EDMI 511   Fall 2004   CRN 41201
Middle Level 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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Students with Disabilities Requiring Reasonable Accommodations: Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

College of Education Attendance Policy: Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. Absences and late arrivals/early departures will affect the final grade. COE attendance policy states, "At a minimum, students must attend 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements." Should students have extenuating circumstances, please contact the instructor as soon as possible. If you miss two class sessions or are late (or leave early) for more than three sessions, the highest possible grade earned will be a B+. If you miss three class sessions, the highest possible grade earned will be a C+.

Grading & Expectations Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Furthermore,

- You must maintain a B average (3.0 GPA), with all grades at a C+ or better, in your teacher education courses to receive a teaching credential from the State of California.
- Late assignments will be penalized by a 10% deduction in points for each weekday late. After one week, late assignments will be given a zero.

A	93-100 points	B-	80-82 points
A-	90-92 points	C+	78-79 points
B+	88-89 points	C	73-77 points
B	83-87 points	C-	70-72 points

Use of Technology: Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. Details will be given in class.

Course Objectives

- Students will demonstrate writing effective lesson planning that incorporates SDAIE methodologies to accommodate diverse language and learning differences and that are linked to curriculum standards/frameworks and sequences of instruction.

- Students will interpret major learning theories through various applications in course assignments.

- Students will describe specific strategies for motivating students to perform toward academic excellence including psychological factors affecting first and second language development.

- Students will identify and analyze a variety of multicultural/multilingual learner centered instructional strategies including those that maximize comprehensible input, student interactions, and learning strategies for content and language development.

- Students will create assessment plans that are ability, age, language, and task appropriate.

- Students will develop strategies for becoming informed about learners including family, community, special needs, and learning styles.

- Students will demonstrate knowledge and application of principles of universal design and differentiated instruction.

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple Subjects Credential with Middle Level Certificate to develop the skills, knowledge, and attitudes necessary to assist schools and districts 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. The following TPEs are addressed in this course:

TPE 6d: Developmentally Appropriate Practices for Special Education
TPE 6e: Middle Level Philosophy and School Organization
TPE 8: Learning About Students
TPE 10: Instructional Time
TPE 11: Social Environment
TPE: Professional Growth

The Teacher Performance Expectations identified here are addressed in EDMI 511 through class discussions, activities, oral/visual presentations, and written assignments.

Assignments (Details to be given in class)

Taking Center Stage (TCS) Due September 9 to JMcD and JC.
(TPE addressed through this assignment: 6e)

You will present to your classmates an overview of your section of TCS.

Beginning the School Year (10 points) Due September 13 to JMcD.
 (TPE addressed through this assignment: 11)

You will write a reflection your observation of a teacher during the first week of school.

Shadow a Young Adolescent (15 points) Due October 7 to JMcD.
(TPE addressed through this assignment: 8)

You will follow a young adolescent for one school day (September 24) and write an analysis of the student's day, relating the experience to class texts and discussions.

Lesson Plan (20 points) Due September 22 (draft) and 27 (final) to ARE.
 (TPE addressed through this assignment: 6d)

You will complete a lesson plan due September 22/27.

Student Success Team Simulation (20 points) Due October 4 to ARE.
(TPE address through this assignment 6d)

You will do some preparation in groups and then participate in an in-class simulation.

Classroom Organization Plan (20 points)   Due October 28 to JC.
 (TPE addressed through this assignment: 10)

You will create a plan for your own middle school classroom.

**Participation (15 points)   Ongoing   **
(TPE addressed through this assignment: 13)

Participation:

Students will engage in active learning each class session, and will be expected to actively participate.

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately to group work—do you "do your share"?
- Are you able to accept others' opinions?
- Are you supportive of others' ideas?
- Do you support your peers during their presentations?
- Can you monitor and adjust your participation to allow for others' ideas as well as your own to be heard?

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.)
- Villa, R. and Thousand, J. (1995). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Ladson-Billings, G. (2001). *Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms.* San Francisco: Jossey Bass.
- California State Department of Education. (2001). *Taking Center Stage.* Sacramento, CA: Author.
- National Middle School Association. (1996). *This We Believe: Developmentally Responsive Middle Schools.* Columbus, OH.
- Task Stream Electronic Portfolio, Must register and pay fee online prior to first class @ www.TaskStream.com (register for 1 year minimum).

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.

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

_____   _____
Student's name printed

_____   _____
Signature   **Date**

_____   _____   _____
Home telephone   **Cell phone**   **Email**

Assignments/Grading:

Attendance/participation/quiz & homework grade (15%)

Day 1 _____   Day 2 _____   Day 3 _____   Total Points   _____ / 15 %

Day 4 _____   Day 5 _____   Day 6 _____

Day 7 _____   Day 8 _____   Day 9 _____

Day 10 _____   Day 11 _____   Day 12 _____

Day 13 _____   Day 14 _____   Day 15 _____

Beginning of the Year   ____ / 10 %

Shadow a Student   ____ / 15 %

Lesson Plan   ____ / 20 %

Student Success Team   ____ / 20 %

Classroom Management   ____ / 20 %

Total   **____ / 100 % = _____ Grade**

Grading

A	93-100 points	B-	80-82 points
A-	90-92 points	C+	78-79 points
B+	88-89 points	C	73-77 points
B	83-87 points	C-	70-72 points

Shadow a Student   **15 Points**

In this case study, you will focus on a particular middle school student. The purposes of this assignment are: (1) to help you make connections between the theoretical material you have read concerning early adolescence and the actual students in your schools, and (2) to help you raise additional issues or questions regarding middle school students.

Collecting information: Spend one full day with your assigned student, following the student through the school day. As the day starts, make an arrangement with the student regarding your proximity to him or her. It is not necessary that you sit next to the student in classes—the back of the room is fine. Most students enjoy the shadowing and will invite the observers to join them at lunch, etc. But you can observe from a distance if necessary. Ask the student some questions during the day in as informal a manner as possible, or arrange a short interview after school or another day. *Do not tape record the student and do not use the student's real name in the case study report.* Ask yourself the following questions and make notes on each:

How does the student behave in different classes and contexts? Are there consistent patterns of behavior or do you notice different behaviors in different contexts? In addition to classes, be sure to include observations of lunch, playground, gym, and any after school activities.

What is the school day like from a student's perspective? What are the highs and lows? What is the horizontal curriculum (i.e., across different courses and subject areas) like? Are connections made among the student's various courses? To what degree do teachers send messages that the student is "valued"?

What are the student's perceptions of what school is all about? What are her/his perceptions of each subject? What does it mean to your student to learn "math" or "language arts"? What are her/his favorite and least favorite subjects? Why? What is her/his attitude toward assessment?

Note the student's *physical* development. Does s/he seem to feel "comfortable" with her/his appearance? Note the student's *social* development. Who are the student's friends? Do these friends spend time with one another outside of school? Does s/he appear to be more influenced by peers or by parents? Does s/he interact frequently with members of the opposite gender? Note the student's sense of *identity* (versus inferiority). Note the student's sense of *ethics*. If s/he confronted a dilemma during the observation, note how the student reacted. Note the student's frame of *thinking*. Does s/he appear to be more of a concrete thinker or more of a formal thinker? *Writing the case study report:* After collecting information, write your case study in two parts: (1) a description of the student and her/his day and (2) an analysis of the student and her/his day. These should be near–equal parts of the case study (about 3-4 pages each, for a total of 6-8 pages).

Description: Report to your readers what the day was like. Lead us through the school day chronologically so that we see what happened from arrival through departure. Describe the student physically. Tell us a little bit about each class period or activity, although you will not be able to report a great deal of detail. In this section, include the episodes that will be important to your analysis.

Analysis: After describing the student's day, think about what this case means. In your analysis, incorporate what you have been learning about early adolescence and instructional implications of early adolescent development. You will not be able to answer all of the following questions, but perhaps they will give you somewhere to begin in thinking about your analysis:

Where does the student seem to be in her/his development (physically, socially, ethically, personality/identity and/or cognitively)? Provide support from your data. Make connections to the theoretical models we have addressed in class, but *do no diagnose the student in any absolute terms.* (E.g., do not say, "This student is at the concrete operational stage." Instead, say, "When the student was working on his math problems, his use of manipulatives indicated he may have been thinking at the concrete operational stage.") Remember, you have seen the student for only one day, and it would be presumptuous of you to make sweeping statements that categorize the student based on such a short acquaintance.

What have you learned about the student in relationship to the school? How does your case fit within the material covered in your readings and in class? What issues about middle level schooling are raised through your observations?

What are the implications of your case for your work as a teacher? If you were a teacher to this student, what are some still unanswered questions that you would like to have answered? What do you think you might do in your classroom to address the needs of this student?

Focus on a particular theme or issue that best characterizes what you have observed. This may be a theme concerning the student (e.g., "the enthusiastic student"), the day ("a day in the 7th grade village"), or an issue ("caring for a special needs middle school student"). Choose the most interesting or important aspects of this experience to include in the case study. *Even though we have suggested many questions for you to think about, do not try to be all-inclusive in your analysis.*

Criteria for evaluation:

Exemplary papers are characterized by:
- Completeness of description
- Interesting and supportive examples for analysis
- Reasonable inferences so that the analysis and the descriptive data are compatible
- Integration of your readings & class sessions into the case study
- Correct grammar, syntax, spelling

TPE addressed in this assignment: 8,

Suggested length: 5–8 pages, double-spaced

Differentiated Lesson Plan **20 points**

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

<u>**Assessment:**</u>   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 (Recommended)	Choate, J. S. (2000) <u>Successful inclusive teaching</u> (3rd ed.). Needham, MA: Allyn & Bacon. Chapters16 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 and inclusive school.</u> Alexandria, VA: ASCD.
Internet Site(s) (Required)	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.) COE Lesson Format form syllabus

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

<u>**Task Guidelines**</u>
1. <u>Design a lesson plan using COE lesson format.</u>

2. <u>Describe what you know about the learners and their context in detail.</u> 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. <u>Design a differentiated lesson plan.</u> 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 his/her individual needs based on their readiness (skills, reading, thinking & information), learning profile, interests, talents, and culture.

4. Plan Implementation. Accommodations need to be provided with dignity. All students need to feel comfortable and supported to maximize learning. What will you do to create an environment so the whole community values differentiation?

Differentiated Lesson Plan Graphic Organizer

Students with Special Needs

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

Students that are Accelerated Learners

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

Students Learning English - Beginning Level

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

Students Learning English – Intermediate Level

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

Students Learning English – Advanced Level

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

Differentiated Lesson Plan Rubric

Elements	Beginning to Meet Expectations	Approaching Expectations	Meets Expectations	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	
Content Differentiation: modifications for curriculum, materials & goals	1-2 modifications for 1-50% of students	3-4 modifications for 51-74% of students	5 or more modifications for 75-100% of students	
Process Differentiation: modifications for teaching/learning process (include environment and management considerations)	1-2 modifications for 1-50% of students	3-4 modifications for 51-74% of students	5 or more modifications for 75-100% of students	
Product Differentiation: modifications for assessment	1-2 modifications for 1-50% of students	3-4 modifications for 51-74% of students	5 or more modifications for 75-100% of students	
Differentiation Implementation	Differentiations provided for some students, but not all	Differentiation is used in a way that highlights students' differences and does not support students to feel important and valuable members of community	Differentiation strategies are seamless and in place for all students, so that students feel important and valuable members of the community	
Total Points				/20

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?
   How will activate prior student knowledge?

III.   PROCESS/STEPS OF INTRUCTION/ *THROUGH*
   A. Teacher and Student Interaction
          1.   How will you describe and model skills?
          2.   How will you provide examples and non-examples?
          3.   How will teach to the objective(s)?
          4.   How will you actively involve <u>all</u> students?
          5.   What will the teacher do?
          6.   What will the student do?
          7.   How will students practice?
          8.   How will you check for understanding?
          9.   What will your interventions consist of if the objectives are not being met?
   B. Formative Assessment
          What benchmark criteria will you look for to assess if students are meeting the
          objectives?
   C. Closure/Summative Assessment
           How will you have students summarize their learning?
           How will you assess students have met the objectives?

IV.   AFTER THE LESSON/*BEYOND*
   A. Transfer
   How will your structure opportunities for students to continue practice and transfer learning?
   B. Reflection
          1.   What went well in the lesson and was it relevant and worthwhile?
          1.   What evidence do you have that the lesson went well?
          2.   What changes will you make to enhance learning?
          3.   What benefits do these changes have for the students and your effectiveness as a
             teacher?

Student Study Team (SST) Process   20 points

Learner Objectives: Knowledge and skill in conducting and participating in the Student Study Team general education pre-referral process

Assessment: Teacher candidates apply their knowledge of the SST processes for avoiding special education referral by participating in a simulation of an 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

Resource(s):	Title and necessary information:
Textbook/pages (Recommended)	Choate, J.S. (2000) <u>Successful inclusive teaching: Proven ways to detect and correct special needs</u> (3rd ed.), pp 1-17. Boston: Allyn & Bacon. (ISBN 0-205-30621-7) Chapter 16
Supplemental Print Material (Required)	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 seek 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 role-play. Each student will write up a reflection on hi/her group experience.

Roles	**Tasks**
PREVIOUS TEACHER	DATA SHEET/SUMMARY SHEET
PARENT	DATA SHEET/SUMMARY SHEET
CURRENT TEACHER	DATA SHEET/SUMMARY SHEET
RESOURCE SPECIALIST	DATA SHEET/SUMMARY SHEET
ADMINISTRATOR	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 in class SST role-play 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	Meets Expectations	Exceeds Expectations	Total
Know School Families (Student Data Sheet, Intervention Plan and Meeting Interactions)	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.	
Knows Student (As Indicated on Student Data Sheet, Intervention Plan and Meeting Interactions)	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.	
Development of Interventions	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.	
Implementation and Monitoring Interventions	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.	
Use of Resources	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.	
Continued on next page				/5

Element	Developing	Meets Expectations	Exceeds Expectations	Total
Role Representations	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.	
Facilitation	Facilitator keeps team focused on student's needs and developing and intervention plan.	& facilitator is accountable for time, encourages input from all members, and diffuses emotionally charged statements, making corrections non-defensively.	& facilitator goes above and beyond to help team find win/win solutions.	
Recording	The recorder listens carefully for key words and ideas, organizes and records input into appropriate categories.	& a visual aid is created for participants to see key issues for student and the proposed interventions. A seat recorder transfers the visual model to regular- sized paper as a record of meeting.	& the seat recorder clarifies information documented on regular-sized paper and how it represents the visual aid and what was discussed at the meeting.	
Follow SST Steps (Student Summary Sheet & Meeting Interactions) 1. Pre-SST intervention 2. SST referral 3. Family invited & meeting arranged 4. Team meets and follow up date set 5. Interventions implemented and monitored 6. Follow up meeting	75 % of SST Summary Sheet completed & 5 or less SST steps implemented.	90% of SST Summary Sheet completed & all 6 steps implemented.	100% of SST Summary Sheet completed & all 6 steps implemented.	
SST Binder 1. SST Summary Sheet 2. Student Data Sheet 3. Binder 4. Cover Sheet 5.Annotated bibliographies for each team member	Completes 4 or less.	Completes all 5.	Completes all 5 with detail & professionalism.	
Total				/ 5

SST Reflection Rubric

Element	Beginning to Meet Expectations 0.5 points	Approaching Expectations 1.5 points	Meets Expectations 2 points	Total
Content Strategies	A minimum of 1 content strategy was described to support student	A minimum of 1 content specific strategy was described to support the learner taking into consideration the students strengths and areas of need	A minimum of 2 content specific strategies were identified with consideration of the students strengths, needs, readiness range, learning profile, talents and interests.	
Process Strategies	A minimum of 1 process strategy was described to support student	A minimum of 1 process specific strategy was described to support the learner taking into consideration the students strengths and areas of need	A minimum of 2 process specific strategies were identified with consideration of the students strengths, needs, readiness range, learning profile, talents and interests.	
Product Strategies	A minimum of 1 product strategy was described to support student	A minimum of 1 product specific strategy was described to support the learner taking into consideration the students strengths and areas of need	A minimum of 2 product specific strategies were identified with consideration of the students strengths, needs, readiness range, learning profile, talents and interests.	
Your Role at SST Meetings	Generally describe what you will do at the SST meeting	Generally describe what you will do to prepare for the meeting and do at the meeting.	Describe in detail what you will do to prepare for the meeting, what you will do at the meeting and what you will do to implement the SST plan.	
How SST Roleplay Experience Informs your Teaching	Describe how this experience has effected the way you think about these meetings	& describe how this experience has effected your expectations of SST meetings	& describe how your actions will be informed by this experience	
Total				/ 10

Classroom Management Plan   20 Points

Learner Objective: Teacher Candidates will be able to design a classroom management plan that meets the needs of adolescent students.

Assessment: Teacher candidates will write a classroom management plan that addresses the elements of building community, physical arrangement, procedures and routines, student behavior, communication, and grouping strategies.

Task Guidelines:

1. Describe your class. Include number of students, grade level, and subject area.
2. Describe several activities that you will use to build a sense of community in your classroom at the beginning of the year.
3. Describe the physical arrangement of your classroom that will accommodate 30-35 middle school students. Include a map of the classroom that shows location of student desks, teacher desk, book cases, tables, computers, etc. Explain the reasons for your arrangement.
4. Describe procedures that you will develop for the day to day operation of your classroom. Include procedures for sharpening pencils, going to the bathroom, getting a drink, dismissal, paper flow, and homework.
5. Describe your process for developing rules and consequences for student behavior in your classroom. Describe how you will manage student behavior and provide a statement about your beliefs pertaining to student discipline.
6. Describe how you will communicate with parents, other caregivers, and students.
7. Identify 2 grouping strategies you plan to use in your classroom instruction. Describe the purpose of the strategy and how you will build in accountability for each member of the group.

Recommended Resources:

Charles, C.M.(2004) <u>Classroom Management for Middle-Grades Teachers,</u> Boston,MA: Pearson,Allyn &Bacon.

Charles, C.M.(2002) <u>Building Classroom Discipline (7th ed)</u> ,Boston, MA: Allyn & Bacon.