

**Education/Multiple Subject (EDMS) 512
Elementary Teaching and Learning II (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 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:

EDMS 512

TPE 6d – Engaging and supporting all learners (IEP)

TPE 9 – Instructional Planning (Year long Plan)

TPE 14 – Educational technology

These TPEs will be uploaded to TaskStream as part of the course requirements. The purpose of the portfolio is to assess how well you meet the TPEs. Although all the artifacts you place (more than 1 per TPE) in your portfolio have been assessed/graded by your professors, it is not clear if you have a thorough understanding of the TPEs and can make the connection between the assignments completed in class with the teaching you have experienced and the TPEs. Your task to write a cogent reflective essay for each TPE on how the artifacts you have chosen provide evidence that shows you have demonstrated meeting each TPE. Each narrative must include a: a) description b) analysis and c) reflection.

Required Text

- Tomlinson, C. A. (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 (4th ed.)* Needham, MA: Allyn & Bacon.
- Villa, R. and Thousand, J. (1995). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marion, Valadez, and Woo (2003). *Elementary Teaching and Learning*. Needham Heights, MA: Allyn and Bacon.
- TaskStream Electronic Portfolio, Must register and pay fee online prior to first class @ 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, 5th 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, 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.

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.**

Course Assignments

Three month thematic plan	20 points
IEP paper	20 points
Philosophy	20 points
Observation for differentiation	20 points
TaskStream Submissions	10 points
Disability matrix	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.

CROSS-CULTURAL, LANGUAGE AND ACADEMIC DEVELOPMENT (CLAD) 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>
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	<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)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally- responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	<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

Philosophy Statement/Letter Application**20 Points**

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

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

Resource(s):	Title and necessary information:
Textbook/pages	Villa, R. A. & Thousand, J. S. (1995). <u>Creating an inclusive school</u> . Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 1, 2, 3, & 7 Choate, J.(2000). Basic principles of inclusive instruction. In J.S. Choate (Ed.) <u>Successful inclusive teaching: Proven ways to detect and correct special needs</u> (3 rd ed.) Boston: Allyn & Bacon. Chapters 1 & 16

Task Guidelines for Philosophy Statement to be used for TaskStream: 10 Points**Your educational philosophy**

Identify your educational philosophy and describe what you believe about students as learners, the learning process, assessment, families as partners and how to meet student needs.

Your instructional approach

Describe the first and second language and special education challenges you anticipate the students in this class will face. In your response, reference theories of first and second language, inclusion strategies, and literacy development. Discuss your instructional approach, including differentiation for students with special needs and English Language Learners.

Your management approach

Describe how you will create a supportive and positive learning environment for this diverse population of students to promote educational equity and positive intercultural relationships within the classroom and specify why these practices contribute to the creation of a democratic and active learning classroom.

Describe your primary methods, approaches, and strategies and how you organize instruction to promote educational equity and positive intercultural relationships within the classroom and specify why these practices contribute to the creation of a democratic and engaging classroom. Use your personal experiences as an observer or student teacher to support your beliefs.

Citations from at least two sources

Honor work of others within paragraph writing:

Example: "One of the most valuable components I try to implement from Alfie Kohn's *Beyond Discipline* (1996) is his belief that individuals misbehave when their basic needs have not been met."

Letter of Introduction**5 points**

Tell the reader what you will be addressing in this letter. Make sure you identify what educational philosophy, management approach, and instructional strategies frame your teaching practice.

- Contextually describe the student populations you are prepared to teach (culture, language, gender, ability, and social economic status). You can refer to district, school and classroom experiences.
- How do your philosophy, management, and instructional approach create a democratic and socially just classroom?
- Why are you a strong candidate for this position?
- Why are you interested in this job?

Resume**5 point**

Include a professional resume addressing your education and teaching experiences.

Rubric for philosophy (TaskStream): 10 Points

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

Letter of introduction and resume: 10 Points

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

Disability Matrix

20 Points

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

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

Resource(s):	Title and necessary information:
Textbook Chapters 2 & 15	Choate, J.S. (2000) <i>Successful inclusive teaching: Proven ways to detect and correct special needs</i> (3 rd ed.) Boston: Allyn & Bacon. (ISBN 0-205-30621-7)
Internet sites	Information regarding IDEA and 13 handicapping conditions

Task Guidelines for the Disability matrix

Students will work in small groups to apply their knowledge of the categories of disability recognized by the Individuals with Disabilities Education Act (IDEA)

Create a table or graphic organizer of the thirteen (13) special education disability categories. Your table must take the form of a word-processed table or an Excel chart, or any other organizational scheme that clearly illustrates each of the following seven dimensions:

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

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

Disability Characteristics Matrix Expectations

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

Rubric for Disability Matrix

Elements	Beginning to meet 2 points	Approaching 3 points	Meets 5 points	Points
Description/assessment	Identification of the characteristics of all 13 categories with named assessment to determine degree of disability.	Description of the characteristics of all 13 categories with appropriate assessment to determine degree of disability.	Detailed description of the characteristics of all 13 categories with appropriate assessment to determine degree of disability.	
Curriculum and classroom environment Modification	Some curriculum and materials identified with little classroom modifications to assist the student.	Statement of curriculum and materials for each handicapping conditions with some identified classroom modifications.	Appropriate curriculum, materials, and goals for each disability with appropriate classroom environment for individual students.	
Process Modification	Little use of teaching practices that are aligned with the handicapping condition. Assessments are not aligned with teaching practices.	Some use of teaching practices that are aligned with the handicapping condition. Assessments that are not fully aligned with the teaching practices.	Appropriate teaching practices that assist the handicapping condition. Use of appropriate assessments that directly relate to the teaching practices.	
Assessment Modification	Assessments are not directly related to the material and not modified to meet the student's needs.	Assessments are not modified to meet the handicapping condition with little connection to the materials taught.	Assessments are modified and appropriately connected to the materials taught.	
Total Points				

The IEP Process

20 Points

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

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

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

Resource(s):	Title and necessary information:
Textbook/pages	Gable, R.A. and Hendrickson, J.M. (2000). Teaching all the students: A mandate for educators. In J.S. Choate (Ed.) <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 1
Internet Site(s)	www.dssc.org/frc/frcl.htm This Federal Resource Center for Special Education site provides general information about and news pertaining to special education as well as special technical assistance information. www.ed.gov/offices/OSERS/IDEA This OSERS IDEA Home Page site provides a detailed explanation of IDEA. www.pitsco.com/pitsco/specialed.html This Pitsco's Launch site to special education resources links you to many useful special education and disability related sites. www.hood.edu/seri/serihome.htm This Special Education Resources on the Internet site is a collection of internet-accessible information resources of interest to those involved in fields related to special education.

Task Guidelines for the IEP Process

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

When interviewing and observing IEP, the following should be addressed:

1. Who are all of the special education and related service personnel who were called upon for support in the school and in the school district? If none should there have been additional resources that could have assisted with the process?
2. How does the school staff ensure that students receive nondiscriminatory evaluations and appropriate educational experiences?
3. Does the school's specific IEP meeting format address the following:
 - *Breadth of assessment*
More than one test must be used as the basis of evaluation
Assess all areas related to the suspected disability

- *Administration of assessment*
Select and administer nondiscriminatory racial and ethnic assessments
Use trained personnel to administer assessments
 - *Timing of assessment*
Nondiscriminatory evaluation must occur before initial placement into or out of special education
Reevaluation occurs every three years or more frequently, if conditions warrant or parents/guardians, or teacher request
 - *Parental/Guardian notification and consent*
Parents/guardians must be fully informed and consent to having their child assessed
Consent for evaluation is not consent for placement into special education; separate consent is required for consent
 - Interpretation of assessment results must consider a variety of sources.
4. What does the school's specific IEP look like? Does it include and/or address the following:
- The student's present level of educational performance, including how the disability affects the educational experience;
 - Measurable annual goals and short-term objectives;
 - The special education accommodations, related services, and other ways support will be provided to ensure the student's success;
 - The extent to which the student will participate with students who do not have disabilities in the general education and extracurricular activities;
 - Individual modifications if the student participates in standardized assessments, and explanation s for when the student does not participate in such assessments
 - The projected start date, frequency, location, and duration of modifications;
 - Brief discussion of how the student's progress towards annual goals will be assessed.

School-Based Activities

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

Rubric IEP: 20 Points

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

Three Month Planning Curriculum Map

20 points

Learner Objectives: In groups of 3-4 students will plan a three month long calendar for an elementary classroom.

Assessment: The student will write a three month plan for an elementary classroom that incorporates the following elements:

- language arts lessons
- science lessons
- art lessons
- social science lessons
- math
- resources
- assessments
- multiple intelligence strategies
- differentiation strategies
- technology for student use
- technology for teacher use in instruction

The calendar will integrate a schedule of events from “real” schools. The student will also write our plans for differentiated instruction and special needs instruction.

Resources	Title and necessary information:
Textbook/chapters	Choate, J. S. (2000) <u>Successful inclusive teaching (3rd ed.)</u> . Needham, MA: Allyn & Bacon. Chapters 16 Villa, Richard, & Thousand, Jacquelyn. (1995). <u>Creating and inclusive school</u> . Alexandria, VA: ASCD. Chapters 6 & 7
Internet Site(s)	Tomlinson, Carol Ann. (1999). <u>The Differentiated Classroom: Responding to the needs of all learners</u> . Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available free through CSUSM ebooks library.) ELD and grade level content standards - http://www.cde.ca.gov/re/pn/fd/documents/englangdev-std.pdf

Prerequisite skills:

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

Task Guidelines for Curriculum Mapping

Use a school calendar from your school observation to reference school activities, testing, and pacing guides.

You will work with 3-4 people in your group.

Select a grade level.

Select content standards to address in the 3 month plan.

Use the defining terms to understand each section of your map.

Begin planning each month using science and social studies to thematically plan your three months.

Rubric: Curriculum Mapping 20 Points

Elements	Beginning to meet 2 points	Approaching 3 points	Meets 5 points	Points
Content standards	Few of the content standards have a thematic connection and there is little connection to the performance skills.	Some of the content standards have a thematic connection and some are related to the performance skills.	All content standards are correctly thematically connected. The performance skills are strongly related to the mastery of the content standards.	
Performance skills	The performance skills are somewhat engaging and connected to the content standards. Not all students are presented with challenging materials.	Some of the performance skills are engaging and directly related to the content standards and some of the strategies and content is challenging for all students.	The performance skills are engaging and clearly designed to help students meet mastery of content standards. The strategies and content for all students is challenging.	
Thematic Plan	There are few connections to all content areas.	There are some connections to all content areas when appropriate.	All content areas are addressed to demonstrate strong connections in learning when appropriate.	
Resources	There is a limited amount of resources with some pacing that is appropriate.	Some resources are used other than the textbook with appropriate pacing.	Resources that are sited involve text books, websites, technology, and teacher's creativity based on appropriate pacing.	
Total Points				

Observation: Differentiated lesson

Points: 20

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

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

Resources	Title and necessary information:
Textbook/chapters	Choate, J. S. (2000) <u>Successful inclusive teaching (3rd ed.)</u> . Needham, MA: Allyn & Bacon. Chapters 16 Villa, Richard, & Thousand, Jacquelyn. (1995). <u>Creating and inclusive school</u> . Alexandria, VA: ASCD. Chapters 6 & 7
Internet Site(s)	Tomlinson, Carol Ann. (1999). <u>The Differentiated Classroom: Responding to the needs of all learners</u> . Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available free through CSUSM ebooks library.)

Prerequisite skills:

Review last semester's differentiation lesson to review differentiated strategies. (Lesson design)
Interview your master teacher to determine how they feel they are offering differentiation to meet the needs of all their students.
Have a clear understanding of flexible grouping inside the classroom and within the grade level, centers, choice boards, and compacting.

Rubric: Observation 20 Points

Elements	Beginning to meet 2 points	Approaching 3 points	Meets 5 points	Points
2 groups of students and how their needs are regularly addressed	Little understanding of the two groups of students and little differentiation with no suggestions or clear reflection.	Some understanding of the academic needs of the two groups of students selected. Understand the differentiation presented on a regular basis with some suggestions and reflection.	Clear understanding of the academic needs of the two selected groups of students. Understanding of the differentiation presented on a regular basis with some suggestions with reflection.	
Appropriate differentiated strategies	Little knowledge of differentiated strategies being used and no analysis of the strategies.	Some knowledge and understanding of strategies and can identify the one being used without analysis of the strategy.	Strong knowledge and understanding of strategies and can clearly determine the most effective strategy used with reflection on how to enhance what is observed.	
Application of strategies during observation	Some understanding of strategies observed with no evaluation of effectiveness. Not clear about other possible strategies that could be used.	Some understanding of strategies observed with some evaluation of effectiveness. A modification to the strategy observed.	Clear understanding of how the strategy is being used and effectiveness is determined. Addresses other possible strategies that could be effective.	
Reflection on the observation	Tells what was observed with no suggestions for improvement or reasons why the lesson was highly successful.	Ability to discuss what was seen in the observation with little suggestions of improvement or why the lesson was highly successful based based on knowledge of differentiation.	A clear understanding of what was observed with evaluation of the observation with positive suggestions for improvement or why the lesson was highly successful based on knowledge of differentiation.	
Total Points				

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>

Task Guidelines for Taskstream

The purpose of the portfolio is to assess how well you meet the TPEs. Although all the artifacts you place (more than 1 per TPE) in your portfolio have been assessed/graded by your professors, it is not clear if you have a thorough understanding of the TPEs and can make the connection between the assignments completed in class with the teaching you have experienced and the TPEs. Your task to write a cogent reflective essay for each TPE on how the artifacts you have chosen provide evidence that shows you have demonstrated meeting each TPE. Each narrative must include a: a) description b) analysis and c) reflection.

Rubric: Taskstream 10 Points

Elements	Beginning to meet 2 points	Approaching 3 points	Meets 5 points	Points
TPE 6d	Sent TPE to peer	Sent TPE to instructor	Sent corrected TPE to instructor	
TPE 9 and 14	Sent TPE to peer	Sent TPE to instructor	Sent corrected TPE to instructor	

Course Outline
Subject to change

Day	Date	Topic	Related reading	Materials required to bring to class	Assignments due
1	8/29/05	Introduction and TPE 6D, 9, 14	None	Syllabus, TPE from syllabus	
2	9/12/05	IEP	Choate pg. 2, 3, 7, 8 – 16 Internet sites	PP: St5_iep	
3	9/19/05	Assessments	Theme 1	PP: St5_assessment	
4	9/26/05	Rubrics/portfolio	Theme 3	PP: St5_rub_portf rubric_4.doc	
5	10/03/05	Differentiation: Addressing abilities of all students	Choate Ch. 2 & 15	Choate book, PP: St5_diff_all-abil, Group member with lap top	
6	10/10/05	Special education Matrix	Theme 4	Choate text book & lesson plan from last semester	IEP paper
7	10/17/05	Authentic learning	Theme 2	PP: St5_authentic_learn	
8	10/24/05	Art through content standards			Observation: Differentiation
9	10/31/05	Curriculum mapping		Group computer, cm_temp.doc, text books from grade level, PP: St5_cm	
10	11/07/05	Interest based learning		Group lesson plan, PP: St5_serv_learn	Disability matrix
11	11/14/05	Curriculum mapping	Theme 2		
12	11/21/05	Motivation in learning	Theme 2	St5_motiv_learning	Curriculum map
13	11/28/05	Understanding CST		St5_CST	
14	12/05/05	Motivation for a positive culture	Theme 5	St5_creat_resp_respon	Philosophy, letter, resume, and TaskStream final document
15	12/12/05	Teaching as a profession		St5_profes	