

Education/Multiple Subject (EDMS) 512 ICP Elementary Teach & Learning II
Fall 2010 CRN 41077 University 257 Monday 16:00 – 18:45
Elementary Teaching and Learning II (3 units)

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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 an advanced understanding of learning theory and instructional practice in integrated and inclusive elementary classroom. *This course is aligned with California's SB 2042 Standards. Prerequisite: Consent of Program Coordinator and completion of EDMS511.*

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, C., & Gillette, M. (2006). *Learning to teach everybody's children: Equity, empowerment and education that is multicultural*. Belmont, CA. Thomson & Wadsworth. Chapter 5 (**SAME BOOK AS 350**)
- Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2010). *Exceptional lives: Special education in today's schools, (7th ed.)* Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall.

Recommended Texts

- Stephen B. McCarney (2006) *Pre-referral Intervention Manual*, Hawthorne Educational Services
- Tomlinson, Carol Ann. (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.)

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)

STUDENT LEARNING OUTCOMES

They will develop a Unit Plan to be used in their future course work that includes content standards, student activities, and instructional strategies with emphasis on assessment for prior knowledge, formative, and summative. They will become familiar with the IEP process and the role of the classroom teacher. They will understand special education handicapping conditions and presentations will allow them to complete a Disability Matrix. They will continue to increase their observation skills by completing a focused observation of a student with specific diverse needs. Preparation for job application will allow the students to prepare a resume, letter of introduction, and current philosophy of education.

Teacher 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 teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), 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 your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your 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://lynx.csusm.edu/coe/CalTPA/CalTPAdocuments.asp>

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. At a minimum, students must attend more than 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. If a student misses two class sessions you may not be able to receive a grade higher than a "C" or if they are late or leave early for more than three sessions, the highest possible grade earned will be a "C". Any combination of the two students will not receive a grade higher than a C. **If you miss class where group work is being conducted you will have 5 points deducted from your grade on that project.**

Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations

Students 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. 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.

Grading Standards

All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due.

All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to a "B" each week after that will drop one grade level).

20 POINT PAPER 20-18 A, 17-14 B, 13-10 C, 9-6 D, and 5-4 F. 10 POINT PAPER 10-9 A, 8-7 B, 6-5 C, 4-3 D, 2-1 F. Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor. **All work can be re-submitted for a higher grade with 5 points deducted: 20 point paper deducted to 15, 10 point paper deducted to 5.**

All students will use Times Roman 12 fonts and double spaced on all written work. It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment's grade will be negatively affected as a result of this oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance. There is a requirement of at least 2500 written words for completion of the written assignments.

Grading will also include a component of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

Course Assignments

Unit Plan	20 points
IEP paper	15 points
Letter of introduction/resume	10 points
Exceptionality matrix	10 points
Chapter presentation	15 points
Chapter summary of presentation	8 points
Discussion on Chapter presentation	22 points
Total	100 points

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

Grading Scale

A= 93-100	B+=86-89	C+= 77-79		
A-=90-92	B=83-86	C= 73-76	D=60-69	F=59 or lower.
	B-=80-82	C- =70-72		

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 Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each student 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

Use of Technology:

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, 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.

Letter Application/Resume

10 Points

Learner Objectives: Create a letter of introduction and resume to be used when applying for a teaching position.

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

Resource(s):	Title and necessary information:
Textbook/pages	Grant, C., & Gillette, M. (2006). <i>Learning to teach everybody's children: Equity, empowerment and education that is multicultural</i> . Belmont, CA. Thomson & Wadsworth. Chapter 5

Letter of Introduction

5 points

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

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

Resume

5 point

Include a professional resume addressing your education and teaching experiences.

Letter of introduction and resume:

10 Points

Elements	Beginning to meet 2 points	Approaching 3 points	Meets 5 points	Points
Letter of introduction	Little information about educational curriculum, instruction, professional beliefs are presented. Little knowledge of the district philosophy is present.	Educational curriculum, instruction, professional beliefs are presented. Some knowledge of district philosophy.	Educational curriculum, instruction, professional beliefs are presented in concise manner with clear understanding. Knowledge of district philosophy.	
Resume	Addresses experiences in relationship to teaching.	Addresses experiences in relationship to teaching with explanations.	Addresses experiences in relationship to teaching with explanations for understanding that are clear.	
Total Points				

Exceptionality Matrix

10 Points

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

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

Resource(s):	Title and necessary information:
Textbook	Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2010). <i>Exceptional lives: Special education in today's schools, (7th ed.)</i> Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall.
Internet sites	Information regarding IDEA and 13 handicapping conditions

Task Guidelines for the Disability matrix

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

Create a graphic organizer of the thirteen (13) special education disability categories. Your table must take the form of a word-processed table that clearly illustrates each of the following seven dimensions: This can be submitted as a class project with each group contributing or by individual students. Using the Matrix that is on WebCT you and your partner will be responsible for completing each section that is not completed and supply additional information to the categories that are completed.

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

13 Disability categories IDEA: Learning Disabilities, Communication disorders, Emotional or behavioral disorders, Attention deficit/hyperactivity disorder, Mental retardation, Severe and multiple disabilities, Autism, Physical Disabilities and other health impairments, Traumatic brain injury, Hearing loss, and Visual impairments. The addition of Gifted and talented will also be a category.

Exceptionality Characteristics Matrix Expectations

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

Rubric for Disability Matrix

10 points

Elements	Beginning to meet 1 points	Meets 2 points	Points
Description and assessment	Identification of the characteristics of all 13 categories with named assessment to determine degree of disability.	Detailed description of the characteristics of all 13 categories with appropriate assessment to determine degree of disability.	
Curriculum Modification (Content)	Some curriculum and materials identified with little modification to assist the students.	Appropriate curriculum, materials, and goals for each disability with specific modifications to assist the students.	
Classroom Environment Modification (Process)	Some classroom modifications to assist the student.	Appropriate classroom environment that assist any handicapping condition.	
Teaching Practices Modification (Process)	Little use of teaching practices that are aligned with the handicapping condition. Assessments are not aligned with teaching practices.	Appropriate teaching practices that assist the handicapping condition. Use of appropriate assessments that directly relate to the teaching practices.	
Assessment Modification (Product)	Assessments are not directly related to the material and not modified to meet the student's needs.	Assessments are modified and appropriately connected to the materials taught.	
Total Points			

If submitted as a class the rubric will be adjusted to determine the areas in the matrix that are required to complete plus additional information in the areas that are completed. Each group will be graded individually on the completion of the matrix.

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

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

- 1) Knowledge of the IEP forms and format for the meeting.
- 2) Knowledge of the steps that lead up to an IEP (RTI, SST, and 504).
- 3) Team's communication and problem solving appropriate and the parent's role in part of the solutions. Identifying the related services for the child to meet their needs.
- 4) Evaluating the assessment process in their school relative to assessment team member responsibilities, identifying leanings about the school's assessment processes and identification of parents understanding suggestions for improvement, if appropriate.
- 5) Evaluating an IEP meeting in terms of team communication, creative problem solving, and family centeredness.
- 6) The evaluation of the role of the classroom teacher.
- 7) Any improvements in the process observed based on what was learned in class.

Resource(s):	Title and necessary information:
Textbook/pages	Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2010). <i>Exceptional lives: Special education in today's schools, (7th ed.)</i> Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall. Villa, R. A. & Thousand, J. S. (1995). <i>Creating an inclusive school.</i> Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 1, 2, 3, 4 & 7 Gable, R.A. and Hendrickson, J.M. (2000). Teaching all the students: A mandate for educators. In J.S.
Internet Site(s)	www.dssc.org/frc/frcl.htm This Federal Resource Center for Special Education site provides general information about and news pertaining to special education as well as special technical assistance information. www.ed.gov/offices/OSERS/IDEA This OSERS IDEA Home Page site provides a detailed explanation of IDEA. www.pitsco.com/pitsco/specialed.html This Pitsco's Launch site to special education resources links you to many useful special education and disability related sites. www.hood.edu/seri/serihome.htm This Special Education Resources on the Internet site is a collection of internet-accessible information resources of interest to those involved in fields related to special education.

Task Guidelines for the IEP Process

Today's teachers will have students with identifiable disabilities in their classrooms. When the Student Study Team (SST) process is not satisfactory, participation in a 504 is not assisting the student, a recommendation for the development of an Individual Education Program (IEP) may be the next step.

When interviewing and observing IEP, the following should be addressed when writing your **5 page paper**:

1. Demonstration of your knowledge of the process from RTI to an IEP. Based on the knowledge of the on-line lecture and your discussion with the classroom teacher how do they differ and how are they similar?
2. Demonstration of your knowledge of the student's disability and what type of IEP did you observe? Explanation of the type of IEP you attended and how it is similar to what you have learned from the on-line lecture or how it differed.

3. Who are all of the special education and related service personnel who were called upon for support in the school and in the school district? How are they different from the class information?
4. How does the school staff ensure that students receive nondiscriminatory evaluations and appropriate educational experiences?
5. Does the school's specific IEP meeting format address the following:
 - *Breadth of assessment*
More than one test must be used as the basis of evaluation
Assess all areas related to the suspected disability
 - *Administration of assessment*
Select and administer nondiscriminatory racial and ethnic assessments
Use trained personnel to administer assessments
 - *Timing of assessment*
Nondiscriminatory evaluation must occur before initial placement into or out of special education
Reevaluation occurs every three years or more frequently, if conditions warrant or parents/guardians, or teacher request
 - *Parental/Guardian notification and consent*
Parents/guardians must be fully informed and consent to having their child assessed
Consent for evaluation is not consent for placement into special education; separate consent is required for consent
 - Interpretation of assessment results must consider a variety of sources.
4. What does the school's specific IEP look like? Does it include and/or address the following:
 - The student's present level of educational performance, including how the disability affects the educational experience;
 - Measurable annual goals and short-term objectives;
 - The special education accommodations, related services, and other ways support will be provided to ensure the student's success;
 - The extent to which the student will participate with students who do not have disabilities in the general education and extracurricular activities;
 - Individual modifications if the student participates in standardized assessments, and explanation s for when the student does not participate in such assessments
 - The projected start date, frequency, location, and duration of modifications;
 - Brief discussion of how the student's progress towards annual goals will be assessed.
5. Reflection of how the actual IEP differs from the on-line lecture and IEP forms that were used.

Rubric IEP: 15 Points

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

Learner Objectives: In groups of 4 students will plan a two week long calendar for an elementary classroom.

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

- Math and language arts content area
- Instructional strategies and student activities.
- resources
- assessments/additional assessments

Resources	Title and necessary information:
Textbook/chapters	Grant, C., & Gillette, M. (2006). <i>Learning to teach everybody's children: Equity, empowerment and education that is multicultural</i> . Belmont, CA. Thomson & Wadsworth. Chapter 5 Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2010). <i>Exceptional lives: Special education in today's schools, (7th ed.)</i> Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall.

Prerequisite skills:

- Teacher candidates can create appropriate units of study with sequencing of unit.
- Teacher candidates are able to develop a schedule and course activities (instructional strategies, and student activities).
- Teacher candidates are able to create 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.
- Teacher candidates are able to identify strategies to meet the needs of
 - Students learning English (including differentiation for Beginning, Intermediate, and Advanced levels)
 - Regular education students.
 - Special education students.
 - Student that are accelerated learners (GATE)

Task Guidelines for Unit Plan

You will work with 4 people in your group.

Emphasis will be put language arts and math

Select a grade level.

Use teacher's manuals, and pacing guides to assist in developing a sequential unit plan.

Select content standards and use blue prints to address in the 2 week plan.

You will write two week in depth to show your understanding of appropriate sequencing.

Two Week Unit Plan Developmentally appropriate pedagogy

Contextual Information

Elements of the learning experience in a unit

Grade *Example: identify the grade level this plan will address*

Content Area *PHYSICAL EDUCATION*

Subject Matter *Review PE content standards a select an area*

Time period for the learning experience *Example: 2 week*

Teacher's dilemma

Based on the previous unit of study write a brief scenario of possible challenges the learners may have had when presented with this unit based on the formative and summative assessments.

Assessment Plan

EXAMPLE: Days can be flexible due to where it is placed in the unit plan. Indicate the day in the top row for your unit plan.

	DAY	DAY	DAY	DAY
Goals assessed: <i>Example: based on the content standards and learning goals</i>				
Type <i>Example: describe why you are using the following: Prior knowledge (pre assessment), Formative (progress monitoring), Summative (final product). What type of assessment will be given quiz multiple choice, exam from text, and other type of assessment.</i>				
Purpose <i>Example: reason for the assessment</i>				
Implementation <i>Example: how the assessment will be conducted and corrected</i>				
Feedback strategies <i>Example: how students will be informed of successes and challenges</i>				
Informing instruction <i>Example: determine what material will need review for identified students, the students who are near mastery and students who have learned the material and need extension.</i>				

Reflection of assessment:

Identify one strength in the assessment plan and explain why it is a strength in relation to the learning goals.	
Identify one weakness in the assessment plan and explain why it is a weakness in relation to the learning goals in this unit.	

Additional assessment:

Example: project what additional assessments might be needed to determine mastery of the content standards and learning goals.

Write an additional assessment:

Example: You might have found this assessment in supplementary resources or teacher made. Write the additional assessment you would use to check student understanding.

Additional assessment

Write your reasons why you feel this supplemental assessment would benefit student learning and improve your assessment plan by answering these reflective questions. *Example: Answer the reflective questions based on how you as the teacher might use these to improve the assessment plan.*

When in the plan would you use this assessment? <i>Example: What days would you use this supplemental assessment to give you further information on the progress of your students?</i>	
What goals would be assessed by this assessment? <i>Example: What additional information would you look for to ensure you have assessed the learning goals and content standards?</i>	
What type of assessment would it be? <i>Example: Formal or informal. Where did the assessment come from?</i>	
What would be the purpose of the assessment? <i>Example: Example: reason for the assessment and what knowledge and skills are acquired.</i>	
How would you implement the assessment? <i>Example: how the assessment will be conducted and corrected</i>	
What feedback strategies would you use? <i>Example: How would you inform students of their successes and challenges?</i>	
How would the results of the assessment inform instruction? <i>Example: determine what material will need review for identified students, the students who are near mastery and students who have learned the material and need extension.</i>	

Explain how the additional assessment you described improves your assessment plan.

<i>Example: Address the teacher's dilemma and need for more information about what the students really know and understand. Determine what the possible misconceptions</i>	
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might be and the student progress toward achieving the learning goals.

LONG RANGE TWO WEEK PLAN BASED ON MATH AND LANGUAGE ARTS CONTENT STANDARDS

Content area	Content standards	Resources (text book & support materials)	Instructional strategies	Student activities

RUBRIC UNIT PLAN

20 POINTS

ELEMENT	LEVEL 1=0-1 points	LEVEL 2=2-3 points	LEVEL 3= 3-4 points	LEVEL 4 = 4-5 points	TOTAL
Content Standards	Appropriate grade level content standards are missing. There is little to no connection to instructional strategies and student activities.	Content standards are inconsistent with grade level. There is minimal connection to the content standards. Instructional strategies and student activities are weakly enforced.	Content standards are relevant to grade level. Partially connected to instructional strategies and some evidence of reinforcement in student activities.	Content standards are appropriate to grade level and relevant to the lessons being taught. They are clearly listed and purposefully connected to the instructional strategies and reinforced in the student activities.	
Assessment	The assessment is inappropriate, irrelevant, and have little or no connection to the content standards. The assessments are inaccurate to gauge student's progress and to guide instruction.	The assessment provides minimal connections to the curriculum and content standards. The assessments weakly identified and minimally used to gauge student's progress and to guide instruction.	The assessment provides clear and appropriate connections to the curriculum and content standards. There are only 2 identified assessments and are partially used to gauge student's progress and to guide instruction.	The assessment is clear, consistent, and appropriately addresses the content standards. Demonstrates an accurate understanding of assessing student's needs. Pre, formative, and summative assessments are appropriately used to gauge students progress and to guide instruction.	
Instructional strategies & student activities	Instructional strategies and student activities are inaccurate or missing and unconnected to each other and the relevant content standards.	Instructional strategies and student activities are minimal and weakly connected to each other and relevant content standards.	Instructional strategies and student activities are clear and appropriately connected to each other and the relevant content standards	Instructional strategies and student activities are clear, detailed, and appropriately connected to each other and relevant to the content standards.	
Overall understanding and sequence	The plan is disorganized and lacks sequential order. Inappropriate key components of the plan are missing.	The plan has limited organization and sequencing. The key components of the plan are ambiguous and weakly connected for long-range planning, assessment, reflection, and teacher's dilemma.	The plan is clearly organized and in sequential order. All components of the detail plan are appropriate for long-range planning, assessment, reflection, and teacher's dilemma.	The plan is clearly organized and in detailed and sequential order. All components of the detailed plan include long-range planning, assessment plan, reflection, and teachers dilemma	
Total points					

Chapter Presentation (matrix)

Points: 15

Learner Objectives: Through lesson preparation and presentation determine the most important parts of the chapters to complete the special education matrix information.

Assessment: Working in a small group of students you will be assigned one of the chapters to present to the class. Your group can break down the material in any form to teach the class the material that is necessary to complete the matrix. You will present a media presentation that will be viewed by the class.

Resources	Title and necessary information:
Textbook/chapters	Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2010). <i>Exceptional lives: Special education in today's schools, (7th ed.)</i> Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall.

Prerequisite skills:

Work in your group you will design a lesson to present to the class. You will teach the text material as well as additional research you have done to complete the matrix.

Presentation of the Chapter will:

- The presentation will be 20-30 minutes in duration and include use of technology such as power point, iMovie, Windows Movie Maker, create a podcast, or lecshare pro.
- When presenting do not read from the Power Point if you are using one. This presentation should be like teaching a class where you continually engage your audience. Review appropriate ways in which to use Power Point and other resources you have from your technology class.
- You will use the Mediasite Center in the library to tape your presentation for the class to view on the day your presentation is due. To sign up for using the Mediasite Center fill out the media site request form <http://lynx.csusm.edu/mediasiterequest/>

Rubric: Presentation 15 Points

Elements	Beginning to Meet 1 point	Meets 3 points	Points
Use of Technology	Technology has some relevance to the presentation and is not used to assist the visual learners.	All technology used is directly related to the presentation and used as a visual.	
Keeps the audience engaged	Little engagement with the class to assist with their learning.	Presentation is positive and engages the class with their understanding of the selected chapter.	
Understands the material presented	Reads from notes and is unsure of information presenting.	Able to teach the material with confidence and knowledge using the tools the media center offers.	
Instructional strategies	Presentation of material is not engaging with reference to notes and technology	Teaches with enthusiasm and engages the students in their learning.	
Individual presentation	Does not demonstrate equal participation with the presentation of the chapter.	Equal participation from all members of the group presenting the chapter.	
Total Points			

Chapter Discussion

22 Points

Learning Objectives: Each student will be responsible for contributing to an on-line discussion using the discussion board on Cougar Courses. Each chapter that is presented will be followed with an on-line discussion board for **3 days** after the chapter has been presented.

Assessment: Each student will receive two points for each chapter in accordance with the rubric for on-line discussions. **NO emails will be accepted as part of the points for the discussion.** The topic thread for each chapter will be a reflective statement about your learning of this disability and/or concerns and how you see yourself working with a student in your class with this disability now that you are knowledgeable about the subject.

Element	Does not meet 1 points per chapter	Meets 2 point per chapter
Response to topic thread	The reflective response to the topic thread does not demonstrate understanding of the disability presented and/or concerns. There is little connection between the knowledge of the disability and the instruction and learning goals of the abilities of the child. NO posting of topic thread.	The reflective response to the topic thread clearly demonstrates the understanding of the disability presented and/or concerns. The knowledge of the disability is used to demonstrate how the child's curriculum and instruction will be changed to meet the learning goals and abilities of the child.

Summary of Chapter

8 Points

Learning Objectives: Each student presenting the chapter will review all students' postings and write a one page summary statement of the classes understanding and/or misunderstandings of the disability they presented. This one page summary will be shared with the class through Cougar Courses. They will share curriculum, strategies and concerns of the class working with students with this disability. **This summary will be posted 5 days after the presentation.**

Assessment: The one page summary will be written by the students collaboratively that presented the chapter. The summary will be graded according to the rubric. This will be submitted on the discussion board.

Element	Does not meet 0 points	Approaching 1-2 points	Meets 3-6 points
Summary statement by each presenter of the chapter.	NO summary	Not all responses of the class were considered in the summary. Vague ideas about curriculum, strategies, and concerns working with a child with this disability.	All responses were read and common threads were expressed in the summary. The summary provides the class with clear ideas for curriculum, strategies, and concerns working with a child with this disability.

Course Outline Subject to change

Day	Date	Type	Topic	Related reading & Materials WEBCT	Assignments due	On-line response due dates
1	1/24	FF	Introduction	Chapter sign up for presentations		Syllabus & assignments explained on line
2	1/31		Differentiation: abilities of all students	Grant: chapter 2		
3	2/7	FF	Understanding Assessments	Grant Chapter 5 Types of assessment Cougar Courses Group unit planning	<i>Turnbull chapter 5 presentation</i>	Chapter discussion 2/10 midnight Summary 2/12 midnight
4	2/14	FF OL	Unit Plan Introduction	Materials to write unit plan	<i>Turnbull chapter 6 presentation</i>	Chapter discussion 2/17 midnight Summary 2/20 midnight
5	2/21	OL	Group work on unit plan	Grant: chapter 5	<i>Turnbull 7 presentation</i>	Chapter discussion 2/24 midnight Summary 2/26 midnight
6	2/28	FF& OL	Group work on unit plan	Grant: chapter 5	<i>Turnbull chapter 8 presentation</i>	Chapter discussion 3/3 midnight Summary 3/5 midnight
7	3/7	FF OL	Unit Plan Assessment	Grant: chapter 5	<i>Turnbull chapter 9 presentation</i>	Chapter discussion 3/10 midnight Summary 3/12 midnight
8	3/14	FF OL	Finish Unit plan		<i>Turnbull chapter 10 presentation</i>	Chapter discussion 3/17 midnight Summary 3/19 midnight
9	3/21		Spring break		<u>Unit Plan Due</u>	Chapter 3/24 midnight Summary 3/26 midnight
10	3/28	FF OL	Letter and Resume	Grant: chapter 8 Letter, resume to peer edit	<i>Turnbull chapter 11 presentation</i>	Chapter discussion 3/31 midnight Summary 4/2 midnight
11	4/4	OL	Presentation work No Class		<i>Turnbull chapter 12 & 13 presentation</i> <u>Letter & Resume Due</u>	Chapter discussion 4/7 midnight Summary 4/9 midnight
12	4/11	FF OL	Learning modalities		<i>Turnbull chapter 14 presentation</i>	Chapter discussion 4/14 midnight Summary 4/16 midnight
13	4/18	OL	IEP Lecture on line No class	Turnbull: chapter 1	<i>Turnbull chapter 15 presentation</i> <u>IEP Due</u>	Chapter 4/21 midnight Summary 4/23 midnight
14	4/25	FF OL	Understanding CST TPE's		<i>Turnbull chapter 16 presentation</i>	Chapter discussion 4/28midnight Summary 4/30 midnight
15	5/2	FF	Rubrics using writing		Grant: chapter 10 <u>Matrix due</u>	
16	5/9	FF	Teaching a profession	Grant chapter 6		