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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. *(Adopted by COE Governance Community, October, 1997).*

Course Description Elementary Teaching and Learning I

Focuses on developing a preliminary understanding of learning theory and instructional practice in technology integrated and inclusive elementary classroom. *This course is aligned with California's SB 2042 Standards.*

Prerequisite:

Consent of Program Coordinator.

Course Objectives

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

Required Text

- Grant, Carl. A., & Gillette, Maureen. (2006). *Learning to teach everybody's children: Equity, empowerment and education that is multicultural.* Thomson & Wadsworth.
- Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2010). *Exceptional lives: Special education in today's school* (6th ed). Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.
- Villa, R. A.. and Thousand, J. S. (2005). Creating an Inclusive School (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. (**Also used in EDUC 350**)
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners.* Alexandria, VA: Association for Supervision and Curriculum Development. (**Available as an e-book online. Connect at this site:**
  http://pac.csusm.edu/search~S5?/atomlinson/atomlinson/1%2C27%2C52%2CB/frameset&FF=atomlinson+carol+a&1%2C%2C8.)

Recommended Texts

- McCarney, S. B., & Wunderlich, K. C., (2009). *Pre-referral intervention management* (3rd ed.). Mt. Laurel, NJ: Hawthorne Publishing.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.
(Approved by CCTC in SB 2042 Program Standards, August 02)

Candidates' Learning Outcomes

Candidates will develop a Lesson Design to be used in future coursework. The Lesson Design includes content standards, assessment, student activities, and instructional strategies with differentiation for English Learners, students with special needs, and GATE students. Candidates will become familiar with the (1) Student Assistance Team (a.k.a. Student Success Team) process and the role of classroom teachers, and (2) classroom management strategies, with emphasis on diverse learners. Candidates will observe elementary students to prepare for focused observation of children as teachers.

Teaching Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject Credential. This course is designed to help candidates seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students.

California Teaching Performance Assessments (CalTPAs)

Beginning July 1, 2008, all California credential candidates must successfully complete a state-approved system of teaching performance assessment (TPAs), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA, or the TPA for short. To assist candidates' successful completion of the TPAs, a series of informational seminars are offered over the course of the program. TPA-related questions and logistical concerns are addressed during the seminars. Candidates' attendance to TPA seminars will greatly contribute to their success on the assessments. Additionally, COE courses use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure candidates' success on the TPA, and more importantly, in the candidates' credential program. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided: http://www.csusm.edu/coe/CalTPA/CalTPA.html

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or they may not receive a passing grade for the course, at the discretion of the instructor. Instructors may adopt more stringent attendance requirements. If candidates miss 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." For any combination of these, candidates will not receive a grade higher than a C. If candidates miss class in which group work is conducted, they will have 5 points deducted from their grade on that project. Should a candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Candidates with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor privately to ensure confidentiality.

Grading Standards

All candidates 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" each week after that will drop 10% of possible points). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor. All candidates will use New Times Roman 12 font and double space all written work. It is expected that candidates will proofread and edit their assignments prior to submission. Candidates will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment's grade will be negatively affected as a result of this oversight. All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual (6th ed.) for citation guidance at www.apa.org or http://owl.english.purdue.edu/owl/resource/560/01/. Grading will also be affected by "professional demeanor." Candidates will conduct themselves in ways generally expected of those entering the education profession, including:
- 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.

Assignment	Due Date	Point Value
Attendance, Participation, Professionalism	ongoing	How these affect a candidate's grade will be up to the instructor's discretion
Group discussion (discussion board)	2/22/11 (11:59PM)	5
Individual reflection video critique	2/23/11	5
Positive learning environment (group)	3/2/11	20
Individual reflection of group Positive Learning Environment	3/2/11	5
Observation of a Child	3/9/11	20
Lesson Design	4/2011	25
Student Assistance Team	5/11/11	20

Note assignments are due whether or not you are present in class that day.

Grading Scale

A = 93-100	B+ = 87-89	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		

If you do not earn a C+ or higher in this course - you must repeat the course to earn your credential.
While this syllabus is carefully planned, it may be modified at any time in response to the needs and interests of the class.

All-University Writing Requirement:
In keeping with the All-University Writing Requirement, all 3-unit courses must have a writing component of at least 2,500 words. This will be met through written reactions and reflections related to assigned readings/assignments.

CSUSM Academic Honesty Policy
"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole." Incidents of dishonest will be reported to the program coordinator, Dean and Associate Dean and the Dean of Students for the University.

Plagiarism
As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University Catalog or your instructor.

Use of Technology:
Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Cougar Courses, 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. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol:
Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.
Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Individual reflection video critique   **10 points**

Learner Objectives: Teacher candidates will be able to watch a video on positive learning environment and critique the video with their group and submit an individual reflective response.

Assessment: Teacher candidates will participate in an **on-line viewing** of a video of four teachers with positive learning environments and will respond in a **Group discussion (discussion board 5 points)** with their group for 6 days. Once you have completed the discussion with their group they will write a **two page reflection (5 points)** and submit to Cougar Courses.

Resources	Title and necessary information
Positive learning environment video	**Video and Positive learning environment video critique** on Cougar Courses

Task Guidelines
1. Review the video on your own and respond to the **Positive learning environment video critique** questions provided on Cougar Courses.
2. Use Cougar Courses to complete your on-line discussion with your group that is preparing the Positive Learning Environment paper. You will be discussing your observations and determine the similarities and differences. (see rubric)
3. Write an individual reflection on what you have learned from the video and how to create a Positive Learning Environment. Show evidence of what you have observed from the teachers and how they have created a positive leaning environment in their class based on the questions your group answered in your group paper. Explain your own thoughts on how you will create a positive learning environment when you become a teacher.

On-Line Discussion critiquing video with your group   **5 points**

Element	Beginning to meet 1-2	Approaching 3-4	Meets Expectation 5	points
ON-Line chat video critique	Loosely connects the video with the group paper. Does not make contributions to the paper or a connection. (at least 1 contribution)	Participates in the chat with some connection between the video and contributions to the group paper. Little evidence of explanation of thoughts. (at least 2 contributions)	Participates in the chat with clear evidence showing the connection between the video and contributions to the group paper. Provides contributions that explain why and how they agree or disagree. (at least 2 contributions)	
			Total	

Reflection video critique   **5 points**

Element	Beginning to meet 1-2	Approaching 3-4	Meets Expectation 5	points
Reflection paper video critique	Little evidence of learning from the video and on-line chat. Few details are given of how their own classroom will look.	Some evidence of what is learned through the video and on-line chat. Some details are given on how to create their own classroom.	Reflection show clear evidence of what has been learned through the video and on-line chat. Explains in detail how they will use this information to create their own classroom.	
			Total	

Positive learning environment   **20 points**

Learner Objectives: Teacher candidates will be able to design a positive learning environment for students with diverse needs

Assessment: Three or four teacher candidates will write a group paper on a positive learning environment that addresses all students' needs for a specific grade level. Teacher candidates will describe the classroom climate, expectations for students, and classroom procedures (of which there are many). Each candidate will write a 1-2 pages about a given topic. Each candidate will write a one page reflection sheet regarding how they see themselves implementing the environment their group has created in relationship to the **pre planning activities.** One person in each group will be responsible for posting the group paper and every student will post their reflection on Cougar Courses.

Resources	Title and necessary information:
Textbooks	Grant, C., & Gillette, M. (2006). *Learning to teach everybody's children: Equity, empowerment and education that is multicultural.* Belmont, CA. Thomson & Wadsworth. Chapter 5 Turnbull A., Turnbull, R., & Wehmeyer, M.L. (2010) *Exceptional lives: Special education in today's schools, (7th ed.)* Upper Saddle River, NJ: Pearson, Merrill Prentice Hall. Villa, R. A., & Thousand, J. S. (2005). *Creating an inclusive school* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 6 & 7
Other Resources	McCarney, S. (2006). *Pre-referral Intervention Manual.* Hawthorne Educational Services, Inc. Thousand, J.S., Villa, R.A., & Nevin, A. I. (2007). Differentiating *instruction; Collaborative planning and teaching for universally designed learning.* Thousand Oaks CA; Corwin Press.
Internet	Reference for areas of classroom management

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

Task Guidelines

1. Complete the 3 following **pre-planning activities** to prepare your group for writing your discipline plan and to write your reflection:
- ❖ Read 3 or more discipline theories regarding positive classroom climate, how to maintain rapport with students and families, encourage students to take responsibility of their own learning and work responsibly with others, clear expectations for academic and social behavior, and routines and procedures to be established and maintained from texts or websites.
- ❖ One hour and a half of observation of a classroom of the grade level your group has selected. Focus on the teachers strategies to maintain a positive learning environment.
- ❖ Interview the teacher you observe about their educational beliefs in developing a positive learning environment.
- ❖ Identify grade level/types of students (EL, GATE, Special education and, regular) and develop a discipline plan that has consequence and rewards that are suitable for that grade level and the student need.

Group paper guidelines
1. What ways you can establish and maintain a positive climate for learning.
2. What do you do to establish and maintain rapport with all students and their families?
3. How do you encourage students to take responsibility for their own learning and work responsibly with others and independently?
4. How do you establish clear expectations for academic and social behavior and respond to behavior that does not meet those expectations?
5. What are the classroom routines and procedures that you use, including how you establish and maintain them?

Individual reflection of group Positive Learning Environment   5 points

> Write a **ONE** page reflection connecting the classroom observation, teacher interview, classroom
> management video, and web sites with the groups' development of a positive learning environment.
> Provide reasoning for why or why not your beliefs mirror the beliefs of the positive learning environment.
> This reflection will allow you to develop what you feel would be a good learning environment at this time
> in your development of becoming a teacher.

Positive learning Environment   20 points

Elements	Beginning to Meet Expectations 1-2 points	Approaching Expectations 3 points	Meets Expectations 4 points	Pts
Establishing a positive climate for learning	Does not use outside resources to develop a positive learning environment. Little connection to strategies that would be necessary to maintain the learning climate.	Some evidence of connections to what has been learned about positive learning environment from research and other resources. Explains some strategies to maintain the learning climate.	Evidence of a clear positive learning environment has been explained in detail based on knowledge and understanding from research and other resources. Clearly shows strategies how this climate will be able to be maintained.	
Rapport with students and families	Plan has little use of outside information. Does not relate to helping students to connect with academics and behavior.	Plan has some use of outside information. There is some connection with academics and behavior.	Plan is well organized and based on research and other resources. There is a direct connect with academics and behavior and how to encourage positive learning for all children.	
Encourage students to take responsibility for own learning and work with others & independently.	Little evidence of how students take responsibility for their learning. Strategies are not clear.	Has some evidence that the student is responsible for their learning and working with others. A few strategies are explained.	Clearly outlines how students are able to learn how to be responsible. Evidence of strategies to teach students how to work independent and with others.	
Establishment of clear expectations for academics and behavior & respond to those that do not meet these expectations.	Few expectations to maintain a positive learning environment. Consequences are not appropriate.	Some expectations but not clearly understood by students. Consequences not always appropriate for academic and behavior actions.	Expectations are clearly established & how they are understood by students. Clear evidence of consequences that are directly related to non compliance to expectations.	
Routines and procedures established and maintained.	Not sufficient amount of routines to create a positive learning environment. Few strategies to maintain on a regular basis.	Few routines & procedures are identified that are closely related to the grade level. Some strategies for maintaining on a regular basis.	Evidence of sufficient and clearly defined routines and procedures that are appropriate for this grade. Clearly established strategies to maintain routines and procedures.	
Total Points			**Total Points**	

Individual reflection of group Positive Learning Environment   **5 points**

Element	Beginning to meet 1-2	Approaching 3-4	Meets Expectation 5	points
Reflection of management paper	Is loosely connecting phases of the assignment with some of the parts of assignment. Does not show reflective writing with evidence.	Provides statements of all beliefs without connection to all portions of the assignment. Has some reflection with some evidence.	Clearly states current beliefs reflecting on the classroom observation, video, interview of the teacher, group management plan, and any additional info gathered. Reflection provides evidence with sound reasoning.	
			Total	

Observation – Child in the classroom   **20 points**

Learner Outcomes: Teacher candidates will write a 3 page paper including:

- apply their knowledge of professional observation skills, including identification of major characteristics of the learning and social behaviors of typical and atypical students
- differentiate between professional and unprofessional observation skills
- record what they observe by identifying the students educational needs
- 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 (not in a SDC or RSP pull out program)
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.

Resources	Title and necessary information:
Textbooks	Grant, C., & Gillette, M. (2006). *Learning to teach everybody's children: Equity, empowerment and education that is multicultural.* Belmont, CA. Thomson & Wadsworth. Chapter 5 Turnbull A., Turnbull, R., & Wehmeyer, M.L. (2010). *Exceptional lives: Special education in today's schools,(6th ed.*) Upper Saddle River, NJ: Pearson, Merrill Prentice Hall. Villa, R. A., & Thousand, J. S. (2005). *Creating an inclusive school* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 6 & 7
Other Resources	McCarney, S. (2006). *Pre-referral Intervention Manual.* Hawthorne Educational Services, Inc. Thousand, J.S, Villa, R.A., & Nevin, A. I. (2007) Differentiating *instruction; Collaborative planning and teaching for universally designed learning.* Thousand Oaks ,CA: Corwin Press.

Task Guidelines
1. Identify a student to observe.
   Chose a child that represents a non regular education student: English Learner, student that is an accelerated learner, student who has a special education label under IDEA or ADA, or has participated in a SAT)
   Make sure the teacher understands that you are not helping in the classroom during this observation.
2. Observe the student for 60 minutes (must include learning activities)
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 include that in your background 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.)
6. Write Observation Summary & Recommendations: Part II of Report

The following information is to serve as a guideline to write your observation. DO NOT simply answer the questions. This must be written in paragraph form.

Background Information
- Student's Pseudonym
- Chronological Age of Student
- Student's Grade
- Pre-school and K-12 school history if available
- Health issues (allergies, diagnosed ADHD, glasses…)
- Family information: 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 services 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 student's 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 (Student learning)
- Describe the student's body language
- Describe the student's facial expressions
- Describe the student's actions/activities as they participate in class
- Describe the student's verbal and nonverbal interactions with peers and adults
- What does the student do to show their learning?
- What type of checking for understanding for the students learning is evident
- Describe verbal and nonverbal interactions adults have with student (how does the teacher interact with the student)
- Describe verbal and nonverbal interactions peers have with student

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

Recommendations
- How could the content of the lesson be adapted to meet the student's needs?
- How could the teacher engage the student in the lesson?
- What other strategies could the teacher have used to meet the needs of this student?
- What adaptations for checking for understanding or assessment could have been used?
- What are your recommendations for behavior management (seating arrangement, contract, management strategies…) to help this student succeed?
- What does the student need to succeed?

Rubric for Observation: Child in classroom   **20 Points**

Elements	Beginning to Meet Expectations 1 points	Approaching Expectations 2 point	Meets Expectations 4 points	Points
Background Information	Minimum information to the children observed	Some details about the children observed	Complete information to demonstrate understanding of the child	
Placement	Identifies programs the student is placed in.	Information about the students placement is vague	Clearly defines the students day and the programs they participate in	
Performance (student learning)	Vague understanding of the students learning that is taking place	Some understanding of the students learning and interactions in the classroom	Details explain the learning by the student with peers and teacher	
Summary	No evidence to show understanding of the child's strength and challenges.	Assessment of the strengths and challenges is not based on evidence	Supporting evidence to show the strengths and challenges of the student.	
Recommendations	Recommendations to improve student understanding are not clear.	There are a few recommendations to show the child could have used some additional assistance.	Recommendations clearly define the understanding of the child's needs.	
Total Points				

        Lesson Design   **25 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. This lesson plan will focus on reading comprehension. This will prepare the candidate for the TPA final assessment.

Assessment: In groups of 4 teacher candidates will write a universal lesson plan that differentiates content, process, and product for students learning English, students who are accelerated learners, and students with special needs. **Candidates who do not participate in the group preparation during class time will have 5 points deducted from their grade.**

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

Resources	Title and necessary information:
Textbooks	Grant, C., & Gillette, M. (2006). *Learning to teach everybody's children: Equity, empowerment and education that is multicultural.* Belmont, CA. Thomson & Wadsworth. Chapter 5 Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2010). *Exceptional lives: Special education in today's schools, (7th ed.)* Upper Saddle River, NJ: Pearson, Merrill Prentice Hall. Villa, R. A., & Thousand, J. S. (2005). *Creating an inclusive school* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 6 & 7
Other Resources	McCarney, S. (2006) *Pre-referral Intervention Manual.* Hawthorne Educational Services, Inc. Thousand, J.S, Villa, R.A., & Nevin, A. I. (2007) Differentiating *instruction; Collaborative planning and teaching for universally designed learning.* Thousand Oaks, CA; Corwin Press.

Prerequisite skills:
- Teacher candidates are able to write a lesson design using lesson format that is provided.
- Teacher candidates are able to differentiate curriculum and instruction based on content, process, and product
- 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. [Thousand, J.S, Villa, R.A., & Nevin, A. I. (2007)]
- Teacher candidates are able to identify strategies to meet the needs of:
    - Students learning English (including differentiation for Beginning, Intermediate, and Advanced levels)
    - Students who need special education support under IDEA, IDEIA, ADA, Grant & Gillette (2006), Turnbull, Turnbull, & Wehmeyer (2010), and Villa & Thousand (2007)

Task Guidelines
1. Design a lesson using lesson design format.
2. Describe what you know about the learners and their context in detail. When describing students who are learning English and their levels of language acquisition, students who are accelerated learners, and students who need special education supports under IDEA &/or ADA include, readiness range (skills, reading, thinking, and 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 for 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. 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?

TEMPLATE TO BE USED:

LESSON DESIGN; DEVELOPMENTALLY APPROPRIATE PEDAGOGY

Contextual Information;
Elements of the learning experience
> Grade
> Content Area: *Example: Language Arts*
> Subject Matter: *Example: LA: reading comprehension*
> Time period for the learning experience: *Example: 60 minute sessions LA*
> Learning Goals/learning objectives for the learning experience:
>> State adopted content standards: *Example: write all content standards directly from the state frameworks*
>> Learning goals based on the content standards for students: *Example: learning goals that directly relate to the content standards.*

Class description
> *Example: type of class (self contained, subject specific) time of year, general background of students learning in relationship to new learning (challenges and prior learning)*
> *Example: English Learner: Beginning, intermediate, and advanced (use the ELD standards to determine the needs of each of these students.*
> *Example: Students with special needs: one student with learning disabilities and one with another special education identified disability*
> *Example: GATE student: identify the students' needs*
> *Example: Regular education: remaining students*
> *Example: give examples based on the different learning needs for K-3 and 4-6*
> *Example: developmental age appropriate skills and needs of the students*
> *Example: engaging activities (hands on, etc)*

Assessment Plan

Example: Goals assessed based on the content standards and learning goals

Example: Type of assessment: Prior knowledge (pre assessment, entry level), Formative (progress monitoring), Summative (final product)

Example: Feedback strategies: how students will be informed of specific successes and challenges and future activities to fill the individual students gaps.

Example: Reflection of the assessment: Strengths and weaknesses in relationship to the learning goal. Describe your alternative assessment based on the potential gaps in the students learning.

Materials

Example: Review teacher's manuals, pacing guides, and appropriate supplemental materials to determine the materials you will need to present this lesson. Materials should include lists of supplies that will be needed to present this lesson.

Instructional strategies

1. Address the subject matter learning goals and developmental needs of the students described.

    Example: Instructional strategies are what the teacher does during the instruction

    Example: Student activities are what the students do during the lesson and independent practice

INSTRUCTIONAL STRATEGIES	STUDENT ACTIVITIES
Example: Put one instructional strategy in each box with an explanation and amount of time you are anticipating. Expand the number of boxes to match each strategy.	*Example: Put one student activity to match the instructional strategy in each box with an explanation and amount of time you are anticipating. Expand the number of boxes to match each student activity.*
ANTICIPATORY SET: *How will you focus/motivate students?* TEACH TO THE OBJECTIVE*: How will you teach to the objective? How will you actively involve all students?* *Note: For a skill or task, describe and model the skill/task.* *For a concept, provide examples and non-examples.* GUIDED PRACTICE: *How will you structure opportunities for the students to practice in class teacher monitoring (e.g., alone, with a partner, in cooperative groups). How will you "check for students' understanding throughout the lesson?*	ANTICIPATORY SET TEACH TO THE OBJECTIVE GUIDED PRACTICE:

INDEPENDENT PRACTICE: *How will you structure opportunities for the students to practice outside of class following the lesson? How will you ensure that the independent practice is at the appropriate level of difficulty for the various students?* CLOSURE: *How you are going to remind students of the academic progress they made towards the learning goals.*	INDEPENDENT PRACTICE:
EXAMPLE of instructional practices Time frame 5 minutes Have students move to the story rug. As soon as students are seated on the rug, we will quickly review some of the newly learned vocabulary by pointing to the pictures in the book and asking students to identify the meaning of each word as it is pointed to.	*EXAMPLE of student activities matching instructional practices.* Students move to the story rug for the read aloud. Students respond through choral response, raising of hands, and pair/share the meanings of each frontloaded homophone pointed to by the teacher.

2. Explain why the instructional strategies, student activities and resources are appropriate for this lesson.
   Example: Why are the instructional strategies and student activities appropriate for this class based on content and student development?
   Example: How do they address the development need of these students?
   Example: How do they help the students make progress toward achieving the state adopted academic content standards for student in this content area?
   Example: Understand connections between lesson content and the outside world.

Differentiated instruction based on the learning goals and instructional strategies
English Learner: Select ONE

TASKS	Beginning EL	Intermediate EL	Advanced EL
Identify 2 specific learning needs aligned with student description			
Identify 1 instructional strategy or student activity challenging to the student			
Explain why the strategy or activity you chose could challenge student based on learning needs of student			
Describe how you would adapt the strategy or activity to meet learning needs of student considering subject matter pedagogy in description			
Explain how your adaptation would be effective for the student in making progress towards the goals of your lesson			
Explain how your adaptation would be effective for student in making progress toward English development			
What progress monitoring assessment would you choose to obtain evidence of the student's progress towards a learning goal?			
Give rationale for your choice of assessment. Use your knowledge of academic content in this lesson and this student's learning needs in your rationale.			

Special Education

TASKS	GROUP SELECTED DISABILITY
Identify 1 instructional strategy or student activity from the plans that could be challenging for the student considering the description of your student	
Explain why this strategy or activity could be challenging for the student based on your description	
Describe how you would adapt the strategy or activity to meet the needs of the student	
Explain how your adaption would be effective for the student making progress toward achieving the learning goal	
Identify one additional instructional strategy or student activity that could be challenging for the student considering their learning needs	
Describe how you would adapt the strategy or activity you identified to meet the needs of the student	
What progress monitoring assessment would you choose to obtain evidence of the student's progress towards a learning goal?	
Give rationale for your choice of assessment. Use your knowledge of academic content in this lesson and this student's learning needs in your rationale.	

GATE

TASKS	Describe GATE student's needs:
Identify 1 instructional strategy or student activity from plans that will be challenging for student considering the student description	
Explain why this strategy or activity will be beyond the students current ability and will challenge the student based on your description	
Describe how to adapt the strategy or activity to meet student's needs	
Explain how your adaption would be effective for helping the student make progress going beyond the learning goal	
Identify one additional instructional strategy or student activity that will be challenging for the student considering their learning needs	
Explain why the strategy or activity you chose will be challenging for the student based on specific aspects of the student description	
Describe how you would adapt the strategy or activity you identified to meet the needs of the student	
Explain how your adaptation would be effective for helping the student make progress toward going beyond achieving the learning goal	
What progress monitoring assessment would you choose to obtain evidence of the student's progress towards the learning goal?	
Give rationale for your choice of assessment. Use your knowledge of academic content in lesson and this student's learning needs in rationale.	

LESSON PLAN RUBRIC   20 points

ELEMENT	LEVEL 1= 1 point	LEVEL 2 = 2 points	LEVEL 3 = 3 points	LEVEL 4 = 4 points
The lesson addresses the content standards	Utilizes inappropriate and irrelevant materials and inaccurately or fails to address the content standards. Evidence is unconnected across the response	Utilizes limited materials and ambiguously addresses the content standards. Materials provide partial relevance to the lesson and content standards are inconsistent. Evidence is weakly connected and inconsistent across the response.	Utilizes appropriate materials and accurately addresses content standards. Materials provide relevance to the lesson and content standards. Evidence is connected across the response.	Utilizes appropriate, detailed and clear materials and accurately addresses content standards. Materials reinforce relevance to the lesson and consistently connect to the content standards. Evidence is purposefully connected and reinforced across the responses.
Student activities are appropriate to the grade level	Lesson plan is inappropriate or irrelevant to the students' grade level. Activities are missing connections to the learning goals.	Lesson plan is partially appropriate to the students' grade level. Activities show limited connections to the learning goals.	Lesson plan is appropriate and relevant to the grade level. Activities show clear connections to the learning goals.	Lesson plan is clear, appropriate relevant and engaging to the grade level. Activities show clear and consistent connections to the learning goal.
Assessment of learning goals	Assessment is not related or appropriate to the learning goals. The examples are irrelevant to the content standards.	Assessment is partially related and ambiguously addresses the learning goal. Some examples are minimally related to the content standards.	Assessment is clearly related to the learning goal. Assessments clearly address pre, formative, and summative. They are appropriate for the grade level and special needs students. They are placed appropriately in the lesson.	Assessment is directly related and appropriate to the learning goal. Assessment address pre assessment, formative, and summative learning objectives and are purposely connected and reinforced. Examples given during assessments relate to content standards. Assessment goals are clear, consistent, and convincing.
Instructional strategies and student activities meet learning goals	Instructional strategies are irrelevant; student activities are unconnected and inappropriate to instructional strategies; not grade level appropriate.	Instructional strategies are limited and inconsistent and vaguely connected to the student activities and are somewhat age appropriate.	Instructional strategies clearly connect to the student activities and the learning goal. Student activities are revenant and derived from the instructional strategies and are age appropriate.	Instructional strategies clearly connect to the student activities and the learning goal. Student activities are purposely and clearly derived from the instructional strategies and are age appropriate.
Differentiation of students learning needs	Differentiation is irrelevant to the description of students and has little or no relation to content standards and learning goals. Assessments are inappropriate to student's learning needs.	Differentiation is inconsistent to the description of students and has minimal relation to the content standards and learning goals. Assessments are partially appropriate to students learning needs.	Differentiation is relevant to the description of the students and relates to the content standards and learning goals. Assessments are appropriate to students learning needs.	Differentiation is relevant and consistent to the description of students and directly relates to the content standards and learning goals. Assessments are appropriate for all students learning needs with modifications for students with special needs.
TOTAL				

Student Assistance Team (SAT) Process   **20 points**

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

Assessment: Teacher candidates in groups of 4 will apply their knowledge of the SAT processes completing the SAT packet and participate in the simulated SAT. **Students who do not participate in the group preparation or simulation will have 5 points deducted from their grade.**

Resources	Title and necessary information:
Textbooks	Grant, C., & Gillette, M. (2006). *Learning to teach everybody's children: Equity, empowerment and education that is multicultural.* Belmont, CA. Thomson & Wadsworth. Chapter 5 Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2010). *Exceptional lives: Special education in today's schools,(6th ed.)* Upper Saddle River, NJ: Pearson, Merrill Prentice Hall. Villa, R. A., & Thousand, J. S. (2005). *Creating an inclusive school* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 6 & 7
Other Resources	McCarney, S. (2006). *Pre-referral Intervention Manual.* Hawthorne Educational Services, Inc. Thousand, J.S, Villa, R.A., & Nevin, A. I. (2007). Differentiating *instruction; Collaborative planning and teaching for universally designed learning.* Thousand Oaks CA; Corwin Press.
WebSites	Look for information about the child/category you selected

TASK AND GUIDELINES

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

Preparation
- Complete the Pre-referral/Triad packet with observed characteristics of the student's behavior and learning or behavioral challenges, how the child's characteristics affect school performance, and possible strategies for supporting the student. (use *Pre-referral Intervention Manual* for reference)
- In groups of 4 meet with your Triad model and discuss your student. (teacher, facilitator, parent, and referring teacher)
- Complete the SAT Summary Sheet with each column filled out in items that would be covered in an SAT.
- Part of the packet will address the needs of the child that your group created as well as information from your text books and web sites you visited to complete your understanding of your child and areas that you need to address as a teacher. The web sites will provide information about the challenging student characteristic and strategies for supporting the student.

Student Assistant Team (SAT) Rubric   **20 points**

Element	Developing 1 point	Meets Expectations 2 points	Exceeds Expectations 4 points	Total
Completion of the Pre-referral process.	Packet complete.	Packet complete but does not show support of all the components of the SAT process.	Completed packet with direct support using all the components of the SAT process.	
Understands child and parent as indicated on the parent conference and student interview.	The parent conference and needs of the child are not clear.	The student's strengths, needs, language and culture are understood and are addressed in the triad conference.	The student's strengths, needs, language, and culture are understood and can incorporate the child's life outside of the school into the triad conference. Clear understanding of the child (web sites, text book reference)	
Development of interventions is found in the pre-referral triad summary sheet.	The strategies are vague and not appropriate for the student to be successful.	The strategies somewhat demonstrates an understanding of the students uniqueness with the ability to be successful.	The strategies recommended support the student's uniqueness and addresses the student's strengths and needs for academic, social/emotional, and physical objectives.	
Completion of the SST summary sheet addressing the areas needed from the checklist.	Few areas are addressed based on the students needs.	Some of the areas are addressed to assist the student.	All areas are addressed appropriate to the students needs both academically and behaviorally.	
Participation in simulation	Does not have a clear understanding of the student and does not participate appropriately.	Uses some information correctly about the child in playing the role as an SAT member.	Understands the child and is able to play the selected role in their group. Gives constructive suggestions and demonstrates knowledge of the SAT process.	
Total points				

Day	Date	Type	Topics	Readings Due	Materials Required	Assignments Due
1	1/24	FF	Introductions; review of key syllabus elements (Syllabus scavenger hunt) Text preview and readings "Getting to Know You"	Syllabus	Text books Journal Syllabus	Bring hard copy of syllabus & all required textbooks to class; Bring a small journal for class quickwrites and reflections Check in to Cougar Courses
2	1/31	FF	Diversity; Building Classroom Relationships	Grant Ch. 3 Turnbull Ch. 3 Villa & Thousand Ch. 4	Texts & Journal	
3	2/7	FF	Creating a Positive Learning Environment: Discipline and Classroom Management Conflict Resolution & Positive Behavior Supports	Grant Ch. 3 Turnbull pp. 202, 320	Texts & Journal	
4	2/14	OL	Video critique and group discussion board	Grant Ch 4	Video on Cougar Courses	Discussion completed by 2/20 11:59 PM
5	2/21	FF	Lesson Design Culturally Responsive Teaching	Grant Ch. 5 (pp. 173-195) Turnbull Chapter 1-3; plus chapters with disabilities for special education student of your group choice Villa & Thousand Ch 5	Texts & Journal Lesson design template Teacher manual Content standards LA & ELD for group selected grade level Laptop for group	Individual Reflection Video Critique
6	2/28	FF	Who are my students? Gifted & Talented (GATE), Special Education (SPED), & English Learners (EL) Multiple Intelligences	Turnbull Ch. 1 Villa & Thousand Ch. 6	Texts & Journal	Positive Learning Environment (group paper) Individual Reflection of Group Positive Learning Environment

			SPED Laws Principles of IDEA			
7	3/7	FF	Differentiation	Villa & Thousand Ch. 7 Tomlinson (e-book): Forward, Ch. 1 & 2	Texts & Journal	Observation of a Child
8	3/14	FF	Lesson Process	tba	Texts & Journal	
9	3/21	N/C	Spring Break			
10	3/28	FF	Differentiation	Turnbull pp. 124-125; 143; 471-472 Tomlinson (e-book): Ch. 3-5	Texts & Journal	
11	4/6	N/C	Group work: Lesson Design	Tomlinson (e-book): Ch. 6 & 7		
12	4/13	FF	RTI	Turnbull pp. 58-59 http://www.rtinetwork.org/k-5 RtI Module (provided by instructor)	Texts & Journal	
13	4/20	OL	SAT/SST Lecture			Lesson Design
14	4/27	FF	SAT/SST Training	Grant Chapter 5	Texts & Journal SST packet	
15	5/4	FF	Preparation of Mock SAT		Texts & Journal	
16	5/11	FF	Mock SAT What's Ahead? Course Evaluation		Texts & Journal	SAT Paper