performance	Less than 100% of areas are covered	100% of information covered but not covered in detail	Cover all areas with rich detail	
Observation Summary	Most areas are covered	All areas are covered	All areas are covered and data is used to support summary	
Educational Recommendations	General recommendations are provided for most areas.	General recommendations are provided for all areas	Specific recommendations are provided for all 3 areas.	
Total Points				/10

## 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) <u>Successful inclusive teaching (3<sup>rd</sup> ed.)</u> . Needham, MA: Allyn & Bacon. Chapters 16  Pierangelo, Roger, & Giuliani, George A. (2001). <u>What Every Teacher Should Know about Students with Special Needs: Promoting Success in the classroom</u> . Champaign, IL: Research press.  Villa, Richard, & Thousand, Jacquelyn. (1995). <u>Creating an 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 ebooks library.) ELD Standards - <a href="http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf">http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf</a>  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)
  - Student that are accelerated learners as referred to by Pierangelo & Giuliani (2001)
  - Students that need special education support under IDEA &/or ADA as referred to by Choate (2000), Pierangelo & 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 Rubric

Elements	Beginning to Meet Expectations 1 point	Approaching Expectations 3 points	Meets 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	
Differentiation plan	Insufficient and minimally appropriate modifications are unclearly linked to student needs in a disorganized instructional plan	Some appropriate modification loosely linked to student needs in an organized instructional plan	Sufficient and appropriate modifications are directly linked to student needs in a seamless and well-organized instructional plan	
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 seamless and in place for all students, so that students feel important and valuable members of the community	
Assessment Plan	Assessment tools are inappropriate and not linked to instructional objective	Assessment tools and criteria are appropriate but loosely linked to instructional objectives	Assessment tools and criteria are appropriate and clearly linked to instructional objectives	
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 for avoiding special education referral by participating in a simulation of an SST meeting regarding a child with a selected classroom challenge.

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

<b>Resource(s):</b>	<b>Title and necessary information:</b>
Textbook/pages	Choate, J.S. (2000) <u>Successful inclusive teaching: Proven ways to detect and correct special needs</u> (3 <sup>rd</sup> ed.), pp 1-17. Boston: Allyn & Bacon. (ISBN 0-205-30621-7) Chapter 16
Supplemental Print Material	SST Lecturette by Jacqueline Thousand, Professor, CSUSM, College of Education
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)

### **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 SST meeting are to give you the opportunity to:

- demonstrate effective use of the SST model
- demonstrate 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 and #3 of the Inclusion Series that models the SST process and the elements of effective collaborative teaming.

### **Assignment Description**

Each class member will be assigned to an SST team of 5 members. Each member of the group will fulfill one of the following roles and the corresponding assigned tasks. Each member will participate in a SST roleplay. Each student will write up a reflection on their group experience.

**Roles**  
 PREVIOUS TEACHER  
 PARENT  
 CURRENT TEACHER  
 RESOURCE SPECIALIST  
 ADMINISTRATOR

**Tasks**  
 DATA SHEET/SUMMARY SHEET  
 DATA SHEET/SUMMARY SHEET  
 DATA SHEET/SUMMARY SHEET  
 DATA SHEET/SUMMARY SHEET  
 DATA SHEET/SUMMARY SHEET

### **The Tasks:**

- Complete a data sheet of 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.
- Complete the SST Summary Sheet with each column filled out in items that will be covered in the of SST role play
- Answer guiding questions provided
- On your own, find two annotated bibliographies per team member of 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. Use APA format in referencing the article or web site.
- After completing the inclass SST roleplay and discussion, go to your electronic portfolio and write a response to theses prompts:
  - Articulate the rationale for inclusive educational opportunities for all students.
  - What were the strengths and needs of the student you had an SST meeting for?
  - What principles of universal design guided the groups 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.

**SST Summary Form**

**Date of Meeting**

Teacher \_\_\_\_\_ School \_\_\_\_\_

Team \_\_\_\_\_

Student \_\_\_\_\_

Primary Language \_\_\_\_\_ Grade \_\_\_\_\_ DOB \_\_\_\_\_ Parents \_\_\_\_\_ M \_\_\_\_\_ F \_\_\_\_\_

STRENGTHS	CONCERNS	KNOWN INFORMATION	KNOWN MODIFICATIONS (+/-)	QUESTIONS	STRATEGIES/ BRAIN STORM	ACTIONS	WHO/ WHEN
							Follow Up Date

## Student Study Team (SST) Simulation Rubric for In class Activity

(This will not be graded, but it can be a great tool to initiate class discussion of the success of the SST meeting.)

Element	Developing .5 points	Approaches Expectations 1 point	Meets Expectations 2 points	Total
<b>Know School Families (Student Data Sheet, Intervention Plan and Meeting Interactions)</b>	No indication that the school took the time to know the family and their needs.	Some of the needs of the family were understood, i.e. family members, language, literacy, family dynamics.	There is a description of the family (in Data Sheet) and the family's needs are taken into consideration in planning the student's intervention plan.	
<b>Knows Student (As Indicated on Student Data Sheet, Intervention Plan and Meeting Interactions)</b>	Some of the student's strengths, needs, language, and culture are understood.	The student's strengths, needs, language, and culture are understood and addressed in plan.	The student's strengths, needs, language, and culture are understood so well that the team can incorporate the child's life outside of school into the plan.	
<b>Development of Interventions</b>	The intervention plan is brief and vague.	The intervention plan demonstrates an understanding of the student's uniqueness and addresses the student's strengths and needs.	The intervention plan demonstrates an understanding of student's uniqueness and addresses the student's strengths and needs for cognitive, affective and psychomotor objectives.	
<b>Implementation and Monitoring Interventions</b>	There is no clear plan how interventions will be implemented or monitored.	There is a clear plan for implementing and monitoring interventions.	There is a clear plan for implementing and monitoring interventions. A plan is set to communicate progress of interventions to all school and family members.	
<b>Use of Resources</b>	No resources were mentioned in the intervention plan.	School resources were identified in the intervention plan.	School, community, and family resources were considered and identified in the intervention plan.	
<b>Continued on next page</b>				

Element	Developing .5 points	Approaches Expectations 1 point	Meets Expectations 2 points	Total
<b>Role Representations</b>	Minimum of 5 SST roles were represented.	More than 5 SST roles were represented and modeled the responsibilities of each member.	More than 5 SST roles were represented with a detailed description of each member in SST Binder addressing relationship w/ student, unique talents, background, interests, and experiences that make this individual an invaluable member of team.	
<b>Student Summary Sheet &amp; Meeting Interactions</b> 1. Discuss student strengths 2. Discuss areas of concern 3. Discuss interventions and plan for implementation 4. Solicit parent input 5. Plan follow-up mtg.	75 % of SST Summary Sheet completed & 4 or less SST steps implemented.	90% of SST Summary Sheet completed & all 5 steps implemented.	100% of SST Summary Sheet completed & all 5 steps implemented.	
<b>SST Binder</b> 1. SST Summary Sheet 2. Student Data Sheet 3. Cover Sheet 4. Annotated bibliographies for each team member	Completes 4 or less.	Completes all 5.	Completes all 5 with detail & professionalism.	
<b>Total</b>				<u>16</u>

Element	Developing 1 point	Approaches Expectations 2 points	Meets Expectations 4 points	Total
<b>SST Summary and Reflection</b>	Briefly summarizes assignment and responsibilities. Includes little self-reflections and makes no connections to future practice	Summarizes the assignment and responsibilities and includes a superficial self-reflection and few connections to future practice	Summarizes the assignment and responsibilities and includes an in-depth self-reflection and strong connections to future practice	
<b>Total</b>				<u>4</u>
<b>GRAND TOTAL</b>				<u>20</u>

# Classroom Management

10 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 classroom management plan that addresses all six levels of the discipline pyramid from prevention to individualized support plans. Teacher candidates will identify a minimum of three beliefs about teaching and learning and show how their beliefs are implemented in the strategies at each of the six different discipline levels. Students will be required to describe a minimum of 4 strategies at each pyramid level. 1-2 strategies at each level must cite a theory or discipline model.

**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 (3<sup>rd</sup> ed.)</u> . Needham, MA: Allyn & Bacon. Chapters To Be Assigned  Thousand, Villa, & Nevin. (2002).” Discipline Pyramid,” <u>Creativity and Collaborative Learning: The practical guide to empowering students, teachers and families, 2<sup>nd</sup> ed.</u> Baltimore, MA: Brookes Publishing. P. 143  Villa, Richard, & Thousand, Jacquelyn. (1995). <u>Creating an inclusive school</u> . Alexandria, VA: ASCD. Chapters To Be Assigned
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 differentiate the six levels of of the discipline pyramid
- Teacher candidates are able to use information about students’ readiness range (skills, reading, thinking & information), learning profiles, interests, talents, and culture to determine appropriate discipline approaches (Thousand, Villa & Nevine)
- Teacher candidates are able to identify strategies to meet the needs of
  - Students learning English (including differentiation for Beginning, Intermediate, and Advanced levels)
  - Student that are accelerated learners a
  - Students that need special education support under IDEA &/or ADA as referred to by Choate (2000), Villa & Thousand (2002)

### Task Guidelines

1. Identify a minimum of three core beliefs you have about teaching and learning and how those impact your classroom management plan. Read 3 or more discipline theories/classroom management models from texts or websites
2. Do the following activities: .
  - a. Observe a classroom teacher and identify what their educational beliefs are and how they implement those beliefs in their management approach.
  - b. Interview a teacher about their educational beliefs and how they implement those beliefs in their classroom management plans.

3. Describe what management strategies you will use at each of the six levels of the discipline pyramid from prevention to individualized support plans. Make sure your action plan implements your beliefs.

### Classroom Management Plan Rubric

Elements	Approaching Expectations 1 point	Meets Expectations 2 points	Total Points
Educational Beliefs	Identify 1-2 beliefs.	Identify 3 educational beliefs, describe how they will be implemented in your classroom management plan.	
Define your management plan	Describe 1-3 strategies for each level of discipline plan	Describe 4 or more strategies for each level of pyramid.	
Implementation of educational beliefs	Some of your strategies are linked to your educational beliefs.	Each strategy is clearly linked to one of your educational beliefs.	
Citations	1 or less citations for each area of pyramid	1-2 citations for each level of pyramid.	
Organization of Classroom Management Plan	All areas are covered, but not easy to locate.	All areas are covered, a navigations system is well implement to allow reader to locate and comprehend each area of pyramid.	
Total Points			/10

## 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.

<b>Resource(s):</b>	<b>Title and necessary information:</b>
Internet Site(s)	<a href="http://lynx.csusm.edu/coe/eportfolio/index.asp">http://lynx.csusm.edu/coe/eportfolio/index.asp</a> 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.  <a href="http://www.taskstream.com">http://www.taskstream.com</a> This is the TaskStream home page where you will register for Taskstream and return to when working on your electronic portfolio.

## Lesson Demonstration

10 Points

**Learner Outcomes:** Develop as an instructor by preparing and organizing a lesson around a lesson you might teach or have taught in an elementary school classroom.

**Assessment:** Teaching activity including depth, analysis, and organization.

**Preparation-** Carefully select a lesson. Plan how to teach to your peers.

### **Process**

You are required to sign up to teach one lesson for one class session. You will also discuss an analysis of your teaching with your peers. **The whole activity should be no more than 15 minutes.** The activity should engage the class and allow us to examine the materials in a meaningful way. Select a lesson that you'd like to have feedback on. **You must provide a context and history to your lesson (i.e. Where was your placement, what were the students like, why did you teach this lesson). Provide a lesson plan to the class. In addition, you must write and present a reflective analysis of your teaching. Respond to the following:**

- Did you teach the lesson as planned? If not, what changes did you make to the lesson and why?
- How appropriate were your time allocations for the students, the content, and the planned instructional strategies and student activities?
- To what extent did the class/group as a whole achieve the academic learning goals of the lesson?
- How well did the lesson connect with the students' background and developmental information?
- In what ways did the environment in the classroom, including climate, rapport, routines, and procedures, contribute to student learning?
- In what ways was your lesson effective and what might you do differently to improve the lesson?

**A lesson plan and 1-2 page reflection will be turned into the instructor.**

## **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	

## Universal Backwards Lesson Design

	WHAT?	
BEFORE LESSON	<ul style="list-style-type: none"> <li>• Facts about the learner</li> <li>• Content/Context</li> <li>• Product/Assessment</li> <li>• Management/Discipline considerations</li> </ul>	
DURING LESSON	I N T R O	<ul style="list-style-type: none"> <li>• Anticipatory set</li> </ul>
	T H R O U G H	<ul style="list-style-type: none"> <li>• Teacher Input               <ul style="list-style-type: none"> <li>○ Direct Instruction</li> <li>○ Modeling                   <ul style="list-style-type: none"> <li>▪ Exemplars/Non-Exemplars</li> <li>▪ Demonstration</li> </ul> </li> </ul> </li> <li>• Guided Practice/Progress Modeling               <ul style="list-style-type: none"> <li>○ Scaffolds and Supports</li> <li>○ Monitor and Adjust, if needed</li> <li>○ Check for understanding</li> </ul> </li> <li>• Independent Practice/Formative Assessment               <ul style="list-style-type: none"> <li>○ Benchmark Criteria for Assessment</li> </ul> </li> <li>• Closure/Summative Assessment               <ul style="list-style-type: none"> <li>○ Students summarize learning</li> <li>○ Check that objectives were met</li> </ul> </li> </ul>
	B E Y O N D	<ul style="list-style-type: none"> <li>• Transfer               <ul style="list-style-type: none"> <li>○ Extension Activities                   <ul style="list-style-type: none"> <li>▪ Research Projects</li> <li>▪ Home Fun</li> <li>▪ Enrichment Activities</li> </ul> </li> </ul> </li> </ul>
AFTER LESSON	<ul style="list-style-type: none"> <li>• Reflection               <ul style="list-style-type: none"> <li>○ Successes to repeat</li> <li>○ Revisions to make</li> </ul> </li> </ul>	

## **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?