

**Education/Multiple Subject (EDMS) 511B ICP Spring 2007**  
**Elementary Teaching and Learning I (3 units)**

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

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

**Infused Competencies**

**Authorization to Teach English Learners Senate Bill (SB) 2042**

This program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is addressed by SB 2042. The competencies needed to teach these students are met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework.

**Special Education**

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

**Technology**

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

**Instructor**  
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**Course Description**

This course requires participation in public schools and other education-related contexts.

This course is designed:

- to extend pre-service candidates' understandings about numerous philosophies of teaching and learning;
- to inform pre-service candidates about key concepts and procedures as they relate to students learning English and students with special education labels;
- to encourage further infusion of technology into curriculums.

**Course Objectives**

The purposes of this course are threefold:

- to expand 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.

**Teacher Performance Expectations (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. You will be required to formally address the following TPE's in this course.

TPE 6d – Engaging and supporting all learners (Student Study Team Assignment)

TPE 9 – Instructional planning (long and short term goals)

### Required Text

- Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural*. Thomson & Wadsworth.
- 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.)
- Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2007). *Exceptional Lives: Special Education in Today's Schools, 5<sup>th</sup> Ed.* Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall.
- Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Task Stream Electronic Portfolio, Must register and pay fee online prior to first class @ [www.TaskStream.com](http://www.TaskStream.com) (register for duration of credential program).

### Recommended Texts

- Choate, J. S. (2004) *Successful inclusive teaching (4<sup>rd</sup> ed.)* Needham, MA: Allyn & Bacon.

### Students with Disabilities Requiring Reasonable Accommodations

Students 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.

**Writing:** In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately

### Plagiarism

All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 5<sup>th</sup> edition. Failure to do so may result in failure of the course.

### 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 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."

### Grading Policy

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

All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to a "B"). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor. All work can be re-submitted for a higher grade with 5 points deducted: 20 point paper deducted to 15, 15 point paper deducted to 10.

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

|                          |           |
|--------------------------|-----------|
| Classroom management     | 20 points |
| Student Study Team       | 20 points |
| Observation of a student | 15 points |
| Experiencing diversity   | 15 points |
| Lesson Plan              | 20 points |
| Task stream (2 TPE's)    | 10 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.**

**College of Education Attendance Policy**

Due to the interactive nature of courses in the COE, and the value placed on the contributions of every student, students are expected to prepare for, attend, and participate in all classes. For extenuating circumstances contact the instructors **before** class is missed, and make arrangements to make up what was missed. At minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade for the course. If a student misses two class sessions they may not be able to receive a grade higher than a "C" or if they are late or leave early for more than three sessions, the highest possible grade earned will be a "C". Any combination of the two students will not receive a grade higher than a C. **Notification of absences does not allow students to assume they are automatically excused from class or making up missed class.**

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

| <b><u>PART 1:</u><br/><u>LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</u></b>   | <b><u>PART 2:</u><br/><u>METHODOLOGY OF BILINGUAL ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</u></b>       | <b><u>PART 3:</u><br/><u>CULTURE AND CULTURAL DIVERSITY</u></b>                               |
|--|---|---|
| <b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>                                  | <b>I. Theories and Methods of Bilingual Education</b>   | <b>I. The Nature of Culture</b>   |
| A. The sound systems of language (phonology)   | A. Foundations  | A. Definitions of culture   |
| B. Word formation (morphology)   | B. Organizational models: What works for whom?  | B. Perceptions of culture   |
| C. Syntax  | C. Instructional strategies   | C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)           |
| D. Word meaning (semantics)  | <b>II. Theories and Methods for Instruction In and Through English</b>  | D. Physical geography and its effects on culture  |
| E. Language in context   | A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction                       | E. Cultural congruence  |
| F. Written discourse   | B. Approaches with a focus on English language development  | <b>II. Manifestations of Culture: Learning About Students</b>                                 |
| G. Oral discourse  | C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English) | A. What teachers should learn about their students  |
| H. Nonverbal communication   | D. Working with paraprofessionals   | B. How teachers can learn about their students  |
| I. Language Change   |   | C. How teachers can use what they learn about their students (culturally responsive pedagogy) |
| <b>II. Theories and Factors in First- and Second-Language Development</b>  | <b>III. Language and Content Area Assessment</b>  | <b>III. Cultural Contact</b>  |
| A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy | A. Purpose  | A. Concepts of cultural contact   |
| B. Psychological factors affecting first- and second-language development  | B. Methods  | B. Stages of individual cultural contact  |
| C. Socio-cultural factors affecting first- and second-language development   | C. State mandates   | C. The dynamics of prejudice  |
| D. Pedagogical factors affecting first- and second-language development  | D. Limitations of assessment  | D. Strategies for conflict resolution   |
| E. Political factors affecting first- and second-language development  | E. Technical concepts   | <b>IV. Cultural Diversity in U.S. and CA</b>  |
|  |   | A. Historical perspectives  |
|  |   | B. Demography   |
|  |   | C. Migration and immigration  |

## Differentiated Lesson Plan

20 points

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

**Assessment:** In groups of 3-4 teacher candidates will write a universal lesson plan that differentiates content, process, and product for students learning English, students that are accelerated learners, and students with special needs.

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

| Resources       | Title and necessary information:  |
|-----------------|---|
| Textbooks       | Grant, Carl. A. & Gillette, Maureen. (2005). <i>Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural</i> . Thomson & Wadsworth.<br>Chapter 5<br>Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2007). <i>Exceptional Lives: Special Education in Today's Schools, 5<sup>th</sup> Ed.</i> Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall.<br>Villa, R. A. and Thousand, J. S. (2005). <i>Creating an Inclusive School</i> (2 <sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development.<br>Chapters 6 & 7 |
| Other Resources | Choate, J. S. (2000) <u>Successful inclusive teaching</u> (3 <sup>rd</sup> ed.). Needham, MA: Allyn & Bacon. Chapters 16<br>McCarney, Stephen (2006) <u>Pre-referral Intervention Manual</u> , Hawthorn Educational Services, Inc<br>Pierangelo, Roger, & Giuliani, George A. (2001). <u>What Every Teacher Should Know about Students with Special Needs: Promoting Success in the classroom</u> . Champaign, IL: Research press.  |

### Prerequisite skills:

- Teacher candidates are able to write a lesson plan using the COE lesson format.
- Teacher candidates are able to differentiate curriculum and instruction based on content, process, and product
- Teacher candidates are able to use information about students' readiness range (skills, reading, thinking & information), learning profiles, interests, talents, and culture to differentiate curriculum and instruction (Tomlinson, 1999).
- Teacher candidates are able to identify strategies to meet the needs of
  - Students learning English (including differentiation for Beginning, Intermediate, and Advanced levels)
  - Student that are accelerated learners as referred to by Pierangelo & Giuliani (2001)
  - Students that need special education support under IDEA &/or ADA as referred to by Choate (2000), Grant & Gillette (2005), Pierangelo & Giuliani (2001), Turnbull, Turnbull & Wehmeyer (2007). and Villa & Thousand (1995)

### Task Guidelines

1. Design a lesson plan using COE lesson format.
2. Describe what you know about the learners and their context in detail. When describing students that are learning English and their levels of language acquisition, students that are accelerated learners, and students that need special education supports under IDEA &/or ADA include, readiness range (skills, reading, thinking & information), learning profiles, interests, talents, and culture for all students.
3. Design a differentiated lesson plan. Consider the lesson you are revising, what content, process and products does the lesson incorporate? How could you revise the lesson to differentiate the content, process, or product for your students learning English, for your accelerated learners and your students with special needs? Address their individual needs based on their readiness (skills, reading, thinking & information), learning profile, interests, talents, and culture.

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

### Lesson Plan Format

#### **I. CONSIDERATIONS BEFORE THE LESSON**

##### Facts about the Learners

- Who are my students and how do they learn?
- What forms of communication do my students use?

##### Content/Context

- Content area(s) or discipline(s)
- Grade level(s)
- Content standards addressed
- Lesson's Objectives
- Prior knowledge and skills

##### Product/Assessments

- In what varied authentic ways will students demonstrate accomplishment of the objectives?
- What criteria will you use to judge students' success for each objective?

##### Management/Discipline Considerations

- What materials and resources are needed?
- How will you incorporate technology?
- How will you handle the room arrangement?
- How will you handle student grouping?
- How will you handle student transitions and misbehavior?

#### **II. OPENING THE LESSON/ *INTO***

Anticipatory Set - How will you motivate and focus students?

#### **III. PROCESS/STEPS OF INSTRUCTION/ *THROUGH***

##### **A. Teacher Input**

1. How will you describe and model skills?
2. How will you provide examples and non-examples?
3. How will you teach to the objective(s)?
4. How will you actively involve all students?
5. What will the teacher do?
6. What will the student do?

##### **B. Guided Practice**

1. How will students practice alone?
2. How will you check for understanding?
3. What will your interventions consist of if the objectives are not being met?

##### **C. Independent Practice/Formative Assessment**

What benchmark criteria will you look for to assess if students are meeting the objectives?

##### **D. Closure/Summative Assessment**

- How will you have students summarize their learning?
- How will you assess students have met the objectives?

#### **IV. AFTER THE LESSON/ *BEYOND***

##### **A. Transfer**

How will you structure opportunities for students to continue practice and transfer learning?

##### **B. Reflection**

1. What went well in the lesson and was it relevant and worthwhile?
1. What evidence do you have that the lesson went well?
2. What changes will you make to enhance learning?
3. What benefits do these changes have for the students and your effectiveness as a teacher?

## Universal Backwards Lesson Design

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

## Differentiated Lesson Plan Graphic Organizer

### Students with Special Needs, GATE, and EL

|  |  |
|--|--|
| Student identification: explanation of the students abilities and challenges |  |
| Identified content that is different for this student                        |  |
| Different strategies to be used  |  |
| Different assessment   |  |

### Differentiated Lesson Plan Rubric

| Elements                               | Beginning to Meet Expectations<br>1 point  | Approaching Expectations<br>2 points  | Meets Expectations<br>4 points  | Total Points |
|--|--|---|---|--------------|
| <b>Facts About Learners</b>            | Identify number of students that have specific learning needs.   | Describe each students' readiness range (skills, reading, thinking & information), learning profiles, interests, talents, and culture | Identify the students educational implications based on their label and their readiness range, learning profiles, interests, talents, and culture     |              |
| <b>Content of the lesson</b>           | The learning objectives do not directly correlate to the content standards.  | There is some learning that directly relates to the selected content standards for the grade level.                                   | Content taught clearly matches the content standards that are specific for the grade level.   |              |
| <b>Assessments</b>                     | The assessments do not measure the learning objectives.  | Assessments are not directly related to the content standards but are content standards based.  | The assessments clearly measure the learning objectives and content standards appropriate for the grade level.  |              |
| <b>Anticipatory set Instruction</b>    | Vague anticipatory set without direct connection to the objectives. Instruction is not engaging for cognitive level of the students. | Anticipatory set and objectives are not clearly related. Instruction involves some engagement of learners.                            | Anticipatory set matches learning objectives and instruction. Instruction is engaging and involves all learners.                                      |              |
| <b>Instruction and guided practice</b> | Little engagement by the students during direct instruction. Guided practice is weak with some checking for understanding.           | Parts of the instruction are engaging with some guided practice related to the lesson.  | Instruction is engaging and is related to the content standards. Guided practice is directly related to the lesson and reinforces direct instruction. |              |
| <b>Total Points</b>                    |  |   |   |              |



## Student Study Team (SST) Process

20 points

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

**Assessment:** Teacher candidates apply their knowledge of the SST processes completing the SST packet and participate in the simulated SST. Interview a teacher to assist in the understanding of the process. A one page reflection paper by each student will be turned in after participating in the simulated SST. **Students who do not participate in the group preparation or simulation will have 5 points deducted from their grade.**

| Resource(s):    | Title and necessary information:  |
|-----------------|---|
| Textbooks       | Grant, Carl. A. & Gillette, Maureen. (2005). <i>Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural</i> . Thomson & Wadsworth. Chapter 5<br><br>Villa, R. A. and Thousand, J. S. (2005). <i>Creating an Inclusive School</i> (2 <sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development. |
| Other Resources | Choate, J.S. (2000) <u>Successful inclusive teaching: Proven ways to detect and correct special needs</u> (3 <sup>rd</sup> ed.) Boston: Allyn & Bacon. (ISBN 0-205-30621-7)<br>Chapter 1 & 16   |
| Web site        | Visit a web site to learn more about the child you have selected  |

### TASK AND GUIDELINES

#### Objectives

- demonstrate knowledge of the use of the SST model
- recognize the various roles of the SST 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)
- Interview a teacher to understand the process at that school. The interview will be part of the one page reflection paper. (Questions and interview notes will be turned in with the one page reflection paper.)
- In groups of 4 meet with your Triad model and discuss your student. (teacher, facilitator, parent, and referring teacher)
- Complete the SST Summary Sheet with each column filled out in items that would be covered in an SST.
- 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.
- Write a one page reflection responding to the following information:
  1. You're rational for inclusive educational opportunities for all students.
  2. How would the Triad/pre-referral assist you as a teacher?
  3. What principles of universal design guided your decisions for differentiating instruction?
  4. What your role as a teacher would be prior to attending an SST with your student.
  5. How you will prepare for an SST meeting as a teacher.
  6. How this process will support you as a teacher.

**Student Study Team (SST) Rubric**

| <b>Element</b>   | <b>Developing<br/>1 point</b>   | <b>Meets Expectations<br/>2 points</b>  | <b>Exceeds Expectations<br/>4 points</b>   | <b>Total</b> |
|--|---|---|--|--------------|
| <b>Completion of the Pre-referral process.</b>   | Packet complete.  | Packet complete but does not show support of all the components of the SST process.   | Completed packet with direct support using all the components of the SST process.  |              |
| <b>Understands child and parent as indicated on the parent conference and student interview.</b> | 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) |              |
| <b>Development of interventions is found in the pre-referral triad summary sheet.</b>            | 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.   |              |
| <b>Completion of the SST summary sheet addressing the areas needed from the checklist.</b>       | 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.  |              |
| <b>Resources and reflection.</b>   | The web site and teacher interview give a brief summary and reflection without support of the identified student. | The web site and teacher interview summarized for the majority of the paper. There is little reflection on how this information will assist you as a teacher. | The web site and teacher interview has a brief summary but the personal reflection demonstrates and supports your knowledge of the child and what strategies you would use as a teacher.                                     |              |
| <b>Total points</b>  |   |   |  |              |

## Observation – Child in the classroom

15 points

### Learner Outcomes:

Teacher candidates will:

- apply their knowledge of professional observation skills, including identification of major characteristics of the learning and social behaviors of typical and atypical students
- differentiate between professional and unprofessional observation skills
- record what they observe
- write up their observation notes with recommendations for curriculum and instructional implications

### Assessment:

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

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

| Resources          | Title and necessary information:  |
|--------------------|---|
| Textbooks          | Grant, Carl. A. & Gillette, Maureen. (2005). <i>Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural</i> . Thomson & Wadsworth.<br>Chapter 3,4, 5<br><br>Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2007). <i>Exceptional Lives: Special Education in Today's Schools, 5<sup>th</sup> Ed.</i> Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall.<br>pp. 252-253, 321 & 417 |
| Other Resources    | Choate, J. S. (2004) <u>Successful inclusive teaching (4<sup>rd</sup> ed.)</u> Needham, MA: Allyn & Bacon.<br>Chapters 1-3  |
| Internet Resources | Tomlinson, Carol Ann. (1999). <u>The Differentiated Classroom: Responding to the needs of all learners</u> . Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available free through CSUSM ebooks library.)  |

### Task Guidelines

1. Identify a student to observe.  
Chose a child that represents a non regular education student: English Learner, student that is an accelerated learner, student that has a special education label under IDEA or ADA, or has participated in a SST)
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  
(This is the only place you can share your opinions.)

### Background Information

- Student's Pseudonym
- Your name
- Chronological Age of Student
- Student's Grade

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

#### Placement

- What program is student receiving students from
- Where is student receiving those services?
- What portion of the day is the student in general education?
- What portion is student in other placements?
- How have the 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
- 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?
- 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

15 Points

| Elements                       | Beginning to Meet Expectations<br>1 points                                | Approaching Expectations<br>2 point   | Meets Expectations<br>3 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                   |   |   |  |        |

**Learner Objectives:** Knowledge and skill in creating an electronic portfolio.

**Assessment:** Teacher candidates apply what they have learned from the required assignments to the TPE's designated in a cogent, first person reflection in TaskStream.  
Teacher candidates will include all necessary components in their final submission of the electronic portfolio.

| Resource(s):     | Title and necessary information:  |
|------------------|---|
| Internet Site(s) | <a href="http://lynx.csusm.edu/coe/eportfolio/index.asp">http://lynx.csusm.edu/coe/eportfolio/index.asp</a><br>This will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements.<br><a href="http://www.taskstream.com">http://www.taskstream.com</a><br>This is the TaskStream home page where you will register for Taskstream and return to when working on your electronic portfolio. |

### **Task Guidelines for Electronic Portfolio – Taskstream TPEs**

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

#### **Responses to TPE's 6d and 9:**

It is important to recognize that the TPEs are threaded throughout the credential program, as a whole, and are addressed multiple times in each course. Even though we are referencing and seeking to understand many TPEs in this course, you are specifically responsible for writing a response for TPE **6d and 9** in the Task Stream Electronic Portfolio.

Each assigned response will relate to course assignments, discussions, and/or readings that provide a deeper understanding of the specified TPE. As you write, the goal is to describe your learning as it relates to the TPE, to analyze artifacts (assignments) and explain how they are evidence of your learning, and to reflect on the significance of your learning (the "so what") and where you need to go next related to the TPE. A four paragraph structure will help you develop your response. It is suggested to type your response into a *Word* document and paste it into Taskstream once you have proofed it for spelling, grammar and understanding.

#### **TPE Narrative Response Structure**

**1<sup>st</sup> paragraph: Description:** Introduction to your response that uses the words of the TPE. DO NOT restate the TPE; instead, introduce your reader to the focus of your response as it relates to the TPE. This is basically an extended thesis statement related to the TPE. Use first person language. Introduce the names of the pieces of artifact evidence you will explain and analyze in paragraph 2 and 3.

**2<sup>nd</sup> paragraph: Analysis of Artifact Evidence #1:** Explain how one attached artifact is evidence of your learning related to the TPE. The key here is "evidence." How does this artifact prove that you have learned something specific related to this TPE? Describe, analyze and reflect on your artifact here

**3<sup>rd</sup> paragraph: Analysis of Artifact Evidence #2:** Explain how another attached artifact is evidence of your learning related to the TPE. Describe, analyze and reflect on your artifact here.

**4<sup>th</sup> paragraph: Reflection:** Reflect upon and summarize the significance of your learning overall (connected to the TPE) and explain what you still need to learn related to this TPE. This addresses the "so what?" or "the big picture" of your learning. How does knowing this impact you and students?

### Upload your TPE Narrative Response in as a Text

- Copy the complete TPE response in the word document
- Proof your TPE narrative response. Remember to use spell and grammar check.
- Open your Tasksteam account
- Go to "View My Work"
- Click on "CSUSM Multiple Subject Portfolio" this should take you to "#3 Edit Content"
- Go to the TPE number you are working on
- Go to "Add/Edit"
- Go to Text
- Paste your complete TPE response into the text box
- Check for completeness
- **Upload TPE Evidence Artifacts**
  - Open your Tasksteam account
  - Go to "View My Work"
  - Click on "CSUSM Multiple Subject Portfolio" this should take you to "#3 Edit Content"
  - Go to the TPE number you are working on
  - Go to "Add/Edit"
  - Go to Attachment
  - Name file. Choose the name you use to refer to the evidence within the TPE Narrative Response. Capitalize like a title.
  - Choose your file from your computer and upload your attachment
  - Describe your file. Write a sentence or two to elaborate on this evidence beyond it's name.
  - If you would like you can select standards that are aligned with the artifact and TPE.
  - Spell Check
  - Check for attachment format and completeness.

Be succinct in your writing; more is NOT better. State your ideas clearly and keep them grounded in the evidence of your learning as represented by your artifacts. When you submit each TPE response, you will receive feedback from the instructor that asks for revision or says that you are done. You will not get full credit for this assignment if you are asked to revise and you do not. Please continue to check your TaskStream portfolio until the instructor says you are done with each TPE response for the course. More details about using TaskStream will be given in class and can be found on WebCT.

## TaskStream TPE Response Checklist

*Your TPE response should include the following DESCRIPTION, ANALYSIS, and REFLECTION sequence and contain a minimum of two artifacts as evidence of your learning. Where possible, include artifacts from both your coursework and your field work.*

### **Description Paragraph (DESCRIBE your learning relative to the TPE)**

- Did you identify what part of the TPE you are addressing using language from the TPE? \_\_\_\_\_
- Did you give an overview of your learning related to the elements of the TPE you identified above? \_\_\_\_\_
- Did you name the artifacts you will be explaining in your following paragraphs as evidence of your learning? \_\_\_\_\_
- Did you capitalize the name of your artifact attachments like a title? \_\_\_\_\_
- Are you consistent about what you call your evidence? \_\_\_\_\_
- Did you spell out acronym and then introduce acronym in a parenthesis? \_\_\_\_\_
- Did you use first person language? \_\_\_\_\_

### **Evidence Paragraph (ANALYZE an artifact to demonstrate your learning)**

- Did you identify the artifact you are analyzing? \_\_\_\_\_
- Did you explain how this piece of evidence addresses elements of the TPE you outlined in your opening paragraph? \_\_\_\_\_
- Is this artifact a good representation of the elements of this TPE—is it an effective representation of your learning related to this TPE? \_\_\_\_\_
- Did you use first person language? \_\_\_\_\_
- Did you attach your artifact to your response in TaskStream? \_\_\_\_\_
- Does your attachment have an appropriate title and short descriptor? \_\_\_\_\_

### **Evidence Paragraph (ANALYZE an artifact to demonstrate your learning)**

- Did you identify the artifact you are analyzing? \_\_\_\_\_
- Did you explain how this piece of evidence addresses elements of the TPE you outlined in your opening paragraph? \_\_\_\_\_
- Is this artifact a good representation of the elements of this TPE—is it an effective representation of your learning related to this TPE? \_\_\_\_\_
- Did you use first person language? \_\_\_\_\_
- Did you attach your artifact to your response in TaskStream? \_\_\_\_\_
- Does your attachment have an appropriate title and short descriptor? \_\_\_\_\_

### **Reflection Paragraph (REFLECT on your learning and next steps)**

- Did you reflect upon and summarize the significance of your learning overall (connected to the TPE) \_\_\_\_\_
- Did you explain what you still need to learn related to this TPE? \_\_\_\_\_
- Did you use first person language? \_\_\_\_\_



### Rubric for Taskstream

| Element | Beginning to Meet Expectations<br>1 point    | Approaching Expectations<br>2 points  | Meets Expectations<br>5 points  | Total points |
|---------|--|---|---|--------------|
| TPE 6D  | Has some understanding of addressing the TPE | Understands the format of the TPE but does not address each area adequately | TPE shows the understanding of the concept and has artifacts that relate to the TPE expectations. |              |
| TPE 9   | Has some understanding of addressing the TPE | Understands the format of the TPE but does not address each area adequately | TPE shows the understanding of the concept and has artifacts that relate to the TPE expectations. |              |
| Total   |  |   |   | /10          |

### Experiencing diversity

15 points

|                          |   |
|--------------------------|---|
| <b>Learning outcomes</b> | Students will be able to understand the challenge of feeling successful in an unfamiliar setting/culture through direct, meaningful participation in the setting/culture of their choice.   |
| <b>Assessment</b>        | Prerequisite will include becoming familiar with the event they are going to attend through the internet or other resources.<br>Teacher candidates will write a <b>3 page</b> about an event they attended that was unfamiliar to them based on culture, ethnicity, gender, or religious beliefs. |
| <b>Resources</b>         | <b>Title and necessary information:</b><br><b>TEXT BOOK?????</b><br>Web site or other resource for prerequisite of chosen event   |
| <b>Assessment</b>        | Experiencing an event that causes the candidate to experience and understand how to support their future students when they enter their class that is unfamiliar to them.   |

### Prerequisite skills:

1. Chose an event that you are not familiar with that will give you a new culture, ethnicity, gender, or religious experience. **This must be a new event that you are NOT familiar with and you must go by yourself.**
2. Become knowledgeable about the event you will be visiting for background information.

### Task guidelines:

1. Give a description of the background information that was found prior to attending the event.
2. Give a description of the unfamiliar setting and culture of the event you attended.
3. Define how this unfamiliar event was an experience for you either negative or positive and why.
4. Describe interactions you had with individuals/group from the event.
5. Discuss one to three similarities/differences between your perspectives after reading about the event prior to attending.
6. Explain how this experience was different or similar to other events you have attended.
7. Write a reflection of your feelings of the unfamiliar event and draw some conclusions how you will parallel that situation which your students may also experience those feelings as they enter your class.
8. Discuss strategies you will use to diffuse students feelings of the unfamiliar or feeling left out.

### Rubric for experiencing diversity

| Element                 | Beginning to Meet Expectations<br>1-2 points                           | Approaching Expectations<br>2-3 points  | Meets Expectations<br>3-4 points   | Total points |
|-------------------------|--|---|--|--------------|
| Prerequisite            | Some information   | Give some specific information about the event prior to attending               | Give specific information and connected with concerns or feelings prior to the event (3)   |              |
| Experience of event     | Give more details about the event than the experience                  | Connect part of the event with reflective thoughts                              | Event is connected with prior experiences and reflection about the event is strong. (4)  |              |
| Interaction with people | Had no interaction, just observed                                      | Had some interaction but does not reflect what was learned from the individuals | Interaction with individuals reflecting on what was learned from the participants. (4)   |              |
| Strategies for students | Have a vague idea of how this experience can transfer to the classroom | Able to give one strategy that can be used for students                         | Give 3 or more strategies that could be used to assist students in feeling comfortable in your class in an unfamiliar setting. (4) |              |
| Total points            |  |   |  |              |

### Classroom Management

20 points

**Learner Objectives:** Teacher candidates will be able to design a classroom management plan for students with diverse needs.

**Assessment:** Teacher candidates will write a 3 page group paper on classroom management plan that addresses all students' needs for a specific grade level. Teacher candidates will identify a minimum of three beliefs about teaching and learning and show how their beliefs are implemented in the management plan including levels of consequences and rewards. Each candidate will write a one page reflection sheet regarding how they see themselves implementing the classroom management plan.

| Resources        | Title and necessary information:   |
|------------------|--|
| Textbooks        | Grant, Carl. A. & Gillette, Maureen. (2005). Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural. Thomson & Wadsworth. Chapter 3<br><br>Villa, Richard, & Thousand, Jacquelyn. (1995). Creating and inclusive school. Alexandria, VA: ASCD. Chapters 3 & 5 |
| Other Resources  | Choate, J. S. (2000) Successful inclusive teaching (3rd ed.). Needham, MA: Allyn & Bacon. Chapter 15   |
| Internet Site(s) | Visit a website  |

#### 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 activities to prepare your group for writing your discipline plan:
  - ❖ Read 3 or more discipline theories/classroom management models from texts or websites.
  - ❖ One hour and a half of observation of a classroom focusing on the teachers strategies for classroom management. Interview the teacher you observe about their educational beliefs and how they implement those beliefs in their classroom management plans in connection with your observation

- ❖ Watch the CD and identify what their educational beliefs are and how they implement those beliefs in their management approach.
- 2. 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 needs.
- 3. Identify a minimum of three core beliefs you have about teaching and learning and how those impact your classroom management plan.
- 4. Discuss 2-3 management strategies you will use to assist your students in following your management plan.
- 5. The one page reflection sheet will connect the classroom observation, teacher interview, CD, and web sites with the group management plan.

**Rubric Classroom Management Plan**

| Elements   | Beginning to Meet Expectations<br>1-2 points                                     | Approaching Expectations<br>3 points   | Meets Expectations<br>4 points  | Total Points |
|--|--|--|---|--------------|
| <b>Prerequisite tasks</b>  | Evidence of completing one   | Evidence of completing two   | Evidence of completing three  |              |
| <b>Identification of student grade/population</b>                          | Vague definition of students and their needs.                                    | Students identified without clear characteristics  | All students identified with clear knowledge of student behavior and needs                              |              |
| <b>Educational Beliefs</b>   | Identify 1beliefs.   | Identify 3 beliefs with vague understanding of how they are impacted by the management plan. | Identify 3 educational beliefs, describe how they will be implemented in your classroom management plan |              |
| <b>Define your management plan</b>   | Define plan without reasoning  | Define your plan with some thought and explanation   | Define your plan with sound reasoning that is defensible for that grade level.                          |              |
| <b>Strategies to assist the students in the implementation of the plan</b> | There is little connection between your strategies and your educational beliefs. | Some of your strategies are linked to your educational beliefs.                              | Each strategy is clearly linked to your educational beliefs based on the needs of the student.          |              |
| <b>Total Points</b>  |  |  |   |              |

**Course Outline (Subject to change)**

| <b>Day</b> | <b>Date</b> | <b>Topic</b>  | <b>Related reading</b>                          | <b>Materials required to bring to class</b>  | <b>Assignments due</b>          |
|------------|-------------|---|---|--|---------------------------------|
| 1          | 1/22        | Introduction  | COE handbook lesson plan                        | TPE 6d and 9 from student teaching handbook COE  |                                 |
| 2          | 1/29        | Universal Lesson Design                                       | Grant, Carl Chapter 5<br>Turnball Chapter 1 & 2 | Lesson_design.ppt<br>Syllabus<br>Choat text book<br>Hawthorn Pre referral intervention manual<br>Content standards LA & ELD for group selected grade level<br>Anchor lesson design 1 & 2 on Web CT<br>Laptop if group wants to use one | Join Taskstream                 |
| 3          | 2/5         | GATE, special education, EL                                   | Villa Chapter 6 & 7<br>Choate Chapter 16        |  |                                 |
| 4          | 2/12        | Differentiation   |   |  |                                 |
| 5          | 2/19        | Lesson process  |   |  |                                 |
| 6          | 2/26        | Group work lesson design<br>Student observation               |   |  |                                 |
| 7          | 3/5         | Diversity; building classroom relationships                   | Grant 3, 4, & 5<br>Turnbull 252-253, 417        |  | Lesson plans due                |
| 8          | 3/12        | Creating a positive learning environment                      | Choat<br>Hawthorne                              |  | Observation: Child in classroom |
| 9          | 3/19        | Classroom management  |   |  | Experiencing diversity paper    |
| 10         | 3/26        | Spring Break  |   |  |                                 |
| 11         | 4/2         | Group work Classroom management teacher observation/interview |   |  |                                 |
| 12         | 4/9         | Direct Instruction engaging students in learning              |   |  |                                 |
| 13         | 4/16        | SST   | Grant Chapter 5, Hawthorne<br>Choat Chapter 2   | SST packet   | Classroom management paper      |
| 14         | 4/23        | Preparation of Mock SST                                       |   |  |                                 |
| 15         | 4/30        | Mock SST  |   |  | SST paper                       |
| 16         | 5/7         | Engagement lessons  |   |  | Taskstream TPE 6D & 9           |